



# **BSc (Hons) Psychology**

**21-22**

**Programme  
specification  
document**





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| <b>1. Programme Overview</b>   |  |
|--|--|
| <b>Full programme/award title(s)</b>                                     | BSc (Hons) Psychology  |
| <b>Short programme title</b>   | BSc Psychology   |
| <b>Fees</b>  | £18,500 (per year, subject to annual increase)   |
| <b>Faculty / School</b>  | Regent's School of Psychotherapy & Psychology<br>Faculty of Humanities, Arts & Social Sciences   |
| <b>Location of study</b>   | Regent's Park  |
| <b>Off campus elements / locations</b>                                   | N/A  |
| <b>Awarding institution</b>  | Regent's University London   |
| <b>Institution regulated by:</b>   | Office for Students, Quality Assurance Agency  |
| <b>Programme entry points</b>  | September 2021   |
| <b>Date of initial/previous (re)validation</b>                           | 2020   |
| <b>Date of next revalidation</b>   | 2024   |
| <b>Framework for Higher Education Qualification level of final award</b> | Levels 4 - 6   |
| <b>Number of credits in award</b>  | 360  |
| <b>UCAS codes</b>  | C801   |
| <b>Underpinning QAA subject benchmark statements</b>                     | QAA Subject Benchmark Statements for Psychology (2019)   |
| <b>Other external and internal references</b>                            | QAA Framework for Higher Education Qualifications (FHEQ)<br>QAA UK Quality Code for Higher Education<br>Regent's University London Academic Regulations<br>BPS Standards of Accreditation (2019) |

|   |   |
|---|---|
| <b>Professional, statutory or regulatory body recognition/accreditation</b> | Accredited by the British Psychological Society   |
| <b>Mode of study (Full Time / Part Time)</b>                                | Full time   |
| <b>Language of study</b>  | English   |
| <b>Minimum / Maximum duration of programme for each mode of study</b>       | <p><b>Full time:</b><br/> Minimum 3 years<br/> Maximum* 4 years<br/> * In exceptional circumstances only – refer to Regent’s University London Academic Regulations for details</p> |
| <b>Date of production / revision of this programme specification</b>        | July 2020   |

## 2. Why study this programme?

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

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

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

The programme covers the major areas of psychology (e.g. biological, cognitive, and social psychology) and offers a series of elective modules in psychology (e.g. evolutionary psychology, cross-cultural psychology, and psychopathology) and outside of psychology (e.g. foreign languages).

The BSc Psychology will equip you with a range of transferable and research skills, such as designing studies, conducting experiments, critiquing information, analysing data and communicating findings. To assist you in your learning, you will have access to a dedicated psychology laboratory, testing cubicles, specialist equipment (e.g. eye-tracker, BIOPAC, and olfactory function assessment tools) and a wide resource of scientific publications.

This programme is designed to facilitate and foster learning in order to develop the skills you will need throughout your career. It is delivered by highly specialised academics who are Fellows of Advanced HE or have completed training in higher education teaching (PGCHE).

By keeping our classes small (average size 25 students), we are able to provide a student-centred approach to learning, incorporating small group learning, discussions, workshops and peer-to-peer learning. Furthermore, lower student numbers ensure we are able to take a more

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

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

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

### **3. Programme aims and objectives**

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

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

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

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

## **Prospective careers**

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

However, most of our graduates go on to further postgraduate study, either at a professional training level or at doctoral level (e.g. PhD by research or a doctorate in counselling psychology).

On successful completion of this programme you will be eligible for GBC, which is a requirement for undertaking professional BPS postgraduate training programmes in the UK (clinical psychology, educational psychology, counselling psychology, etc.) and the majority of psychology postgraduate programmes accredited by the Health and Care Professions Council (HCPC).

All students who successfully pass the BSc Psychology will be eligible for GBC, provided they have achieved an overall lower second-class degree (2:2) or higher and passed the final year empirical project.

## **4. Programme structure**

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

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

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

The BSc programme comprises 360 credits. Each module is worth 10, 20 or (in the case of the final year empirical research project) 40 credits.

You will study 60 credits each term throughout the three years of the programme. The final dissertation is worth 40 credits and will be taken in both Terms 1 and 2 of the final year. On successfully passing each of these modules, you will gain credits that count towards the total needed for your degree. Students are awarded the BSc (Hons) Psychology after completing the entire programme and successfully completing all necessary assessment to the required level.

The BSc is divided into six terms of 12 weeks, across the three years. There are formal University 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). You will submit your dissertation at the end of term 2 (April/May) in your third year of study.

Classes take place Monday to Friday, 10:00–19:00.

**Programme modules Level 4/5/6**

| <b>Core modules</b>                                   | <b>Credits</b> |
|---|----------------|
| <b>Level 4: Term 1</b>                                |                |
| PSY401 Research Methods 1                             | 20             |
| PSY402 Individual Differences and Social Psychology   | 20             |
| PSY403 Developmental Psychology 1                     | 20             |
| <b>Level 4: Term 2</b>                                |                |
| PSY404 Research Methods 2                             | 20             |
| PSY405 Biological and Cognitive Psychology            | 20             |
| GBL402 Global Perspectives                            | 12             |
| <b>Level 5: Term 1</b>                                |                |
| PSY501 Research Methods 3                             | 20             |
| PSY502 Developmental Psychology 2                     | 20             |
| PSY503 Applied Cognitive Psychology                   | 20             |
| <b>Level 5: Term 2</b>                                |                |
| PSY504 Applied Social Psychology                      | 20             |
| PSY505 Research Methods 4: Mini Project               | 10             |
| PSY506 Biological Psychology                          | 10             |
| PSY507 Conceptual and Historical Issues in Psychology | 10             |
| <b>Level 6: Term 1</b>                                |                |
| PSY601 Research Dissertation (both terms)             | 40             |
| PSY602 Health Psychology                              | 20             |
| <b>Level 6: Term 2</b>                                |                |
| PSY603 Cross-cultural Psychology                      | 20             |
| <b>Total core module credits</b>                      | <b>300</b>     |



| <b>Elective modules (subject to availability)</b>   | <b>Credits</b> |
|---|----------------|
| <b>Level 4: Term 2</b> (students choose one 10 credit modules)  |                |
| PSY406 Applied Psychology   | 10             |
| Regent's Connect (Language Option)  | 12             |
| <b>Level 5: Term 2</b> (students choose one 10 credit module)   |                |
| PSY508 Psychopathology  | 10             |
| PSY511 The Psychology of Motivation   | 10             |
| PSY509 The Psychology of Sleep  | 10             |
| PSY510 Evolutionary Psychology  | 10             |
| Regent's Connect (Language Option)  | 12             |
| <b>Level 6: Term 1</b> (students choose one 20 credit module or both 10/12 credit modules)  |                |
| PSY604 Human Sexuality and Gender   | 10             |
| Regent's Connect (Language Option)  | 12             |
| PSY605 Psychology of Fashion  | 20             |
| PSY606 Forensic Psychology  | 20             |
| PSY607 Atypical Child Development   | 20             |
| PSY608 Psychology of Appetite   | 20             |
| <b>Level 6: Term 2</b> (students choose one 20 credit module)   |                |
| PSY611 Counselling Psychology   | 20             |
| PSY612 Occupational Psychology  | 20             |
| PSY609 Consumer Psychology  | 20             |
| PSY610 Prenatal and Perinatal Psychology  | 20             |
| <b>Total elective module credits</b>  | <b>60</b>      |
| <b>Exit awards and learning outcomes achieved (if appropriate)</b>  |                |
| <p>In order to qualify for the final award of the BSc (Hons) Psychology degree you must have been awarded at least 360 credits overall, including at least 240 credits at levels 5 and 6, of which at least 120 credits are at level 6.</p> <p>For more information on award criteria, including condonement, exit award and classification regulations, you should refer to section E11 of the Academic Regulations 2018/19.</p> |                |

## 5. Learning outcomes

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

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

### A) Knowledge and understanding

*On successful completion of the programme, you will:*

- A1: Understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations
- A2: Recognise the inherent variability and diversity of psychological functioning and its significance
- A3: Be able to demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas and how they interrelate
- A4: Be able to demonstrate detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline
- A5: Be able to demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations

### B) Subject-specific skills

*On successful completion of the programme, you will:*

- B1: Be able to reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology
- B2: Be able to adopt multiple perspectives and systematically analyse the relationships between them
- B3: Be able to detect meaningful patterns in behaviour and evaluate their significance
- B4: Recognise the subjective and variable nature of individual experience
- B5: Be able to independently pose, operationalise and critique research questions
- B6: Be able to demonstrate substantial competence in research skills through practical activities

- B7: Be able to reason analytically and demonstrate competence in a range of quantitative and qualitative methods
- B8: Be able to independently and competently initiate, design, conduct and report on an empirically-based research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations
- B9: Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project, and be aware of the ethical context of psychology as a discipline.

### **C) Generic skills**

*On successful completion of the programme, you will:*

- C1: Be able to communicate ideas and research findings by written, oral and visual means
- C2: Be able to interpret and use numerical, textual and other forms of data
- C3: Show proficiency in computer literacy, for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings
- C4: Be able to solve problems by clarifying questions, considering alternative solutions and evaluating outcomes
- C5: Actively show sensitivity to, and accountability of, contextual and interpersonal factors in groups and teams
- C6: Be able to undertake self-directed study and project management, in order to meet desired objectives
- C7: Take charge of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.

## **LEVEL 4 (Year 1) OUTCOMES**

### **A) Knowledge and understanding**

*On successful completion of Level 4, you will:*

- A1: Understand the scientific underpinnings of psychology as a discipline.
- A2: Be able to recognise the inherent variability and diversity of psychology as a discipline.
- A3: Be able to demonstrate knowledge and understanding of a range of influences on psychological functioning and how they are conceptualised across the core areas of psychology
- A4: Be able to demonstrate knowledge of some specialised areas and/or applications of psychology.
- A5: Be able to demonstrate a knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability.

## **B) Subject-specific skills**

*On successful completion of Level 4, you will:*

- B1: Be able to reason scientifically and understand the role of evidence in psychology.
- B2: Understand multiple perspectives.
- B3: Be able to detect meaningful patterns in behaviour and consider their significance.
- B4: Recognise the subjective and variable nature of individual experience.
- B5: Understand the nature of empirical research questions.
- B6: Be able to demonstrate an ability in research skills through practical activities
- B7: Be able to demonstrate competence in a range of quantitative and qualitative methods.
- B8: Recognise the theoretical, practical and methodological implications and limitations of psychological research.
- B9: Be aware of ethical principles and be aware of the ethical context of psychology as a discipline.

## **C) Generic skills**

*On successful completion of Level 4, you will:*

- C1: Have developed an understanding of how to communicate ideas and research findings by written, oral and visual means.
- C2: Have developed an understanding of how to interpret and use numerical, textual and other forms of data.
- C3: Show basic computer literacy, for the purposes of furthering your own learning and in the analysis and presentation of ideas and research findings.
- C4: Be able to work towards solving problems by clarifying questions, considering alternative solutions and evaluating outcomes.
- C5: Show sensitivity to contextual and interpersonal factors in groups and teams.
- C6: Understand the importance of self-directed study in order to meet desired objectives.
- C7: Understand the importance of taking charge of your own learning and reflect on personal strengths and weaknesses for the purposes of future learning.

## **LEVEL 5 (Year 2) OUTCOMES**

### **A) Knowledge and understanding**

*On successful completion of Level 5, you will:*

- A1: Understand the scientific underpinnings and historical origins of psychology as a discipline.
- A2: Recognise the inherent variability and diversity of psychological functioning.
- A3: Be able to demonstrate systematic knowledge and understanding of a range of influences on psychological functioning and how they are conceptualised across the core areas of psychology.
- A4: Be able to demonstrate detailed knowledge of specialised areas and/or applications, some of which are at the cutting edge of research in the discipline.
- A5: Be able to demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability, and an awareness of their limitations.

## **B) Subject-specific skills**

*On successful completion of Level 5, you will:*

- B1: Be able to reason scientifically, understand the role of evidence and make critical judgments about arguments in psychology.
- B2: Adopt multiple perspectives and reflect on the relationships between them.
- B3: Be able to detect meaningful patterns in behaviour and evaluate their significance
- B4: Recognise the subjective and variable nature of individual experience.
- B5: Be able to pose, operationalise and critique research questions.
- B6: Be able to demonstrate competence in research skills through practical activities
- B7: Be able to reason analytically and demonstrate competence in a range of quantitative and qualitative methods.
- B8: In group work, be able to initiate, design, conduct and report on an empirically-based research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations.
- B9: Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the group research project, and be aware of the ethical context of psychology as a discipline.

## **C) Generic skills**

*On successful completion of Level 5, you will:*

- C1: Be able to communicate ideas and research findings by written, oral and visual means.
- C2: Be able to interpret and use numerical, textual and other forms of data.
- C3: Be computer literate, for the purposes of furthering your own learning and in the analysis and presentation of ideas and research findings.
- C4: Be familiar with solving problems by clarifying questions, considering alternative solutions and evaluating outcomes.
- C5: Show sensitivity to, and take account of, contextual and interpersonal factors in groups and teams.
- C6: Be able to undertake self-directed study in order to meet desired objectives.
- C7: Be able to take charge of your own learning and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.

## **LEVEL 6 (Year 3) OUTCOMES**

### **A) Knowledge and understanding**

*On successful completion of Level 6, you will:*

- A1: Understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.
- A2: Recognise the inherent variability and diversity of psychological functioning and its significance.
- A3: Be able to demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning and how they are conceptualised across the core areas of psychology.

- A4: Be able to demonstrate detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline.
- A5: Be able to demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques including statistics and probability, and a critical awareness of their limitations.

## **B) Subject-specific skills**

*On successful completion of Level 6, you will:*

- B1: Be able to reason scientifically at a sophisticated level, understand the role of evidence and make in depth critical judgments about arguments in psychology.
- B2: Be able to adopt multiple perspectives and systematically analyse the relationships between them.
- B3: Be able to detect meaningful patterns in behaviour, evaluate their significance and make predictions.
- B4: Recognise and critically evaluate the subjective and variable nature of individual experience.
- B5: Be able to independently pose, operationalise and critique empirical research questions.
- B6: Be able to demonstrate substantial competence in research skills through practical activities
- B7: Be able to reason analytically and demonstrate proficiency in a range of quantitative and qualitative methods.
- B8: Be able to independently initiate, design, conduct and report on an empirically-based research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations.
- B9: Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project, and be aware of the ethical context of psychology as a discipline.

## **C) Generic skills**

*On successful completion of Level 6, you will:*

- C1: Be able to communicate ideas and research findings by written, oral and visual means.
- C2: Be able to independently interpret and use numerical, textual and other forms of data.
- C3: Show proficiency in computer literacy, for the purposes of furthering your own learning and in the analysis and presentation of ideas and research findings.
- C4: Be able to solve problems independently by clarifying questions, considering alternative solutions and evaluating outcomes.
- C5: Actively show sensitivity to, and accommodate for, contextual and interpersonal factors in groups and teams.
- C6: Be able to undertake self-directed study and project management, in order to meet desired objectives.
- C7: Actively engage in independent learning and reflect and evaluate personal strengths and weaknesses for the purposes of future learning and practice.

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

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

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

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

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

### Teaching methods

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

### Tutorials and supervision

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



## Personal tutors

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

## Breakdown of teaching methods by percentage per level of study

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

- 'Taught' learning typically refers to timetabled sessions led by a member of academic staff, such as lectures, seminars and tutorials
- 'Practical' sessions are also timetabled and led by an academic member of staff, but are focused on learning through experience, e.g. role plays, simulations, field trips, studio or laboratory work
- 'Self-Study' is time dedicated to self-directed learning that is guided by your own requirements to further your studies and complete assignments. This could include preparation for class, background reading, research and preparation for assessments, and writing.

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

## Programme management and teaching staff

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

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

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



## Assessment strategy and methods

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

### *Summative and formative assessment*

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

### *Breakdown of assessment by percentage per level*

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

|               | Level 4 | Level 5 | Level 6 |
|---------------|---------|---------|---------|
| Written Exams | 31%     | 17%     | 0%      |
| Coursework    | 69%     | 83%     | 100%    |

### *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/Institute Research Ethics Review Panel prior to its commencement. This will include, but is not limited to, all research involving human or other living participants, and all experiments, investigations and procedures involving human or other living participants, or data relating to such living entities.

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

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

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

## 7. Relationship to other programmes and awards

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

Staff in the School of Psychotherapy & Psychology also teach on the MSc Psychology, the BA (Hons) Liberal Studies Psychology Major and the MSc Marketing Psychology.

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

## 8. Student support

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

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

Our support services include:

- Personal tutor scheme
- Student Services
- Academic Skills
- English for Academic Purposes
- Careers advice, including placements
- Disability support

- Accommodation
- Student Union

For more information about life at Regent's and the services we offer, visit:

[regents.ac.uk/information/student-life/for-current-students](https://regents.ac.uk/information/student-life/for-current-students)

## 9. Learning support facilities

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

If you require support or advice with regard to accessing campus facilities, please speak with our disability support officer, so we may address your concerns.

[regents.ac.uk/information/student-life/for-current-students/disability-information](https://regents.ac.uk/information/student-life/for-current-students/disability-information)

### Facilities and resources in psychology

Psychology has dedicated laboratory space for student research and teaching including a 25-station laboratory and five testing cubicles designed for experimental research.

Computers in the lab are each equipped with analysis software (SPSS and NVIVO) and on-line experiment software (Coglab). Hardware resources include video and voice monitoring equipment, an eye-tracker, psychophysiological recording equipment and software, and olfactory diffusion equipment and olfactory testing measures.

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

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

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

You will have access to almost 700 psychology-related journals online, including all psychology journals from the ScienceDirect Psychology Collection, the ScienceDirect Neuroscience Collection, the Taylor and Francis Behavioural Sciences Collection and the Sage Premier Psychology collection. You will have access to BPS and APA journals and others. This will

ensure that you have the most up-to-date access to the majority of major journals in psychology.

The Library at Regent's supports teaching and learning at the University. Our relevant and extensive collections, flexible study spaces and knowledgeable staff can help you achieve your academic goals. During term time, the Library is open until late in the evenings. During busy 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. Your submissions would be evaluated for academic integrity and misconduct utilising Turnitin.

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

For more about Regent's learning resources, visit:

[regents.ac.uk/about/learning-resources](http://regents.ac.uk/about/learning-resources)

## 10. Opportunities for personal development planning

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

### **Extracurricular activities**

You will also have opportunity to engage with extracurricular activities on and off campus organised by staff from across Regent's. These include but are not limited to: prominent guest speakers' presentations, conferences, competitions, university societies, Student Union membership and student representation. Participation in competitions or engagement with societies and Student Union are a great way to develop a host of skills and evidence demonstrating your diverse capabilities and can contribute to fruitful personal development planning.

### **Careers support**

All students benefit from an initial consultation with a careers adviser in their first weeks on campus. Based on your individual interests you will, guided by your adviser, develop

knowledge and networks in relevant sectors and roles. You will be encouraged to team up with like-minded individuals to build communities centred around shared interests.

You will have access to the vacancies shared by our 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).

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.

## 11. 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.

### Entry requirements

The minimum entry requirement for Level 4 students is one of the following qualifications:

- Three GCE A-levels at grades A-C / 9-4
- International Baccalaureate Diploma
- US High School Diploma with a minimum GPA of 2.5, plus one of the following:
  - Three AP tests with an average grade of 3 or two AP tests with an average grade of 4
  - Three SAT II (Subject Tests) with a minimum score of 500 in each section or two SAT II with a minimum score of 600 in each section
  - SAT I (Reasoning Tests) with a minimum score of 1800 (600 in each section)
  - ACT with a composite score of 26 (20 in each section)
  - Dual Enrolment and College credits (1<sup>st</sup> Year) - 30 credits with a GPA of 2.5 or higher
- Equivalent qualifications as deemed acceptable by the University

You should also have a minimum qualification in Mathematics:

- GCSE Mathematics at grade C (4)
- International Baccalaureate: Grade 4 in Mathematics
- US High School Diploma: Year 12 maths-related subject at grade C

### English language requirements

English is our language of instruction and we require proof of your English proficiency. You can demonstrate your English proficiency with one of the following qualifications (or equivalent):

- GCSE English language at grade C (4) or above
- International Baccalaureate: Grade 4 or above in English at Higher or Standard level
- US High School Diploma (studied in a majority English-speaking country): cumulative GPA (on a 4.0 scale) at 2.5 or above
- IELTS Academic: overall score of 6.0 with a minimum 5.5 in each component

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

<https://www.regents.ac.uk/programme-finder/short-courses/english-language-courses>

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-document](https://www.regents.ac.uk/about/governance/academic-governance/academic-governance-document)



## 12. Visas and immigration

At Regent's, you will be part of a truly international community, with the opportunity to make friends and contacts from around the world.

If you require a visa to study in the UK, please visit the Visas and Immigration page on the website:

[regents.ac.uk/study/international-students/visas-and-immigration](https://regents.ac.uk/study/international-students/visas-and-immigration)

## 13. Tuition fees and other costs

For students enrolling on the BSc (Hons) Psychology, the annual fee for the academic level/year in 2021-22 is £18,500, paid in equal instalments over the first two terms.

Tuition fees are set 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\*)

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](https://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](https://regents.ac.uk/study/how-to-pay/payment-terms-conditions#close)

There are a number of ways 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](https://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](https://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](https://regents.ac.uk/study/accommodation)

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

\* 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](https://regents.ac.uk/study/how-to-pay/refunds-policy)

#### **14. 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](https://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](https://regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework)

#### **15. Award criteria**

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

For further details on award requirements, please see the Academic Regulations, available at on our website at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

[regents.ac.uk/about/governance/academic-governance/academic-regulations](https://regents.ac.uk/about/governance/academic-governance/academic-regulations)

#### **16. Methods for evaluating and improving the quality and standards of teaching and learning**

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



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

#### *Programme (re)validations*

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

#### *Programme modifications*

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

#### *Programme monitoring*

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

#### *Student feedback systems*

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

#### *External examiner reports*

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

### **17. Curriculum map**

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

| Level | Module  | Learning Outcomes |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|-------|---|-------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|       |   | A1                | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | B9 | C1 | C2 | C3 | C4 | C5 | C6 | C7 |
| 4     | PSY401 Research Methods 1                             | ✓                 |    |    |    | ✓  | ✓  |    |    |    | ✓  | ✓  | ✓  |    | ✓  | ✓  | ✓  | ✓  |    |    | ✓  | ✓  |
|       | PSY402 Individual Differences and Social Psychology   |                   | ✓  | ✓  |    |    |    | ✓  | ✓  | ✓  |    |    |    | ✓  |    | ✓  |    | ✓  |    | ✓  |    | ✓  |
|       | PSY403 Developmental Psychology 1                     | ✓                 | ✓  | ✓  | ✓  |    | ✓  | ✓  | ✓  | ✓  |    |    |    | ✓  |    | ✓  |    | ✓  |    |    | ✓  | ✓  |
|       | PSY404 Research Methods 2                             | ✓                 |    |    |    | ✓  | ✓  |    |    |    | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |    |    | ✓  | ✓  |
|       | PSY405 Biological and Cognitive Psychology            | ✓                 |    |    | ✓  |    | ✓  | ✓  |    | ✓  |    |    |    |    |    | ✓  |    |    | ✓  |    | ✓  | ✓  |
|       | PSY406 Applied Psychology (elective)                  |                   | ✓  | ✓  |    |    |    | ✓  |    | ✓  |    |    |    |    |    | ✓  |    | ✓  |    | ✓  | ✓  | ✓  |
| 5     | PSY501 Research Methods 3                             |                   |    |    |    | ✓  |    |    |    |    | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |    | ✓  | ✓  | ✓  |
|       | PSY502 Developmental Psychology 2                     | ✓                 | ✓  | ✓  | ✓  |    | ✓  | ✓  | ✓  | ✓  |    |    |    |    |    | ✓  | ✓  |    | ✓  |    | ✓  | ✓  |
|       | PSY503 Applied Cognitive Psychology                   | ✓                 | ✓  |    | ✓  |    | ✓  | ✓  |    |    |    |    |    |    |    | ✓  |    |    |    |    | ✓  | ✓  |
|       | PSY504 Applied Social Psychology                      |                   | ✓  | ✓  | ✓  |    | ✓  | ✓  | ✓  |    |    |    |    |    |    |    |    | ✓  | ✓  | ✓  | ✓  | ✓  |
|       | PSY505 Research Methods 4                             |                   | ✓  |    |    |    |    |    |    |    | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |    | ✓  |    |    |
|       | PSY506 Biological Psychology                          | ✓                 | ✓  | ✓  | ✓  |    | ✓  |    | ✓  |    | ✓  | ✓  |    |    | ✓  | ✓  |    |    | ✓  |    | ✓  | ✓  |
|       | PSY507 Conceptual and Historical Issues in Psychology | ✓                 |    |    |    |    | ✓  |    |    |    |    |    |    |    |    | ✓  |    |    | ✓  |    | ✓  |    |

|   |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|   | PSY508 Psychopathology (elective)              |   | ✓ | ✓ | ✓ |   | ✓ |   | ✓ | ✓ |   |   |   |   | ✓ | ✓ | ✓ | ✓ |   | ✓ | ✓ |   |
|   | PSY511 The Psychology of Motivation (elective) |   |   | ✓ | ✓ |   |   | ✓ |   | ✓ |   |   |   |   | ✓ |   |   |   |   |   | ✓ |   |
|   | PSY509 The Psychology of Sleep (elective)      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   | ✓ | ✓ | ✓ | ✓ |   | ✓ | ✓ |   |
|   | PSY510 Evolutionary Psychology (elective)      | ✓ |   |   | ✓ |   | ✓ | ✓ | ✓ | ✓ |   |   |   |   | ✓ |   |   | ✓ | ✓ | ✓ | ✓ |   |
| 6 | PSY601 Research Dissertation                   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |
|   | PSY602 Health Psychology                       |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   | ✓ |   | ✓ | ✓ |   |   | ✓ |   |
|   | PSY603 Cross-cultural Psychology               |   |   | ✓ | ✓ |   |   | ✓ |   |   |   |   |   | ✓ | ✓ |   |   | ✓ | ✓ | ✓ | ✓ |   |
|   | PSY604 Sexuality and Gender (elective)         | ✓ | ✓ | ✓ | ✓ |   | ✓ | ✓ | ✓ | ✓ |   |   |   |   | ✓ |   |   | ✓ |   | ✓ | ✓ |   |
|   | PSY605 Psychology of Fashion (elective)        | ✓ | ✓ | ✓ | ✓ |   | ✓ | ✓ | ✓ | ✓ |   |   |   |   | ✓ |   |   | ✓ |   | ✓ | ✓ |   |
|   | PSY606 Forensic Psychology (elective)          | ✓ |   |   | ✓ |   | ✓ |   |   | ✓ |   |   |   |   | ✓ |   |   |   | ✓ | ✓ | ✓ |   |
|   | PSY607 Atypical Child Development (elective)   | ✓ | ✓ | ✓ | ✓ |   | ✓ | ✓ | ✓ | ✓ |   |   |   |   | ✓ | ✓ |   | ✓ |   |   |   |   |
|   | PSY608 Psychology of Appetite                  |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   | ✓ |   | ✓ | ✓ |   |   |   | ✓ |
|   | PSY611 Counselling Psychology (elective)       | ✓ | ✓ | ✓ |   |   | ✓ | ✓ |   | ✓ |   |   |   |   | ✓ | ✓ | ✓ | ✓ |   | ✓ | ✓ |   |
|   | PSY612 Occupational Psychology (elective)      |   |   | ✓ | ✓ |   |   |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   | ✓ |   | ✓ | ✓ |
|   | PSY609 Consumer Psychology                     | ✓ | ✓ | ✓ |   |   | ✓ | ✓ | ✓ | ✓ |   |   |   | ✓ | ✓ |   |   | ✓ | ✓ | ✓ | ✓ |   |
|   | PSY610 Prenatal and Perinatal Psychology       |   | ✓ | ✓ | ✓ | ✓ | ✓ |   | ✓ |   |   |   |   | ✓ |   | ✓ | ✓ |   |   |   | ✓ |   |







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