



UNIVERSITY OF  
PORTSMOUTH

# COLLABORATIVE COURSE SPECIFICATION

## *BSc (Hons) Psychological Sciences*

Quality Assurance, Academic Standards and Quality and Partnerships  
Department of Student and Academic Administration

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## COURSE SPECIFICATION

Please refer to the [Course Specification Guidance Notes](#) for guidance on completing this document.

<b>Course Title</b>	<b>BSc (Hons) Psychological Sciences</b>
Final Award	<i>BSc (Hons)</i>
Exit Awards	<i>CertHE, DipHE</i>
Course Code / UCAS code (if applicable)	<i>U3518PYC/ C3518FTC/ N3518FTC</i>
Mode of study	<i>Full time</i>
Mode of delivery	<i>Campus</i>
Normal length of course	<i>4 years</i>
Cohort(s) to which this course specification applies	<i>From September 2024 intake onwards</i>
Entry Requirements	<i>UCAS points – 128–136 points from 3 A levels or equivalent</i>
Awarding Body	<i>University of Portsmouth</i>
Teaching Institution	<i>University of Portsmouth / Edith Cowan University, School of Medical and Health Sciences</i>
Faculty	<i>Faculty of Science &amp; Health</i>
School/Department/Subject Group	<i>Department of Psychology</i>
School/Department/Subject Group webpage	<i><a href="https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/our-academic-structure/faculty-of-science-and-health/department-of-psychology">https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/our-academic-structure/faculty-of-science-and-health/department-of-psychology</a></i>
Course webpage including entry criteria	<i><a href="https://www.port.ac.uk/study/courses/undergraduate/bs-c-hons-psychological-sciences-dual-degree#entry-requirements">https://www.port.ac.uk/study/courses/undergraduate/bs-c-hons-psychological-sciences-dual-degree#entry-requirements</a></i>
Professional and/or Statutory Regulatory Body accreditations	<i>British Psychological Society (Subject to accreditation)</i>
<a href="#">Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level</a>	<i>Level 6</i>

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant Module Specifications and the Course Moodle site and Module Moodle sites provided to students on enrolment.

Please refer to the [Course and Module Catalogue 2023-2024](#) for further information on the course structure and modules.

## Educational aims of the course

### General Aims.

- To provide a challenging and stimulating study environment.
- To provide a framework allowing students to follow a flexible, coherent programme of study.
- To provide students with the opportunity to develop key transferable skills for lifelong learning, employability and flexibility in the context of changing labour markets.
- To provide students with the skills and knowledge required to maximise career and postgraduate study opportunities.

### Subject Specific Aims.

Where relevant, subject specific aims are derived from Section 2.2a to 2.2f (Defining Principles) of the QAA Subject Benchmark Statement (SBS) for Psychology (2019).

- To produce a scientific understanding of the mind, brain, behaviour and experience, and how they interact with the complex environments in which they exist.
- To enable 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.
- To 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.
- To provide a broad education presenting multiple perspectives in a way that fosters critical evaluation and reflection and engagement with specialised subject areas in Psychology.
- To provide the opportunity to develop knowledge, leading to an appreciation of theory and research findings, including relevant ethical and socio-cultural issues.
- To enable an understanding of real life applications of theory to the full range of experience and behaviour.
- To provide students with an educational environment that integrates academic knowledge and practical skills through scientific research.
- To provide students with knowledge and experience of the practical and ethical issues involved in conducting research and the application of ethical codes and procedures.
- To provide an opportunity for students to gain experience and skills relevant to employment (or further study) within psychology or related subject areas by choosing relevant work placement/work based learning/study options and/or completion of an optional sandwich year.

## Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their document.

The Course Learning Outcomes for this course are outlined in the tables below.

Where indicated below, the specific Programme Learning Outcomes relate to Section 3 (Subject Knowledge and Understanding), Section 4 (Skills) and Section 6 (Benchmark Standards) of the [QAA Subject Benchmark Statement \(SBS\) for Psychology \(2019\)](#).

### A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	The range of approaches to understanding psychological		

	phenomena (and the links between them) including biological psychology, cognitive psychology, individual differences, developmental psychology and social psychology, as well as cultural and historical perspectives.	Content on modules across the programme is delivered through a mixture of lectures, seminars, tutorials, practical workshops and regular individual meetings with staff.  At Level 4, the course covers the conceptual, philosophical and cultural history of psychology, including different perspectives; a range of research and analysis techniques, providing opportunities to use this knowledge in research projects on a variety of psychological topics; content providing a foundation for exploring a broad range of psychological processes; and the development of key skills important in the transition to university life.	To ensure that the full range of skills and knowledge being developed by the programme can be demonstrated, a variety of forms of summative assessment are used including: essays; portfolios; research reports (including major project); reflective reports, psychometric reports; presentations (oral and poster); interview; examinations, interpretation and application of statistical techniques.  All core areas of the BPS (GBC) curriculum are delivered at FHEQ Levels 5 and 6 and are non-optional such that achievement in these modules can contribute to the final award classification.  In addition, opportunities for formative assessment are identified throughout the programme so students are able to develop their understanding and application of skills in assessment type activities other than those which are purely summative.
A2	Major theoretical frameworks and research methodologies used in psychology and how theory and research findings are applied to real world problems and psychological practice.	At Level 5, the course develops 'core' aspects of the BPS (GBC) curriculum providing an appreciation of the different perspectives from which human and non-human animal behaviour may be viewed, including links between research and theoretical development within the discipline; advanced research methods and analyses and specific career orientated content covering professional work roles allied to psychology are also examined.	
A3	The different research methodologies used to investigate psychological phenomena, and the range of measurement and analytical techniques, used to interpret different forms of psychological data.	At Level 6, content on optional modules provides coverage of specialised and applied areas of psychology and related subjects. The empirical project is completed providing the opportunity to carry out independent research work.	
A4	The conventions and presentation styles used for reporting on academic literature, scientific findings and delivering oral presentations to facilitate effective communication and cogent argumentation.		
A5	The professions, roles and responsibilities relating to different forms of psychological practice and vocations.		

## B. Cognitive (Intellectual or Thinking) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment Methods
B1	Generate and explore creative ideas and apply multiple perspectives to psychological issues.	Using an established tradition of empirical enquiry and scientific thought, to examine evidence and critically evaluate academic arguments underpins the delivery of content across the course. This approach evolves as the student moves through the three FHEQ levels, including progressive coverage of more advanced content, research methods and methodological issues.  Basic information literacy skills for finding and evaluating academic literature, as well as basic research and analysis skills to enable examination of trends in human behaviour are examined early in the course. Small group discussion through seminars and tutorials helps to further develop skills in debate and critical evaluation.  Emphasis is placed on the examination of primary sources. Later in the course, more complex practical and theoretical work is undertaken where students may generate their own arguments or ideas for research and derive rationales for investigations from existing literature.	Written feedback is provided to students for coursework-type and examination-type assessments undertaken. Supporting a 'feed forward' approach, markers identify the major strengths and weaknesses of the student's performance, and outline priorities for improving their future work.  Feedback is provided in the context of departmental undergraduate marking criteria which are aligned to the course learning outcomes. The importance of developing different cognitive skills are emphasised (i.e. argumentation, use of supporting literature and evidence to justify opinions or interpretations, application of critical thinking, etc.).
B2	Develop and sustain reasoned arguments using psychological theories and empirical findings, to formulate and appreciate different opinions.		
B3	Evaluate and reflect on different practical, theoretical and ethical issues involved in psychological research with different methodologies.		
B4	Identify and focus on pertinent issues.		

### C. Practical (Professional or Subject) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment Methods
C1	Communicate psychological ideas and research findings by written, oral and visual means.	<p>Programme learning outcomes specific to the development of psychology specific skills are primarily demonstrated through coverage of methodological and analytical techniques enabling students to practice the application of research skills throughout the programme.</p> <p>In the early stages, students work on practical assignments completed periodically throughout the academic year involving experimental and non-experimental methods; design; project planning; data collection; data management; and the interpretation and presentation of findings in a range of different professional formats. This culminates with the completion of an original and independently conducted research project at Level 6.</p> <p>Further opportunities to develop subject specific practical skills are also provided by optional work- based and placement learning opportunities at Levels 5 and 6.</p>	<p>Students complete a range of assessments which are aimed at developing practical skills in study design, ethical processes and data analysis. These are reported using different formats such as poster and oral presentations as well as individual and group research reports which increase in complexity throughout the course.</p> <p>Self tests (with immediate feedback) are also used as part of research-based tuition, as well as other professional formats (e.g. client feedback on psychological tests)</p> <p>Final-year project work is assessed by completion of an empirical dissertation which provides relevant background literature and a rationale for the research conducted, and which explains the conduct and findings of the study and its scientific contribution. Students may also opt for a Level 6 pathway where a panel interview about their study forms part of the assessment of the final year project.</p>
C2	Reason scientifically using a range of statistical and non-statistical methods with confidence to understand the nature of psychological evidence.		
C3	Conduct independent psychological research, through practical activities, under appropriate supervision.		
C4	Be aware of ethical principles, behaviours and as they apply to research and practice.		

### D. Transferrable (Graduate and Employability) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	Gather, retrieve and synthesise information effectively.	<p>Core modules throughout the course equip students with training in the selection and evaluation of appropriate sources.</p> <p>Research focussed modules support the development of IT and communication skills for study design, data interpretation, presentation and reporting skills. Practical work and tutorial work also provides opportunities for students to work together to develop teamwork skills and produce shared outputs.</p> <p>Practical work becomes increasingly self-directed as students progress through the programme, leading to the independently conducted research project at Level 6.</p> <p>The tutorial programme at Levels 4 and 5 also supports the development, within students, of an independent approach to</p>	<p>The programme provides both examination-based and coursework-based assessments of problem solving, numeracy and research skills. Through the completion of group work and group assessments there is also provision for assessment of the ability to work collaboratively, manage projects, communicate effectively in different formats, demonstrate IT skills and team working. Where group summative assessments are used, peer evaluations are integrated into assessment marking and feedback.</p> <p>Portfolio assessments are also used which in some cases</p>
D2	Communicate clearly through a range of media, visually, orally, written in a manner appropriate to their audience.		
D3	Demonstrate an ability to use IT effectively, including word-processing, spreadsheets, data analysis software, electronic bibliographic databases and other online resources relevant to psychology.		
D4	Demonstrate effective team-working skills, being sensitive to environmental and interpersonal aspects.		
D5	Take charge of own learning, reflecting and evaluating personal strengths and weaknesses for future		