Contents

Outbreak

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes holding online timed assessments in place of written examinations, which are usually held at examination centres. Please note that this statement replaces any published information relating to assessments or written examinations in any of our materials including the website. Previously published materials relating to examinations should therefore be read in conjunction with this statement.

The University of London continues to work towards supporting the academic progression of all its students. The University also continues to be mindful of the health and wellbeing of its students during this pandemic, whilst protecting the academic standards of its awards.

1.8

We may award the Certificate of Higher Education in Psychology as an exit qualification if you have successfully completed a minimum of **120 credits**.

1.9

We may award the Diploma of Higher Education in Psychology as an exit qualification if you have successfully completed a minimum of **240 credits**, with a minimum of 90 credits at Level 5.

1.10

Exit qualifications are awarded at the discretion of the Board of Examiners. Once you have accepted a Certificate or Diploma of Higher Education in Psychology as an exit qualification we will not permit you to register or re-register for the related BSc at a later date.

2   Registration

There are two entry routes onto the BSc programme: the Direct entry route and Performance EDVHG DGPLVVLRQ URXWH 6HH WKH (QWU\ UH web page TXH UH IUH QWV WDE details.

Effective date of registration

2.1

Your effective date of registration will be either:

  x   **1 April** if you first register before the March registration deadline.

  x   **1 October** if you first register before the September registration deadline,

2.2

The minimum period of registration for the BSc programme is **three** years.

2.3

The maximum period of registration for the BSc programme is normally **six** years.

2.4

If you are registered on the Performance based admission route you will have a maximum of **three** years to complete the two required modules. Your six year registration period will begin from the point at which you register on the full BSc programme.

2.5

You may request an extension to the BSc registration of **one year only**. This will be granted at the discr

4.4

In order to register on PL3030 Research project 1: foundation, you must:

- x Have achieved a pass in both PL1005/PL1010 Research design and statistics 1A and 1B; and

- x Have achieved a pass in either PL2020/PL2030 Research design and statistics 2A or 2B and have made an attempt in the module that you have not yet passed.

4.5

In order to register on PL3035 Research project 2: consolidation, you must:

- x Have achieved a pass in all Level 4 modules and PL3030 Research project 1: foundation; and

- x Have made an attempt in all Level 5 modules.

Whilst you must take the PL1005/PL1010 Research design and statistics 1A/B and PL2020/PL2030 Research design and statistics 2A/B modules in line with the prerequisite rules R X W O L Q H G   D E R Y H   W K H U H   L V   Q R   U H T X L U H P H Q W   W R   W D N H $ E H I W K H Q µ % ¶   R U µ % ¶   W K H Q µ $ ¶   ) R U   H [D P S O H   %   W K H Q $ W K H Q

5   Assessment for the programme

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes holding online timed assessments in place of written examinations, which are usually held at examination centres. Please refer to Programme Specifications for details on equipment that may be required for alternative assessments.

5.1

See Appendix B for the specific assessment for each module.

Module	PL1005, PL1010, PL1020, PL1025, PL1030, PL1035, PL2010, PL2015, PL2020, PL2025, PL2030, PL2035, PL2040, PL3005, PL3010, PL3020, PL3025		PL1040 and PL1015		PL2005		PL3015	PL3030	PL3035
Element weighting	30%	70%	50%	50%	20%	80%	100%	100%	100%
Element of assessment	One element of coursework	One unseen examination/coursework	One element of coursework	One element of coursework	One unseen examination	One element of coursework	One element of coursework	Project proposal	5,000-word report

Details of the assessment methods for each module can be found on the VLE.

There will be two assessment points in each study session, at the mid-term and at the end of term. Refer to the VLE for submission deadlines.

5.2

either a Certificate of Higher Education in Psychology or a Diploma of Higher Education in Psychology.

8.5

The scale used for classification of any exit qualification is:

Final average	Classification
40% or above	Pass
0 - 39%	Fail

And

PL3030   Research project 1: foundation [15 credits]

PL3035   Research project 2: consolidation [30 credits]

Developmental psychology is the scientific study of how and why human beings change over the course of their life. Originally concerned with infants and children, the field has expanded to include adolescence, adult development, aging, and the entire lifespan. Developmental psychology is a P X O W L G L V F L S O L Q D U \ I U D P H Z R U N Z L W K P X F K D W W H Q W L R Q E H L Q J µ Q X U W X U H¶ the genetic and environmental explanations for psychological development.

The aim of this module is to underpin our understanding of the development of behaviour and cognition throughout the lifespan, with specific focus on childhood.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

Learning, personality and intelligence [PL1025]

This module explores personality and intelligence and consider different models for explaining and predicting how you will behave. We will address what personality is, how personality develops and what behaviour we can predict from personality. We will consider the same questions for intelligence. The module will introduce you to learning theory and ideas of behavioural psychology ± we will consider how our life experience shapes who we are today.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

Biological psychology [PL1030]

Understanding how the brain functions can provide an extremely valuable insight into how we operate in everyday tasks and in ill-health. The human brain is one of the most complex organs and one which we have only relatively recently been able to study in action. This module will provide you with a foundation in neuroscience, that is the science of the nervous system, and examine what this means for our understanding of key functions including perception, attention and memory and several conditions and diseases.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

Social psychology [PL1035]

Humans are inherently social. Understanding the psychology of the individual depends on understanding how individuals respond to, and are influenced by, social settings. This module provides an overview of social psychology, the scientific study of how people think, feel and behave in social contexts.

The module aims to cover fundamental concepts, theories, methods, and empirical insights from social psychology, and to illustrate them in relation to contemporary applied issues (e.g. racism, F R Q I O L F W F U R Z G E H K D Y L R X U H V V¶ W G L V R U G L W D O S H F R G K X R O H R J µ F D U U L H V F R these contemporary issues, providing the opportunity to critique social psychology itself, and science more broadly, using the theories and concepts provided by social psychology.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

Research skills 1: qualitative skills [PL1040]

7 K H 3 V \ F K R O R J L F D O 6 N L O O V P R G X O H V G H Y H O R S V W X G H Q W V¶ N Q I effectively in it, particularly in terms of accessing, learning and applying research.

This module aims to introduce students to qualitative methods of data collection, and to teach students introductory qualitative research skills.

populations, such as pregnant women with mental illness, are often excluded from research for practical and ethical reasons. This limits the evidence base for policymaking, service delivery, and clinical decision making.

This module aims to provide students with an opportunity to develop knowledge and understanding of the influence of gender on the nature and determinants of mental health, with a focus on women's mental health. It also aims to develop the capacity to critically appraise epidemiological research methods in the context of mental health research.

Assessment: Two elements of coursework submitted at the session mid-point (30%) and end-point (70%) respectively.

Mental health around the world [PL3015]

This module aims to provide a comprehensive introduction to the core themes and methodologies associated with the new field of Global Mental Health, namely evidence, research methods and theories associated with all aspects of mental health as these apply to low and middle income country (LMIC) settings.

Assessment:

This module aims to provide students with an opportunity to conduct and report original research. Students will collect data using the methods and materials approved in the Research Project Preparation module and analyse and report the data in the form of an original written paper.

Assessment: One 5,000-word report (100%)

Appendix C ±Assessment criteria ±Examinations and coursework

Elements of assessment will be marked according to the following criteria:

Level 4

		All Levels	**Unsystematic incomplete and / or inaccurate, FAIL**.		
Fail 0- 19	Understanding	Work is mainly inaccurate or meaning is very unclear, uncritical and confused. Difficult to follow	Very little knowledge and understanding of key concepts.	No analysis evident
	Depth of Knowledge	Poor and/or inappropriate literature/material. Shows no discernible knowledge or understanding.	Poor and/or inappropriate literature/material. Shows no discernible knowledge or understanding, lacks coherence.	Poor and inappropriate literature, lacking accuracy, unsound. Poor uses of sources, no use of evidence to support argument. Very limited understanding of topic.
	Structure	Very poor presentation, poor spelling and grammar, lacks structure.	Very poor presentation, poor spelling and grammar, lacks structure.	

Appendix D ±Assessment criteria ±Project proposal

Pass/Fail	Criteria
Pass	Student has identified an appropriate research topic, design and provisional research question.
	Student demonstrates understanding of, and intention to abide by, the appropriate ethical approval and participant consent procedures, in line with their chosen topic design and research question.
	Title, introduction outline, research question/hypotheses and literature search parameters are appropriate for the proposed project.
	Student demonstrates ability to provide a convincing rationale for each section of the proposed project.
Fail	Student has NOT identified an appropriate research topic, design or provisional research question.
	Student does not demonstrate understanding of, or intention to abide by, the appropriate ethical approval and participant consent procedures, in line with their chosen topic design and research question.
	Title, introduction outline, research question/hypotheses and literature search parameters are NOT appropriate for the proposed project.
	Student does not provide a convincing rationale for one or more sections of the proposed project.