

PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Psychology

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| Awarding institution | LJMU |
| Teaching institution | Sri Lanka Institute of Information Technology |
| JACS Code | C810 |
| Programme Duration | Full-Time: 3 Years |
| 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 Diploma of Higher Education in Psychology Certificate of Higher Education 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.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

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

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

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education

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

Demonstrate increased 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

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 and 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

The programme is offered in full-time mode (3 years).

| Level 6 | Potential Awards on completion | Bachelor of Science with Honours |
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| 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 |
| Level 5 | Potential Awards on completion | |
| Core | Option | Award Requirements |
| 5501PSYSLI RESEARCH METHODS AND STATISTICS IN PSYCHOLOGY 3: QUALITATIVE RESEARCH METHODS (10 credits) 5502PSYSLI RESEARCH METHODS AND STATISTICS IN PSYCHOLOGY 4: ADVANCED QUANTITATIVE RESEARCH METHODS (20 credits) 5503PSYSLI COGNITIVE AND BIOLOGICAL PSYCHOLOGY (20 credits) 5504PSYSLI DEVELOPMENTAL AND SOCIAL PSYCHOLOGY (20 credits) 5505PSYSLI CAREERS AND EMPLOYABILITY (10 credits) 5506PSYSLI CONTEMPORARY ISSUES IN APPLIED PSYCHOLOGY (20 credits) 5507PSYSLI MENTAL HEALTH CONDITIONS (20 credits) | | 120 core credits at level 5 0 option credits at level 5 |
| Level 4 | Potential Awards on completion | |
| Core | Option | Award Requirements |
| 4501PSYSLI STUDYING PSYCHOLOGY (20 credits) 4502PSYSLI RESEARCH METHODS AND STATISTICS IN PSYCHOLOGY 1: RELATIONSHIPS AND ASSOCIATIONS (10 credits) 4503PSYSLI INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY AND INDIVIDUAL DIFFERENCES (20 credits) 4504PSYSLI PSYCHOLOGICAL THEMES (20 credits) 4505PSYSLI RESEARCH | | 120 core credits at level 4 0 option credits at level 4 |

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| METHODS AND STATISTICS IN PSYCHOLOGY 2: TESTING FOR DIFFERENCES (10 credits) 4506PSYSLI INTRODUCTION TO BIOLOGICAL AND COGNITIVE PSYCHOLOGY (20 credits) 4507PSYSLI CONCEPTS IN MENTAL HEALTH AND WELLBEING (20 credits) | | |
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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)

Work-related learning is provided in the Careers and Employability module (5505PSYSLI). In this module students have an opportunity to develop their career and employability skills through a series of lectures, tutorials and by completion of an oral presentation and coursework portfolio. There is an option to undertake either a work placement or career portfolio. Careers within and outside psychology are highlighted through the learning activities and discussed with reference to the enhancement of students' employability skills. Students are required to write a reflective report based on their work experience within the context of psychological theory. The aims of the module include raising students' awareness of various career paths and opportunities that their psychology degree opens up to them. Students will complete an oral presentation, which in itself is an essential employability skill. Tutorials within this module will support students in their goal-directed planning for employability.

Opportunities for work-related learning are also 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.

Criteria for admission

A/AS Level

Passes in three subjects at GCE Advanced Level Examinations (local or London or equivalent) obtained in one sitting in any stream.

International Baccalaureate

Acceptable on its own and combined with other qualifications.

Additional information: 26 IB diploma points. May require specific grades in science subjects.

Access

Access to Higher Education Diploma acceptability: acceptable on its own and combined with other qualifications.

Further information: overall merit required.

Other

A pass in the Aptitude Test conducted by the Institute; and

Successful completion of a subject specific interview conducted by staff in the School of Psychology (a three member panel comprising the Dean, Clinical Psychologist, and a senior academic staff member).

Mature entry

Mature, non standard applicants providing evidence of ability to undertake the programme will be interviewed by the admissions team. Access applicants should have (or expect to obtain) the full award in a relevant course.

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.