



**Programme Specification**

<b>Part 1: Basic Data</b>			
<b>Primary Programme Title</b>	BSc (Hons) Psychology		
<b>Target Award Titles</b>	<b>Mode and Typical Duration of Study</b>	<b>Professional Accrediting Body Links</b>	<b>Study Abroad / Exchange / Credit Recognition</b>
<b>BSc (Hons) Psychology</b>	Full time: 3 years Part time: 6 years	<b>None</b>	<b>None</b>
<b>Interim Award Titles</b>	BSc Psychology Diploma of Higher Education in Psychology Certificate of Higher Education in Psychology Undergraduate Certificate in Psychology Studies Undergraduate Award in Psychology Studies		
<b>Teaching Delivery Method</b>	On-site		
<b>Awarding Institution</b>	Hartpury University		
<b>Teaching Institution</b>	Hartpury University		
<b>Delivery Location</b>	Hartpury		
<b>Department Responsible for Programme</b>	Sport		
<b>Unit-E Code</b>	<b>BSHSPSYX</b>		
<b>Entry Criteria Information</b>	Applicants will have achieved entry criteria appropriate for the stage of entry, which can be found through the Hartpury website ( <a href="http://www.hartpury.ac.uk">www.hartpury.ac.uk</a> ).		
<b>Most Recent Validation Date</b>	21 November 2025	<b>Due for Re-validation By</b>	01 September 2031
<b>Amendment Approval Date</b>	V1.1 – 20 May 2026	<b>Approved With Effect From</b>	V1.1 – 01 September 2026
<b>Professional Accrediting Body Approval Date</b>	n/a	<b>Date For Re-accreditation</b>	n/a
<b>Version</b>	1.1		

## Part 2: Programme Overview

BSc (Hons) Psychology graduates have an understanding of all the core areas of Psychology required by the British Psychological Society (BPS) for Graduate Basis for Certification (GBC) (e.g., biological, cognitive, developmental and social psychology). The diverse skill set psychology graduates have includes reflective and critical thinking, independent learning, research skills such as gathering and handling data, understanding human behaviour and individual differences, and communication skills.

This course is not a professional qualification in Psychology, as further BPS-endorsed postgraduate study is necessary for students to become eligible to apply for Chartership with the BPS. However, this programme does provide students with the necessary foundations to progress to postgraduate study, including further study / training towards becoming professional practitioners, or to progress to employment. This programme is also designed to recognise that graduates may not wish to become Chartered Psychologists, but instead work in occupations allied to psychology or where the skills gained are valuable. The psychological literacy, knowledge and skills developed by graduates on this course are highly valued by employers across a number of vocations.

To be eligible for Graduate Basis for Certification (GBC) with the British Psychological Society, graduates must pass HSPVWP-45-6 Psychology Dissertation and gain at least a Lower Second-Class Honours Degree.

### Part 3: Programme Structure

This structure diagram demonstrates the student journey from enrolment through to graduation for a typical **full-time student on the primary programme**, including:

- level and credit requirements
- award requirements that are in addition to those described in the Hartpury University Academic Regulations
- module diet, including core and optional modules.

Please note:

\*PAB – these modules are subject to additional and variant regulations as part of an accreditation by a professional accrediting body

+ core modules marked + are not eligible for compensation

<sup>1</sup> these modules are accredited by a professional awarding body, but are not subject to variant regulations

<sup>AV</sup> these modules are subject to additional and variant regulations but are not accredited

	Core Modules	Optional Modules	Target and Interim Awards
<b>Stage 1</b>	HSPVXF-30-4 Introduction to Applications of Psychology  HSPVXB-30-4 Introductory Research Methods in Psychology  HSPVWE-15-4 + Introducing Cognitive and Biological Psychology  HSPVWS-15-4 + Introducing Social and Developmental Psychology  HSPVVY-15-4 Professional Skills in Psychology  HSPVVL-15-4 + Psychology Past and Present	None	<a href="#"><u>Undergraduate Award in Psychology Studies</u></a>  <a href="#"><u>Undergraduate Certificate in Psychology Studies</u></a>  <a href="#"><u>Certificate of Higher Education in Psychology</u></a>
	To progress to stage 2 you must achieve at least 90 credits.		

<b>Stage 2</b>	<p>HSPVWA-30-5 Advanced Research Methods in Psychology</p> <p>HSPVW9-30-5 Further Applications of Psychology</p> <p>HSPVW3-15-5 + Brain and Behaviour</p> <p>HSPVWT-15-5 + Individual Differences</p> <p>HSPVWF-15-5 + Lifespan Development</p> <p>HSPVVM-15-5 + Social and Cultural Psychology</p>	None	<p><u>Diploma of Higher Education in Psychology</u></p>
To progress to stage 3 you must achieve at least 210 credits.			
<b>Stage 3</b>	<p>HSPVYS-15-6 Contemporary Issues in Psychology</p> <p>HSPVXL-15-6 Evidence-Based Practice in Wellbeing</p> <p>HSPVYE-15-6 Positive Psychology</p> <p>HSPVX8-15-6 Professional Practice and Standards in Psychology</p> <p>HSPVXY-15-6 Psychology of Community and Culture</p> <p>HSPVWP-45-6 + Psychology Dissertation</p>	None	<p><u>BSc Psychology</u></p> <p><u>BSc (Hons) Psychology</u> Must include all core modules.</p> <p>To be eligible for Graduate Basis for Certification (GBC) with the British Psychological Society graduates must pass HSPVWP-45-6 Psychology Dissertation and gain at least a Lower Second-Class Honours Degree.</p>

**Part time:**

The part-time student journey from entry through to graduation is individually negotiated with the student.

## Part 4: Programme Learning Outcomes

Modules in bold are core modules and modules not emboldened are optional modules.

A denotes a module that assesses a learning outcome, and B denotes a module aligned with a learning outcome.

Learning Outcomes:	<b>Introductory Research Methods in Psychology</b>	<b>Introduction to Applications of Psychology</b>	<b>Psychology Past and Present</b>	<b>Introducing Cognitive and Biological Psychology</b>	<b>Professional Skills in Psychology</b>	<b>Introducing Social and Developmental Psychology</b>	<b>Advanced Research Methods in Psychology</b>	<b>Further Application of Psychology</b>	<b>Brain and Behaviour</b>	<b>Lifespan Development</b>	<b>Social and Cultural Psychology</b>	<b>Individual Differences</b>	<b>Professional Practice and Standards in Psychology</b>	<b>Psychology of Community and Culture</b>	<b>Evidence-Based Practice in Wellbeing</b>	<b>Positive Psychology</b>	<b>Contemporary Issues in Psychology</b>	<b>Psychology Dissertation</b>
<b>A) Knowledge and Understanding of:</b>																		
1. The scientific underpinnings of Psychology as a discipline, its historical origins, development, and limitations.	B		A	B	B	A							B			A		
2. Biological psychology, including the biological basis of behaviour and neuropsychology.		B	B	A		B		B	A	B		B		B			B	
3. Cognitive psychology, including perception, learning, memory, and attention.		B	B	A		B		B	A	B	B	B		B		B	B	

4. Social psychology, including attitudes and group processes.		B	B			A		B		B	A				B	B	B	
5. Developmental psychology, including cognitive, social and language development.		B	B			A		B	B	A	B				B		B	
6. Individual differences, including differences in cognitive abilities and personality.		B	B		A	B		B	A	B		A			B		B	
7. Coherent and detailed knowledge of several specialised areas and / or applications of psychology informed by the forefront of a discipline.		A	B		B	B	A	A					B	A	B		A	
8. A range of research paradigms, research methods, and measurement techniques.	A		B	B		B	A		A			A						B
9. Ethical issues in relation to psychological work and research.	A	B	A		B		A	B					A					A
<b>B) Intellectual Skills (Cognitive Skills)</b>																		
1. Generate and explore appropriate psychological hypotheses and research questions, drawing on relevant theory, research, and practice.	A			A		A	A	B	B			A						A
2. Critically evaluate and contextualise diverse patterns in behaviour, psychological functioning, and experience.				B	B	B	B	B	B	B	B	B			A	A	A	
3. Apply a variety of methods of inquiry, such as experiments, observation, questionnaires, psychometric tests, interviews, focus groups, co-construction, creative methods, or secondary data analysis.	A			A		A	A					A			B			B
4. Competently initiate, design, conduct and report an empirically-based research project under appropriate supervision, and recognise theoretical, practical, and methodological implications and limitations.	B			B		B	B											A
5. Critically evaluate new research and innovation within psychology, making decisions regarding legitimacy, reliability, and effectiveness.	B		B	B	B	B	B	B	B	B	B	B		A	A	A	A	A

<b>C) Performance and Practice (Practical Skills)</b>																			
1. Demonstrate competence in research skills through practical activities.	A			A		A	A												
2. Effectively apply established techniques of analysis and enquiry within a variety of environments.	A		B	B		B	A	A				A					B		
3. Demonstrate cultural humility and recognise the needs of diverse populations within research and practice.						B	B	B	A	B	A	A	B	A	A	B			
4. Demonstrate compliance with the ethical guidelines for Psychology as a discipline.	A		A		B		B						B						A
<b>D) Setting, Personal and Enabling Skills (Transferable Skills)</b>																			
1. Effectively communicate, using a variety of media, to specialist and non-specialist audiences.	A	A		A		A	A	A		A						A	A		
2. Effectively analyse and interpret a range of quantitative and qualitative data.	A			A		A	A					A							A
3. Demonstrate digital competence through use of various software for the analysis and presentation of research findings.	A	A		B		B	A			A		A							A
4. Solve problems by clarifying questions and considering alternative solutions.	B		B	B		B	A					B							A
5. Interact professionally with others and respond inclusively in a manner sensitive to the needs of a diverse range of audiences.	A				B		A	A			B	A		A		B			B
6. Undertake self-directed study and project management to meet desired objectives.	B			B		B	A	A		A			A						A
7. Critically reflect on own practice and learning and identify, continuing professional development and wellbeing needs.		A			A		B				A		A	A		B			

## Part 5: Learning, Teaching and Assessment

The BSc (Hons) Psychology programme has been designed to ensure that students attain breadth and depth of knowledge and understanding across the seven core areas required for Graduate Basis for Certification (GBC). These seven core areas are: biological, cognitive, developmental, and social psychology, conceptual and historical issues in psychology, individual differences, and research methods. In developing this programme, Quality Assurance Agency (QAA) subject benchmark statements have been carefully consulted alongside the BPS document 'Standards for the Accreditation of Undergraduate, Conversion and Integrated Master's Programmes in Psychology'. This has been in order to ensure that the programme develops graduate attributes in terms of what a BSc (Hons) Psychology graduate may know, do, and understand of their studies. As such, this programme will also enable students to develop practical 'hands on' research competencies in preparation for a career in psychology or psychological-related disciplines.

The teaching and learning strategy draws upon a range of teaching and assessment techniques which are used throughout the programme. For example, scaffolded questioning, peer collaboration, and reflective practice are utilised to develop independent learners who can critically evaluate theories, integrate multiple perspectives, and consider applications in professional contexts. Lectures, practical 'hands on' research activity sessions, and seminars, supplemented by input from specialist guest lecturers, ensure that cutting-edge insights are brought into teaching and learning directly from various fields of Psychology. This ensures knowledge of key psychological theories and concepts and their application across a range of contexts. Throughout their studies, students will be expected to engage in, and contribute to, current debates within Psychology. For example, the function, role, acceptability, and limitations of artificial intelligence in the context of learning and teaching, problem-solving and working practices, will be explored as part of the curriculum. In addition, all students will be encouraged to join the British Psychological Society (BPS) as student members, in order to access the wide range of resources available to its membership, including current debates within Psychology.

Students will benefit from a robust system of academic and wellbeing support. During each stage of their programme a student will be allocated an academic personal tutor and receive one hour of group tutorial time per week. This weekly contact time provides students with access to appropriate and timely information, support, and guidance to ensure that they are able to benefit fully from their time at Hartpury University.

Hartpury University's Achievement and Success Centre (ASC) offers academic skills sessions that complement the programme's tutorials, ensuring students have access to guidance on research, writing, and study skills. Additional learning needs are supported by accessing our Disability Services Team. The University Library provides extensive resources tailored to the needs of psychology students, including a wealth of textbooks, e-books, and journals. These resources are reviewed annually to ensure alignment with the programme's curriculum, contemporary issues, and professional, statutory, and regulatory body requirements. With regards to wellbeing support, the Student Services and Wellbeing Teams offer guidance and advice to support students' needs ranging from finance and accommodation to health and wellbeing.

Opportunities for formative assessments feature in all modules. This is so that students can gauge their own benchmarks and monitor their own progress. Formative assessments may include short pieces of writing, online exercises, online quizzes, or reflective diaries linked to personal development planning. The formative tasks are

## Part 5: Learning, Teaching and Assessment

carefully designed for each module to give students the opportunity to consolidate generic and subject-specific learning with an emphasis on formative assessment for learning as opposed to assessment of learning. Formative assessment is particularly important where students are introduced to a new assessment type or where new skills or learning are under development.

Intellectual, practical and transferable skills, as well as the application of knowledge and understanding, are assessed through a variety of summative assessment methods including open-material examinations, essays, case studies, reports of practical exercises, research proposals, poster presentations, and oral presentations. Assignments such as essays and critical reviews of journal articles develop and assess literacy and critical thinking around psychology. Skills including problem solving, research, organisation, planning, reflection, and effective communication are developed and assessed by quantitative and qualitative data collection, and analysis report writing assessments. Effective and fluent written, oral, and visual communication is enhanced further through assessments that use PowerPoint presentations or infographics; whilst the use of group work for assessment enables team working and the development of leadership skills. The range of summative assessments has been designed in line with recommendations of The British Psychological Society, and also to accommodate individual differences in preferred learning style.

The programme is designed to become more challenging across the levels, developing depth of understanding and critical reasoning skills. At Level 4, students will be introduced to the seven aforementioned core areas through a practical curriculum that presents several opportunities for quantitative and qualitative data collection. For example, the year-long Level 4 module HSPVXB-30-4 Introductory Research Methods in Psychology develops students' understanding of ethical considerations in psychology research and introduces the importance of critical reasoning as facilitated by a range of quantitative and qualitative data collection activities undertaken within the module.

At Level 5, the curriculum develops depth of understanding of the seven core areas further, with the inclusion of advanced research methods and additional statistical analysis support. Gaining depth of understanding is assisted by a wide variety of learning opportunities including laboratory investigations into human behaviour, individual differences, and research development and design with stakeholder groups. Theories and concepts will be studied in greater depth, and approaches to research and methods of data collection and analysis (both quantitative and qualitative) will become more complex in order to develop students' research skills, data collection, and analysis techniques. On completion of Level 5 students will be well placed to make an informed decision about a topic of investigation for the Psychology Dissertation at Level 6 and to independently write-up assignments and reports.

Level 6 presents a more focused curriculum that facilitates an increasing level of depth and complexity in exploring psychological concepts and theories, requiring synthesis and critical evaluation of material as students become more independent. For example, in the module HSPVYS-15-6 Contemporary Issues in Psychology students will explore a selection of contemporary issues in psychology, informed by staff and visiting lecturer expertise. All students are encouraged to select their own research topic for the Psychology Dissertation, provided it meets the learning outcomes and can be supported by the academic team.

Each module has a dedicated virtual learning environment (VLE) page which gives access to a range of resources including lecture materials, recommended reading,

## Part 5: Learning, Teaching and Assessment

discussion boards, and other self-directed learning materials. Assignments are set, marked, and returned via the VLE, with students being given both electronic and verbal feedback on all assessments within an appropriate timescale determined by Hartpury University academic regulations. Assessment criteria are published in an assessment rubric made available to students via the VLE, and discussed with students at the beginning of each respective module.

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes. Hartpury University uses assessment outcomes, feedback from internal and external student surveys (such as module evaluations, and the NSS), and meetings with student representatives, to review programmes and inform improvements to the quality of programmes as appropriate. This internal review process is supported by external examiners who help ensure that the academic standards and student achievements are in accordance with QAA subject benchmark statements and comparable with other institutions they have experience of.

This programme will be assessed according to the approved Academic Regulations.

Students registered on this programme will have access to Hartpury University support services.

The distinctive module used by the Programme Examination Board to inform recommending differential awards for students when considering borderline performance profiles will be:

Psychology Dissertation

Professional Accrediting Body documents to which this programme is mapped and or aligned:

British Psychological Society (BPS) Standards for the Accreditation of Undergraduate, Conversion and Integrated Master's Programmes in Psychology (November 2024)

Quality Assurance Agency (QAA) subject benchmark statements for Psychology (September 2023)

Office for Students sector recognised standards (May 2022)

## Assessment Map

		Type of Assessment*							
		Coursework	Report	Portfolio	Written Examination	Written Test	Practical Skills Examination	Practical Skills Assessment	Oral Assessment
<b>Core Modules Stage 1</b>	Psychology Past and Present				A (100) Written Examination				
	Introducing Cognitive and Biological Psychology			A (100) Coursework Portfolio					
	Introducing Social and Developmental Psychology			A (100) Coursework Portfolio					
	Professional Skills in Psychology							A (100) Practical Skills Assessment	
	Introductory Research Methods in Psychology		B (70) Project Report						A (30) Group Poster Presentation with Questions, with a group mark
	Introduction to Applications of Psychology	A (70) Essay						B (30) Practical Skills Assessment	
<b>Core Modules Stage 2</b>	Individual Differences								A (100) Group Oral Assessment, with a group mark
	Lifespan Development								A (100) Oral Presentation with Questions

	Social and Cultural Psychology			A (100) Coursework Portfolio					
	Brain and Behaviour	A (100) Essay							
	Advanced Research Methods in Psychology			A (70) Coursework Portfolio					B (30) Oral Presentation with Questions
	Further Applications of Psychology				A (100) Seen Open- Material Case Study(s) Written Examination				
<b>Core Modules Stage 3</b>	Psychology Dissertation		A (100) Project Report						
	Psychology of Community and Culture	A (100) Essay							
	Professional Practice and Standards in Psychology								A (100) Oral Assessment
	Evidence-Based Practice in Wellbeing				A (100) Seen Open- Material Written Examination				
	Positive Psychology	A (100) Essay							
	Contemporary Issues in Psychology								A (100) Oral Assessment


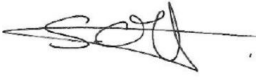
\*Indicative assessment types for new students enrolling on this programme after the date this specification takes effect (Part 1) are shown in terms of either **Coursework**, **Written Examination**, or **Practical Examination** as indicated by the colour coding above.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found through Hartpury's website ([www.hartpury.ac.uk](http://www.hartpury.ac.uk)).

## Approved Programme Amendment Log

<b>Primary Programme Title:</b>	BSc (Hons) Psychology
<b>Programme Code:</b>	BSHSPSYX
<b>Initial Approval Date:</b>	21 November 2025

**Changes:** *Most recent at the top of the page*

<b>Current version number: 1.0</b>	
<b>Outline Change Details:</b> Part 5: Learning, Teaching and Assessment – text updated to emphasise research activity within the programme. Part 5: Assessment Map – Advanced Research Methods in Psychology Component A changed from Project Report to Coursework Portfolio, in line with module amendment.	
<b>Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No</b>	
<b>If yes, please provide the details of the changes:</b>	
<b>Material Alteration: No</b>	
<b>Rationale:</b> Research details added and assessment amended in response to feedback from the British Psychological Society (BPS).	
<b>Change requested by: Lindsey Roberts</b> I can confirm that student representatives have been consulted about this change N/A I can confirm that colleagues impacted by this change have been consulted I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report N/A	
<b>Signature:</b> 	<b>Date:</b> 12 May 2026
<b>Name of Head of Department: Sam Oxford</b> I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department	
<b>Signature:</b> 	<b>Date:</b> 13/06/26
<b>Approval Committee and Date:</b>	CVC Chair's action (RSW) 2026 05 20
<b>Change approved with effect from:</b>	01 September 2026
<b>Resulting new version number:</b>	1.1

<b>Outline Change Details:</b> New programme.	
<b>Approval Committee and Date:</b>	CVC Chair's action (SD) 2025 11 21 (from CVC 2025 11 18)
<b>Change approved with effect from:</b>	01 September 2026
<b>Resulting new version number:</b>	1.0