Queen Mary
University of London

Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of award and field of study:	BSc (Hons) Psychology, BSc (Hons) Psychology with Professional Experience, BSc (Hons) Psychology with Year Abroad
Name of interim award(s):	
Duration of study / period of registration:	3 or 4 years
QMUL programme code / UCAS code(s):	C800, C80P, C80Y
QAA Benchmark Group:	Psychology, Biosciences
FHEQ Level of Award :	Level 6
Programme accredited by:	British Psychological Society
Date Programme Specification approved:	6 Jul 2022
Responsible School / Institute:	School of Biological and Behavioural Sciences

Schools / Institutes which will also be involved in teaching part of the programme:

Barts and The London School of Medicine and Dentistry

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

Psychology, the scientific study of mental processes and behaviour, is recognised as one of the most influential "hub sciences" known in scholarly inquiry and feeds directly into a wide range of basic and applied disciplines (including biology, neuroscience, medicine, psychiatry, public health, sociology, management sciences; Boyack et al. 'Mapping the backbone of science.' Scientometrics, 64: 351-374, 2005). Psychology is also recognised now as a natural and experimental science as evidenced by cutting edge research developments in the discipline (for example in evolutionary psychology, cognitive and developmental science, behaviour genetics, social and cognitive neurosciences). The academic rationale for Queen Mary's BSc programme in Psychology is that "biological psychology" (that is, how ultimate and proximate biological mechanisms deliver cognitive and behavioural outcomes) is an area of significant world-class research activity. Here, SBBS has marked strengths in the evolution of cognition, sensory neuroscience, neurobiology and behaviour (also known as "behavioural neuroscience") and this has been strengthened by recent new appointments in cognitive psychology, developmental psychology, human social behaviour, and perceptual psychology.

In terms of our philosophy, we see psychology as natural and experimental science, thus falling appropriately under the good auspices of the Faculty of Science & Engineering. Psychology also happens to be in the top two most popular undergraduate subjects being studied in the United Kingdom. However, the integration of psychology within the natural sciences (notably biology) is the domain of only a handful of institutions across the country and none in London, thus providing the College with

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a unique niche in which to draw upon this popular market. This undergraduate programme in Psychology will allow students to study psychology in its proper natural science and ecological context. The programme will provide a thorough grounding in core principals, concepts and practical research skills of psychology through the acquisition of generic and subject-specific scientific, communication and evaluative competencies. A unique subject-specific competency of psychology will be the ability to detect meaningful patterns in the behaviour of individuals and groups and to evaluate their significance. This will enable students not only to pursue postgraduate research in the behavioural sciences but also professional psychology training. Vitally, it opens a wide range of non-science careers in the public services (such as teacher training), careers allied to medicine, industry and commerce (especially marketing, finance, personnel and organisation management).

In summary, the central rationale and philosophy is to provide a degree programme which integrates psychology as a natural science consistent with the cutting edge research developments in the SBBS and in the field as a whole. The programme also has a unique advantage over many science subjects by providing highly attractive transferable skills characteristic of psychology-specific undergraduate training. This provides vital "added value" in terms of an employability criterion so that SBBS students may become recognised leaders in diverse (and not just science-based) workplaces.

Aims of the programme

• To provide a thorough foundation in psychology, with significant contributions from cognitive biologists and psychologists that will enable an understanding of core principles, theories and issues in psychology.
• By a combination of lectures, practical classes, field courses and workshops to provide a thorough scientific and natural sciences approach to the study of the subject giving a broad understanding of psychological theory and research.
• To provide an impressive range of transferable skills in preparation for scientific and non-science career paths

Furthermore to:
• provide a rational, flexibly structured and coherent programme of study which is relevant to the needs of employers, facilitate the professional development of the student and lay the foundations for a successful career to the benefit of the economy and society;
• provide a sound knowledge base in the fields studied and develop key transferable skills in the areas of communication, numeracy, information technology, leadership, working with others, problem solving, time and task management;
• foster the development of an enquiring, open-minded and creative attitude, tempered with scientific discipline and social awareness, which encourages lifelong learning

What will you be expected to achieve?

Students who successfully complete the programme are expected to possess the following knowledge/skills/attributes:

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Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:	
A 1	empirical and theoretical psychology and wider issues of the development of psychology as a science, the role of empirical data, and how to make critical judgements about arguments in psychology within an experimental and biological context.
A 2	systematic knowledge of multiple perspectives in psychology and understanding of the relation between psychology and other cognate disciplines (such as biology, cognitive science, sociology and psychiatry).
A 3	competence in the design, conduct, statistical analysis and reporting of empirical research in human and animal psychology.
A 4	competence in the design, conduct, statistical analysis and reporting of empirical research in human and animal psychology.
A 5	practical skills and understanding of the use of psychological tools including specialist software, laboratory equipment, task design, psychometric testing, and general measurement techniques.
A 6	ethical context of psychology as a discipline, the ethical principles/procedures in dealing with research participants and to demonstrate these in personal study, particularly with regard to the final year psychology research project.
A 7	demonstrating transferable skills including quantitative research and statistical analysis through laboratory reports and a substantive research project, communication of ideas and research findings through written, oral and visual modalities, project and time management, information retrieval and management, detect meaningful patterns in behaviour and evaluate their significance, self-directed learning, problem solving and solution generation, and team work.

Disciplinary Skills - able to:	
B 1	reason critically.
B 2	integrate theory and practice; use advanced theories and concepts to explain psychological phenomena.
B 3	identify and formulate problems; apply psychological principles to the solution of problems.

B4	analyse and evaluate/interpret the results of controlled experiments.
B5	devise and implement strategies for the retrieval and selection of relevant information from a wide range of sources.
B6	conduct practical work efficiently and with due regard for safety
B7	use a range of laboratory and analytical equipment (including psychometric testing equipment)
B8	prepare scientific/technical reports.
B9	use a range of computational tools and packages.

Attributes:	
C1	communicate effectively by written and/or verbal means.
C2	manage time, prioritise workloads and work to deadlines.
C3	capacity for independent learning.
C4	ability to work independently, with minimal or no supervision.
C5	participate constructively as a member of a group/team.
C6	apply psychological knowledge and problem solving skills in a wide range of theoretical and practical situations.
C7	ability to assess the relevance, importance and reliability of the ideas of others.
C8	ability to locate information and be competent in the use of computer-based technology.
C9	awareness of the role and impact of science in society.

How will you learn?

Acquisition of knowledge is achieved mainly through lectures and directed independent learning. Understanding is reinforced through a combination of tutorial workshops, problem classes and laboratory classes (depending upon the module concerned), including regular feedback on submitted work. Additional learning support is provided through Queen Mary's online learning environments and the facilities of the QMUL Student PC Service.

How will you be assessed?

Testing of the knowledge base is generally through a combination of unseen written examinations and assessed coursework. The exact nature of the coursework varies from module to module and may include work in the form of laboratory experiment write-ups, essays and/or problem sheets. The coursework mark may also include a contribution from computer-based assessments, presentations (oral/posters etc) and in-course tests. Specific modules (if taken) include assessed oral examinations, oral presentations and extended reports/dissertations.

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How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The programme is studied full-time over three years.

Students are required to register for modules to a value of 120 credits (normally eight modules) in each academic year; normally consisting of 60 credits (four modules) in each semester.

In the first year, students will study 120 credits, comprising the following:
   - 8 x 15 credit compulsory modules (totalling 120 credits, across Semesters A & B)

In the second year, you will study 120 credits, comprising the following:
   - 8 x 15 credit compulsory modules (totalling 120 credits, across Semesters A & B)

In third year, you will study 120 credits comprising the following:
   - 1 x compulsory research project module: either PSY606 (15 credits) or PSY600 (30 credits, both across Semesters A & B)
   - 15 credit elective modules from the discipline elective group (totalling 90 or 105 credits, across Semester A & B).

If students select PSY606 as their Year 3 compulsory module, they must take one additional elective module (15 credits) to meet the full credit requirement for Year 3.

To be eligible for the award of BSc (Hons) Psychology with Professional Experience, students must take SBC200 after the 2nd year and then return to QMUL the following year to complete the Year 3 diet in their 4th Year of study.

To be eligible for the award of BSc (Hons) Psychology with Year Abroad, students must take SBC201 after the 2nd year and then return to QMUL the following year to complete the Year 3 diet in their 4th Year of study.

To be eligible for BPS accreditation students must take and pass the Psychology Research Project (PSY600) and achieve an overall degree classification of 2:2 or above.

Academic Year of Study   FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Essential Skills for Psychologists	PSY100	15	4	Compulsory	1	Semesters 1 & 2
Statistics in Psychology I	PSY107	15	4	Compulsory	1	Semesters 1 & 2
Research Methods in Psychology I	PSY108	15	4	Compulsory	1	Semesters 1 & 2
Exploring Psychology I	PSY124	15	4	Compulsory	1	Semester 1
Introduction to Biopsychology	PSY117	15	4	Compulsory	1	Semester 1

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Brain and Behaviour	PSY121	15	4	Compulsory	1	Semester 2
Exploring Psychology II	PSY125	15	4	Compulsory	1	Semester 2
Emotion	PSY127	15	4	Compulsory	1	Semester 2

Academic Year of Study   FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Research Methods and Statistics II	PSY209	15	5	Compulsory	2	Semesters 1 & 2
Cognitive Psychology	PSY211	15	5	Compulsory	2	Semester 1
Social Psychology	PSY215	15	5	Compulsory	2	Semester 1
Health Psychology	PSY216	15	5	Compulsory	2	Semester 1
Comparative Psychology	PSY235	15	5	Compulsory	2	Semester 1
Developmental Psychology	PSY223	15	5	Compulsory	2	Semester 2
Individual Differences	PSY233	15	5	Compulsory	2	Semester 2
Psychopathology	PSY253	15	5	Compulsory	2	Semester 2

Academic Year of Study   FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Psychology Research Project	PSY600	30	6	Compulsory	3	Semesters 1 & 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Extended Essay in Psychology	PSY606	15	6	Compulsory	3	Semesters 1 & 2
Criminal and Forensic Psychology	PSY314	15	6	Elective	3	Semester 1
Nature, Nurture and Mental Health	PSY333	15	6	Elective	3	Semester 1
Cyberpsychology	PSY312	15	6	Elective	3	Semester 1
Cognitive Behavioural Therapy: An Introduction	PSY324	15	6	Elective	3	Semester 1
Working with Vulnerable Groups	PSY326	15	6	Elective	3	Semester 1
Business Psychology	PSY318	15	6	Elective	3	Semester 2
Cognitive & Affective Neuroscience	PSY323	15	6	Elective	3	Semester 2
Counselling Psychology	PSY329	15	6	Elective	3	Semester 2
Sport and Exercise Psychology	PSY336	15	6	Elective	3	Semester 2
Psychology of Play and Games	PSY337	15	6	Elective	3	Semester 2
Social Development	PSY339	15	6	Elective	3	Semester 2

Academic Year of Study   FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
One of the following modules must be taken to qualify for one of the extramural year degrees:						
SBCS External Placement Module	SBC5001	120	5	Core	3	Semesters 1-3
SBCS Study Abroad Year	SBC5000	120	5	Core	3	Semesters 1 & 2

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What are the entry requirements?

Candidates must be able to satisfy the general admissions requirements of the University and meet the requirements for this specific programme of study. This is usually achieved in one of the following ways (although the entry-points tariff is subject to annual review):

For direct entry to the degree programme, candidates must usually possess a minimum total of AAB at A-level. This must include at least one A-Level science subject of Biology, Chemistry, Maths, Further Maths, Physics or Psychology. The other A-levels can come from traditional academic subjects, preferably science-based. Th Level 3 LIBF Diploma in Financial Studies can be accepted in lieu of one of the non-science A-level requirements.

or via

Admission to the QMUL Science and Engineering Foundation Programme (SEFP), and successful completion of the Biological Sciences with Foundation year (defined by achievement of the minimum requirements for progression defined in the SEFP programme regulations, and the criteria specified in the SEFP Student Handbook for progression to this particular degree programme).

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The quality of the programme is managed through annual review process, which includes the review of all sources of student feedback (incl., reports from Student Staff Liaison Committee meetings, module evaluations and NSS results) as well as student attainment and progression. The programme quality is also assessed through periodic reviews by the accrediting body, the British Psychological Society.

What academic support is available?

Each student is provided with a personal academic guidance tutor (or "advisor") who remains their main point of contact regarding academic matters and pastoral concerns throughout their programme. Students can see their advisors in their office hours or arrange an appointment via email. Moreover, if and when advisors are unavailable or cannot help with a specific problem, the School has several Senior Tutors (one for each department) to facilitate student concerns. The School also operates a PASS programme for peer guidance.

How inclusive is the programme for all students, including those with disabilities?

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
• Finding out if you have a specific learning difficulty like dyslexia
• Applying for funding through the Disabled Students' Allowance (DSA)
• Arranging DSA assessments of need
• Special arrangements in examinations
• Accessing loaned equipment (e.g. digital recorders)
• Specialist one-to-one "study skills" tuition
• Ensuring access to course materials in alternative formats (e.g. Braille)

| • Providing educational support workers (e.g. note-takers, readers, library assistants) |
| • Mentoring support for students with mental health issues and conditions on the autistic spectrum. |

Programme-specific rules and facts

| The programme is accredited by the British Psychological Society (BPS). |

Links with employers, placement opportunities and transferable skills

| Expert external bodies such as the British Psychological Psychology (BPS) and Higher Education Academy Psychology Network, plus analyses in top science journals (such as Science, 18th May 2007), confirmed that behavioural sciences/psychology training confers significantly marketable skills and knowledge outside of academia. This is supported by the fact that approximately 70% of UK psychology graduates choose careers outside of science/psychology. Thus, our programme in psychology will prepare graduates for wide ranging careers including the first steps towards professional psychology training as well as higher degrees by research (MSc/MPhil/PhD) in biology, psychology, neuroscience, philosophy and several social sciences. In terms of professional psychology training, the psychology programme is accredited with the BPS which confers eligibility to train on professional doctoral training programmes in clinical, health, forensic, educational and occupational psychology.   The wide variety of non-science careers includes high profile options such as banking and finance, marketing, personnel/organisation management and consultancy, teaching, social work and the media. These prospects will be achieved by providing graduates of this programme with impressive transferable competencies typical of psychology training including quantitative research skills, critical evaluation (underpinned by knowledge of cognitive biases from psychology), communication (enhanced by knowledge of theories of communication from psychology) and the understanding of individual and group behaviour (supported by knowledge of group processes from psychology). |

Programme Specification Approval

Person completing Programme Specification:	Stephanie Echols
Person responsible for management of programme:	Stephanie Echols
Date Programme Specification produced / amended by School / Institute Education Committee:	1 Jul 2022
Date Programme Specification approved by Taught Programmes Board:	6 Jul 2022