

Programme specification

Award title: Psychology (Conversion) (Part Time, Online, November Intake)

Title of programme:	Psychology (Conversion) (Part Time, Online, November Intake)
Programme code:	LMWPSYM
Awarding institution/body:	University of Hertfordshire
Teaching institution:	University of Hertfordshire
School:	School of Life and Medical Sciences
University/partner campuses:	University of Hertfordshire, Online
Programme accredited by:	British Psychological Society (BPS) (Active)
Final qualification:	Master of Science (MSc) [Level 7 Postgraduate Taught]
Final award title (qualification and subject):	MSc Psychology (Conversion)
UCAS code:	Not Applicable
FHEQ level of award:	7 PGT
Language of delivery:	English
This programme specification is relevant to:	2026-27
Students entering at:	Semester A - November
Related programmes:	Psychology (Conversion) (Part Time, Online, September Intake) MSc
Mode of study:	Part Time
Typical duration:	2 Years
Version:	2.0
Version date:	03 Sep 2026
Version description	2.0
Validation status:	Validated

What is a programme specification?

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Changes to your course or modules

Although it is never something we do lightly, we may in certain circumstances, make changes to the advertised content or structure or methods of delivery of your course or individual modules after you have accepted your offer, which may in certain cases include discontinuing a module. We cannot cover here every possible example of when we might decide to do so, but in normal circumstances it would only be for one or more of the following reasons:

- to reflect changes to the theory in an area of research or practices around the subject or its delivery
- to improve a course or a module (for example, to take account of feedback from students)
- to safeguard academic standards
- to comply with the requirements of an external professional, commissioning or accrediting body (for example, a requirement that certain course content be added, changed or removed or that a particular module is discontinued or included)
- to comply with legal, regulatory or governmental requirements
- to safeguard the health, safety and wellbeing of our students and staff
- where insufficient students have chosen an optional module making it unviable (*and where we have indicated in this Programme Specification that this might be a possibility*)
- where the University has found it difficult, for reasons beyond its control, to appoint a member of staff with appropriate expertise to ensure that an optional module can proceed where the change results from other circumstances outside our reasonable control

If we decide to make a change (other than one which is minor or insignificant) before you have registered on the course for the first time, we will inform you as soon as reasonably practicable so that you can decide whether or not you still wish to study with us. If as a consequence you decide not to study with us, we will refund any tuition fees and/or deposit that you have paid in advance in respect of the course in question. For further details regarding our refund policy please see our ***Fees and Finance Policy***.

If we decide to make a change (other than one which is minor or insignificant) after you have registered, we will similarly inform you as soon as reasonably practicable, and we will also use every reasonable effort to minimise any adverse effect it may have on you. If in spite of our efforts

the change is likely to have a serious adverse effect on you (for example, by prejudicing your future choice of career), we will try to find you a suitable alternative course or module with us or (if you prefer) we will try to suggest a suitable alternative course with another education provider. If you change course or module in these circumstances (or simply withdraw from your course), any entitlement you may have to a refund in tuition fees you have already paid will be determined in accordance with our **Fees and Finance Policy**.

In the case of a material change to a course or module, we will also in appropriate circumstances consult with student representatives with a view to identifying options for, and minimising any adverse effect on, affected students.

Some optional modules may have capacity issues and therefore we may not be able to guarantee you a place on your first choice.

More information about how we will try protect you against changes to your modules or programmes can be found in our **Student Protection Plan** at <https://www.herts.ac.uk/study/your-offer-package>

Additional important points

The MSc Psychology (Conversion) is designed for students who typically have completed an undergraduate course in a non-psychology discipline but wish to retrain to become a professional (chartered) psychologist. The purpose of this Programme is to provide graduates with Graduate Basis for Chartered Membership (GBC) with the British Psychological Society. This is an essential criterion for any graduate who wishes to pursue a professional career as a chartered psychologist in the UK in specialist areas such as Clinical, Forensic, Occupational or Educational Psychology.

Students will be eligible for GBC provided that all modules are completed and the student graduates with the Master of Science award.

Admissions information

The normal entry requirements for the programme are:

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

Qualification type	Subject	Grades
Recognition Prior to Learning		The School will consider non-standard applicants who can demonstrate that they have relevant work experience over a period of 3 years via a Curriculum Vitae and/or LinkedIn profile. A substantial personal statement (approx. 300-500 words) or video presentation about why you want to study this programme, what you hope to gain from the course of study and where you see your career development as a result of completing the course. . This personal statement will be assessed using the following criteria: 1. Insight into the demands of the course 2. Ability to reflect critically on own experience and how the course will impact career pathway A reference letter from a current or previous manager or HR department or person in a position of authority is required as supporting evidence. An exemption from the Proof of English Language Proficiency (POE)

may be offered to students who meet one of the following criteria. Completed at least 3 years of an accredited high school, including English as an exam subject from one of these countries (Australia, Antigua and Barbuda, The Bahamas, Barbados, Belize, Canada, Dominica, Grenada, Guyana, Ireland, Jamaica, New Zealand, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Trinidad and Tobago, United Kingdom, United States of America) Completed an official English Language taught International Baccalaureate (IB) Diploma. Completed an IB diploma in a different language if they obtained a grade of 5 or higher for one of the English courses. Completed a higher educational or professional qualification in English Working in an English-speaking environment and demonstrably working in English A passing Duolingo test
<https://englishtest.duolingo.com/applicants>

English Language Proficiency	For International applicants whose first language is not English, IELTS score of 6.0 (with no less than 6 in reading and writing and 5.5 in any band), or equivalent.
Bachelors Degree	A Bachelor's degree in a relevant discipline at a level equivalent to a UK second-class Honours degree.

Equivalent qualifications will be considered on an individual basis, such as the Access to HE Certificate or approved equivalent.

If you would like this information in an alternative format, please contact us via <https://ask.herts.ac.uk/contact-us>

If you wish to receive a copy of the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

Additional admissions information

Interview/audition required:	No
Portfolio required:	No
DBS check required:	No
Occupational health check required:	No
GTC check required:	No

The academic year

The University's academic year is made up of 3 Semesters. For most undergraduate students the academic year is split into two Semesters (A & B). Each of these is made up of teaching weeks followed by exams (the re-sit period falls within Semester C). For further information please follow the link below

Expected workload

In the UK, a full-time student is expected to spend 1200 hours on their studies each year. Please find below an estimate of how your time will be spent on this course during each year of study.

Year	Lectures, seminars, tutorials	Independent study	Placement
Year 1	17%	83%	0%
Year 2	9%	91%	0%

Method of assessment

Year	Test	Written exam	Coursework	Practical
Year 1	14%	0%	86%	0%
Year 2	0%	0%	100%	0%

Additional expenses

Please see below a list of expected materials you will need for your studies. You will be given detailed lists when the course starts.

Title	Description	Value type	Cost (£)
Equipment - Mandatory	Broadband Internet Connection (5mbps minimum) . Cost is per month.	Approximate	£10
Equipment - Mandatory	Webcam (pixel resolution minimum 640x480) (built in if using laptop)	Approximate	£60
Textbook - Optional	Textbook per module	Approximate	£480
Equipment - Mandatory	Display (screen resolution 1280x720 minimum)	Approximate	£500
Equipment - Mandatory	Headset with microphone (built in if using laptop)	Approximate	£60
Equipment - Mandatory	Desktop or laptop computer	Approximate	£1000

*Costs vary subject to supplier.

** This is an indicative cost – how much you use and need to replace these supplies will depend on your own style of working and process.

Programme specification detail

A: Programme rationale

The MSc Psychology (Conversion) (Online) programme is designed for students who typically have completed an undergraduate course in a non-psychology discipline, but wish to retrain to become a professional (chartered) psychologist. The purpose of this programme is to provide graduates with the Graduate Basis for Chartered Membership (GBC) with the British Psychological Society. This is an essential criterion for any graduate who wishes to pursue a professional career as a chartered psychologist in the UK in specialist areas such as Clinical, Forensic, Occupational or Educational Psychology.

Students will be eligible for GBC provided they achieve a minimum pass mark of 50% for the Advanced Psychology Project (Conversion) module, and achieve at least a PASS classification (with a minimum classification grade of 50%) for the programme overall.

B: Educational aims of the programme

Diversity and Inclusion

Our programmes are purposefully designed to enable all students to engage meaningfully with the curriculum by being accessible and representative. We will support students to shape their learning experience, removing barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative perspectives, valuing collective identities and individual diversity. Learning, teaching and assessment activities help students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in UPR TL03.

https://www.herts.ac.uk/__data/assets/pdf_file/0018/235143/TL03-Learning-Teaching-Policy-GradAttributes-v07.0.pdf

Additionally this programme aims to:

Encourage a dynamic and supportive learning environment in which students are enthused about the academic study of psychology.

Enable students to display a comprehensive understanding of psychological knowledge, and critical awareness of current problems, debates and insights in psychology.

Develop students' knowledge, skills, and understanding of the principles, methods, theories and ethical requirements of psychology to progress to and benefit from other postgraduate programmes or professional training in psychology.

Develop students' understanding of how psychological knowledge and theory can be applied by professional psychologists through the use of real-life case studies and authentic assessments.

Enhance students' ability to exercise personal responsibility and to develop further their capacities as autonomous learners.

Enable students to test claims and assertions using appropriate evidence to support or challenge a position.

Equip students with the knowledge and skills to conduct advanced research and to understand comprehensively to design and to apply appropriate research methodologies and techniques.

Enable students to conduct research that adheres to ethical principles in accordance with BPS

guidelines.

Facilitate amongst students the ability to adopt an independent and self-reflective approach to learning.

C: Intended learning outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design.

Programme outcomes

Learning outcomes are split into four different types.

Intellectual skills

On successful completion of this programme, a student will be able to:

- IS1 Formulate and test psychological hypotheses
- IS2 Plan, conduct, and report a programme of research
- IS3 Identify and select relevant sources of information
- IS4 Integrate and critically evaluate information and data from a variety of sources to construct cogent arguments
- IS5 Attend to the distinction between primary and secondary sources of information
- IS6 Assess the relevance of theoretical knowledge to applied contexts

Knowledge and understanding

On successful completion of this programme a student will have knowledge and understanding of:

- KU1 The core domains within Psychology
- KU2 Research methods in Psychology
- KU3 Application of core domain knowledge to a range of contexts
- KU4 Selected specialist areas of Psychology to an advanced level

Practical skills

On successful completion a student will be able to:

- PS1 Design and execute investigations
- PS2 Interact ethically and professionally with research participants
- PS3 Analyse and interpret quantitative and qualitative data
- PS4 Write research reports
- PS5 Effectively employ specialist computer packages
- PS6 Search specialist databases
- PS7 Write literature reviews

Transferable skills

On successful completion of this programme, a student will be able to:

- TS1 Communicate effectively both orally and in writing
- TS2 Work effectively within a group
- TS3 Manage time and work to deadlines efficiently

- TS4 Learn independently with an enquiring mind
- TS5 Effectively use information and communication technology
- TS6 Show respect for the views and ideas of others
- TS7 Recognise the need to continually update knowledge and skills

Graduate Attributes

Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses.

- GA1 Professionally Focused
- GA2 Globally Minded
- GA3 Sustainability Driven
- GA4 Digitally capable and confident
- GA5 Inclusive and collaborative
- GA6 Evidence based and ethical

D: Teaching methods

Knowledge and Understanding (KU):

Acquisition of knowledge and understanding is through a combination of lectures, tutor-led study group sessions, workshops, laboratory experiments, coursework, and projects.

KU1 is taught in the modules Developmental and Cognitive Psychology, Social Psychology, Individual Differences, Conceptual and Historical Issues in Psychology, and The Biological Basis of Psychology.

KU2 is taught in the modules Using Data to Address Research Questions, Methods of Collecting Data in Psychology and Advanced Psychology Project (Conversion).

KU3 is through a combination of lectures and the Advanced Psychology Project (Conversion).

KU4 is taught in the module Clinical and Forensic Psychology, and through the Advanced Psychology Project (Conversion).

Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject

Intellectual Skills (IS):

Intellectual skills are developed through learning and teaching methods where students are guided to apply these skills in constructing critical reviews (IS3, IS4 and IS5), developing and evaluating research proposals (IS1, IS2 and IS6), and in presenting and defending their ideas to other students and to staff (IS2, IS4, IS5).

Throughout, the learner is encouraged to develop intellectual skills further by independent study

Practical Skills (PS):

Practical skills are developed through the programme by:

Support materials around searching electronic databases (PS5, PS6), laboratory classes and statistics workshops (PS1, PS3, PS4, PS5, PS6), and carrying out a project under supervision (PS1, PS2, PS3, PS4, PS7).

Transferable Skills (TS):

Transferable skills are developed through the programme by:

TS1 is taught through module support materials and developed through feedback on reports, essays and presentations.

TS2 is taught through tutor-led study group sessions, laboratory group work.

TS3 is introduced through the programme induction and developed throughout the programme.

TS4 is developed by encouraging students to search for and use supplementary materials to support their learning.

TS5 is taught through formal instruction and practice in producing all types of coursework

TS6 is developed through critical evaluation of published research and through class discussions and debates.

TS7 is developed through critical self-reflection.

Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.

E: Assessment strategy

The programme complies with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 and UPR AS14) with the exception of those listed below, which have been approved by the University:

<https://www.herts.ac.uk/about-us/our-leadership-strategy-and-plans/our-governance-and-leadership/university-policies-and-regulations-uprs>

Assessment Strategy for:

Knowledge and Understanding(KU):

Knowledge and understanding are assessed through:

Laboratory reports (KU2, KU3)

Class tests (KU1, KU2, KU3, KU4)

MCQs (KU1, KU2, KU3, KU4)

Essays (both standard and extended) (KU1, KU3, KU4)

Presentations (KU1, KU2, KU3, KU4)

Class Debates (KU1, KU3, KU4)

Projects reports (KU1, KU2, KU3, KU4)

Intellectual Skills (IS):

Intellectual skills are assessed through:

Laboratory reports (IS1, IS2)

Essays (IS3, IS4, IS5, IS6)

Presentations (IS1, IS2, IS3, IS5, IS6)
Project reports (IS1, IS2, IS3, IS4, IS5, IS6)

Practical Skills (PS):

Practical skills are assessed through:
Laboratory reports (PS3, PS4), Statistics in-class tests (PS3, PS5)
Essays (PS7)
Project reports (PS1, PS2, PS3, PS4, PS5, PS6, PS7).

Transferable Skills (TS):

Transferable skills TS1, TS3, TS4, TS5 and TS7 are assessed through class tests, laboratory reports, essays, presentations, group discussions, critical self-reflection, and the project report. TS2 is assessed through laboratory group work. TS6 is assessed through group discussions and class debates.

F: Programme specific assessment regulations

For the final award, the Advanced Psychology Project (Conversion) 7WLM2020 module must be included in the final degree classification.

For the Graduate Basis for Chartered Membership with the British Psychological Society students must achieve a minimum pass mark of 50% for the Advanced Psychology Project (Conversion) module, and achieve at least a PASS classification (with a minimum classification grade of 50%) for the programme overall.

The maximum period within which a student may gain an award on the programme is 5 years from their date of registration.

As specified by the external validating body, the British Psychological Society, a maximum of 60 credits APCL (Accredited Prior Certificated Learning) is permitted on this programme.

G: Professional accreditation requirements

British Psychological Society (BPS) (Active)

H: Management of programme and support for student learning

Management

The programme is managed and administered through:

The Associate Dean Education and Student Success (ADESS) of the School of Life and Medical Sciences, who are responsible for overseeing the successful delivery and assessment of the programme;

A Programme Leader, who is responsible for day-to-day management of the programme;

Module Leaders, who are responsible for the delivery of a module and module-level academic support;

Student representatives who liaise with the Programme Leader and Module Leaders;

A designated administrative team to deal with day-to-day administration associated with the programme and its modules;

A Programme Academic Experience Group (PAEG) which meets twice a year and is chaired by the Programme Leader;

A Student Success team to administer student satisfaction surveys and collect qualitative feedback

Support

Students are supported by:

An onboarding experience that will include online events, meet and greets, Q&A sessions, study skills orientation and ongoing Canvas guidance and support;

Signposted support services to direct students to the support available, be it pastoral, academic or technical support;

Pastoral support will be provided through a ticketing system to enable students to book one-on-one appointments with their dedicated student success advisor. The student success team is available across multiple time zones and provides weekend coverage.

During one-on-one appointments students can reschedule module start dates and discuss non-academic issues. For academic issues, students receive support from the University of Hertfordshire's teaching staff through online forums and drop-in sessions;

A dedicated student success advisor who will be an important point of contact, able to provide a good understanding of the School and programme you are studying;

Proactive advisors who will assess progress and reach out to any student who is not meeting the prescribed engagement levels;

Student Wellbeing (incorporating Counselling, Mental Health and Disability Support);

A versatile online, interactive intranet and learning environment;

Guided student-centred learning on Canvas module sites;

Access to extensive digital collections of information resources;

University Disability Advisors;

Careers and Employment Service;

Hertfordshire Student's Union;

A dedicated online programme site.

The School of Life and Medical Sciences Academic Support Unit

Programme structures, features, levels, modules, and credits

Programme structure

Year 1 Semester A, September, represented as A (09) Semester A, November, represented as A (11) Semester B, January, represented as B (01) Semester B, March, represented as B (03) Semester C, July, represented as C (07) The students must take 90 credits from the modules in Year 1. Minimum credits: 90					
Semester	Module Code	Module Title	Credits	Level	Core/optional
A (11)	7WLM2015	Conceptual and Historical Issues in Psychology	15	7	Core
B (01)	7WLM2022	The Biological Basis of Psychology	15	7	Core
B (03)	7WLM2018	Using Data to Address Research Questions	15	7	Core
C (05)	7WLM2017	Individual Differences	15	7	Core

C (07)	7WLM2024	Clinical and Forensic Psychology	15	7	Core
A (09)	7WLM2025	Developmental and Cognitive Psychology	15	7	Core
Year 2 Semester A, November, represented as A (11) Semester C, May, represented as C (05) Semester BCA, March, represented as BCA (03) The students must take 90 credits from the modules in Year 2 Minimum credits: 90					
Semester	Module Code	Module Title	Credits	Level	Core/optional
A (11)	7WLM2019	Methods of Collecting Data in Psychology	15	7	Core
B (01)	7WLM2016	Social Psychology	15	7	Core
BCA (03)	7WLM2020	Advanced Psychology Project (Conversion)	60	7	Core

Final and interim awards available

Final award	Award title	Minimum requirements	Available at the end of level
MSc	Psychology (Conversion)	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm 180 credits, to include at least 150 credits @ Level 7 (with no more than 15 credits below Level 6) The title 'Master of Science' is generally used where studies are substantially based on science, engineering or mathematics and their applications. It can also be used in social sciences.	7 PGT
Interim award	Award title	Minimum requirements	Available at the end of level
PGCert	Psychology (Conversation)	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm 60 credits, to include at least 45 credits @ Level 7	7 PGT
PGDip	Psychology (Conversation)	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm 120 credits, to include at least 90 credits @ Level 7 (with no more than 15 credits below Level 6)	7 PGT

Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A dedicated programme site on the University's Virtual Learning Environment (Canvas);
- A Definitive Module Document (DMD) for each constituent module;

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of

documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently very high-quality teaching, learning and outcomes for its students. Consequently, the University received a Silver award in the 2023 Teaching Excellence Framework (TEF) exercise. This award was made in October 2023 and is valid for up to 4 years. The TEF panel's report and conclusions can be accessed [via this link](#).

J: Development of intended programme learning outcomes in the constituent modules

These maps identify where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

X = Delivered and Assessed

Module Code	IS 1	IS 2	IS 3	IS 4	IS 5	IS 6	KU 1	KU 2	KU 3	KU 4	PS 1	PS 2	PS 3	PS 4	PS 5	PS 6	PS 7	TS 1	TS 2	TS 3	TS 4	TS 5	TS 6	TS 7
7WLM2015			X	X	X	X	X	X	X									X	X	X	X	X	X	X
7WLM2016			X	X	X		X											X		X	X	X	X	X
7WLM2017			X	X	X	X	X	X	X									X	X	X	X	X	X	X
7WLM2018	X		X					X			X		X		X	X		X		X	X	X	X	X
7WLM2019	X	X	X	X				X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
7WLM2020	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7WLM2022			X	X	X		X	X										X		X	X	X	X	X
7WLM2024			X	X	X	X			X	X								X			X		X	X
7WLM2025			X	X	X		X											X		X	X	X	X	X

Key to module codes

Module code	Level	Title
7WLM2015	7	Conceptual and Historical Issues in Psychology
7WLM2016	7	Social Psychology
7WLM2017	7	Individual Differences
7WLM2018	7	Using Data to Address Research Questions
7WLM2019	7	Methods of Collecting Data in Psychology
7WLM2020	7	Advanced Psychology Project (Conversion)
7WLM2022	7	The Biological Basis of Psychology
7WLM2024	7	Clinical and Forensic Psychology
7WLM2025	7	Developmental and Cognitive Psychology

Key to programme learning outcomes for Intellectual Skills

IS1	Formulate and test psychological hypotheses
IS2	Plan, conduct, and report a programme of research
IS3	Identify and select relevant sources of information
IS4	Integrate and critically evaluate information and data from a variety of sources to construct cogent arguments
IS5	Attend to the distinction between primary and secondary sources of information
IS6	Assess the relevance of theoretical knowledge to applied contexts

Key to programme learning outcomes for Knowledge and Understanding

KU1	The core domains within Psychology
KU2	Research methods in Psychology
KU3	Application of core domain knowledge to a range of contexts
KU4	Selected specialist areas of Psychology to an advanced level

Key to programme learning outcomes for Practical Skills

PS1	Design and execute investigations
PS2	Interact ethically and professionally with research participants
PS3	Analyse and interpret quantitative and qualitative data
PS4	Write research reports
PS5	Effectively employ specialist computer packages
PS6	Search specialist databases
PS7	Write literature reviews

Key to programme learning outcomes for Transferrable Skills

TS1	Communicate effectively both orally and in writing
TS2	Work effectively within a group
TS3	Manage time and work to deadlines efficiently
TS4	Learn independently with an enquiring mind
TS5	Effectively use information and communication technology
TS6	Show respect for the views and ideas of others

TS7 Recognise the need to continually update knowledge and skills

Development of Graduate Attributes in the constituent modules

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules]

D = Delivered

Module Title	Module Code	Level	Professionally Focused	Globally Minded	Sustainability Driven	Digitally Capable & Confident	Inclusive and Collaborative	Evidenced-based and Ethical
Conceptual and Historical Issues in Psychology	7WLM2015	7 PGT		D			D	D
Social Psychology	7WLM2016	7 PGT		D	D		D	D
Individual Differences	7WLM2017	7 PGT		D	D		D	D
Using Data to Address Research Questions	7WLM2018	7 PGT	D	D	D	D	D	D
Methods of Collecting Data in Psychology	7WLM2019	7 PGT	D	D	D	D	D	D
Advanced Psychology Project (Conversion)	7WLM2020	7 PGT	D	D	D	D	D	D
The Biological Basis of Psychology	7WLM2022	7 PGT	D					D
Clinical and Forensic Psychology	7WLM2024	7 PGT	D	D	D		D	D
Developmental and Cognitive Psychology	7WLM2025	7 PGT	D					

