

**Status:** Checked out to Catherine Hamilton-Giachritsis.

Programme Specification						
						Show Guidance
<b>General Information</b>						
Print View						
<b>Title</b>	MSci (Hons) Psychology					
<b>Awarding Institution</b>	University of Bath					
<b>Teaching Institution</b>	University of Bath					
<b>Programme Accredited by</b>	British Psychological Society accreditation will be sought					
<b>Collaborative Provision Type</b>	Not Applicable					
<b>Placement Available?</b>	No					
<b>Study Abroad Available?</b>	No					
<b>Applicable to Entry Year from</b>						
<b>Subject Benchmark Statement(s)</b>	Psychology <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Psychology2010.pdf">Click here to see 'QAA List'</a> <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Psychology2010.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Psychology2010.pdf</a>					
<b>Programme Approved by</b>	Faculty of Humanities & Social Sciences Teaching and Quality Committee					
Aims	Learning Outcomes	Assessment	Placement/Prof Acc	Admissions/Support	Show All	Close
<b>Aims; "What is the purpose of this programme of study? What is the programme intended to achieve?"</b>						
<b>Synopsis and Coherence</b>	<p>The 4 year full-time Undergraduate Master's in Psychology has a core of about 80% psychology and research methods units and about 20% other units. It is possible to follow a language option throughout the degree, or to study Sociology/Social Policy, Education, Neuroscience, Biology or Management. In the first year, the foundations are laid for understanding basic concepts, methods and theories in psychology. In the second year the degree covers the core areas of psychology, and introduces more research methods, including project work. In the third year, there is a range of units, reflecting the research interests of the Department, some advanced methods units and a research dissertation. The fourth year has some advanced applied psychology units and an advanced dissertation.</p> <p>The degree is studied as a four-year full-time programme. The programme is arranged on a semester basis (8 x 15 weeks). The programme is divided into study modules called units. Each unit has a credit value of 6 – 18, depending on the length of study and academic content, and according to subject and nature of learning. Each 6-credit unit represents 100 hours of student learning made up of lectures, tutorials, seminars, practical classes and workshops.</p>					
<b>Educational Aims of the Programme</b>	<ol style="list-style-type: none"> <li>1. Offer students an education in psychology that reflects the highest academic standards and is supported by high quality teaching;</li> <li>2. Offer a high-technology learning environment with access to information and communication technology (ICT), well-equipped laboratories and specialist equipment;</li> <li>3. A commitment to the integration of the strong research profile into teaching;</li> <li>4. A commitment to appropriate diversity of entry and approaches to learning, teaching and assessment.</li> <li>5. To educate undergraduate students to the required level in psychology for them to be able to pursue professional training and careers in psychology or related fields.</li> <li>6. To develop critical, analytical problem-based learning skills and the transferable skills to prepare the student for postgraduate employment or further study</li> </ol>					
<b>Learning Outcomes; including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate. Indicate what successful students should be able to do, how well they should be able to do it and the context or</b>						

conditions in which they should be able to do it. See also **FHEQ** and **SEEC** guidance.

<p><b>Knowledge and Understanding</b></p>	<ul style="list-style-type: none"> <li>• Understands the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.</li> <li>• Recognises the inherent variability and diversity of psychological functioning and its significance.</li> <li>• Can demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of Psychology, of a range of influences on psychological functioning, how they are conceptualised across the core areas, and how they interrelate. The core knowledge domains within psychology include (i) research methods, (ii) biological psychology, (iii) cognitive psychology, (iv) individual differences, (v) developmental psychology and (vi) social psychology. In addition to these core areas it is expected that students will gain knowledge of conceptual and historical perspectives in psychology.</li> <li>• Has detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline.</li> <li>• Can demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistical analysis, and be aware of their limitations.</li> <li>• Demonstrates originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the psychology</li> <li>• Can evaluate critically current research and advanced scholarship in Psychology</li> <li>• Can evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</li> </ul>
<p><b>Intellectual Skills</b></p>	<ul style="list-style-type: none"> <li>• Can reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology.</li> <li>• Can adopt multiple perspectives and systematically analyse the relationships between them.</li> <li>• Can detect meaningful patterns in behaviour and experience and evaluate their significance.</li> <li>• Can pose, operationalize and critically evaluate research questions.</li> <li>• Can demonstrate substantial competence in research skills through practical activities.</li> <li>• Can demonstrate competence in a range of qualitative research methods</li> <li>• Can reason statistically and use a range of statistical methods with confidence.</li> <li>• Can competently initiate, design, conduct and report an empirically-based research project under appropriate supervision, and can recognise its theoretical, practical and methodological implications and limitations.</li> <li>• Is aware of the ethical context of psychology as a discipline and can demonstrate this in relation to personal study, particularly with regard to the research project.</li> <li>• Can deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences</li> <li>• Can demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level</li> <li>• Can continue to advance their knowledge and understanding, and to develop new skills to a high level.</li> </ul>
<p><b>Professional Practice Skills</b></p>	<ul style="list-style-type: none"> <li>• To reflect upon new technology and innovation within psychology and to make decisions regarding legitimacy, reliability and effectiveness.</li> <li>• To effectively and efficiently apply principles of psychological analysis within a variety of environments.</li> <li>• To develop sensitivity to the values and interests of others.</li> </ul>
<p><b>Transferable/Key Skills</b></p>	<ul style="list-style-type: none"> <li>• Can undertake self-directed study and project management in order to meet desired objectives.</li> <li>• Can take charge of their own learning, and can reflect and evaluate personal strengths and weaknesses for the purposes of future learning.</li> <li>• Can communicate ideas and research findings both effectively and fluently by written, oral and visual means.</li> <li>• Can comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.</li> <li>• Is computer literate and is confident in using word processing, database and statistical software.</li> <li>• Can solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.</li> <li>• Is sensitive to and can react appropriately to contextual and interpersonal factors in groups and teams.</li> <li>• Is able to take charge of their own learning, and can reflect and evaluate personal strengths and weaknesses for the purposes of future learning.</li> <li>• Can exercise initiative and personal responsibility</li> <li>• Can undertake decision-making in complex and unpredictable situations</li> <li>• Can engage in independent learning ability required for continuing professional development.</li> </ul>
<p><b>Assessment Methods</b></p>	
<p><b>Summary of Assessment Regulations</b></p>	<p>NFA - fully compliant <span style="float: right;">▼</span></p>
<p><b>Progression Regulations and Awards</b></p> <p><i>For programmes fully compliant with NFA refer to the relevant</i></p>	

appendices of the relevant NFAAR document ([UG](#), [PGT](#), [FD](#), [HY](#), or [CPD](#))

Note any significant features relevant to the "Assessment in the programme context" sections of the relevant NFAAR document.

Set out any approved exemptions from NFA.

Set out progression and assessment regulations where these do not comply with [NFA](#).

UHPS-AFM03

The rules for progression from one stage to another and grading of assessed work and examinations conform to the University's framework for assessment and assessment regulations (NFAAR), see <http://www.bath.ac.uk/registry/nfa/nfaar.pdf>

Students leaving an undergraduate programme prematurely may be eligible for a [Certificate of Higher Education](#) or a [Diploma of Higher Education](#).

[Click here to see 'Indicators of Quality & Standards'](#)

### Placement and Professional Accreditation

**Details of Work Placements Requirements / Work Based Learning / Industrial Training Requirements**

**Details of Study Abroad Requirements**

**Details of Professional Accreditation**

This programme is accredited by the British Psychological Society. They require particular standards and content in our programme so that students exit able to claim graduate membership of the British Psychological Society, enabling them to progress successfully in their subsequent careers. Current professional accreditations are reviewed periodically by the bodies concerned.

### Admissions and Support

**Admissions Criteria including APL/APEL arrangements**

Only refer to APL, APEL or direct entry with advanced standing if regular use is likely to be made or is not possible.

Candidates must be able to satisfy the general admissions requirements of the University of Bath and Department of Psychology. The criteria for entry in 2012 were:

**School/College leavers who are at least 17 years on the 1<sup>st</sup> October in the year of admission**

- Grade A in English and Mathematics at GCSE level or equivalent (unless subject taken at a higher level)
- Plus one of the following:
- AS and A2 requirements – "standard entry" offer is A\*AA in three A2s with Grade B in one extra A2 or AS if taken in the final year.
- BTEC National Diploma at least three units at distinction level with all other unit at merit level (usually DDD overall)
- Irish Leaving Certificate: AAAAAB (AAAABB may be accepted)
- Scottish Advanced Highers – at least AA from two Advanced Highers
- International Baccalaureate – at least 38 points overall, with at least grade 6 in all subjects (no preference for which Mathematics subject is taken.
- European baccalaureate – total score of at least 8 or 80%.
- French baccalaureate – at least 14 overall
- German Abitur – an overall score of 1.3.
- Greece Apolytirion – an average of at least 19/20 plus either one A Level or a UK foundation course
- USA – high school diploma minimum overall score of 3.3; SAT of 1200.
- Access Course – Students should take the Higher Maths units as part of their Access course. Applicants are expected to demonstrate a high academic standard and will be asked to submit one piece of their marked coursework for consideration.
- Open University – at least 70% in a 60 credit unit
- Foundation degree – Foundation Degrees from a good university. Applicants are expected to demonstrate a high academic standard.

**Additional Requirements**

IELTS level of at least 7 overall (academic strand) if English is not first language with at least 6.5 in all parts.

The current prospectus gives admission information at

<http://www.bath.ac.uk/study/ug/prospectus/subject/psychology/entry-requirements>

**Details of Support Available to Students**

[\[link to Ac Reg quality page\]](#)

University of Bath students attending programmes of study at the Claverton Campus are usually encouraged to stay in University halls of residence during their first year and will be supported in their transition into University life and study by Resident Tutors. These are postgraduate students or staff who live in the halls of residence and are responsible for the general welfare, health and safety and discipline of student residents.

Undergraduate students will be allocated a Personal Tutor, postgraduate taught students a course manager and postgraduate research students a supervisor who are responsible for monitoring and supporting the academic progress and general welfare of their students.

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via:

<http://www.bath.ac.uk/students/support/>.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation play scheme to provide childcare for older children during the school holidays

**Department and Programme Specific Support Information**

*e.g. induction programmes, any peer mentoring schemes, regular department events*

**Business Support Systems** - part of Computing Services