

**PROGRAMME APPROVAL FORM  
SECTION 1 – THE PROGRAMME SPECIFICATION**

<b>1. Programme title and designation</b> BSc Psychology		For undergraduate programmes only Single honours      Joint      Major/minor <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
<b>2. Final award</b>				
<b>Award</b>	<b>Title</b>	<b>Credit value</b>	<b>ECTS equivalent</b>	<b>Any special criteria</b>
BSc Hons	Psychology	360	180	N/A
BSc Hons	Psychology with Year Abroad	390	195	Students must take 5PAHPEMY
BSc Hons	Psychology with Professional Placement Year	390	195	Students must take 5PAHPPLY
<b>3. Nested award</b>				
<b>Award</b>	<b>Title</b>	<b>Credit value</b>	<b>ECTS equivalent</b>	<b>Any special criteria</b>
n/a	n/a	n/a	n/a	n/a
<b>4. Exit award</b>				
<b>Award</b>	<b>Title</b>	<b>Credit value</b>	<b>ECTS equivalent</b>	<b>Any special criteria</b>
UG Cert	IoPPN (Psychology)	120-235	60-117	n/a
UG Dip	IoPPN (Psychology)	240-355	120-177	n/a
Ordinary	IoPPN (Psychology)	300-355	150-177	n/a
<b>5. Level in the qualifications framework</b>		H		
<b>6. Attendance</b>				
	<b>Full-time</b>	<b>Part-time</b>	<b>Distance learning</b>	
Mode of attendance	X	n/a	n/a	
Minimum length of programme	3 years	n/a	n/a	
Maximum length of programme	10 years	n/a	n/a	
<b>7. Awarding institution/body</b>		King's College London		
<b>8. Teaching institution</b>		King's College London		
<b>9. Proposing department</b>		Psychology		
<b>10. Programme organiser and contact</b>		Dr Mike Aitken		

Programme approval 2013/14

<b>Details</b>	Department of Psychology IoPPN Addison House, Guy's Campus Tel: 0207 8486248 michael.aitken@kcl.ac.uk
<b>11. UCAS code (if appropriate)</b>	C800
<b>12. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines</b>	QAA Psychology benchmark (2010) British Psychological Society Accreditation
<b>13. Date of production of specification</b>	October 2013
<b>14. Date of programme review</b>	2021/22

### 15. Educational aims of the programme

*i.e what is the purpose of the programme and general statements about the learning that takes place over the duration of the programme*

1. The programme aims to provide students with a thorough understanding of Psychology as a science, covering the core areas of Psychology and their application which will enable them to meet the requirements of the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS)
2. It will have a strong emphasis on research and its application with a spine of research methods, analysis and application modules culminating in a research project in the third year. Following the problem based flavour of learning in the other substantive subject areas, research methods would be taught in a way which captures the excitement in the drive to acquire and apply knowledge. From Year 1, students will have inspirational input from world leading researchers, and this will be reinforced by research rich teaching in the substantive subjects at all stages culminating in the opportunity to specialise in research led areas in the third year.
3. There is an emphasis on the use as well acquisition of psychological knowledge through exposure to real world issues and an active, problem solving pedagogy.
4. Interdisciplinarity will be woven into the process of problem solving with the students exposed to a wide variety of views necessary in order to attempt to resolve complex issues.
5. This multi-faceted way of viewing real issues will require students to integrate knowledge from different areas of psychology and other disciplines.

### 16. Educational objectives of the programme/programme outcomes (as relevant to the SEEC Credit Level Descriptors)

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

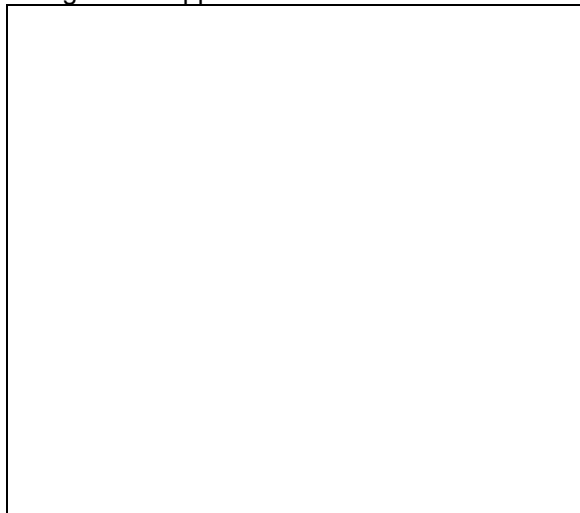
#### Knowledge and understanding

The programme provides a **knowledge and understanding** of the following:

1. The core BPS and other important areas of Psychology and their application through translational research.
2. The processes of research and its analysis and application.
3. The integrated nature of Psychology and other disciplines in the understanding and solution of problems/issues.
4. The importance of interdisciplinary perspectives.
5. The potential impact of Psychology on real world issues.

These are achieved through the following **teaching/learning methods and strategies**:

- Lectures designed to provide students with the basis for understanding of the key areas of psychology and arouse curiosity concerning their development, their future and their application.
- Seminars to support and develop the students ability to stretch and integrate their knowledge.
- Small group tutorials.
- Practical laboratory classes, supervised mini projects and a major research project to provide a developmental understanding of the research genesis of knowledge and its



application.

- Problem based, facilitated small groups
- Interdisciplinary lectures/workshops associated with problem based groups.

**Assessment:**  
Assessment will be a mix of formative and summative assessment methods, including research reports, a third year research thesis, structured reports on problem delineation and solution, essays, oral presentations and unseen examinations.

### Skills and other attributes

**Intellectual skills:**

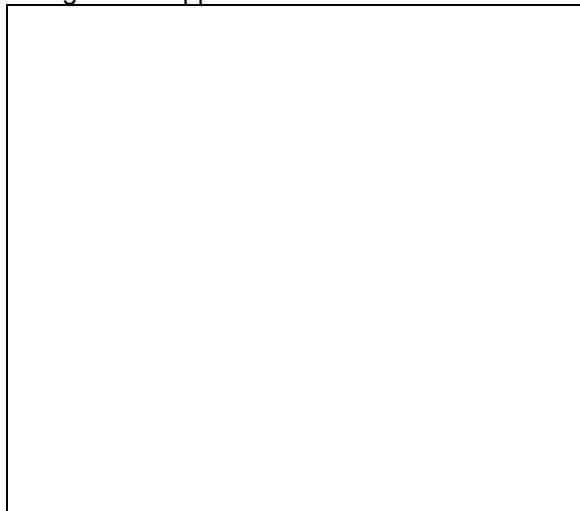
Students will have the ability to:

1. Formulate and evaluate research questions and methodologies;
2. Think critically and creatively;
3. Evaluate and integrate information and methodologies across Psychology and other disciplines;
4. Synthesise knowledge and apply it;
5. Acquire, critically assess and employ knowledge;
6. Construct reasoned and persuasive arguments;
7. Have critical self-awareness;
8. Choose appropriately from a range of analysis methodologies, carry out these analyses, interpret them and understand their implications;
9. Understand and apply ethical considerations to all areas of their work;
10. Originate, plan and carry out a substantial research project.



These are achieved through the following **teaching/learning methods and strategies:**

- There is a strong spine of Research Methods teaching which takes students progressively through issues of epistemology, ethics the utility of theory and research, methodologies and differing forms of analysis and interpretation. This is coupled with early exposure to input from inspirational researches across a wide range of subjects.
- Students have practical classes as well as lectures in Research Methods, and this practical experience will culminate in a significant third year research project.
- Students are required to assess the ethical implications of their work in research, the formulation and dissemination of psychological theory and their addressing of real world problems.
- Students gain experience of problem solving and setting in small groups. They will experience the value of interdisciplinary approaches in addressing these problems, and they will also be required to integrate their learning experiences thus far into their attempts at solutions.



- Students are required to evaluate their own and other's performance in groups.

**Assessment:**

Assessment will be a mix of formative and summative assessment methods, including research reports, a third year research thesis, structured reports on problem delineation and solution, essays, oral presentations and unseen examinations.

**Practical skills:**

Students will have the ability to:

1. Dissect and evaluate theories, research, issues and problems;
2. Identify, source and evaluate literature including primary research;
3. Derive, design, analyse and utilise research;
4. Utilise diverse methodologies in research and its application;
5. Use appropriately and interpret quantitative and qualitative methods of analysis;
6. Use a variety of psychological tools and utilise a variety of psychological skills;
7. Effectively use specialist psychological software and utilise information technology for data analysis;
8. Evaluate behaviour and psychological functioning.

These are achieved through the following **teaching/learning methods and strategies:**

- Many of the teaching/learning strategies for developing practical skills in Psychology are the same as those for intellectual skills. It is largely a matter of emphasis.
- The translational power of knowledge, the way it is acquired and its application are emphasised in all aspects of teaching.
- The spine of Research Methods provides a strong underpinning for many of the practical skills a psychologist requires, in to the second year module 5PAHPPSY in which the students practice a selection of psychological skills.

**Assessment:**

These skills are directly and indirectly assessed in the range of assessments outlined above.

**Generic/transferable skills:**

Students will have the ability to:

1. Analyse problems, tackle them rationally and with rigour and utilise a range of methodologies, integrating information for optimum usefulness;?
2. Communicate in both oral and written forms in a persuasive and effective

These are achieved through the following **teaching/learning methods and strategies:**

- All the generic/transferable skills will be developed throughout the programme.
- For example, during the problem based elements of the course, students are required to work effectively in and

manner;  
3. Work effectively both as a member and as a leader of groups;  
4. Make critical judgements and evaluations;  
5. Be sensitive to the needs and abilities of others;  
6. Be able to work with appropriate independence and good time management;  
7. Use information technology effectively.

sometimes lead groups as they analyse and address the problems. They have to use a wide range of analytic, communication and people skills in order to do this.

- Students have to utilise information technology for written communication, during oral presentations and for the analysis of data in practical classes and their third year research project. In addition, they have experience of specialist psychological packages.
- In small group tasks, practical classes and carrying out their third year research project, students learn how to manage resources and time.

**Assessment:**

These skills are directly and indirectly assessed in the range of assessments outlines above.

**17. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, statutory and regulatory body guidelines**

The design, content and teaching ethos of this degree have been informed by both the Quality Assurance Agency (QAA) for Higher Education (2010) Psychology Benchmark Statement and the BPS Accreditation Through Partnership Handbook for Undergraduate and Conversion Psychology Programmes (2014). The two sets of requirements and advice are highly compatible with each other as regards knowledge content, skills, the need for integration, the appreciation of different disciplines and methodologies and the translational potential of Psychology. The programme is built around enabling students to acquire key psychological knowledge and concepts as well as a sophisticated set of intellectual, practical and transferable skills and to engender an excitement about the subject. Students are able to acquire and practice a rigorous curiosity that underpins psychological research, understanding and application; these are the qualities the BPS and QAA have promoted.

**18. In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic**

N/A

Which is the lead department and/or School?

**19. Programme structure**

Please complete the following table and, if appropriate, to include joint, major/minor or other variations

**Code** = code of each module available for the programme

**Title** = title of each module available for the programme, plus its credit level and credit value

**Status** = please indicate whether the module is introductory (I), core (Cr), compulsory (Cp), one or more of however many modules must be passed to progress (CrCp), (P) professional (i.e. module testing skills/competency that has no credit level or value but is a professional body requirement) or optional (O) for each type of programme. For postgraduate programmes use the "single honours" column

**Pre-requisite/Co-requisite** = where appropriate please indicate whether the module is pre-requisite to another module or co-requisite by noting pre or co and the module code that it is pre/co-requisite to.

**Assessment** = please indicate in broad terms the assessment for the module eg written examinations, coursework

(Note: the availability of optional modules may vary slightly from year to year; the following are the modules available at the commencement of the programme)

Code	Title	Credit Level	Credit Value	Status (I, Cr, Cp, CrCp, P, O) for each type of module			Pre-requisite/ Co-requisite (Please note the module code)			Assessment
				Single	Joint	Major/ Minor	Single	Joint	Major/ Minor	
<b>Full-time Study</b>										
<b>First Year</b>										
4PAHPRM1	Research Methods 1	4	15	CR	n/a	n/a				Coursework/written examination
4PAHPADD	Addressing Problems	4	15	CP	n/a	n/a				Coursework
4PAHPBIO	Psychology and the Brain	4	15	CP	n/a	n/a				Coursework/written examination
4PAHPSOP	Psychology and Society	4	15	CP	n/a	n/a				Coursework/written examination
4PAHPRM2	Research Methods 2	4	15	CR	n/a	n/a	4PAHP RM1 P			Coursework/written examination
4PAHPDEV	Psychology and Development	4	15	CP	n/a	n/a				Coursework/written examination
4PAHPDFE	Psychology and the Individual	4	15	CP	n/a	n/a				Coursework/written examination
4PAHPISP	Inspirational Research	4	15	CP	n/a	n/a				Coursework
4PAHPFGA	Foundation Graduate Attributes	4	0	O	n/a	n/a				Formative

<b>Second Year</b>										
5PAHPRM3	Research Methods 3	5	15	CR	n/a	n/a	4PAHP RM1 4PAHP RM2			Coursework/Written examination
5PAHPGEN	Choices: Agency, Autonomy and Addiction	5	15	CP	n/a	n/a				Coursework/Written examination
5PAHPRM4	Research Methods 4	5	15	CR	n/a	n/a	4PAHP RM1 4PAHP RM2 5PAHP RM3			Coursework/Written examination
5PAHPSHP	Distorted worlds: Variability in memory and perception	5	15	CP	n/a	n/a				Coursework/Written examination
5PAHPIDP	The Origins of Individual Differences	5	15	CP	n/a	n/a				Coursework/Written examination
5PAHPPSY	Psychological Skills	5	15	CP	n/a	n/a				Coursework
5PAHPCLN	Clinical Psychology	5	15	O	n/a	n/a				Coursework/Written examination
5PAHPMND	Philosophy of Psychology	5	15	O	n/a	n/a				Coursework/Written examination
5PAHPBIO	Contemporary Issues in Neuroscience	5	15	O	n/a	n/a				Coursework
5PAHPIGA	Intermediate Graduate Attributes	5	0	O	n/a	n/a				
<i>(Where appropriate) students must take [X number] of credits from the following modules:</i>										
<b>Final Year</b>										
6PAHPRES	Research Methods/Analysis/Project	6	45	CR	n/a	n/a	4PAHP RM1 4PAHP RM2 5PAHP RM3 5PAHP			Coursework



							RM4			
6PAHPTOP	Topics in the Interdisciplinary Study of Consciousness	6	15	O	n/a	n/a				Written examination
5PAHPINT	Internship	6	15	O	n/a	n/a				Coursework
6PAHPWOR	Occupational Psychology	6	15	O	n/a	n/a				Coursework/Written examination
6PAHPWAR	War in the Mind	6	15	O	n/a	n/a				Written examination
6PAHPMNE	Introduction to Forensic Psychology	6	15	O	n/a	n/a				Written examination
6PAHPTRA	Applications of Learning Theories	6	15	O	n/a	n/a				Written examination
6PAHPBM1	Health and Illness Psychology	6	15	O	n/a	n/a				Written examination
6PAHPCOM	Community Psychology	6	15	O	n/a	n/a				Written examination
6PAHPGND	Neurodevelopmental disorders: Genetic, neurocognitive and developmental approaches	6	15	O	n/a	n/a				Written examination
6PAHPBM2	Abnormal Psychology	6	15	O	n/a	n/a				Written examination
6PAHPTBB	Economic Psychology	6	15	O	n/a	n/a				Written examination
6PAHPMEC	Neurodegenerative Disorders and Mechanisms	6	15	O	n/a	n/a				Written examination
6PAHPADD	Addiction	6	15	O	n/a	n/a				Written examination
6PAHPCHI	Global Mental Health Foundations	6	15	O	n/a	n/a				Written examination
6PAHPBRA	Women's Mental Health	6	15	O	n/a	n/a				Written examination
6PAHPPSN	Psychosis: Prevention, Diagnosis and Treatment.	6	15	O	n/a	n/a				Written examination
6PAHPBEH	Behavioural Genetics	6	15	O	n/a	n/a				Written examination
6PAHPAGA	Advanced Graduate Attributes	6	0	O	n/a	n/a				
6PAHPAPP	Academic Teaching Apprenticeship	6	15	O	n/a	n/a				Coursework
6PAHPEXT	Extended Essay	6	15	O	n/a	n/a				Coursework
<b>If a Masters programme, are level 6 credit levels permitted within the programme? N/A</b>										

<b>Maximum number of credits permitted with a condoned fail (core modules excluded)</b> 15 non-core credits may be condoned per
<b>Are students permitted to take any additional credits, as per regulation A3; 5.10? Yes</b>
<b>Are students permitted to take a substitute module, as per regulation A3; 20.7? No</b>
<b>Are there any exceptions to the regulations regarding credits, progression or award requirements?</b> (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards) <b>None</b>
<b><i>Other relevant information to explain the programme structure</i></b> <i>Please note that <u>new</u> students enrolling on the information provided on this section of the PAF will have these regulations stipulated throughout their programme of study. The only exception to this will be if there are changes made by Professional, Regulatory or Statutory Bodies that are noted to this programme.</i>  In each of the first two years, the programme will give progressive coverage of the core BPS areas of research methods, biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology, and the integration and application of these areas. In the third year, the programme will address conceptual issues and the journey from theory to application.  That students can take any optional modules in year 2 (up to 15 credits can be level 4) or final year (up to 15 credits can be level 5) with permission of programme director.  Built into the treatment of these and other important areas of psychology will be a requirement to integrate information across different disciplines.  In Year 3, students will carry out a substantial research project and will have an opportunity to specialise by choosing modules from three option sets.  For the Psychology with Year Abroad pathway students must take module 5PAHPEMY For the Psychology with Professional Placement Year students must take 5PAHPPLY•  Failing the 5PAHPEMY or 5PAHPPLY will mean the student goes back to BSc Psychology.

Programme approval 2013/14

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PAF Initially Approved:  
PAF checked for 2019/20: 25 July 2019

**20. Marking criteria**

The assessment criteria follow the College's general criteria for the assessment of BSc programmes.

**21. Will this Programme report to an existing Board, and if so which one? If a new Programme Board of Examiners is to be set up please note name of Board here**

A new programme board of examiners will be set up with the title of BSc Psychology programme exam board

**22. Please confirm that the process for nominating External Examiners has commenced, and if known, note whom the nominated External Examiner(s) may be**

The search for external examiners is ongoing

**23. Particular features of the programme which help to reduce the barriers experienced by disabled students and ensure that the programme is accessible to all students who meet the entry requirements**

- Students will be taught in accommodation with suitable mobility access (some areas may require additional work to provide full access; this work has been fully planned, and can be provisioned when and if required).
- Staff will be available for consultation in areas with suitable mobility access
- Apart from the College's Disability Support Team, academic staff will provide more general pastoral care to students with disabilities. All students will have one member of the Department's academic staff as their Personal Tutor
- It will be the Department's practice to post all lecture material and required reading on the College's Virtual Learning platform and lecture handouts will be provided in advance to students with disabilities who request this, as well as complying with any reasonable adjustments required in terms of the individual learning needs of the student, as recommended by the Disability Support Team
- As part of the module quality assurance process, regular feedback will be collected which will include issues concerning access and the quality of learning experience for disabled students