BSc (Hons) Psychology
Programme specification

Academic Year 2020/21

Contents

1. Programme Overview	
Full programme/award title(s)	BSc (Hons) Psychology
Short programme title	BSc Psychology
Fees	£18,000 (per year, subject to annual increase)
Faculty / School	Faculty of Humanities, Arts & Social Sciences School of Psychotherapy & Psychology
Location of study	Regent's Park campus
Awarding institution	Regent's University London
Institution regulated by:	Office for Students, Quality Assurance Agency
Programme entry points	September 2020
Date of initial/previous (re)validation	May 2014
Date of next revalidation	Spring 2019
Framework for Higher Education Qualification level of final award	Level 6 (Undergraduate degree, Year 3)
Number of credits in award	360
UCAS code	C801
Underpinning QAA subject benchmark statements	QAA Subject Benchmark Statement for Psychology
Other external and internal references	QAA Master's Degree Characteristics (2014) QAA Framework for Higher Education Qualifications (FHEQ) QAA UK Quality Code for Higher Education Regent's University London Academic Regulations
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	**Part time:** N/A **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	June 2019

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.

The BSc (Hons) Psychology is accredited by the British Psychological Society (BPS) and was ranked in the UK psychology top 15 for student satisfaction in the 2017 and 2018 National Student Surveys.

The programme will give you the chance to study the core areas within psychology, including:

- Biological psychology
- Cognitive psychology
- Historical and conceptual issues in psychology
- Individual differences
- Lifespan development
- Social psychology
- Research methods and statistical analysis

You will learn to understand how humans behave in different environments, exploring aspects such as memory, emotion, language, sensation, decision-making, mental illness, social interactions, beliefs and more.

A range of interesting elective modules to choose from includes topics such as sexuality and gender, the psychology of fashion, forensic psychology and counselling psychology. You can also opt to learn a foreign language in your second year of study.

The programme is both theoretical and practical. You will be able to run your own experiments in our dedicated psychology laboratory equipped with specialist testing cubicles and software. You will have access to specialist software and hardware such as BIOPAC (to record brain electrical activity, heart rate, pulmonary response, and blood pressure), a Tobii eye-tracker, olfactory testing equipment, Coglab, Amos, SPSS, Surveymonkey and Qualtrics. You will also have access to a test library which includes all major psychological tests.

There are also opportunities for field trips. In the past, these have included visits to the Old Bailey, the Freud Museum, prisons, art galleries, fashion exhibitions and others.

In your final year you will conduct an independent research project. To help you succeed in your degree, you will also learn a range of research skills, including:

- Critical thinking
- Effective communication
- Evaluating evidence
- Problem solving
- Research design
- Statistical analysis

The BSc Psychology is accredited by the British Psychological Society (BPS), the professional body for psychology and psychologists in the UK. This offers you the opportunity to gain Graduate and/or Chartered Membership of the Society upon graduation, and opens the widest range of training, development and employment opportunities for your future career.

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.

This programme offers a thorough grounding in the key areas of psychology and how psychologists study human behaviour. It aims to:

- Teach students the core branches of psychology and related branches in the discipline

- Enable students to develop a variety of transferable skills relevant to a wide range of careers within and outside professional psychology

- Provide an international and multi-cultural learning environment that encourages intrinsic motivation and achievement through a student-centred approach.

The programme covers not only core areas of psychology but also offers a distinctive portfolio of options which will allow you to explore specific aspects of applied psychology, from forensic psychology to counselling psychology, and sex and gender to cultural psychology.

It enables you to acquire valuable theoretical and practical experience in psychology at a measured yet challenging pace. You will develop and learn transferable skills important for future study and professional life, including data inputting, data synthesis, data analysis, literature reviewing, the ability to present orally and visually, to create and sustain an evidence-based argument, and many others.

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British Psychological Society (BPS) Accreditation

The BSc Psychology 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 prospective employers understand and value. It is recognition that the programme provides appropriate coverage of core psychological knowledge, theories and principles in an environment that will support and enhance your learning.

BPS accreditation offers you the opportunity to gain Graduate and/or Chartered Membership of the Society, and opens the widest range of training, development and employment opportunities for your future career. Graduate basis for chartered membership (GBC) is an entry requirement for postgraduate training programmes in the UK, leading to Chartered Psychologist status.

The majority of postgraduate programmes accredited by the Health and Care Professions Council (HCPC) also require GBC.

Prospective careers

An accredited degree will enable you to go on to further training in psychology and help you develop a career in one of the psychology professions, such as clinical, educational, counselling, health or forensic psychology. Many of our graduates go on to pursue postgraduate studies, specialising in a particular branch of psychology.

The skills you develop will also be useful in a range of other careers, such as:

- Advertising and marketing
- Business and consultancy
- Data analysis
- Education
- Health
- Human resources
- Social services

4. Relationship to other programmes and awards

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

The BSc (Hons) Psychology is a stand-alone degree, providing graduates with Graduate Basis for Chartered (GBC) Membership of the BPS. An accredited BSc Psychology degree enables graduates to pursue professional and postgraduate degrees, such as the DPsych Counselling Psychology and postgraduate research degrees (MPhil/PhD) at Regent's. (A first or upper-second class degree in psychology is essential for pursuing a doctoral research degree.)

In your first year, you will take a University-wide module, Global Perspectives, which you will study with students from across the University. In your second year, you will have the

opportunity to select a foreign language module which you would also study with students from other parts of the University.

5. Learning outcomes

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

You will develop two broad ranges of skill: specific and transferable.

Specific skills include familiarity with, and understanding of, basic and advanced knowledge in psychology and of theories and concepts, the use of the statistical software package SPSS, an understanding of psychological research and experimental design and the ability to apply this understanding in the form of independently conducted empirical research, and a thorough understanding of the core branches of the discipline.

Transferable skills are those have a wider and more general application. These include note-taking, essay writing, literature reviewing, locating appropriate material in journals and texts, referencing, online database use, independent study and group work, meeting deadlines, preparing a research or laboratory report, using SPSS, using SurveyMonkey and QUALTRICS, written and oral proficiency, and critical thinking.

Your studies will give you:
- A broad understanding of core areas in psychology and the developments in thinking and research that have shaped these areas.
- A critical appreciation of the range of approaches characteristic within the discipline, and how these approaches have influenced one another.
- A critical understanding of contemporary issues in psychology.
- A critical awareness of the various ways in which psychology has contributed to the shaping of contemporary culture and self-understanding.
- The ability to present a detailed and extended treatment of selected topics and the development of skills in empirical research.
- The capacity to select and organise material from complex sources relevant to the task set or agreed.
- The ability to conduct a detailed critical and statistical analysis of data, theories or arguments while working with increasing independence to make informed and evaluative judgments.
- The capacity to deal intelligently and sympathetically with the materials and formulations of radically different approaches to human self-understanding.
- The skills to find and use primary and secondary material critically.

You will learn to:
- Develop bibliographic and research skills with increasing independence, and to select and critique appropriate material from a wide range of resources.

- Communicate material and argument clearly and concisely in written and oral formats of varying types and lengths.
- Communicate information, findings and ideas orally and in writing.
- Engage in argument building that is evidence-based
- Manage time and complete tasks within a deadline.

LEVEL 3 LEARNING OUTCOMES
A. Knowledge and understanding

A1: Have acquired an appropriate degree of familiarity with current psychology and its origins, along with some understanding of the key theoretical and empirical processes underpinning the discipline.

A2: Demonstrate an appropriate understanding of the use and implementation of statistics.

A3: Be aware of current trends, developments, cultural, gender and equality related issues.

A4: Demonstrate an ability to interpret various sources and research formats in Psychology and understand the terminology, principles and reference points therein.

B. Cognitive skills

B1: Develop an appreciation of differing perspectives on interpretation and methodology.

B2: Demonstrate skills in selecting and understanding source material.

B3: Evaluate as well as formulate coherent logical arguments.

C. Practical and professional skills

C1: Be capable of undertaking and managing independent learning in order to deliver work to varied deadlines and in varied formats.

C2: Have acquired basic skills in the practical application of the Statistical Package for Social Sciences (SPSS).

C3: Acquire skills that foster the development of literate, articulate and critical approaches to psychology

C4: Manage and evaluate the pace the breadth and depth of independent learning.

D. Key transferable skills

D1: Develop existing core IT skills.

D2: Have enhanced communication and team working skills.

D3: Respond to varying learning and teaching styles.

LEVEL 4 LEARNING OUTCOMES
A. Knowledge and understanding

A1: Identify basic concepts and principles across a range of core areas.

A2: Recognise and classify different forms of data and data gathering approaches.

A3: Have acquired a deeper understanding of, and an appropriate ability in, IT, research and written skills required for study.

A4: Describe basic underlying concepts and debates relevant to current psychology and its origins.

A5: Discuss the relevance of a range of cultural, gender and equality related issues.

B. Cognitive skills

B1: Consider ideas, theories and methodologies from differing perspectives.

B2: Apply and develop skills relevant to selecting, adapting and presenting appropriate source material.

B3: Outline quantitative and qualitative data approaches of appropriate complexity.
B4: Evaluate own skills and expectations.
B5: Outline and communicate a range of basic terminologies and formats in structured work appropriate to this level.

C. Practical and professional skills

C1: Formulate and realise objectives to set briefs, deadlines and formats.
C2: Display a basic understanding of the application of statistics and use of SPSS.
C3: Acquire a competency in researching and presenting of essays/reports.
C4: Develop an increasing ability to manage and evaluate pace, breadth and depth of independent learning in relation to module content.

D. Key transferable skills

D1: Locate, interpret and utilise information technologies and source materials of an appropriate level and complexity.
D2: Develop existing communication skills for the presentation of ideas in various formats.
D3: Develop an understanding of current trends, conceptual and cultural issues.
D4: Develop an awareness of personal potential as well as current strengths and weaknesses.
D5: Develop existing flexibility to adapt their learning style to react favourably to a range of teaching/learning experiences.

LEVEL 5 LEARNING OUTCOMES
A. Knowledge and understanding

A1: Have developed a further understanding of a range of core concepts and methodologies.
A2: Be able to understand a range of data gathering and analysis procedures.
A3: Be able to communicate relevant arguments and concepts in a range of formats both oral and written.
A4: Be able to research and evaluate key areas in psychology with growing independence.
A5: Fully understand the potential impact of cultural, social, historic and equality related issues on approaches and interpretations in psychology.

B. Cognitive skills

B1: Appreciate the importance of differing perspectives on interpretation and methodology.
B2: Be in a position to locate and critically select appropriate materials from a range of sources.
B3: Be increasingly appreciative of how differing types of data and forms of investigation are appropriately applied.
B4: Develop a deeper appreciation of their own skills, potential and limitations.
B5: Be able to outline and communicate concepts and ideas of growing complexity.

C. Practical and professional skills

C1: Set and realise objectives with increasing independence.
C2: Demonstrate and apply a range of data gathering, analytical skills and application of SPSS.
C3: Be in a position to communicate the potential impact of cultural and theoretical points of view.

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C4: Demonstrate a growing competency in the sourcing, critical evaluation and presentation of researched material.

D. Key transferable skills

D1: Be equipped with the skills to put into practice source selection and the application of materials and techniques of increasing complexity.

D2: Expand existing communication skills for the presentation of ideas in various formats.

D3: Evaluate current trends, conceptual and cultural issues.

D4: Further develop self-evaluation of strengths and limitations in relation to programme objectives.

D5: Apply increasing flexibility to self-management in relation to module content and teaching styles.

LEVEL 6 LEARNING OUTCOMES

A. Knowledge and understanding

A1: Be able to demonstrate a systematic understanding across a range of key and specialist areas, concepts, methodologies and research.

A2: Be able to understand and apply a range of methods and techniques in reviewing, consolidating ideas, source materials and information in independent research

A3: Be able to demonstrate an understanding of and an ability to critically evaluate arguments, assumptions and concepts in current psychology.

A4: Be able to demonstrate in an independent research project an appropriate level of data gathering and statistical application.

A5: Understand and be in a position to communicate key concepts as well as gender, equality and culturally related issue to specialist and non-specialist audiences.

B. Cognitive skills

B1: Be able to demonstrate and communicate a systematic grasp of a range of theories and methodologies, as well as their limitations, from differing perspectives.

B2: Demonstrate an ability to outline, apply, and evaluate data of a given complexity.

B3: Be able to describe, comment on and apply a range of research related skills and concepts.

B4: Demonstrate a level of realistic critical self-evaluation of skills and expectations.

B5: Devise and sustain arguments in and from a range of core and specialist areas.

C. Practical and professional skills

C1: Formulate and realise independently researched objectives to a range of set formats, briefs and deadlines.

C2: Implement independent data gathering and analysis of varying kinds to an appropriate level.

C3: Demonstrate a critical understanding of the impact and relevance of cultural and theoretical points of view on interpretation, evaluation and presentation of argument.

C4: Demonstrate clear and efficient communication and research skills.

D. Key transferable skills

D1: Be able to demonstrate the skills necessary for the sourcing of materials, design, implementation, and production of a report based on original independent research.

D2: Demonstrate an appropriate competency incommunication skills for the presentation of ideas in various formats.

D3: Critically evaluate current trends, conceptual and cultural issues.

D4: Demonstrate realistic and concrete appreciation of personal strengths and weaknesses in relation to the exercise of initiative, personal responsibility and independent activity in relation to programme objectives.

D5: Demonstrate varied, flexible and appropriate approaches in self-management in relation to programme goals and objectives.

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 under section 3 and the intended learning outcomes listed under section 5. It is also a guide to the assessment methods used to test your achievement of the intended learning outcomes. While exciting learning opportunities will be offered, at University-level, there is a greater emphasis on you engaging with your education in a more pro-active way. In order to meet the full intended learning outcomes of the programme, you will be expected to study independently, participate in class discussions, book extra time in the studios, ask for support in academic skills if required and engage with personal tutors.

Psychology employs a variety of teaching methods, including lectures, individual/group presentations, discussions, debates, tutorials, laboratory classes and supervised study. Students are expected to participate actively in classroom discussions and to submit assessments on time.

Lectures will normally be supplemented by material on Blackboard, website links and suggestions for further reading. The programme handbook provides a list of core recommended reading. Your module handbooks will contain more lecture- and topic-specific reading suggestions.

Breakdown of teaching methods by percentage

The following breakdown is a guide to how much time you will spend on 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	10%	Taught	11%	Taught	7%
Practical	11%	Practical	10%	Practical	8%
Self-Study	79 %	Self-Study	79%	Self-Study	85%

Programme management and teaching staff

The programme is led by a course leader, overseen by the Head of Programmes for Psychology, and taught by a variety of staff from the psychology team and by occasional guest lecturers.

All permanent staff are educated to PhD level and are expected to engage in research and scholarship. In addition, most staff are Fellows or Principal Fellows of the Higher Education Academy (HEA). All new staff who are at the beginning of their academic careers are expected to complete the University's Postgraduate Certificate in Higher Education. The programme is supported by a psychology laboratory technician and by a senior school administrator.

Each student on the programme is allocated a personal tutor. They will meet you on a one-to-one basis at various stages throughout the academic year and offer guidance and advice to support your ongoing personal and professional development throughout your studies at Regent's University London.

The current Head of Programmes for Psychology is Professor Neil Martin. The course leader for the BSc (Hons) Psychology is Rosamund Watling.

Assessment

There will be a combination of formative and summative assessments. Formative activities are used for developmental purposes and are designed to help you learn more effectively by giving you feedback on your progress and on how it can be improved and/or maintained. They do not contribute to the award mark.

Summative assessments are used to determine your success in meeting the intended learning outcomes of a module and do contribute to the award.

Throughout your studies, you will be exposed to a wide variety of assessments to provide feedback on your understanding of module content. Such assessments will include essays, laboratory reports, presentations, in-class tests and unseen examinations. In each assignment, marks are awarded according to how well you demonstrate achievement of the programme learning outcomes.

The marking system used in psychology is common to most United Kingdom universities and other institutions of higher education, with a percentage scale based on the classification of work as being of a particular class.

Breakdown of assessment by percentage

The following breakdown is a guide to the types of assessment you will experience on the programme. The exact amount of each assessment type will depend on the assessment criteria of each individual module

Level 4		Level 5		Level 6	
Written exams	50%	Written exams	50%	Written exams	17%
Presentation, in-class test or short essay	20%	Presentation, in-class test or short essay	20%	Presentation	17%
Coursework	30%	Coursework	30%	Coursework	66%

Alternative forms of assessment

Students with student support agreements may be offered an alternative form of assessment. When this is the case, the University's Disability Guidelines for Alternative Forms of Assessment are followed.

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 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.

7. Programme structure

This is a guide to the overall structure of your programme such as term dates, assessment periods and what core modules will delivered each year.

To qualify for the BSc (Hons) Psychology you must obtain 360 credits. You will take a number of modules each year, comprising 120 credits. Most modules are worth 10 or 20 credits. The final dissertation (Level 6) is worth 40 credits.

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

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self-study. A percentage breakdown of teaching contact hours and self-study required on this programme is indicated in the section above.

Each year of this three-year, full-time BSc is divided into two terms of 12 weeks each. There are formal University examination and assessment periods at the end of term 1 (January) and term 2 (May) and a resit examination period 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).

Classes take place Monday to Friday, 10:00–19:00. This does not mean that you have classes every day but that modules may be scheduled on these days and between these times. We aim to ensure that classroom and laboratory teaching is concentrated on 3–4 days a week so that you can engage in further independent study, undertake research and complete your assessments.

BSc Year 1/ Level 4
All modules at Level 4 are core and, therefore, compulsory. You will encounter a range of topics from different areas within psychology and begin to develop research and statistical skills. All but one of your modules at level 4 are psychology modules. The exception is the *Global Perspectives* module, which encourages students to interact with the broader University community, both socially and academically.

BSc Year 2/Level 5
The second year follows a structure similar to the first, but you will have the opportunity to choose an elective module in Term 2, including a foreign language. You will enhance your understanding of applied aspects of psychology, particularly social and cognitive psychology, and build on your existing knowledge. You will also acquire new research and analytical skills.

BSc Year 3/Level 6
The final year comprises a set of core modules including an original, year-long, empirical research project. You will also have the opportunity to select optional modules, subject to availability, from a range of areas of psychology designed to give you specialist knowledge and allow you to engage with areas of particular interest to you.

Participation in research and experimental participation credit
As a student of psychology, you will encounter hundreds if not thousands of studies in the discipline as part of your reading and your learning. Research is the lifeblood of psychology, indeed of any science.

Almost all empirical research in psychology involves human participants (the remainder recruits non-human participants such as non-human primates). There are numerous studies taking place on campus that recruit human participants. Furthermore, as a BSc Psychology student you yourself will be recruiting participants as part of your mini-project in the second year and your final research project in the third year of your studies.

As a student of psychology, you will also be expected to take part in research conducted by staff (and students) and to help create new data and new findings in psychology (or to confirm or disconfirm old ones). This can be an exciting, rewarding and immensely informative experience. The experience may also inform the design of your own study, as you see an experiment from another viewpoint, or witness a good method of testing an hypothesis.

To be awarded a BSc degree in psychology, you will be required to complete all core modules and the required number of optional modules, along with all required assessments and the final year research project. In order to be eligible for Graduate Basis for Chartered Membership (GBC) to the British Psychological Society, you must gain at least a lower second class honours degree. You must also pass your final-year project (PSY601).

You can become a member of the BPS as a student and enjoy discounted membership. You will receive a hard copy of *The Psychologist* magazine monthly, and will have access to on-line material exclusively available to members. To apply for membership, visit the BPS website: www.bps.org.uk.

Programme Structure - LEVEL 4	
Core modules	**Credits**
Term 1	
PSY401 Research Methods 1	20
PSY402 Individual Differences and Society	20
PSY403 Life Span 1	20
Term 2	
PSY404 Research Methods 2	20
PSY405 Biological and Cognitive Psychology	20
PSY407 Conceptual and Historical Issues in Psychology	10
GBL401 Global Perspectives	10
Total core module credits:	**120**
Total credits for Level 4:	**120**
Exit awards and learning outcomes achieved (if appropriate)	
Certificate of Higher Education in Psychology	
Programme Structure - LEVEL 5	
Core modules	
Term 1	

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PSY501 Research Methods 3	10
PSY504 History and Concepts in Therapies & Counselling Psychology	10
PSY507 Applied Cognitive Psychology	20
PSY513 Biological and Evolutionary Psychology	20
Term 2	
PSY502 Applied Social Psychology	20
PSY503 Life Span 2	20
PSY505 Research Methods 4 Mini Project	10
Total core module credits:	**110**
Elective modules Elective modules are run subject to demand and availability. You will be asked to choose your module in Term 1.	
Term 2 *(choose one of the modules below)*	
PSY508 Psychopathology	10
PSY509 Psychology of Sport, Performance and Expertise	10
PSY510 Psychology of Humour	10
PSY511 Psychology of Motivation	10
PSY512 Psychology of Religion and Belief	10
Regent's Connect- foreign language option	10
Total elective module credits:	**10**
Total credits for Level 5:	**120**
Exit awards and learning outcomes achieved (if appropriate)	
Diploma of Higher Education in Psychology	
Programme Structure - LEVEL 6	
Core modules	
PSY601 Research Project (both terms)	40
Term 1	
PSY606 Positive Psychology	20
Term 2	
PSY610 Cultural Psychology	20
Total core module credits:	**80**
Elective modules (subject to demand and staff availability)	

Term 1 *(choose one of the modules below)*	
PSY602 Health Psychology	20
PSY603 Psychology of Fashion	20
PSY604 Forensic Psychology	20
Term 2 *(choose one of the modules below)*	
PSY609 Psychology of Sexuality and Gender	20
PSY611 Counselling Psychology	20
PSY612 Occupational Psychology	20
Total elective module credits:	**40**
Total credits for Level 6:	**120**
Exit awards and learning outcomes achieved (if appropriate)	
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8. Distinctive features of the programme and other key information

This is a guide to anything else you may need to know about your programme, including anything that may seem a bit unusual or different to similar programmes in other institutions.

Psychology at Regent's was ranked in the top 15 for undergraduate student satisfaction in the United Kingdom in the 2017 and 2018 National Student Survey.

Our emphasis on small-group teaching means that you will receive attention and tuition in a supportive and collegial environment. Psychology prides itself on the quality of its staff and rigour they bring to their teaching and research.

In addition to learning about the core branches of the subject, the programme also offers you the opportunity to study a number of options that reflect the research interests of staff, including cultural psychology and the psychology of humour, religion and belief, and motivation. There is also a foreign language option.

Towards the end of your studies, you will take part in Regent's annual Psychology Postgraduate Research Conference, where you will present a poster based on your dissertation research (the poster forms part of your formal assessment). The date for the conference is announced early in the spring and you will be welcome to invite your friends and family to attend on the day.

You will also benefit from the expertise of visiting speakers, lecturers and practitioners in psychology, who come from some of the most innovative institutions in the capital and beyond. Regent's psychologists engage in research and collaboration with colleagues at University College London, the Institute of Education, Middlesex University, University of East London, Royal Holloway, the University of the Arts, Goldsmith's University, Brunel University, the University of Florida, and others, and you will be able to see the result of this collaboration in your teaching and learning.

We encourage our students to present their research at conferences and many do. Several have also published their research in peer-reviewed journals.

9. 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 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 support. 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, see:
regents.ac.uk/information/student-life/for-current-students

10. 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. The University also has a dedicated computing area for postgraduate students.

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 exam 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 to facilitate 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.

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, see: regents.ac.uk/about/learning-resources

11. Opportunities for personal development planning

You can talk to your personal tutor about your option choices and potential careers in psychology (and the best options to select if you have a specific career in mind).

Regent's Careers & Business Relations (CBR) team also offers a wealth of careers education, information, advice and guidance. This includes extensive careers counselling, as well as assistance in finding an internship or a permanent job after graduation. The CBR supports students and graduates with personal development planning and help them to convey their experiences, strengths, skills and achievements to recruiters. In conjunction with the CBR, Psychology occasionally holds careers-in-psychology events where professionals from the discipline come to the University and talk to our students about their careers.

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 business relations team on the Student Hub, 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).

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All postgraduate students are given the opportunity to be paired with a mentor throughout the duration of their course, as part of our long-running joint alumni/careers mentoring scheme. You will be matched (wherever possible) with mentors whose careers or interests overlap with your, but experience has shown that diverse pairings often offer the best results.

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 hiring breakfasts, employers who currently seek students via the Student Hub vacancy board (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 VoIP (e.g. Skype) appointments to help you in your job search. These include advice sheets, videos and self-assessment tools. All this is accessible on the Student Hub to current students and alumni.

The Hive
The Hive is a workspace and community for both current students and alumni, which offers a full suite of services, including start-up advice, masterclasses, careers advice, student consultancy services and a bookable hot desk environment for start-ups. There is also support with graduate entrepreneurship visas if required.

The Hive offers a collaborative environment in which careers and enterprise advice happens in a live working environment, allowing knowledge and opportunities to flow between its users. It aims to break down barriers between job seekers and creators, learners and staff, changing the way our learners relate to the University and develop their career skills.

12. Admissions criteria

A Regent's education provides you with a high level of personal attention, and this begins from the moment you apply to study with us. We want to understand who you are and what your skills and interests may be – we are interested in your potential, as well as your prior achievements. We review each application comprehensively and on its individual merit, considering all of your skills, interests and attributes.

Level 4 Entry
For applicants entering at Level 4, if you are holding A levels, we would typically make you an offer at two A-Levels at grades BCC. We will also assess your application for proficiency in mathematics, asking for a GCSE grade A-C / 9-4. Other equivalent international qualifications from recognised institutions will be accepted.

English language requirements

We require proof of English proficiency. For example, we ask for:

- IELTS: Overall score of 6.5, with a minimum of 5.5 in each component
- A-level/GCSE/IGCSE English: grade C / 4 or above (for IGCSE certificates, please provide the Supplementary Certifying Statement with the breakdown of component grades)
- On-campus diagnostic test. For more information contact admit@regents.ac.uk

    Or equivalent qualification.

This list is not exhaustive, we will review the English qualifications you have as part of your application and be in contact if we require anything further.

We offer a range of courses that can help to improve your English language proficiency. Please see the website for more details:

regents.ac.uk/study/short-courses/english-courses-london

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

You can find our Admissions Policy and Admissions Appeals and Complaints Policy at:

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

13. 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

14. Tuition fees and other course costs

For students enrolling on the BSc (Hons) Psychology, the annual fee for the academic level/year in 2020/21 is £18,000 paid in equal instalments over the first two terms.

Tuition fees are set by the University's Board of Trustees for each financial year, which runs from 1 August to 31 July. Therefore your annual fee will rise each year/level. The maximum increase per year for existing students is based on the Consumer Price Index (CPI) inflation rate, plus a maximum of 3%.

To secure your place at Regent's you will need to pay a deposit. These are currently set at:

Home/EU students advance deposit on tuition fees: £1,000 (non-refundable*)

Non-EU advance deposit on tuition fees: £4,000 (non-refundable*)

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Fees are normally payable once a term and are due two weeks before the start of term. They can be paid through our online portal. Payment plans are available for eligible new and returning students. For more information visit the Pay Fees page on our website: regents.ac.uk/study/how-to-pay/pay-fees-online-and-payment-plans#close

Our current Payment Terms and Conditions are available at: regents.ac.uk/study/how-to-pay/payment-terms-conditions#close

There are a number of way to help fund your studies through scholarships, bursaries and student loans. For more information, visit our Scholarships, bursaries and funding page at: regents.ac.uk/study/scholarships-funding-and-bursaries

London is an expensive place to live so it is important to ensure that you can afford to stay here for the duration of your studies. In addition to your tuition fees, you will have expenses such as accommodation, food, bills, transport, clothes, socialising, books and other material costs. If you would like to discuss the financial impact of studying at Regent's then please contact us: regents.ac.uk/about/contact-us

One of your main financial outlays will be your accommodation. There are three types of accommodation available to choose from. We offer limited accommodation on campus at competitive prices, off-campus accommodation at Urbannest, or you could choose private accommodation which we can help you find. For more detail on accommodation please see our website: regents.ac.uk/study/accommodation

Reading lists will be made available. You are encouraged to borrow materials from the Library, and may also purchase from a wide range of suppliers at an additional cost.

* If you decide you no longer want to study at Regent's, refunds of deposits and fees can only be granted in limited circumstances. For more information, see our Refund Policy (subject to review) at: regents.ac.uk/study/how-to-pay/refunds-policy

15. Assessment and progression regulations

You will be assessed on how well you are achieving the intended learning 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

16. Award criteria

To qualify for your intended postgraduate award, you must obtain 180 credits at Level 7.

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

17. 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.

Programme (re)validations
The University has a formal process to approve a new programme or reapprove an existing programme of study. This involves a panel of academics from within and outside Regent's to ensure that your programme is of appropriate academic standard and of a high quality.

Programme modifications
We listen to your feedback and make changes to your programme as appropriate. You will be consulted on any significant changes to your programme which may affect the outcomes of your study. 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, 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. 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

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Students play a key role in the University's processes for enhancing the quality of its educational provision and broader student experience. There will be multiple ways for you to provide feedback on your experiences at module level, programme level, through student representatives and at programme committees. Student representatives are elected and sit on institutional level committees such as Senate. 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 annual monitoring reports which are published online and are submitted to programme committees.

18. Curriculum map

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

Level	Module	Learning outcomes																		
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5
4	PSY401 Research Methods 1	✓	✓	✓				✓	✓				✓	✓		✓				✓
	PSY402 Individual Differences and Society			✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	
	PSY403 Life Span 1	✓		✓	✓			✓		✓	✓		✓	✓	✓	✓	✓			
	PSY404 Research Methods 2	✓	✓	✓				✓	✓				✓	✓		✓				✓
	PSY405 Biological and Cognitive Psychology		✓	✓			✓				✓			✓	✓	✓	✓			✓
	PSY407 Conceptual and Historical Issues in Psychology				✓	✓				✓	✓	✓			✓			✓	✓	

Level	Module	Learning outcomes																		
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5
5	PSY502 Applied Social Psychology	✓		✓		✓		✓			✓			✓	✓		✓	✓	✓	
	PSY501 Research Methods 3		✓		✓		✓		✓				✓		✓		✓			✓
	PSY503 Life Span 2	✓		✓	✓			✓		✓	✓		✓	✓	✓		✓			

Module	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5
PSY504 History & Concepts in Therapies & Counselling	✓			✓	✓			✓		✓		✓						✓	✓
PSY505 Research Methods 4		✓		✓		✓		✓		✓		✓		✓	✓	✓	✓		
PSY506 Biopsychology	✓			✓			✓			✓					✓		✓		✓
PSY507 Applying Cognitive Psychology		✓	✓			✓		✓	✓	✓			✓	✓	✓	✓			
PSY508 Psychopathology (Option)	✓		✓	✓		✓	✓			✓			✓	✓					✓
PSY509 Psychology of Sport, Performance and Expertise (Option)	✓			✓	✓		✓			✓	✓			✓	✓				✓
PSY510 Psychology of Humour (Option)	✓		✓	✓		✓	✓			✓	✓		✓	✓	✓	✓			✓
PSY511 Psychology of Motivation (Option)	✓	✓		✓		✓	✓	✓			✓		✓	✓	✓				
PSY512 Psychology of Religion and Belief (Option)		✓	✓			✓				✓									

Level	Module	Learning outcomes																		
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5
6	PSY601 Research project	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓
	PSY602 Health Psychology (Option)	✓		✓		✓	✓				✓	✓		✓	✓		✓	✓		✓
	PSY603 Psychology of Fashion	✓		✓		✓	✓				✓	✓		✓	✓		✓	✓		✓
	PSY604 Forensic Psychology (Option)	✓		✓		✓	✓				✓	✓		✓	✓		✓	✓		✓
	PSY606 Positive Psychology			✓		✓			✓	✓	✓		✓				✓		✓	✓

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PSY609 Human Sexuality and Gender Issues (Option)	✓		✓		✓	✓			✓	✓		✓	✓		✓	✓		✓
PSY610 Cultural Psychology	✓	✓	✓		✓	✓			✓	✓		✓	✓		✓			✓
PSY611 Counselling Psychology (Option	✓	✓	✓		✓	✓			✓			✓	✓	✓	✓	✓		
PSY612 Occupational Psychology (Option)	✓		✓	✓		✓	✓			✓	✓		✓	✓		✓	✓		✓