# BSc (Hons) Psychology Programme Handbook

The British Psychological Society
Accredited

Published April 2020
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# Introduction to the Programme

Welcome to the BSc (Hons) Psychology degree programme.

The programme is made up of the core modules listed below which are studied across levels four, five and six. An outline of the content of each of the modules and the assessment methods used can be found in the Module Definition Form section of iLearn.

Each 20-credit module is equivalent to 200 hours of self-guided learning.

| Programme Structure | | | |
|---|---|---|---|
| **Level 4** | | | |

| Module Code | Module Title | Credits | Module Type (Core/Option) |
|---|---|---|---|
| PSY4001 | Introduction to studying psychology | 20 | C |
| PSY4002 | Introduction to social and developmental psychology | 20 | C |
| PSY4003 | Introduction to biological and cognitive psychology | 20 | C |
| PSY4004 | Introduction to research methods I | 20 | C |
| PSY4005 | Introduction to research methods II | 20 | C |
| PSY4006 | Key studies in psychology | 20 | C |

**Level 5**

| Module Code | Module Title | Credits | Module Type (Core/Option) |
|---|---|---|---|
| PSY5001 | Quantitative research methods | 20 | C |
| PSY5002 | Qualitative research methods | 20 | C |
| PSY5003 | Personality and intelligence | 20 | C |
| PSY5004 | Social psychology | 20 | C |
| PSY5005 | Brain and behaviour | 20 | C |
| PSY5006 | Advanced topics in cognitive psychology | 20 | C |

**Level 6**

| Module Code | Module Title | Credits | Module Type (Core/Option) |
|---|---|---|---|
| RES6003 | Research project | 40 | C |
| PSY6001 | Contemporary developmental psychology | 20 | C |
| PSY6002 | Cross-cultural psychology | 20 | C |
| PSY6003 | Occupational psychology | 20 | C |
| PSY6004 | Mental health and illness | 20 | C |

Please note that the order in which modules are delivered is subject to change.

**The British Psychological Society**

The British Psychological Society (BPS) is the representative body for psychology and psychologists in the UK. They are responsible for the development, promotion and application of psychology for the public good. Arden University's BSc Psychology programme is accredited by the BPS. Students who successfully complete the programme, with a minimum pass grade of 40% on the Research Project, and graduate with a lower 2nd class honours degree or higher will be eligible for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society - the basic requirement to train as a professional psychologist.

**What does the student need to do?**

Once the student has enrolled onto the BSc (Hons) Psychology programme and completed the induction, Arden University will register their membership with the BPS, and cover the cost of membership whilst the student is actively studying. This will provide the student with a wide range of resources that may help them during their studies. BPS membership is a mark of quality that prospective students and employers understand and value. It keeps open the widest range of training, development and employment opportunities for graduates.

Further details can be found on the BPS website http://www.bps.org.uk/

# Programme Specification

**PROGRAMME SPECIFICATION**

| 1. Target Award | BSc (Hons) |
|---|---|
| 2. Programme Title | BSc (Hons) Psychology |
| 3. Exit Awards | Certificate in Higher Education in Psychology |
| | Diploma in Higher Education in Psychology |
| | BSc Psychology |
| 4. Programme Leader(s) | Matthew Hall |
| 5. Delivery Model | Online |
| | Blended Learning |
| 6. Start date | 30 April 2016 |
| 7. Programme Accredited by *(PSRB or other, if applicable)* | The British Psychological Society |
| 8. UCAS Code *(If applicable)* | |
| 9. Relevant QAA subject benchmark statement | QAA Subject benchmark statement Psychology 2010 (3rd ed.). |

**10. Programme Aims**

The BSc (Hons) Psychology degree aims to:

- produce a scientific understanding of mind, brain, behaviour and experience and of the complex interactions between these;
- present multiple perspectives on the discipline in a way that fosters critical evaluation;
- lead to an understanding of real life applications of psychological theory to the full range of experience and behaviour;
- 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;
- provide a range of research skills and methods for investigating experience and behaviour, culminating in an opportunity to conduct research independently;
- develop knowledge leading to an ability to appreciate and critically evaluate theory, research findings, and applications; and
- foster positive attitudes to learning through innovative, effective and clearly aligned teaching, learning and assessment methods; by maintaining a curriculum that is up-to-date, and by providing a positive and encouraging environment for learning.

**11. Intended programme learning outcomes and the means by which they are achieved and demonstrated**

| 11a. Knowledge and understanding | The means by which these outcomes are achieved | The means by which these outcomes are demonstrated |
|---|---|---|
| **Level 4**<br>A1. Knowledge and understanding of a variety of influences on psychological functioning and how they are conceptualised across the core domains of Psychology<br><br>A2. Knowledge and understanding of a range of research paradigms, methodological approaches and basic measurement and analytical techniques<br><br>**Level 5**<br>*A3.* Knowledge and a critical understanding of a range of influences on psychological functioning and how they are conceptualised across the core domains of *Biological Psychology, Cognitive Psychology, Individual Differences and Social Psychology*<br><br>A4. Knowledge and understanding of a range of research paradigms, methodological approaches and intermediate to advanced measurement and analytical techniques | Acquisition of knowledge and understanding (A1 – A6) at all levels is achieved through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:<br><br>**Asynchronous**<br>• Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our VLE<br>• Guided group / project based work<br>• Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves<br>• Podcasts and narrated PowerPoints<br><br>**Synchronous**<br>• Online tutorials facilitated by VOIP's where theory and practice are integrated.<br><br>Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal | Assessment methods and strategies:<br><br>Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each module area and assessment methods include: case study analysis; written essay; narrated powerpoints; portfolios assessments; time constrained activities; commentaries on published work; research plans and a final major project. |

| | circumstances. |
|---|---|
| **Level 6**<br><br>A5.   knowledge of specialised areas and applications of Psychology<br><br>A6.   knowledge and a critical understanding of a range of influences on psychological functioning and how they are conceptualized in *Developmental Psychology* | Independent study is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor.<br><br>There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, times examinations, etc., and our formative assessment policy informs how feedback is supplied by tutors at the formative and summative assessment phase. Critical analysis following research encouraged at all levels culminating in a Major Project.<br><br>All students complete an induction module prior to starting on subject discipline units of work. The Induction Module requires students to undertake a range of tasks that both test and develop subject specific and online pedagogical knowledge, understanding and skills. | |

| **11b. Intellectual (thinking) skills** | **The means by which these outcomes are achieved** | **The means by which these outcomes are demonstrated** |
|---|---|---|
| **Level 4**<br>Students will be able to:<br>B1.   recognise different perspectives on psychological issues and that psychology involves a range of research methods, theories, evidence and applications<br>B2.   integrate ideas and findings across | Intellectual skills (B1 – B12) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development is further encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers (in online forums/debates).<br><br>The appended matrix shows how skills will be developed and | As students progress through the course the assessment tasks they face will become more complex calling upon them to integrate their learning. A strong emphasis is placed on developing an understanding of the ethical issues involved in psychological research with the subject being |

different perspectives in Psychology, recognising distinctive psychological approaches to relevant issues

B3.     identify general patterns in behaviour, psychological functioning and experience

B4.     examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis in Psychology

**Level 5**
Students will be able to:

B5.     apply alternative perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications

B6.     integrate ideas and findings across multiple perspectives in Psychology, recognising distinctive psychological approaches to relevant issues

B7.     identify and interpret general patterns in behaviour, psychological functioning and experience

B8.     employ evidence-based reasoning

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assessed in specific modules. As a student progresses through the course it will be seen that tasks they are able to undertake become more complex as they move from simple understanding through integration and evaluation of concepts. The student's thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of research skills, creative thinking and problem solving, analysis, judgement and self-reflection in the development of solutions.

Throughout, the learner is encouraged to develop intellectual skills by undertaking further independent study and research in order to consider a range of perspectives.

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introduced at Level 4 and expanded upon at Level 5 before the completion of the major Level 6 project.

Prior to commencing the major project there will be a series of shorter exercises undertaken which with the support of research methodology input and the development of an understanding of key concepts will support the final activity.

| | | |
|---|---|---|
| and examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis in Psychology | | |
| **Level 6** | | |
| Students will be able to: | | |
| B9. apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications | | |
| B10. integrate ideas and findings across the multiple perspectives in Psychology and recognise distinctive psychological approaches to relevant issues | | |
| B11. identify and evaluate general patterns in behaviour, psychological functioning and experience | | |
| B12. evaluate the ethical implications of psychological research and demonstrate how ethical concerns for participants can be addressed | | |
| **11c. Practical skills** | **The means by which these outcomes are achieved** | **The means by which these outcomes** |

| | | are demonstrated |
|---|---|---|
| **Level 4**<br><br>Students will be able to:<br><br>C1.   conduct empirical studies involving a variety of methods of data collection<br><br>C2.   analyse data using appropriate statistical methods<br><br>C3.   present and evaluate research findings<br><br>C4.   use a variety of psychological tools, including specialist software, and psychometric instruments<br><br>**Level 5**<br><br>Students will be able to:<br><br>C5.   generate and explore hypotheses and/or research questions<br><br>C6.   conduct empirical studies involving a variety of methods of data collection<br><br>C7.   analyse data using quantitative and qualitative methods<br><br>C8.   present and evaluate research findings<br><br>C9.   use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments | A key element here is the development of skills in research methodology. Introductory modules at Level 4 provide a solid foundation in methodology including an introduction to statistics. This is developed at Level 5 with modules on qualitative and quantitative analysis and the requirement for students to undertake a short piece of work that necessitates the development of a plan justifying their choice of method. The final project requires students to utilise these skills in a piece of empirical work. Full support is provided not only through the learning content but by additional classes at the project stage and through tutor support. | The various methodology modules at Levels 4 and 4 will test specific skills but in addition an emphasis is placed on their application. Accordingly there are also multiple opportunities to design and implement small pieces of research to demonstrate not just an understanding of the concepts but to identify when they are appropriate to use and actually apply them. This is shown most clearly in the final project but the Level 5 quantitative and qualitative methods modules also allow for this. |

| **Level 6** | | |
|---|---|---|
| Students will be able to: | | |
| 10. conduct an extensive piece of independent empirical research using appropriate psychological tools present and evaluate research findings, employing evidence-based reasoning and examining practical, theoretical and ethical issues relevant to the research. | | |

| **11d. Transferable skills** | **The means by which these outcomes are achieved and demonstrated** | **The means by which these outcomes are demonstrated** |
|---|---|---|
| Students will be expected to:<br><br>D1 Use diverse communication and information technologies effectively<br><br>D2 Critically self-reflect including self-awareness, openness and sensitivity to diverse cultures.<br><br>D3 Work effectively as an independent learner taking personal responsibility for their own efforts and outputs. | Transferable skills (D1 – D5) are developed throughout the programme. The skills of communication, critical use and acknowledgement of source material especially the internet, and self-management (D1, D2, D3) are integral to coursework at all levels. Independent study (D3) becomes an increasingly important skill as students' progress, culminating in the writing of the Dissertation.<br><br>Modules promote practical application of concepts to situations and that a student may develop further in their project topic at level 6 if they wish. | There are formal opportunities to evidence these skills through the assessment process but there are also activities that underpin this. Negotiating ethical approval and arranging for interviews or for the use of questionnaires are essential for the successful completion of the course. The nature of online learning also places high demands on a student as regards the need for self-management and self-reliance and although there is strong support provided from |

| D4 | Apply research techniques to design and implement ethically sound studies. | Communication skills are formally tested within assignments although these are mainly written. The nature of enquiry will in addition require that students develop an ability to communicate their ideas and receive responses. In undertaking the ethics approval process there is the potential for discussion and negotiation to ensure acceptability of ideas. | induction onwards these attributes will be constantly demonstrated by learners. (See Annex: Mapping of intended programme learning outcomes and modules) |
|---|---|---|---|
| D5 | Develop interpersonal skills of effective listening, negotiating, persuasion and presentation. | As work becomes progressively more complex at levels 5 and 6, students are required to draw upon their skill sets to manage increasingly large workloads. (D3, D5).  Students are required to complete a number of assignments and a project in level 6 that demonstrate independence, originality, critical enquiry, and which further enhance communication and self-reflective skills. (D3 – D5) | |

| **12. Graduate Attributes and the means by which they are achieved and demonstrated** |
|---|
| **Graduate Attributes** |
| The concept of the Arden Graduate, based upon the definition of 'graduate attribute' by Bowden et al (2000) has been developed around 6 attributes<br><br>E01 –Discipline Expertise<br>E02 – Effective Communication<br>E03 – Responsible Global Citizenship<br>E04 - Professional Skills<br>E05 - Reflective Practitioner<br>E06 - Lifelong Learning<br><br>All six attributes are relevant to this programme. |
| **The means by which these outcomes are achieved and demonstrated** |
| The achievement of these attributes is integrated into all programmes of study curriculum, unit study tasks (individual and group work) and through summative assessment tasks. |

| **13. Learning and teaching methods and strategies** |
|---|
| Learning and teaching methods and strategies are delivered through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:<br><br>Asynchronous<br><ul><li>Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our Virtual Learning Environment</li><li>Guided group / project based work</li><li>Research tasks</li><li>Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves</li><li>Podcasts and narrated PowerPoints</li></ul><br>Synchronous<br><ul><li>Online seminars facilitated by VOIP's where theory and practice are integrated.</li><li>Live chats</li></ul><br>Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.<br>Independent study is the cornerstone of the learner experience, supported by subject specialist engagement with the tutor and peer engagement. |

There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage. Critical analysis is encouraged at all levels culminating in a Dissertation.

## 14. Assessment methods and strategies

The course provides a varied diet of assessments ranging from time-constrained activities through to the dissertation. The range of assessment methods used is given below with examples of modules where they will be found.

The 'Time Constrained Assignment' is time constrained in a way similar to open book examinations but not taken under examination conditions. Essentially a set of questions is released at 2 pm GMT and must be submitted before the same time the following day. Irrespective of where in the world that they are, all students have an equal number of normal waking hours to complete the work. The main assessment for the Project is a 9,000-word output. Formative feedback will be provided through ongoing tutor support and comment on both a plan and the final draft, but an interim assessment is also included.

**Level 4**

| Module | Assessment | Formative Feedback |
|---|---|---|
| Introduction to studying psychology | 1 psychology essay<br>1 reflective account on skills | Full draft review of both components |
| Introduction to social and development psychology | 1 essay<br>1 narrated PowerPoint presentation | Full draft review of essay only |
| Introduction to biological and cognitive psychology | 1 essay<br>1 narrated PowerPoint presentation | Review of assessment plan only for essay |
| Introduction to research methods I | 1 research design method section<br>1 essay | Full draft review of research design method section and review of assessment plan only for essay |
| Introduction to research methods II | Data analysis and report<br>Time constrained assignment using SPSS | Full draft review of data analysis and report |
| Key studies in psychology | 3-hour exam | No review |

**Level 5**

| Module | Assessment | Formative Feedback |
|---|---|---|
| Quantitative research methods | 1 research report on a mini project<br>Time constrained assessment | Full draft review of research report due to the change in level |
| Qualitative research methods | 2 research reports | Full draft review due to change in level for first report and review of assessment plan for second report |
| Personality and intelligence | 1 essay | Review assessment plan for |

| | 1 report | essay and report |
|---|---|---|
| Social psychology | Time constrained assignment | No review |
| Brain and behaviour | Time constrained assignment | No review |
| Advanced topics in cognitive psychology | 1 journal article review 1 essay | Review assessment plan for journal review and essay |

**Level 6**

| Module | Assessment | Formative Feedback |
|---|---|---|
| Research project | Proposal and ethics 1 report | Review/approval of proposal and ethics Full draft review |
| Contemporary developmental psychology | 3-hour exam | No review |
| Cross-cultural psychology | Extended essay | Review of assessment plan |
| Occupational psychology | Case study | Review of assessment plan |
| Mental health and illness | Case study | Review of assessment plan |

For full feedback on assessments – no intext comments to be provided.
For feedback on plans no more than one page at font size 12.

## 15. Employability

The nature of this programme is that it is intended to be professionally oriented. The design process has incorporated BPS requirements and the intent is to obtain accreditation prior to launch. Although not all graduates would then become professional psychologists it is assumed that this is the career goal for most students. The emphasis will therefore be on providing the skills and knowledge needed to achieve this. The use of Abintegro to provide support in skills such as cv development and interview techniques is an important element of the Arden offering. In addition, it is intended to ensure that links with industry are provided through online guest speaker slots which all students can attend.

## 16. Entry Requirements

- Two Subjects at GCE A level or equivalent, plus passes at grade C or above in three subjects at GCSE level including mathematics or equivalent; or
- Completion of a recognised Access Programme or equivalent.
- IELTS 6.0 (no less than 5.5 in any element) or equivalent for students whose medium of prior learning was not English.
- Candidates who demonstrate an ability to study the programme as evidenced through a personal statement (of between 350-500 words) that addresses their motivation for undertaking the programme; including their references, relevant prior experience and qualifications.

Exemptions may be granted in respect of other qualifications subject to RDI's APCL regulations. It is not intended to provide exemption via APEL. Regard will be paid to any rules related to BPS accreditation in respect of APCL.

## 17. Programme Structure

### Level 4

| Module Code | Module Title | Credits | Module Type (Core/Option) | Assessment Method |
|---|---|---|---|---|
| PSY4001 | Introduction to studying psychology | 20 | C | Coursework |
| PSY4002 | Introduction to social and developmental psychology | 20 | C | Coursework |
| PSY4003 | Introduction to biological and cognitive psychology | 20 | C | Coursework |
| PSY4004 | Introduction to research methods I | 20 | C | Coursework and Examination |
| PSY4005 | Introduction to research methods II | 20 | C | Coursework and Examination |
| PSY4006 | Key studies in psychology | 20 | C | Exam |

### Level 5

| Module Code | Module Title | Credits | Module Type (Core/Option) | Assessment Method |
|---|---|---|---|---|
| PSY5001 | Quantitative research methods | 20 | C | Proposal Coursework and Time Constrained Assessment |
| PSY5002 | Qualitative research methods | 20 | C | Proposal Coursework |
| PSY5003 | Personality and intelligence | 20 | C | 2 x Coursework |
| PSY5004 | Social psychology | 20 | C | Time Constrained Assignment |
| PSY5005 | Brain and behaviour | 20 | C | Time Constrained Assignment |
| PSY5006 | Advanced topics in cognitive psychology | 20 | C | Coursework |

### Level 6

| Module Code | Module Title | Credits | Module Type (Core/Option) | Assessment Method |
|---|---|---|---|---|
| RES6003 | Research project | 40 | C | Coursework |
| PSY6001 | Contemporary developmental psychology | 20 | C | Exam |
| PSY6002 | Cross-cultural psychology | 20 | C | Extended Essay |
| PSY6003 | Occupational psychology | 20 | C | Coursework |
| PSY6004 | Mental health and illness | 20 | C | Coursework |

**18.** **Subject: C800** *Select* *from:*
https://www.hesa.ac.uk/component/content/article?id=1787

**Annex – Mapping of Intended Programme Learning Outcomes and Modules**

| Modules | Module Type (Compulsory (C) or Option (O)) | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | B9 | B10 | B11 | B12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Level 4** Introduction to studying psychology | C | ✓ | | | | | | ✓ | ✓ | ✓ | | | | | | | | | |
| Introduction to social and developmental psychology | C | ✓ | | | | | | ✓ | ✓ | ✓ | | | | | | | | | |
| Introduction to biological and cognitive psychology | C | ✓ | | | | | | ✓ | ✓ | ✓ | | | | | | | | | |
| Introduction to research methods I | C | | ✓ | | | | | ✓ | | | ✓ | | | | | | | | |
| Introduction to research methods II | C | | ✓ | | | | | ✓ | | | ✓ | | | | | | | | |
| Key studies in psychology | C | ✓ | | | | | | ✓ | ✓ | ✓ | | | | | | | | | |
| **Level 5** Quantitative research methods | C | | | | ✓ | | | | | | | ✓ | | | ✓ | | | | |
| Qualitative research methods | C | | | | ✓ | | | | | | | ✓ | | | ✓ | | | | |
| Personality and intelligence | C | | | ✓ | | | | | | | | ✓ | ✓ | ✓ | ✓ | | | | |
| Social psychology | C | | | ✓ | | | | | | | | ✓ | ✓ | ✓ | ✓ | | | | |
| Brain and behaviour | C | | | ✓ | | | | | | | | ✓ | ✓ | ✓ | ✓ | | | | |
| Advanced topics in cognitive psychology | C | | | ✓ | | | | | | | | ✓ | ✓ | ✓ | ✓ | | | | |
| **Level 6** Research project | C | | | | | | | | | | | | | | | ✓ | ✓ | ✓ | ✓ |
| Contemporary developmental psychology | C | | | | | | ✓ | | | | | | | | | ✓ | ✓ | | ✓ |
| Cross-cultural psychology | C | | | | | ✓ | | | | | | | | | | ✓ | ✓ | | ✓ |
| Occupational psychology | C | | | | | ✓ | | | | | | | | | | ✓ | ✓ | | ✓ |
| Mental health and illness | C | | | | | ✓ | | | | | | | | | | ✓ | ✓ | | ✓ |

**Annex – Mapping of Intended Programme Learning Outcomes and Modules**

| | Modules | Module Type (Compulsory (C) or Option (O)) | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | D1 | D2 | D3 | D4 | D5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Level 4 | Introduction to studying psychology | C | | | | | | | | | | | ✔ | ✔ | | | |
| | Introduction to social and developmental psychology | C | | | | | | | | | | | | | | | |
| | Introduction to biological and cognitive psychology | C | | | | | | | | | | | ✔ | | | | |
| | Introduction to research methods I | C | ✔ | ✔ | ✔ | ✔ | | | | | | ✔ | | | | | |
| | Introduction to research methods II | C | ✔ | ✔ | ✔ | ✔ | | | | | | ✔ | | | ✔ | | |
| | Key studies in psychology | C | | | | | | | | | | | | | | | |
| Level 5 | Quantitative research methods | C | | | | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | | ✔ | ✔ | ✔ | |
| | Qualitative research methods | C | | | | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | | ✔ | ✔ | ✔ | |
| | Personality and intelligence | C | | | | | | | | ✔ | ✔ | ✔ | | | | | |
| | Social psychology | C | | | | | | | | ✔ | | | ✔ | | | | |
| | Brain and behaviour | C | | | | | | | | ✔ | | | | | | | |
| | Advanced topics in cognitive psychology | C | | | | | | | | ✔ | | | | | | | |
| Level 6 | Research project | C | | | | | | | | | | ✔ | | ✔ | ✔ | ✔ | ✔ |
| | Contemporary developmental psychology | C | | | | | | | | | | | ✔ | | | | |
| | Cross-cultural psychology | C | | | | | | | | | | | ✔ | | | | |
| | Occupational psychology | C | | | | | | | | | | | | | | | |
| | Mental health and illness | C | | | | | | | | | | | | | | | |