BSc (Hons) Psychology

Programme specification

Academic Year 2023-24

Contents

1. Programme Overview	
Full programme/award title(s)	Bachelor of Science (with Honours) Psychology
Short programme title	BSc (Hons) Psychology
Fees	Please see the tuition fees on the Regent's University London website (https://www.regents.ac.uk/admissions/tuition-fees)
Location of study	Regent's Park
Off campus elements / locations	N/A
Awarding institution	Regent's University London
Institution regulated by:	Office for Students, Quality Assurance Agency
Programme entry points	September
Date of initial/previous (re)validation	September 2021
Date of next revalidation	Autumn 2026
Framework for Higher Education Qualification level of final award	Levels 4 – 6
Number of credits in award	360
UCAS codes	C801
Underpinning QAA subject benchmark statements	QAA Subject Benchmark Statements for Psychology (2019)
Other external and internal references	QAA Framework for Higher Education Qualifications (FHEQ) QAA UK Quality Code for Higher Education Regent's University London Academic Regulations BPS Standards of Accreditation (2019)

Professional, statutory or regulatory body recognition/accreditation	Accredited by the British Psychological Society
Mode of study (Full Time / Part Time)	Full time
Language of study	English
Minimum / Maximum duration of programme for each mode of study	**Full time:** Minimum 3 years Maximum* 4 years * In exceptional circumstances only – refer to Regent's University London Academic Regulations for details
Date of production / revision of this programme specification	May 2022

2. Why study this programme?

We want to make sure that you have chosen the right programme to study and that you are excited about studying your programme at Regent's.

Why do we behave the way we do? What predicts our behaviour? And how can we study behaviour scientifically? Through the BSc Psychology, you will be able to answer these questions using the scientific method.

This programme is designed for individuals who would like to gain a recognised psychology qualification. The programme is accredited by the British Psychological Society (BPS), and upon successful completion of the degree you will be able to obtain a Graduate Basis for Chartered Membership (GBC). GBC is an essential requirement to continue your studies into professional areas, such as counselling psychology, sport psychology, or forensic psychology.

The programme covers the major areas of psychology (e.g., biological, cognitive, and social psychology) and offers a series of elective modules in psychology (e.g., evolutionary psychology, cross-cultural psychology, and psychopathology) and outside of psychology (e.g., foreign languages). In addition, the programme will equip you with a range of transferable and research skills, such as designing studies, conducting experiments, critiquing information, analysing data and communicating findings. To assist you in your learning, you will have access to a dedicated psychology laboratory, testing cubicles, specialist equipment (e.g., eye-tracker, BIOPAC, and olfactory function assessment tools), and wide resource of scientific publications.

This programme was designed to facilitate and foster learning in order to develop the skills needed to continue with your career. It is delivered by highly specialised academics that are Fellows of Advance HE or have completed training in Higher Education teaching (PGCHE). By keeping our classes small (average size 25 students), we are able to provide a student-centred approach to learning, incorporating small group learning, discussions, workshops and peer-to-peer learning. Furthermore, by ensuring small student numbers we are able to take a more

individual approach to each student, providing pastoral support and opportunities for academic, personal and professional development to prepare you for the next step in your career.

The current programme offered is the result of extensive contribution from academics, professionals and, most importantly, students. You will also have an opportunity to be an active participant in the further development and enhancement of the programme. Student voice is an essential component of the programme enhancement and students are continuously consulted and encouraged to become co-creators of the programme.

If you are interested in the scientific understanding why do we do the things we do and enjoy a student-centred approach to teaching and operating, this is the programme for you!

3. Programme aims and objectives

This is a guideline to the main features of the programme. It includes the overall aims and objectives and what you might achieve and be able to demonstrate if you take full advantage of the learning opportunities provided.

The BSc Psychology degree aims to introduce individuals with no psychological background to this area of study. It offers a solid grounding in the core areas of psychology and confers Graduate Basis for Chartership (GBC) with the British Psychological Society (BPS). The programme aims to:

- Produce a scientific understanding of the mind, brain, behaviour and experience, and how they interact with the complex environments in which they exist
- Include knowledge and the acquisition of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently
- Develop an understanding of the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data
- Present multiple perspectives in a way that fosters critical evaluation and reflection
- Develop knowledge, leading to an appreciation of theory and research findings, including relevant ethical and sociocultural issues
- Lead to an understanding of real-life applications of theory to the full range of experience and behaviour and the application of psychological understanding to real-world questions.

The course is accredited by the British Psychological Society (BPS), the professional body for psychology and psychologists in the UK. Accreditation is a mark of quality that employers understand and value. It is confirmation that the programme teaches the core branches of psychology in an environment that supports and enhances student learning by a team of highly qualified and motivated psychologists. It also enables you, on successful completion of the programme, to engage in further professional training in psychology in the UK.

Prospective careers

Many of our graduates pursue career opportunities as research associate or assistant psychologist in a wide range of areas (e.g., NHS, prison service, universities).

However, most of our graduates go on to further postgraduate study, either at a professional training level or at doctoral level (e.g., PhD by research or a Doctorate in Counselling Psychology). On successful completion of this programme you will be eligible for GBC, which is a requirement for undertaking professional BPS postgraduate training programmes in the UK (e.g., clinical psychology, educational psychology, counselling psychology, etc.) and a vast majority of psychology postgraduate programmes accredited by the Health and Care Professions Council (HCPC). All students who successfully pass the BSc in Psychology will be eligible for GBC, provided they have achieved an overall lower second class degree (2:2) or higher and passed the final year empirical project.

4. Programme structure

This is a guide to the overall structure of your programme, mandatory elements, modules, term dates and periods of assessment.

Your programme is composed of a number of modules that each have a credit value. On successfully passing each of these modules, you will gain credits that count towards the total needed for your degree.

One credit equates to 10 notional hours, which is the average time a student will take to achieve the specified learning outcomes. So if a module is worth 10 credits, then you would expect to spend 100 hours studying this. These will not all be taught hours. You will receive guidance and instruction through lectures, seminars, etc., but you will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this programme is indicated in Section 6.

The BSc programme comprises 360 credits. Each module is worth 12, 24 or (in the case of the final year empirical research project) 48 credits.

You will study 60 credits each term throughout the three years of the Programme. The final dissertation is worth 48 credits and will be taken in both Terms 1 and 2 of the final year. On successfully passing each of these modules, you will gain credits that count towards the total needed for your degree. Students are awarded the BSc (Hons) Psychology after completing the entire programme and successfully completing all necessary assessment to the required level.

The BSc is divided into six terms of 12 weeks, across the three years. There are formal University assessment periods at the end of term 1 (January) and term 2 (May), as well as during the summer (July). There are other module- specific assessment points throughout the term (where you will be submitting coursework or making a group presentation, for example). You will submit your dissertation at the end of term2 (April/May) in your third year of study.

Classes take place Monday to Friday, 09:00–17:00.

Programme modules Level 4/5/6	
Core modules	**Credits**
Level 4: Term 1	
PSY411 Research Methods 1: Conducting Research in Psychology	12
PSY412 Individual Differences	12
PSY413 Social Psychology	12
PSY414 Developmental Psychology 1	12
PSY415 Biological Psychology 1	12
Level 4: Term 2	
PSY416 Research Methods 2:Introduction to Quantitative and Qualitative Analysis	24
PSY417 Cognitive Psychology	12
GBL402 Global Perspectives	12
Level 5: Term 1	
PSY514 Research Methods 3: Advance Analysis	24
PSY515 Developmental Psychology 2	12
PSY516 Biological Psychology 2	12
PSY517 Applied Cognitive Psychology	12
Level 5: Term 2	
PSY519 Applied Social Psychology	12
PSY518 Research Methods 4: Mini Project	12
PSY520 Conceptual and Historical Issues in Psychology	12
Level 6: Term 1	
PSY613 Research Project (Both terms)	48
PSY614 Cross-Cultural Psychology	12
Level 6: Term 2	
PSY615 Health Psychology	12
Total core module credits	**300**
Optional modules (subject to availability)	**Credits**
Level 4: Term 2	
PSY418 Applied Psychology	12
Regent's Connect (Language Option)	12
Level 5: Term 2	
PSY521 Psychopathology	12

PSY524 Psychology of Motivation	12
PSY523 Psychology of Sleep	12

PSY522 Evolutionary Psychology	12
Regent's Connect (Language Option)	12
Level 6: Term 1	
PSY617 Sexuality and Gender	12
Regent's Connect (Language Option)	12
PSY623 Psychology of Fashion	12
PSY616 Forensic Psychology	12
PSY619 Atypical Child Development	12
PSY620 Psychology of Appetite	12
Level 6: Term 2	
PSY618 Counselling Psychology	12
PSY624 Occupational Psychology	12
PSY621 Consumer Psychology	12
PSY622 Prenatal and Perinatal Psychology	12
Total elective module credits	**60**

Exit awards and learning outcomes achieved (if appropriate)

In order to qualify for the final award of the BSc (Hons) Psychology degree you must have been awarded at least 360 credits overall, including at least 240 credits at levels 5 and 6, of which at least 120 credits are at level 6.

For more information on award criteria, including condonement, exit award and classification regulations, you should refer to the Academic Regulations.

5. Learning outcomes

This is a guide to the more specific knowledge and skills you will gain if you take full advantage of the learning opportunities available to you.

The programme offers the opportunity to develop your knowledge and understanding of the subject, and two broad ranges of skills: subject-specific and generic. Knowledge and understanding, include familiarity with, and understanding of, basic and advanced knowledge in psychology and of theories and concepts, and a thorough understanding of the core branches of the discipline. Subject-specific skills includes research and communication skills essential for psychology. Finally, generic skills have a wider and more general application. These include effective communication and reasoning skills, computer literacy, critical evaluation and personal planning skills.

A) Knowledge and understanding
On successful completion of the programme, you will:

A1:   Understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations

A2:   Recognise the inherent variability and diversity of psychological functioning and its significance

A3:   Be able to demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas and how they interrelate

A4:   Be able to demonstrate detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline

A5:   Be able to demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations

B) Subject-specific skills
On successful completion of the programme, you will:

B1:   Be able to reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology

B2:   Be able to adopt multiple perspectives and systematically analyse the relationships between them

B3:   Be able to detect meaningful patterns in behaviour and evaluate their significance

B4:   Recognise the subjective and variable nature of individual experience

B5:   Be able to independently pose, operationalise and critique research questions

B6:   Be able to demonstrate substantial competence in research skills through practical activities

B7:   Be able to reason analytically and demonstrate competence in a range of quantitative and qualitative methods

B8: Be able to independantly and competently initiate, design, conduct and report on an empirically-based research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations

B9: Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project, and be aware of the ethical context of psychology as a discipline.

C) Generic skills
On successful completion of the programme, you will:

C1: Be able to communicate ideas and research findings by written, oral and visual means

C2: Be able to interpret and use numerical, textual and other forms of data

C3: Show proficientcy in computer literacy, for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings

C4: Be able to solve problems by clarifying questions, considering alternative solutions and evaluating outcomes

C5: Actively show sensitivity to, and accountenacy of, contextual and interpersonal factors in groups and teams

C6: Be able to undertake self-directed study and project management, in order to meet desired objectives

C7: Take charge of their own learning, and reflect and evaluate personal strengths andweaknesses for the purposes of future learning.

LEARNING OUTCOMES

Each degree programme at Regent's University London stipulates a range of learning outcomes for each level and each module. Each of these outcomes relates to a specific category of learning. Levels refer to the year of study. The first year of the BSc Psychology is Level 4; the second year is Level 5 and the final year is Level 6. Taught postgraduate degrees are Level 7 and doctoral degrees are Level 8. These categories of learning for which programmes state outcomes are:

A) Knowledge and understanding
B) Subject-specific skills
C) Generic skills

LEVEL 4 OUTCOMES

A) Knowledge and understanding

On successful completion of Level 4, you will:

A1:   Understand the scientific underpinnings of psychology as a discipline.

A2:   Be able to recognise the inherent variability and diversity of psychology as a discipline.

A3:   Be able to demonstrate knowledge and understanding of a range of influences on psychological functioning and how they are conceptualised across the core areas of psychology

A4:   Be able to demonstrate knowledge of some specialised areas and/or applications of psychology.

A5:   Be able to demonstrate a knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability.

B) Subject-specific skills

On successful completion of Level 4, you will:

B1:   Be able to reason scientifically and understand the role of evidence in psychology.

B2:   Understand multiple perspectives.

B3:   Be able to detect meaningful patterns in behaviour and consider their significance.

B4:   Recognise the subjective and variable nature of individual experience.

B5:   Understand the nature of empirical research questions.

B6:   Be able to demonstrate an ability in research skills through practical activities

B7:   Be able to demonstrate competence in a range of quantitative and qualitative methods.

B8:   Recognise the theoretical, practical and methodological implications and limitations of psychological research.

B9:   Be aware of ethical principles and be aware of the ethical context of psychology as a discipline.

C) Generic skills

On successful completion of Level 4, you will:

C1:   Have developed an understanding of how to communicate ideas and research findings by written, oral and visual means.

C2:   Have developed an understanding of how to interpret and use numerical, textual and other forms of data.

C3:   Show basic computer literacy, for the purposes of furthering your own learning and in the analysis and presentation of ideas and research findings.

C4:   Be able to work towards solving problems by clarifying questions, considering alternative solutions and evaluating outcomes.

C5:   Show sensitivity to contextual and interpersonal factors in groups and teams.

C6:   Understand the importance of self-directed study in order to meet desired objectives.

C7:   Understand the importance of taking charge of your own learning and reflect on personal strengths and weaknesses for the purposes of future learning.

LEVEL 5 OUTCOMES

A) Knowledge and understanding

On successful completion of Level 5, you will:

A1:   Understand the scientific underpinnings and historical origins of psychology as a discipline.

A2:   Recognise the inherent variability and diversity of psychological functioning.

A3:   Be able to demonstrate systematic knowledge and understanding of a range of influences on psychological functioning and how they are conceptualised across the core areas of psychology.

A4:   Be able to demonstrate detailed knowledge of specialised areas and/or applications, some of which are at the cutting edge of research in the discipline.

A5:   Be able to demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability, and an awareness of their limitations.

B) Subject-specific skills

On successful completion of Level 5, you will:

B1:   Be able to reason scientifically, understand the role of evidence and make critical judgments about arguments in psychology.

B2:   Adopt multiple perspectives and reflect on the relationships between them.

B3:   Be able to detect meaningful patterns in behaviour and evaluate their significance

B4:   Recognise the subjective and variable nature of individual experience.

B5:   Be able to pose, operationalise and critique research questions.

B6:   Be able to demonstrate competence in research skills through practical activities

B7:   Be able to reason analytically and demonstrate competence in a range of quantitative and qualitative methods.

B8:   In group work, be able to initiate, design, conduct and report on an empirically-based research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations.

B9:   Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the group research project, and be aware of the ethical context of psychology as a discipline.

C) Generic skills

On successful completion of Level 5, you will:

C1:   Be able to communicate ideas and research findings by written, oral and visual means.

C2:   Be able to interpret and use numerical, textual and other forms of data.

C3:   Be computer literate, for the purposes of furthering your own learning and in the analysis and presentation of ideas and research findings.

C4:   Be familiar with solving problems by clarifying questions, considering alternative solutions and evaluating outcomes.

C5:   Show sensitivity to, and take account of, contextual and interpersonal factors in groups and teams.

C6:   Be able to undertake self-directed study in order to meet desired objectives.

C7:   Be able to take charge of your own learning and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.

LEVEL 6 OUTCOMES

A) Knowledge and understanding

On successful completion of Level 6, you will:

A1:   Understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2:   Recognise the inherent variability and diversity of psychological functioning and its significance.

A3:   Be able to demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning and how they are conceptualised across the core areas of psychology.

A4:   Be able to demonstrate detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline.

A5:   Be able to demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques including statistics and probability, and a critical awareness of their limitations.

B) Subject-specific skills

On successful completion of Level 6, you will:

B1:   Be able to reason scientifically at a sophisticated level, understand the role of evidence and make in depth critical judgments about arguments in psychology.

B2:   Be able to adopt multiple perspectives and systematically analyse the relationships between them.

B3:   Be able to detect meaningful patterns in behaviour, evaluate their significance and make predictions.

B4:   Recognise and critically evaluate the subjective and variable nature of individual experience.

B5:   Be able to independently pose, operationalise and critique empirical research questions.

B6:   Be able to demonstrate substantial competence in research skills through practical activities

B7:   Be able to reason analytically and demonstrate proficiency in a range of quantitative and qualitative methods.

B8:   Be able to independently initiate, design, conduct and report on an empirically-based research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations.

B9:   Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project, and be aware of the ethical context of psychology as a discipline.

C) Generic skills

On successful completion of Level 6, you will:

C1:   Be able to communicate ideas and research findings by written, oral and visual means.

C2:   Be able to independently interpret and use numerical, textual and other forms of data.

C3:   Show proficiency in computer literacy, for the purposes of furthering your own learning and in the analysis and presentation of ideas and research findings.

C4:   Be able to solve problems independently by clarifying questions, considering alternative solutions and evaluating outcomes.

C5:   Actively show sensitivity to, and accommodate for, contextual and interpersonal factors in groups and teams.

C6:   Be able to undertake self-directed study and project management, in order to meet desired objectives.

C7:   Actively engage in independent learning and reflect and evaluate personal strengths and weaknesses for the purposes of future learning and practice.

6. Learning and teaching strategy/ assessment methods (non-regulatory)

This is a guide to the academic opportunities available to help you achieve the overall aims and objectives of the programme as listed in Section 3 and the intended learning outcomes in Section 5. It is also a guide to the assessment methods used to test your achievement of the intended learning outcomes. In order to meet the full intended learning outcomes of the programme, you will be expected to study independently, participate in class discussions, ask for support in academic skills if required and engage with your personal tutors.

There are six key requirements for the successful completion of the BSc. These are:

- A commitment to independent study
- Wide and critical reading of primary sources
- The development of critical awareness
- Competence in understanding a wide range of research methods and statistical techniques
- The successful undertaking of independent empirical research, contributing to current knowledge
- Excellent communication skills in oral and written form, as an individual or within a group, which will enable the ability to engage in evidence-based debate.

The BSc Psychology offers you the opportunity to achieve a thorough and broad understanding of the discipline. A range of teaching, learning and assessment methods support this aim, including lectures, seminars, laboratory classes, group work, and individual and group tutorials. There is an emphasis on self-directed study, which will be particularly relevant to your research project.

Teaching methods
Psychology employs a variety of teaching methods including lectures, seminars, laboratory classes, small group learning, discussions, workshops and peer-to-peer learning. The teaching approach taken is student centred, focusing on your individual needs and skills, and tailoring the seminars and discussions to facilitate your learning experience. To help you prepare, you will be provided with advance readings prior to classes and further reading to develop your knowledge. The classes will then be utilised to advance and solidify your understanding of the content and guide you to take on a more critical and scientific approach to the knowledge you will gain.

Tutorials and supervision
Tutorials and supervision form an important part of the learning process. Each module tutor provides individual and group support. You will also be allocated a supervisor for your research project, who will guide you through the process of applying for ethical approval and will support your progress throughout your dissertation.

Personal tutors
Every student at Regent's is allocated a personal tutor who can guide you in your academic and professional development. They will provide you with pastoral support and support you through your studies. They are also able to answer questions about your optional modules and the best options to select if you have a specific career in mind.

Breakdown of teaching methods by percentage per level of study

The following breakdown is a guide to how much time you will spend doing each teaching and learning method. The exact amount of time spent in taught/practical lessons or self-study will depend on the elective modules that you take.

- 'Taught' learning typically refers to timetabled sessions led by a member of academic staff, such as lectures, seminars and tutorials

- 'Practical' sessions are also timetabled and led by an academic member of staff, but are focused on learning through experience, e.g. role plays, simulations, field trips, studio or laboratory work

- 'Self-Study' is time dedicated to self-directed learning that is guided by your own requirements to further your studies and complete assignments. This could include preparation for class, background reading, research and preparation for assessments, and writing.

	Level 4	Level 5	Level 6
Taught	12%	13%	9%
Practical	10%	8%	9%
Self-Study	78%	79%	82%

Programme management and teaching staff

The programme is led by a Course Leader (Dr Rosamond Watling) and is taught by a variety of staff from the psychology team and by occasional guest lecturers. The Course Leader is available to assist you with the programme structure and any questions you may have regarding your progressionand future paths.

All permanent staff are educated to PhD level and are expected to engage in research and scholarship. In addition, most staff are Fellows or Senior Fellows of Advance HE. All new staff, who are at the beginning of their academic careers, are expected to complete the University's Postgraduate Certificate in Higher Education (PGCHE). Each module you take will have a module leader, who should be your first point of contact for any questions relating to the content and assessments of that module.

Finally, the programme is supported by a psychology laboratory technician and by a senior school administrator. Both of these are available to help you navigate through the University's policies, procedures, and address technology and research related questions.

Assessment strategy and methods

The programme contains a wide range of diverse assessments designed to help you evaluate your knowledge and understanding. The assessments are developed to align with the learning outcomes and ensure that you meet these throughout your studies (see section 17 below for a map of learning outcomes per module). The assessments will include traditional assessments of essays and reports, as well as more authentic assessments, such as research proposals, reflective writing, conference presentations, and dragon den pitches.

Summative and formative assessment

Summative assessments are designed to evaluate how well you meet the programme learning outcomes and contribute to your overall grade. To help you meet the learning outcomes and successfully complete the summative assessments, all modules will incorporate formative assessments that will feed into the summative. Formative assessments are intended to give you feedback on your knowledge and understanding, and will provide you with constructive comments for improvements. They should help guide you in subsequent work and assessment. Formative assessments do not contribute to your grade but they may be a requirement of a module and, therefore, compulsory.

Breakdown of assessment by percentage per level

The following breakdown is a guide to the types of assessment you will experience on your programme. The exact amount of each assessment type will depend on the elective modules that you take.

	Level 4	Level 5	Level 6
Coursework	100%	100%	100%

Ethical approval of research

All research conducted within and outside the University by students at Regent's University London must be approved by the Faculty/Institute Research Ethics Review Panel prior to its commencement. This will include, but is not limited to, all research involving human or other living participants, and all experiments, investigations and procedures involving human or other living participants, or data relating to such living entities.

The Psychology Ethics Committee ensures that all psychological research is in-line with the BPS guidelines and we strongly encourage that you familiarise yourself with the following guidelines before you apply for ethical approval:

- BPS (2018). *Code of ethics and conduct.* Leicester: The British Psychological Society: Leicester, UK.
- BPS (2014). *Code of human research ethics.* Leicester: The British Psychological Society: Leicester, UK.

As a psychology student, if you are undertaking any piece of research as part of your degree, you must apply for ethical approval from the Psychology Ethics Committee. The process is covered in the Research Methods modules and is available through the University online virtual learning environment. Seeking ethical approval and submitting the application is the responsibility of the student with the support of a supervisor. No study can be undertaken unless ethical approval has been granted by the Psychology Ethics Committee Chair. Failure to follow this procedure will result in disciplinary action.

7. Relationship to other programmes and awards

Some programmes share modules or have other connections to other programmes. This is a guide to whether this is applicable for your programme.

The BSc Psychology is one of six psychology degrees offered by the School of Psychotherapy & Psychology. Staff also teach on the full-time MSc Psychology, part-time MSc Psychology, BSc (Hons) Psychology with placement year, the BA (Hons) Liberal Studies Psychology Major and the MSc Marketing Psychology programmes. Students on BSc Psychology will share their modules with BSc (Hons) Psychology with placement year students.

Graduates may go on to study for the Doctorate in Counselling Psychology at Regent's. Psychology also offers postgraduate research degrees or doctorates (MPhil/PhD) via Regent's relationship with the University of Northampton. A good first degree in psychology (first or upper second) or a good MSc Psychology (Conversion) degree (Merit/Distinction) is essential for pursuing a doctoral degree.

8. Student support

We want you to make the most of your time at Regent's and we also know that sometimes life at university can be hard. We can give you the support and help you need, on academic study, language skills, careers, disabilities, mental health, gender, sexuality, finance and many other issues.

Regent's Student Hub will be the first port-of-call for the majority of your needs. Staff in the Hub can either deal with your enquiry directly or point you to one of our services for more help.

Our support services include:
- Personal tutor scheme
- Student Services
- Academic Skills
- English for Academic Purposes

- Careers advice, including placements
- Disability support
- Accommodation
- Student Union

For more information about life at Regent's and the services we offer, visit:
regents.ac.uk/information/student-life/for-current-students

9. Learning support facilities

Regent's offers a variety of different facilities and technologies to support your studies. These include lecture theatres, seminar rooms, the library, IT labs and specialist software.

If you require support or advice with regard to accessing campus facilities, please speak with our disability support officer, so we may address your concerns.
regents.ac.uk/information/student-life/for-current-students/disability-information

Facilities and resources in psychology

Psychology has dedicated laboratory space for student research and teaching including a 25-station laboratory and five testing cubicles designed for experimental research. Computers in the lab are each equipped with analysis software (SPSS and NVIVO) and on-line experiment software (Coglab). Hardware resources include video and voice monitoring equipment, an eye-tracker, psychophysiological recording equipment and software, and olfactory diffusion equipment and olfactory testing measures.

In addition to psychology-specific laboratories, students also have access to IT/computing facilities across campus, including 290 PCs and Apple Macs, many of which are open-access and available 24/7. Students have access to all generic (e.g. Microsoft Office) and specific (e.g. SPSS, NVIVO) IT packages at all PC stations in all laboratories.

Psychology has an extensive test library which means you have access to widely used measures in the discipline, such as the WAIS, the WMS, the VOSP, the NEO-PI, the GHQ, Raven's Progressive Matrices, the Boston Aphasia Battery, tests of Executive Function, the Facial Action Coding System, the Careers Development Scale, the Rey Osterrieth Test, the UPSIT, Brief Symptom Inventory, Beck Depression Index, Personality Assessment Inventory and many others. To book a test, contact the psychology laboratory technician.

Psychology also has BIOPAC hardware and software which enables the recording and analysis of psychophysiological data. This system is able to record brain electrical activity (EEG), skin conductance (GSR), heart rate (ECG), pulmonary response, blood pressure, eye movement (EOG) and others. Tablets and laptops are available for testing off campus or for research that does not require fixed terminals and MATLAB is available for the construction of experimental materials. You will have access to PEPweb, PsycARTICLES, PsycEXTRA, PsycINFO. You will also have access to Qualtrics.

You will have access to almost 700 psychology-related journals online, including all psychology journals from the ScienceDirect Psychology Collection, the ScienceDirect Neuroscience Collection, the Taylor and Francis Behavioural Sciences Collection and the Sage Premier Psychology collection. You will have access to BPS and APA journals and others. This will ensure that you have the most up-to-date access to the majority of major journals in psychology.

The Library at Regent's supports teaching and learning at the University. Our relevant and extensive collections, flexible study spaces and knowledgeable staff can help you achieve your academic goals. During term time, the Library is open until late in the evenings. During busy assessment periods, it is open 24/7. Most areas are fully accessible to people with disabilities and wherever there are challenges we work with individual(s) to overcome, rearrange or support tofacilitate good and safe access.

Regent's uses Blackboard as its virtual learning environment (VLE), where you will find learning materials and content for your modules. You will also submit your coursework online and receive feedback through Blackboard. Your submissions would be evaluated for academic integrity and misconduct utilising Turnitin.

MyRegent's is a free app and web dashboard which contains Regent's email, degree programme timetable, module information and more. You will be able to download it for Apple or Android devices or access it at my.regents.ac.uk once you have enrolled with us. Regent's has IT labs where you can use our computers and there are dedicated areas for you to use your own laptops and tablets. The campus has free Wi-Fi, including most areas of our extensive gardens, so any area can be adapted into a student study space. Regent's is a member of the Eduroam network, so you can connect to this service to access Wi-Fi worldwide.

For more about Regent's learning resources, visit:

regents.ac.uk/about/learning-resources

10. Opportunities for personal development planning

Personal Development Planning (PDP) is integral in the BSc Psychology programme. You will attend regular meetings with your Personal Tutor, who will enable and encourage you to reflect on your achievements, the skills you have learned and those you wish to develop and improve.

Extracurricular activities

You will also have opportunity to engage with extracurricular activities on and off campus organised by staff from across Regent's. These include but are not limited to: prominent guest speakers' presentations, conferences, competitions, university societies, Student Union membership and student representation. Participation in competitions or engagement with

societies and Student Union are a great way to develop a host of skills and evidence demonstrating your diverse capabilities and can contribute to fruitful personal development planning.

Careers support
All students benefit from an initial consultation with a careers adviser in their first weeks on campus. Based on your individual interests you will, guided by your adviser, develop knowledge and networks in relevant sectors and roles. You will be encouraged to team up with like-minded individuals to build communities centred around shared interests.

You will have access to the vacancies shared by our Careers, Enterprise & Industry team on Handshake, as well as multiple other resources, and help with making applications for internships and graduate roles in the UK and beyond. Students who have not identified an area of interest are offered guidance consultations to enable decision-making.

A variety of workshops throughout the year will help you succeed at every stage of the selection process, including CV and cover letter writing, interview (including video interviews) and assessment centre preparation, networking, LinkedIn and psychometric testing. Support with individual applications is available.

Students who wish to start their own business will be invited to work in The Hive (see below).

Students looking to complete a consultancy project, such as a capstone, receive support in developing practical consultancy skills, as well as help with sourcing suitable projects. This offer is tailored with sector relevant information to reflect subject specialisms (e.g. fashion, design, business).

Each term a number of masterclasses (held by industry specialists), seminars, networking events and meetups are organised on campus. They offer an invaluable opportunity to find out about employment prospects in different industries and business sectors and to develop a professional network.

At our events, employers who currently seek students via the Handshake platform (internships, placements, or graduate jobs) are introduced to (and given the opportunity to interview onsite) students directly.

In addition to regular face-to-face contact with our expert staff, we offer a wide range of online resources including online (e.g Handshake/MS Teams) appointments to help you in your job search. These include advice sheets, videos and self-assessment tools. All this is accessible on Handshake to current students and alumni.

11. Admissions criteria

Details of the University's entry requirements can be at https://www.regents.ac.uk/policies

Our Admissions Policy and Admissions, Appeals and Complaints Policy can also be found at the link above.

For more information, see the How to Apply tab under each programme on the website.

12. Visas and immigration

At Regent's, you will be part of a truly international community, with the opportunity to make friends and contacts from around the world.
If you require a visa to study in the UK, please visit the Visas and Immigration page on the website:
regents.ac.uk/study/international-students/visas-and-immigration

13. Tuition fees and other costs

Please see the Tuition fees page on the Regent's University website (https://www.regents.ac.uk/admissions/tuition-fees).

Reading lists will be made available at the start of each module. You are encouraged to borrow materials from the library where possible, or you may choose to purchase materials from external suppliers at your own cost.

14. Assessment and progression regulations

You will be assessed on how well you are achieving the intended leaning outcomes at different stages throughout your time of study at Regent's. This will include a variety of methods as described under Section 6 above.

In order to continue with your studies, there are minimum requirements to be met in order to progress to the next level of your programme. The current progression regulations are published within the Academic Regulations on our website at the link below. These are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

regents.ac.uk/about/governance/academic-governance/academic-regulations

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark. A generic description of each grade is available at: regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework

15. Award criteria

To complete your programme, you will need to achieve 360 credits.

For further details on award requirements, please see the Academic Regulations, available at on our website at the link below. The regulations are subject to review and amendment each

year. We will let you know if there are any major changes to the regulations that may affect you.
regents.ac.uk/about/governance/academic-governance/academic-regulations

16. Methods for evaluating and improving the quality and standards of teaching and Learning

All quality assurance policies and procedures are found in the University Academic Regulations. The current versions are available at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

regents.ac.uk/about/governance/academic-governance/academic-regulations

Regent's University London operates a number of institutional processes for ensuring and enhancing its academic quality standards. These include: programme (re)validations, programme modifications, programme monitoring, student feedback systems and external examining. Student feedback and consultations are an invaluable part of these processes, facilitating co-creation of a programme that is of high quality and meets student needs and expectations

Programme (re)validations
The University has a formal process to approve a new programme or re-approve an existing programme of study. This involves consultation with students, academics and professionals in the field, followed by a review conducted by a panel of academics from within and outside Regent's to ensure that your programme is of appropriate academic standard, of a high quality, and meets student needs and interests.

Programme modifications
The programme was developed to facilitate your introduction to psychology as a science and we work together with the students to enhance it and ensure that it meets student needs and expectations. As outlined below, the University has a robust student feedback system, where you are able to suggest improvements and changes to the programme. We listen to your feedback and make changes to your programme as appropriate. Furthermore, for changes that were not initiated by the students, we actively engage with you to discuss programme changes before they are introduced. All changes to programmes or modules are subject to approval through Regent's Academic Governance structures.

Programme monitoring
In order to ensure programmes continue to meet their academic and professional aims and objectives, as well as student needs and expectations, Heads of Programme are required to prepare an annual monitoring report (AMR). The reports include module feedback as well as external examiner reports and responses (see below). They are reviewed at faculty and institutional level, and are published on the University intranet under the Quality webpage where student are able to view these.

Student feedback systems

Students play a key role in the University's processes for enhancing the quality of its educational provision and broader student experience. You will be asked to provide feedback for each module through anonymous Module Evaluation forms. These forms will allow us to evaluate the suitability of module contact, assessments and resources. Each cohort will be asked to nominate a Student Representative who will be able to communicate your feedback regarding the programme, and University procedures as a whole, during the Programme Committee Meetings. Final year undergraduate students (Level 6) will be invited to take part in the National Student Survey (NSS).

External examiner reports
External examiners ensure that Regent's standards and quality processes are appropriate and are of a standard comparable to those of other higher education institutions. There are two types of external examiners. One reviews subject level assessment and the other reviews institutional level processes and attends the progression and finalist boards. An annual external examiner report is produced at the end of every academic year at levels 5, 6 and 7. These are made available to students through the AMRs which are submitted to programme committees.

17. Curriculum map

This table indicates which study units assume responsibility for delivering the learning outcomes detailed in Section 5.

Level	Module	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	C7
4	PSY411 Research Methods 1: Conducting Research in Psychology	✓				✓	✓				✓	✓	✓		✓	✓	✓	✓			✓	✓
	PSY412 Individual Differences		✓	✓				✓	✓	✓				✓		✓		✓		✓		✓
	GBL402 Global Perspectives							✓	✓	✓										✓	✓	✓
	PSY413 Social Psychology		✓	✓				✓	✓					✓		✓		✓		✓		✓
	PSY414 Developmental Psychology 1	✓	✓	✓	✓		✓	✓	✓	✓				✓		✓		✓			✓	✓
	PSY415 Biological Psychology I	✓			✓		✓	✓		✓						✓			✓		✓	✓
	PSY416 Research Methods 2: Introduction to Quantitative and Qualitative Analysis	✓				✓	✓				✓	✓	✓	✓	✓	✓	✓	✓			✓	✓
	PSY417 Cognitive Psychology	✓			✓		✓	✓		✓						✓			✓		✓	✓
	PSY418 Applied Psychology (Option)		✓	✓				✓		✓						✓		✓		✓	✓	✓
5	PSY514 Research Methods 3: Advance Analysis					✓					✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	PSY515 Developmental Psychology 2	✓	✓	✓	✓		✓	✓	✓	✓						✓	✓		✓		✓	✓
	PSY517 Applied Cognitive Psychology	✓	✓		✓		✓	✓								✓					✓	✓
	PSY519 Applied Social Psychology		✓	✓	✓		✓	✓	✓									✓	✓	✓	✓	✓
	PSY518 Research Methods 4: Mini Project		✓								✓	✓	✓	✓	✓	✓	✓	✓		✓		
	PSY516 Biological Psychology 2	✓	✓	✓	✓		✓		✓		✓	✓			✓	✓			✓		✓	✓
	PSY20 Conceptual and Historical Issues in Psychology	✓					✓									✓			✓		✓	
	PSY521 Psychopathology (Option)		✓	✓	✓		✓		✓	✓						✓	✓	✓	✓		✓	✓
	PSY524 Psychology of Motivation (Option)			✓	✓			✓			✓					✓						✓
	PSY523 Psychology of Sleep (Option)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓		✓	✓
	PSY522 Evolutionary Psychology (Option)	✓			✓		✓	✓	✓	✓						✓			✓	✓	✓	✓

6	PSY613 Research Project	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	PSY615 Health Psychology		✓	✓	✓	✓	✓	✓	✓	✓						✓		✓	✓			✓
	PSY614 Cross-Cultural Psychology			✓	✓			✓							✓	✓			✓	✓	✓	✓
	PSY617 Sexuality and Gender (Option)	✓	✓	✓	✓		✓	✓	✓	✓						✓			✓		✓	✓
	PSY623 Psychology of Fashion (Option)	✓	✓	✓	✓		✓	✓	✓	✓						✓			✓		✓	✓
	PSY616 Forensic Psychology (Option)	✓			✓		✓			✓						✓				✓	✓	✓
	PSY619 Atypical Child Development (Option)	✓	✓	✓	✓		✓	✓	✓	✓						✓	✓		✓			
	PSY620 Psychology of Appetite (Option)		✓	✓	✓	✓	✓	✓	✓	✓						✓		✓	✓			✓
	PSY618 Counselling Psychology (Option)	✓	✓	✓			✓	✓		✓						✓	✓	✓	✓		✓	✓
	PSY624 Occupational Psychology (Option)			✓	✓						✓	✓	✓	✓	✓				✓		✓	✓
	PSY621 Consumer Psychology (Option)	✓	✓	✓			✓	✓	✓	✓	✓				✓	✓			✓	✓	✓	✓
	PSY622 Prenatal and Perinatal Psychology (Option)		✓	✓	✓	✓	✓	✓		✓						✓		✓	✓			✓