

PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Psychology

Awarding institution	Liverpool John Moores University
Teaching institution	Sri Lanka Institute of Information Technology
JACS Code	C810
Programme Duration	Full-Time: 1 Year
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Psychology
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Science with Honours in Psychology
Link Tutor	Simon Cooper

Educational aims of the programme

In line with the defining principles laid down in the benchmarking document, the aims of the BSc (Hons) Psychology programme are to:

Develop knowledge and critical understanding of a range of fundamental psychological theory.

Produce a scientific understanding of mind, brain, behaviour, and experience, and of the complex interactions between them.

Develop knowledge of, and the ability to critically evaluate, experimental methods and key research areas in psychology.

Develop students' awareness of a range of real-life applications of psychological theory.

Enable students to link theoretical analysis with empirical enquiry.

Enrich students' learning experiences and to provide a stimulating and effective learning environment.

Promote access to higher education, especially within the local region, whilst maintaining due regard for issues of ability and quality assurance.

Enable graduates to enter employment in a wide range of contexts.

Target award Learning Outcomes - Bachelor of Science with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Demonstrate a range of knowledge in conceptual and historical perspectives in psychology
2. Explain the basic principles of Biological Psychology
3. Demonstrate breadth of knowledge in basic Cognitive Psychology
4. Demonstrate breadth of knowledge in basic Developmental Psychology
5. Demonstrate breadth of knowledge in basic Social Psychology
6. Demonstrate breadth of knowledge in the basics of Personality and Individual Differences
7. Demonstrate breadth of knowledge in the basic principles and processes of Research methods in psychology

8. Demonstrate basic competence in Psychological Applications
9. Demonstrate and explain the basics of other specialist areas of Psychology
10. Demonstrate competence in effective written communication skills
11. Show evidence of effective comprehension skills and use of data
12. Demonstrate mastery of critical thinking and reasoning skills
13. Present clear evidence of problem solving skills
14. Demonstrate management of the data collection process and critical competence in research skills
15. Provide evidence of evaluative and analytical skills
16. Demonstrate competence in the effective retrieval and organisation of information
17. Show versatility and understanding in the use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments.
18. Demonstrate project management skills in carrying out an extensive piece of independent empirical research, applying skills of choosing and applying appropriate advanced empirical methodologies and the treatment of resulting data with appropriate analytical methods.
19. Apply skills of literature search, critical review and selection of relevant sources, and systematic synthesis and treatment of key material.
20. Demonstrate adaptability and versatility in computer literacy, both in use of standard software applications and use of internet to search for information
21. Show adaptation of problem solving and reasoning skills to a range of challenges
22. Demonstrate versatility in the application of self-management of learning, utilising time-management skills and effective planning strategies
23. Show evidence for collaboration and co-operation in working with others in varied situations

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Lectures and directed independent reading are used to introduce core knowledge. Lectures are supplemented by seminar and workshop activities in which students can explore ideas in more depth and contribute to, and benefit from, peer learning. In addition, students are expected to cover substantive course content through their own directed reading. These approaches are consistent with the learning outcomes of each specific module.

In formulating the assessment strategy, the programme team aims to achieve an appropriate match between teaching and learning methods and assessment tasks, including the provision of formative feedback, an appropriate balance of assessment tasks over the programme, and inclusivity of a range of student approaches to learning. A variety of assessment methods is therefore utilised across the programme. Assessment methods include essay assignment, conventional written examinations (using seen or unseen questions), portfolios and research reports.

Individual supervision meetings support students in developing, conducting and reporting an empirical investigation in psychology.

Programme structure - programme rules and modules

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6500PSYSLI PSYCHOLOGY DISSERTATION (40 credits) 6502PSYSLI HEALTH PSYCHOLOGY (20 credits) 6504PSYSLI POSITIVE PSYCHOLOGY (20 credits) 6505PSYSLI PSYCHOLOGY IN EDUCATION (20 credits) 6508PSYSLI SOCIAL COGNITION (10 credits) 6510PSYSLI WORK PSYCHOLOGY (10 credits)		120 core credits at level 6 0 option credits at level 6

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

Opportunities for work-related learning are offered in the following modules: Work Psychology (6510PSYSLI); Health Psychology (6502PSYSLI) and the Dissertation (6500PSYSLI). The Work Psychology module requires students to understand the individual and group factors impacting on various work outcomes including performance, effectiveness and stress. The Health Psychology module emphasises the role psychologists and other health professionals have in understanding the causes of health and disease and the use of evidence-based practise to improve health outcomes. Students also have the opportunity in the Dissertation module to collect their data in a variety of applied settings. In addition, the tutorials within the module will support students in their goal-directed planning for employability. This module also links students to the work of a careers advisor who assists students with career counselling.

Criteria for admission

Higher national diploma

This programme is offered at level 6 only to holders of an appropriate level 5 qualification in psychology, such as the Pearson/EdExcel HND in psychology. Applicants will be required to provide details of their previous qualifications, for consideration and approval through the LJMU RPL processes. Successful applicants will be awarded advanced standing (120 credits level 4, 120 credits level 5) on the basis of their previous qualifications.

Prior learning will be mapped against the learning outcomes for levels 4 & 5 in of LJMU's BSc (Hons.) Psychology, specified below.

Applicants should be able to:

Level 4

- Demonstrate progression in the transition to degree level study
- Communicate effectively in written and verbal forms
- Show ability to participate in group work discussion
- Apply the skills required for research design and development
- Develop foundational knowledge for core psychology
- Reflect on the psychological skills and literacies required for course mastery and employability
- Evaluate academic, personal and professional progress

Level 5

- Demonstrate a good knowledge and understanding of core psychology
- Compare and contrast a range of psychological perspectives
- Evidence competence and progress in understanding research methodologies
- Evaluate the application of psychological perspectives to the work environment
- Demonstrate a critical approach to literature and research findings

Overseas qualifications

Applicants achieving a qualification in psychology equivalent to the above (as defined by NARIC) with an English language capability of IELTS 6.0 (minimum of 5.5 in each component) or equivalent will be considered.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.