

BSc Psychology 2025/26

Description



The University of Manchester

BSc Psychology 2025/26 Handbook

Faculty of Biology, Medicine and Health

School of Health Sciences, Division of Psychology and Mental Health

2025-26

Version 1, September 2025

This document contains important information, please read it carefully.

What is this handbook? It is produced by the Psychology programme in the Faculty of Biology, Medicine and Health and provides general information essential to undergraduates reading psychology. This handbook should be read in conjunction with other documents produced by the Psychology programme and the University. You will find it useful to refer to this handbook throughout your degree. You are advised to re-familiarise yourself with this information at the start of every year of study, and to make use of it as a first point of reference if you have questions about policies and procedures at any point in your degree. You are free to download or print copies of this handbook. However, as with all University documents, certain details may become out-of-date (e.g. changes in staff roles and contact addresses or aspects of assessment may change). As such, we advise that you always refer to the electronic version, a link to which can be found in the BSc Psychology community space on Canvas, which will always be current.

SECTION 1 – GENERAL INFORMATION

British Psychological Society: Accreditation



The British Psychological Society (BPS) is the representative body for psychologists and psychology in the United Kingdom. The BPS is responsible for the accreditation of undergraduate degrees in Psychology. Our BSc Psychology degrees (including 4-year Study Abroad and Placement pathways) are accredited by the BPS, as are the BSc and MSci Cognitive Neuroscience and Psychology degrees, where students undertake their Final Year Project in Psychology. This means we award degrees which confer eligibility to apply for the Graduate Basis for Chartered Membership (GBC). GBC is a prerequisite for further professional training in psychology which is accredited by the BPS. For example, GBC is an entry requirement for many BPS accredited Postgraduate training courses and is required for entry to all Doctoral programmes, as part of the route to becoming a Chartered Psychologist.

Please note that you must satisfy certain academic standards in order for your degree to confer the British Psychological Society's Graduate Basis for Chartered Membership (GBC) status.

As a student registered on our programme, you are eligible to apply for Student Membership of the BPS. Student members receive a range of benefits, including the monthly *The Psychologist* magazine, access to the Society's Student Members Pages, and the opportunity to transfer to graduate membership free of charge following graduation. Please note that joining the Society is optional for students and, if you choose not to join, you will still be eligible to apply to join as a Graduate Member at the end of your degree.

Please see BPS website for further information: <https://www.bps.org.uk/studentmembers>

School of Health Sciences Student Handbook

[Click here to access.](#)

You will need your University of Manchester login.

The student handbook has been developed as a resource for Undergraduate and Postgraduate Taught students completing degree programmes within the School of Health Sciences (SHS).

This resource should be used as a point of reference for questions concerning your programme, support and advice, or academic policies and procedures.

The University of Manchester is a large and complex organisation, and we want to ensure that you know how to access the information, support, and guidance you need to succeed in your studies. It is therefore designed to guide you through many aspects of your time as a student and provides useful links to information available through the University's website, as well as summarising the facilities and support services that are available across the University and how you can access them. It also outlines what you should expect of the School and what they can expect from you, and clarifies the policies and procedures relevant to your area of study.

SECTION 2 – CONTACTS AND COMMUNICATIONS

Key Contacts

Head of School of Health Sciences: Professor Andrew Brass

Head of School Administration: Mr Chris Bamford

BSc Psychology Programme Director: Dr Doron Cohen and Dr Annie Pye

Title	Name	E-mail Address
Programme	Dr Annie Pye	
Director	Dr Doron Cohen	psychprogrammedirector@manchester.ac.uk
1 st year Tutors	Dr Wai Yeung and Dr Matthew Farr	psychyear1tutor@manchester.ac.uk
2 nd year Tutors	Dr Ruth Ingram and Dr Amber Ruigrok Dr Lee Wickham and	psychyear2tutor@manchester.ac.uk
Final Year Tutors	Dr Rachel Ashworth	lee.h.wickham@manchester.ac.uk rachel.ashworth@manchester.ac.uk

Final Year Project Coordinator Year	Dr Lee Wickham	Lee.h.wickham@manchester.ac.uk
Placement Lead	Dr Kamelia Harris	Kamelia.harris@manchester.ac.uk
Study Abroad Lead	Dr Wai Yeung	Wai.yeung-2@manchester.ac.uk
Examinations Officer	Dr Rachel Ashworth	rachel.ashworth@manchester.ac.uk
Student Experience Leads	Dr Leone Buckle and Dr Rebecca White	leone.buckle@manchester.ac.uk rebecca.white@manchester.ac.uk
Senior Academic Advisor	Dr Rebecca Champion	rebecca.champion@manchester.ac.uk

School of Health Sciences Teaching, Learning and Student Experience Staff :

In order for staff to respond as quickly as possible to your request, and to ensure that your request reaches the correct member of staff, we have set-up dedicated email addresses that serve a different function. If your query relates to any of the below, please email the relevant email address.

Email Address	Supports queries about:
shs.assessment@manchester.ac.uk	Examination queries
	Assessment queries
	Assessment submissions
	Resit/reassessment queries
shs.attendance@manchester.ac.uk	Attendance monitoring
shs.dc@manchester.ac.uk	Disability support
shs.mitcircs@manchester.ac.uk	Mitigating circumstances

shs.placements@manchester.ac.uk

All placement queries
Registration advice and guidance
Course unit selection and enrolment

shs.programmes@manchester.ac.uk

Timetable queries
Programme content

shs.wellbeing@manchester.ac.uk

Wellbeing student support, appointments and s

shs.hub@manchester.ac.uk

Student Support Hub – general queries and a
covered by the above teams

As these inboxes are associated with staff supporting multiple programmes, please could you ensure that you always include the following details in your email, which will help us to ensure that your message is dealt with promptly:

- Full Name
- Student ID Number
- Year of Study
- Programme

Programme Director

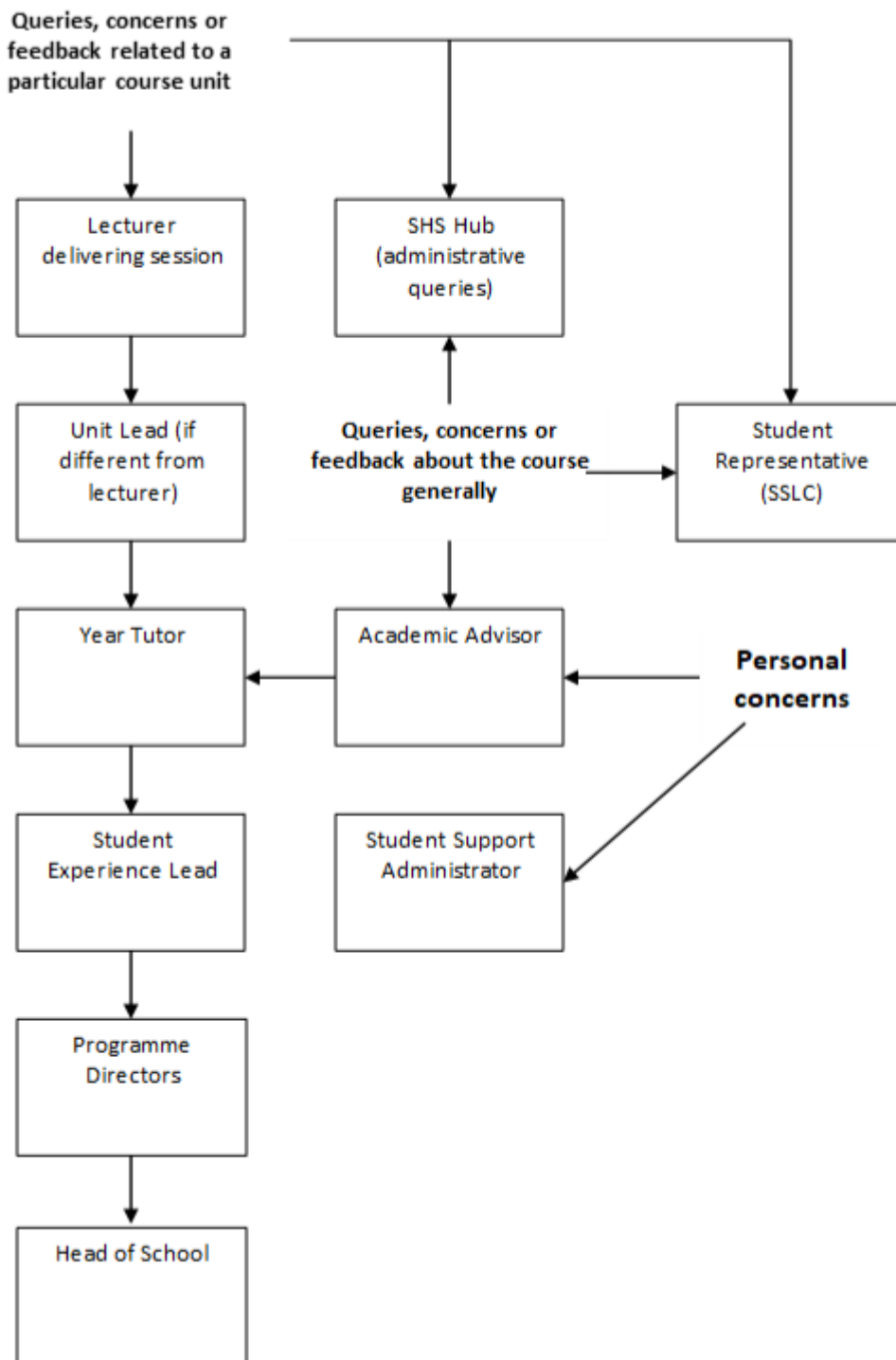
Doron Cohen and Annie Pye’s role as Programme Directors is to ensure the smooth running of the BSc Psychology degree programme, and to oversee the welfare, conduct and progress of the students on it.

Communicating with staff

The flowchart below outlines the channels through which you should direct questions, concerns or feedback regarding the BSc Psychology programme. Issues can be addressed more efficiently if you initially seek help from the first point of contact outlined below. However, if you feel that the issue has not been resolved, please forward the matter to the next appointed contact. Please note, additional sources of support for students are outlined in Section 7.

Most staff will indicate how they prefer students to contact them during their first lecture (e.g. Online Discussion Board or e-mail). Where possible, staff will respond to queries within 3 working days. If you haven’t received a reply after this time please re-direct your query to the

next point of contact indicated in the flow-chart below. Please note: there may occasionally be times when staff are not available, however, such absences will be indicated using auto-reply e-mails.



SECTION 3 – PROGRAMME OVERVIEW

Aims of the Programme

We operate within the mission of the University in its aim to provide international excellence in learning and teaching. In particular, the BSc Psychology programme aims to:

- offer a transformative educational experience in a research-intensive environment and guided by world class experts
- provide an understanding of historical and contemporary theories in psychology and challenge students to use their knowledge to tackle social, environmental, economic, and health-related real-world problems.
- ensure readiness for Master's level study and above, along with eligibility for the British Psychological Society's Graduate Basis for Chartered Membership (GBC) at graduation
- equip students with enhanced employability skills through rigorous training, including options for undertaking short and year-long placements, ensuring they emerge as confident and highly competent professionals
- foster ethically minded, socially responsible graduates and support them in gaining volunteering and work experience to contribute to community, social, economic, and environmental benefits.
- deliver course units using a variety of methods and technologies to encourage students to become independent, active and self-directed learners
- ensure increased autonomy in unit choices year-on-year throughout the programme so that students can tailor the specialist topics in Psychology to their unique interests and future career goals

Learning Outcomes

At the end of the undergraduate programme in Psychology, it is expected that you will have proficiency in the following core areas:

Knowledge & Understanding

- A1. Recognise the role of diversity and variability in psychological functioning and understand its significance.
- A2. Understand how various influences on psychological functioning are conceptualised across core areas, along with how these areas interrelate.
- A3. Demonstrate specialised knowledge at the forefront of psychology research some of which is at the cutting edge of the discipline
- A4. Apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications

Intellectual Skills

- B1. Employ, interrelate and systematically analyse different perspectives, methods, and theories to solve a broad range of theoretical and real-world issues.
- B2. Understand the process of theory development and construct, operationalise and critically evaluate research questions and methodologies.
- B3. Apply scientific reasoning and evidence-based analysis to evaluate theories, research, ethical issues, and arguments in psychology.
- B4. Ethically apply psychological knowledge, valuing participatory research, community and peer involvement.
- B5. Appreciate the historical and conceptual roots of psychology, recognising the importance of the subjective nature of experience.

Practical Skills

- C1. Use a range of qualitative, quantitative, and mixed methods data collection techniques (e.g., experiments, observations, questionnaires, psychometric assessments, interviews, focus groups, and/or creative methods) to reason analytically and evaluate data.
- C2. Demonstrate advanced research skills through practical activities, including the ability to identify, assess and evaluate patterns in behaviour, psychological functioning, and experience.
- C3. Drawing on relevant theory and practice, conduct empirical research, recognising ethical, theoretical, practical and methodological implications.
- C4. Use psychological tools, such as specialist software, laboratory equipment, and psychometric tests to enhance research and practice.

Transferable Skills and Personal Qualities

- D1. Communicate effectively with different audiences through written, oral, and visual means.
- D2. Engage professionally and inclusively with others, reflecting on the different dynamics of a team and/or interpersonal relationships for more productive outcomes.
- D3. Evaluate personal strengths and weaknesses to identify opportunities for development in both personal and professional contexts.
- D4. Manage learning through effective personal planning, project and data management, and digital literacy skills.
- D5. Employ numerical reasoning and analytical skills to accurately interpret and present quantitative and qualitative data.
- D6. Collaborate inclusively to solve problems and evaluate outcomes, valuing a variety of perspectives to reach consensus and incorporating ethical considerations into all aspects of work.

Programme Structure

The Credit Rating System

Every course unit contributing to a degree is assigned a number of credits. A normal workload in one year for a full-time honours student involves the completion of course units totalling 120 credits; 10 credits represent a student workload of approximately 100 hours. This workload may include teaching time, group work, directed reading, independent study, assignment or presentation preparation, revision and examinations. Not only does the credit weighting of a course unit tell you how much work you are expected to do in completing it, it also tells you the weighting of the course unit in the calculation of your year average and degree classification. Course units are weighted in exact proportion to their credit rating so that, for example, course units of 20 credits are weighted twice as heavily as course units of 10 credits (see SECTION 6 “PROGRESSION, THE AWARD OF DEGREES AND APPEALS PROCEDURES for more detail about credits).

To meet the requirements of the BSc (Hons) programme, all students must complete course units totalling 120 credits in each year, totalling 360 credits over the course of the degree.

The curriculum at years 1 and 2 is structured around the core areas required for accreditation, ensuring the degree aligns closely with the standards set by the BPS. These core areas include biological psychology, cognitive psychology, developmental psychology, individual differences, social psychology, and research methods. Woven throughout the core areas of the curriculum is content on the Conceptual and Historical Issues in Psychology, which represents a further area of core curriculum in the BPS standards. The final year of the course is comprised of optional units in specialist areas of Psychology, and completion of an empirical project.

- Year 1 course units are compulsory with the exception of PSYC11512 Foundations of Health Psychology, which can be replaced with one 10-credit course unit from the University Language Centre.
- Year 2 course units are compulsory with the exception of: PSYC21031 Evolution of Behaviour and Cognition, PSYC21151 Conceptual and Historical Issues in Psychology; PSYC21032 Interventions to Improve Mental Health and Wellbeing; PSYC21072 Forensic Psychology and PSYC21612 Autism: Research, Theory and Culture. Students can choose to take either Conceptual and Historical Issues in Psychology, Evolution or Behaviour and Cognition, or a permitted non-Psychology course unit, in Semester 1. In addition, in Semester 2, students can choose two of Forensic Psychology, Interventions in Mental Health, and Autism: Theory, Research and Culture, or can choose to swap either 10 or 20 credits of these units out for permitted University College of Interdisciplinary Learning (UCIL) or Language Experience for All Programmes (LEAP) courses.

- Year 3 comprises four 20 credit option choices plus the compulsory final year project (40 credits). In your Final Year you can replace 40 credits of Psychology units with external units from UCIL, the University’s Language Centre, Business and Management for all Programmes (BMaP) or the Manchester Enterprise Centre (MEC). Again, there are restrictions on which Psychology units can be dropped and which external units they can be replaced with.

Year 1

Semester 1

Semester 2

PSYC14441 Psychological Research Skills I:
Qualitative Lab [10 credits]

PSYC14442 Psychological Research Skills II:
Perception Lab [10 credits]

PSYC11411 Individual Differences in Mental
Health and Wellbeing [10 credits]

PSYC11512 Foundations of Health
Psychology [10 credits]*

PSYC10711 Introduction to Social Psychology
[10 credits]

PSYC11212 Foundations of Biological and
Cognitive Psychology [20 credits]

PSYC10211 Introduction to Developmental
Psychology [10 credits]

PSYC10100: Introduction to Statistics for Psychological Sciences [20 credits]

PSYC10460: Applying Psychology to Wicked Problems [20 credits]

*Course unit can be swapped for a permitted external unit, up to a maximum of 10 credits

1st year tutors – Dr Wai Yeung and Dr Matthew Farr (psychyear1tutor@manchester.ac.uk)

Year 2

Semester 1

Semester 2

PSYC24441 Psychological Research Skills
III: Empathy Lab [10 credits]

PSYC21041 Personality and Individual
Differences [10 credits]

PSYC21701 Topics and Issues in Social
Psychology [10 credits]

PSYC21021 Topics and Issues in
Developmental Psychology [10 credits]

PSYC21151 Conceptual and Historical Issues
in Psychology [10 credits]*

-OR-

PSYC21031 Evolution of Behaviour and
Cognition [10 credits]*

PSYC21061 Statistics and Data Analysis [10
credits]

PSYC23000 Career Pathways in Psychology [10 credits]

*Course unit can be swapped for permitted external course units, up to a maximum of 30 credits
across the Year

2nd year tutors €“ Dr Ruth Ingram & Dr Amber Ruigrok (psychyear2tutor@manchester.ac.uk)

PSYC24442 Psychological Research Skills IV:
Scale Development Lab [10 credits]

PSYC21022 Cognition and Cognitive
Neuroscience [20 credits]

Choose two of:

PSYC21032 Interventions to Improve Mental
Health [10 credits]*

PSYC21072 Forensic Psychology [10 credits]*

PSYC21612 Autism: Research, Theory and
Culture [10 credits]*

Year 3

Semester 1

PSYC30920 Project [40 credits]

Choose two of:

PSYC30241 Organisational Psychology [20
credits]*

PSYC31121 Language and Communicative
Development in Educational Settings [20 credits]*

PSYC31131 Sociality and Communication:
Evolutionary Perspectives [20 credits]*

Semester 2

Choose two of:

PSYC32002 Psychology of Music [20
credits]*

PSYC31242 Understanding Dementia:
Brain and Behaviour [20 credits]*

PSYC31232 Communication in
Healthcare [20 credits]*

PSYC31211 Lifestyle Behaviour Change [20 credits]*	PSYC31222 Clinical Psychology [20 credits]*
PSYC31151 Qualitative Research Methods in Applied Contexts [20 credits]*	PSYC32242 Psychology of Politics, Identity and Society [20 credits]*
PSYC31161 Cases in Clinical Neuropsychology [20 credits]*	PSYC33022 Psychology in the Real World [20 credits]*
PSYC32321 Perception “ From Lab to Life [20 credits]*	PSYC37112 Emotion [20 credits]*

*Course units can be swapped for permitted external course units, up to a maximum of 40 credits across the year

Final year tutors “ Dr Lee Wickham & Dr Rachel Ashworth
(psychear3tutor@manchester.ac.uk)

External Unit Options

While your main academic focus for the course of your degree will be Psychology, we offer the opportunity to swap some Psychology units for external units in each year of study. We encourage students to take external course units because this is a great way of broadening your academic experience and adding a distinctive element to your degree, which ultimately can enhance your employability.

Students registered on BSc Psychology are able to substitute Psychology units for external units, worth a maximum of 80 credits over the course of the degree:

In Year 1, up to 10 credits

In Year 2, up to 30 credits

In Final Year, up to 40 credits

The grade that you achieve for assessed work on the non-Psychology elective(s) will be used to calculate your final year average or degree classification in the same way that a grade obtained from a psychology course unit would be.

Optional Psychology Units

Students will be contacted in relation to selection of optional units, with details of enrolment processes, available unit options and any restrictions on choices.

Because your degree is accredited by the British Psychological Society, certain Psychology units are compulsory.

In Year 1 you have the option to drop:

Foundations of Health Psychology

In Year 2 you have the option to drop up to three units from the following list:

Evolution of Behaviour & Cognition (Semester 1) Conceptual & Historical Issues in Psychology (Semester 1)

Forensic Psychology (Semester 2)

Autism: Research, Theory and Culture (Semester 2)

Interventions to Improve Mental Health (Semester 2)

In your Final Year you can drop any two 20 credit Psychology units. The final year project is mandatory and cannot be swapped for an external unit. It is also important that there is an equal credit balance across semesters when considering swapping out units for optional units.

Permitted External Units

A list of permitted external course units will be made available to students in advance of the selection process. In the meantime, you can find out more by visiting the scheme websites (linked below).

In Year 1 you are offered a choice of units selected from [University Language Centre](#).

In Year 2 you are offered a choice of units selected from [University College for Interdisciplinary Learning \(UCIL\)](#) and the [University Language Centre](#).

In Final Year you are offered a choice of units selected from [University College for Interdisciplinary Learning \(UCIL\)](#), [Business and Management for all Programmes \(BMap\)](#), [Manchester Enterprise Centre \(MEC\)](#) and the [University Language Centre](#).

In Year 2 and Final Year, please note that you may only select language units at level 2 or above. If selecting 40 credits of optional units at Final Year, please note that a maximum of 30 credits is permitted at a different level (i.e. at least 10 of these credits need to be at Level 3) of study.

Please note that students can change Optional and External units up to the end of the first week of teaching in the relevant semester.

If you have any issues with enrolment, please contact your Programmes Team at

shs.programmes@manchester.ac.uk

SECTION 4 – TEACHING AND LEARNING

Modes of Study

Lecture and workshop delivery

For most course units on the programme, lectures, or large group workshops, are the starting point for learning about a subject. The type of content will vary according to the topic area; some sessions will provide a broad introduction, while others will have a narrower focus and present a more detailed view. Some sessions may be provided through recorded content (giving you the opportunity for self-directed work through the materials at your own pace and allowing you to refer back to content at any time throughout the unit). Where materials are provided as recorded content for self-directed study, you will also have the opportunity to attend live sessions with teaching staff focusing on review of material to support understanding.

A copy of lecture/workshop slides will usually be provided on Canvas in advance of all lectures. The level of detail provided in slides varies between course units and you will usually want to make additional notes. Effective note-taking does not mean transcribing the lecture content verbatim – it is a skill you will develop as an independent learner (for further support with this, please see the ‘My Learning Essentials’™ resources on effective note making). Please do not be afraid to ask questions and do ask for clarification if you have found something difficult to understand or if you would like a point to be repeated or expanded upon. You can do this during a teaching session, or you can post questions on the online discussion board associated with each unit.

After the lecture or workshop, you are expected to build your knowledge and understanding of the content with independent reading and study. Alternatively, some students find it useful to attend sessions already having done relevant reading on the topic and, in some course units, preparatory reading is a specific requirement. Recommended texts are usually listed in the course unit outlines, but individual lectures will often direct you to extra, and usually more specific, reading. It is important that you keep up with this reading, rather than leaving too much to do around coursework deadlines, or for the examination period, because later sessions in a course unit may build on your understanding over time.

Lab Units

We have four dedicated lab units, which are designed to enable you to gain practical experience of, and develop expertise in, the techniques of empirical research and report writing. In these classes you will build your understanding of research methods, and learn how to develop research hypotheses/questions, design studies which can address those hypotheses/questions, gain an understanding of the practicalities of data collection, analyse your own data, and draw inferences from your findings. You will also be given guidance on how to write up the results of empirical research in the form of research reports. Over the course of the degree you will produce a number of assessed research reports and will receive written feedback on this work. Additionally, you will have the opportunity to participate in studies as a ‘participant’ (see Student Experiment Participation Scheme).

Seminars/ live online support classes/ reading groups

Some course units in Years 1 and 2, and the majority in Final Year, have either seminars, workshops or live online support classes, to accompany the content learnt in large-group sessions. The aim of these is to provide an opportunity for you to actively engage with the content of the lectures in different ways (for example, taking part in a variety of activities in seminars and workshops, designed to give you the chance to discuss, evaluate, apply and consolidate your understanding of the learning material). In some Final Year course units, reading groups are sessions that will support you to understand and evaluate journal articles that are particularly relevant to the related course unit. You will be provided with the references for the articles in advance and are expected to have located and read these articles before the group meets. Because these reading groups focus on key journal articles associated with the course lectures, they act as supported revision and are particularly useful preparation for Final Year assessments.

Tutorials

Tutorials, running as part of the Applying Psychology to Wicked Problems unit in Year 1, will provide you with practical opportunities to apply psychological knowledge to real-world problems while developing key academic, interpersonal, and professional skills such as teamwork, communication, reflection, and resilience. Tutorials will also support students’ transition to university and future careers, by helping you to develop as an independent learner, and in the early adoption of career-enhancing behaviours.

Practical Classes

Statistics practical classes complement the lectures on statistics in Years 1 and 2 and provide opportunities to practice your skills while having staff and demonstrators on hand to answer questions and resolve difficulties.

Student Experiment Participation Scheme (SEPS)

The Student Experiment Participation Scheme (SEPS) is well established in our programme and is similar to schemes adopted by Undergraduate Psychology courses in other universities. SEPS provides an opportunity for students to gain first-hand experience of participating in psychological research. It is envisaged that students will apply what they have learnt to their own research during lab units in Years 1 and 2, and ultimately to their Final Year project. In addition, SEPS ensures that Final Year students have access to a pool of research participants, something that all students will benefit from upon reaching their Final Year.

SEPS is an assessed component of the Applying Psychology to Wicked Problems unit in Year 1 and the Career Pathways in Psychology unit in Year 2. Students in Years 1 and 2 are required to collect a specified number of SEPS credits to pass this assessed component (please refer to the SEPS guidance in the relevant Canvas unit space for more details).

Please note: SEPS credits are distinct from course credits.

SEPS credits are assigned to research studies run by Final Year students, research staff or postgraduate students. Each study is allocated SEPS credits based on the length of time required for participation, with 15 minutes of participation equating to 1 SEPS credit. All studies will be advertised on Sona Systems (<https://www.sona-systems.com/>), an online experiment management platform. All research studies advertised on Sona have ethical approval which adheres to BPS ethical guidelines. Guidance on participating in SEPS and using Sona (for both participants and researchers) will be available through Canvas.

An alternative coursework assignment will be available for students wishing to opt-out of participating in SEPS. Students will need to confirm the decision to opt-out by a specific deadline, which will be advertised in the respective Canvas unit space from the start of Semester 1. Students who have opted-out of SEPS will need to pass the alternative coursework assignment to pass this assessed component of the respective unit.

For further information about SEPS, you can contact the SEPS academic lead (Ruth Ingram, ruth.ingram@manchester.ac.uk). For general support during the academic year, please email the SEPS admin team at seps.admin@manchester.ac.uk. This inbox is monitored part-time, and the team aims to respond to queries within 3 working days.

SECTION 5 – ASSESSMENT

Assessments

The University's standard pass grade is 40. While grades are typically presented as percentages, the scale used is actually categorical (i.e. a pass grade of 40% does not indicate 40% correct).

Multiple Choice Question (MCQ) Examinations and Quizzes

Some examinations assess performance using multiple choice questions (MCQs). The raw score (percentage of points obtained) is converted to an exam grade using a standardised scale. This transformation from raw score to exam grade is necessary to map the linear raw scores onto the non-linear exam grades.

The standardised scale sets a 50% pass criterion for MCQ examinations, meaning that a raw score of 50% is converted to a grade of 40 (the University's standard pass grade). The table below outlines the conversion of raw scores (percentage of points obtained) to exam grades. Please note the same scaling is applied to all summative Canvas term time quizzes

Raw score (Percentage of points obtained)	Grade awarded
0	0
10%	8
20%	16
30%	24
40%	32
50%	40
60%	48
70%	58
80%	68
90%	84
100%	100

Coursework

Throughout your degree, you will be asked to complete a variety of assessment types (e.g., essays, lab reports, posters). With the exception of lab reports, which have their own specific marking criteria, the same core criteria will be applied across all assessment types to highlight the common skills involved. For each unit, these criteria will be adapted to provide more assessment-specific advice based on the core principles. Markers will refer to these criteria when deciding on

the grade to award your work. The criteria outline the different elements that markers will consider when assessing your work (e.g., communication, knowledge & understanding) and provide qualitative descriptors for the grade bands. It is important that you familiarise yourself with these criteria before submitting any assessed work. You can find the relevant marking criteria within the unit spaces on Canvas .

The grades applied to individual pieces of work are based on a categorical marking scheme, which was originally based on a lettering system (e.g. B+, B, B-). This means that we do not use all the possible numbers between 0 and 100, but (in most cases) restrict grades to a 17-point scale. This scale is applied across the University and helps to ensure consistency across markers. The table below details the 17 grades it is possible to be awarded using this scale.

Degree Classification Grade Letter-based Equivalent

Degree Classification Grade Letter-based Equivalent

	100	A++
First Class	90	A+
	80	A
	74	A-
Upper Second Class	68	B+
	65	B
	62	B-
Lower Second Class	58	C+
	55	C
	52	C â€™“
Third Class	48	D +
	45	D
	42	D â€™“
Fail	38	F +
	32	F
	20	F â€™“
	0	X

Coursework Submission

The main coursework deadlines are issued at the beginning of each semester and are published on Canvas. It is your responsibility to manage your deadlines. Unit leads will also make you aware

of specific deadlines relating to the submission of smaller pieces of assessment (for example online quizzes). Please ensure that you make a note of these dates and times, as late penalties will be applied in the instance that deadlines are not met. (Please refer to the SHS Handbook for more details on late penalties.) . The majority of coursework will be submitted electronically via the relevant course unit space on Canvas.

Coursework must be submitted to Canvas by 2pm on the day of the submission deadline. Instructions on how to submit your work on Canvas will be available within each submission area. All work is submitted to Canvas directly or via Cadmus. The interface that you will be using to submit assignments will be indicated on the unit page on Canvas.

Please be aware that we do not read drafts of assessed work. However, you will have opportunities to ask for guidance via dedicated Discussion Boards and/or Drop-in Sessions. You should also take the opportunity to raise any queries or concerns about specific assessments during class time, particularly seminars and lab classes.

Once you have submitted your work, you should receive a submission receipt and a PDF copy of your work to your student email address. Please keep this receipt safe as it is the only valid form of proof of having successfully submitted your work, without this we will not be able to prove that you submitted your work. **If you are certain that you have submitted your work, but you are unable to obtain a receipt, (or you are unable to submit due to technical difficulties) please contact the SHS Assessment team**

shs.assessment@manchester.ac.uk) before the submission deadline.

Cadmus You can find a helpful student user guide here:

<https://documents.manchester.ac.uk/display.aspx?DocID=71074>

All coursework submission areas will be set up using Cadmus, which you will be able to access via the submission link on Canvas. Your work is written directly into the Cadmus interface and there is no need to prepare a Microsoft or Adobe document to upload to a submission portal. There is no requirement to include a title page or first page for the assignment. **YOUR NAME MUST NOT APPEAR ANYWHERE** on the coursework, unless you are told otherwise, as it will be marked anonymously.

There may be some forms of assessment where you can electronically submit coursework prepared in alternative software e.g. Microsoft PowerPoint or Adobe. Documents submitted using any other packages (including those created using Apple software) cannot be read once uploaded to Canvas. **In these cases, submitting work in any format other than Microsoft or Adobe will result in a mark of zero.**

YOUR NAME MUST NOT APPEAR ANYWHERE on the coursework, unless you are told otherwise, as it will be marked anonymously. Your Student ID is the number that appears on the front of your library card. All pages should be numbered, starting from this first page.

Word Limits

All assessed coursework is subject to strict word limits, specified along with the individual assignment details.

A penalty of 20 marks will be applied for every 500 words or part thereof that exceeds the word limit.

There are several reasons for this policy. (1) One of our objectives is to encourage you to acquire the skill of expressing ideas in clear and concise written prose. Writing within a page/word limit imposes a discipline on your work. (2) For any given type of work, we can only apply fair and consistent marking standards when everyone is writing within the same constraints. If we were to allow over-length work, then people who had kept to the word-limit would be disadvantaged. (3) Imposing word limits provides a remit for what is expected of you within the assessment (4) word limits are commonly encountered in the world you enter following graduation, so this is preparation for real-world tasks.

All supporting materials (figures, tables, text boxes, etc.) must be included in the main body of the text and be sufficient in size to allow for ease of reading. You will be provided with guidance on how to prepare figures and tables outside of Cadmus and you will be instructed on how to save and insert these as images into Cadmus. These figures will not be included in the word count. The only items excluded from the word limit are the reference list and any appendices (e.g. for raw data, rough notes, transcripts, or similar), which are necessitated by the nature of the assignment. All tables, figures and references will be required to be formatted according to APA guidelines unless otherwise stated.

Tips for how to include tables and figures in Cadmus can be found [here](#), alongside the Cadmus guidance [here](#).

The marker will alert the moderator if there are any word limit rule breaches and this will be investigated before the release of marks. The appropriate penalty (20 marks for every 500 words or part thereof that exceeds the word limit) will be applied to your work, at this time.

There are no penalties for "under-length work" (much shorter than the specified word limit). However, it is reasonable to expect that such work would be unlikely to gain high marks for other reasons.

For the final year project, you are expected to write a report that is of an appropriate length for the investigation reported and which is concise and well focused. The word-limit is 8000 words for both quantitative and qualitative reports. However, project reports may be significantly shorter than this, and writing a concise report is an important part of the marking criteria, so longer reports do not necessarily result in higher grades based on length. You should discuss the appropriate length for your project report with your supervisor.

SECTION 6 – PROGRESSION & THE AWARD OF DEGREES

Guidelines for the Award of Degree Classifications

At the end of each year of study, your *Year Average*™ mark will be calculated. This mark is the average of the marks achieved for each of your course units (including both examination and coursework components), weighted by their credit ratings. Your final *Weighted Average*™ mark for your degree classification is then calculated by combining the second year marks and the third year marks in the ratio 33:67.

British Psychological Society: Accreditation Requirements

In order to gain a degree that confers the British Psychological Society's Graduate Basis for Chartered Membership (GBC) status, you must pass the Final Year Project* (achieving a minimum of 40% for this unit) and obtain an overall degree classification of lower second class honours (2.2) or higher.

Progression and Assessment Regulations

Full details of assessment and compensation arrangements are outlined in detail in the SHS handbook. The School operates standard University degree regulations for the awards of Bachelor's degrees. The University's degree regulations can be found online at:

<http://documents.manchester.ac.uk/display.aspx?DocID=13147>

If a student has applied for Mitigating Circumstances, the Examination Board may take into account any information (for example concerning illness or personal factors) which might have possibly led to under-achievement.

In general terms your calculated final overall average mark corresponds to your degree class as follows:

Class I 70 or above

Class II(i) 60-69.9

Class II(ii) 50-59.9

Class III 40-49.9

SECTION 7 – STUDENT SUPPORT

Academic Advising

You will be allocated an Academic Advisor, who is responsible for offering career-related, academic and pastoral support. You will have regular meetings with your advisor, and they will help you to think about goals, which might help you progress in relation to your career aspirations, academic performance or wellbeing. In the instance that you are struggling, please reach out to your academic advisor, who will signpost you to relevant support.

What if things are not going well with my advisor or I have questions or concerns about advising more generally?

Your Senior Academic Advisor is Dr Rebecca Champion (Becky)

(rebecca.champion@manchester.ac.uk). If you have any issues with your Academic Advisor, you should email Becky and she will discuss these issues with you. It is our policy to help you to engage effectively with your advisor, but should you feel, for any reason, that you need additional assistance, then please contact Becky to see what alternative solutions might be possible.

Peer Mentoring

The Psychology programme has a mentoring scheme in place which ensures that all Year 1 students are assigned a mentor. Mentors are 2nd and Final Year students who provide support and guidance to new students on personal and social issues, or issues related to study. Year 1 students will be assigned to a mentor during Welcome Week, when they will have an opportunity to meet their mentor and raise any questions or concerns. Following that, there will be regular opportunities to meet, organised by the mentoring team throughout the academic year. At the end of the 1st year of study, students will have the opportunity to train as a mentor, and use their experiences to support new students and further develop the scheme.

<http://www.peersupport.manchester.ac.uk/>

Psychology Society

Students on the Psychology degree run the Psychology Society, which arranges social events and is a great way to make links with your peers on the course. The Society will be in touch to tell you about their activities in the first few weeks of the year.

University Centre for Academic English

The University Centre for Academic English offers free workshops and resources to support you with your academic writing, speaking and grammar. For more information and to register for a course, please visit <https://www.ucae.manchester.ac.uk/study/academic-success-programme/>.

Navigating Sensitive Content

As a student of psychology, you will encounter a wide array of topics that reflect the full spectrum of human experiences. This involves exploring complex and sometimes difficult and upsetting subjects. We recognise that each student brings their unique lived experiences to their studies, and certain topics may be particularly triggering or sensitive for some individuals.

If you find yourself struggling with any material, we strongly encourage you to reach out to your Academic Advisor or other Support Services across the University. These include the Counselling and Mental Health Service <https://www.counsellingservice.manchester.ac.uk/> and the Wellbeing Advisors. You can book an appointment with a Wellbeing Advisor by emailing shs.wellbeing@manchester.ac.uk and including your student ID number in your email. These services are equipped to provide support and guidance tailored to your needs.

Our teaching staff are mindful of the potential impact of certain topics and may use content warnings to alert you to material that may be distressing. They will typically signal this in advance of the next lecture or before a scheduled break during a lecture. If you feel uncomfortable during a session, it is perfectly acceptable to step out during a break and engage with the content in a setting where you feel more at ease and supported.

However, it is crucial to remember that learning about all aspects of the curriculum is a requirement for obtaining your degree. While we strive to support your wellbeing, it remains your responsibility to ensure you have learned and understood the course content.

SECTION 8 – LEARNING RESOURCES

BSc Psychology Resources

Coupland PC Cluster

A small number of computers are available in the Coupland 1 building which are exclusively for use by Psychology students.

Student Spaces

The ground floor in Booth Street East is kitted out with tables for working at, open social seating areas and booths.

Additionally, the ground floor of the Jean McFarlane Building is where the School of Health Sciences Student Support Hub is situated. There are tables to work at and vending machines housed near the entrance to the building.

Twitter

Psychology at Manchester has its own Twitter feed: <http://twitter.com/psychmanchester>

We also have a dedicated Instagram account for the Programme (bscpsyhuom):
<https://www.instagram.com/bscpsyhuom?igsh=MWI4eXhsZ3FnM2F4dA>

This will be used to communicate news of what is happening in the School, including upcoming talks, social events etc. If you have any news that you would like tweeted then please e-mail Dr Leone Buckle (leone.buckle@manchester.ac.uk) or Dr Rebecca White (rebecca.white@manchester.ac.uk).

Please bear in mind that this twitter feed is viewable by the outside public and that you should keep in mind the usual [rules of conduct](#) when engaging in social media.

Appendix â€“ Programme Specification

Programme Summary

Awarding Institution	The University of Manchester
	Division of Psychology and Mental Health
Divisions	Division of Psychology, Communication and Human Neuroscience
Faculty	Faculty of Biology, Medicine and Health

**Programme
accreditation
professional body**

British Psychological Society

Bachelor of Science Psychology with eligibility for Graduate Basis for Chartered Membership with the British Psychological Society (BPS)

â€

Final Award (i)

360 credits (120 credits at each QAA FHEQ levels 4-6); Requirement for a classification of a 2:2 or above, and must pass the empirical psychology project, for eligibility for BPS accredited degree.

Bachelor of Science Psychology with International Study with eligibility for Graduate Basis for Chartered Membership with the British Psychological Society (BPS)

Final Award (ii)

360 credits (120 credits at each QAA FHEQ levels 4-6); Requirement for a classification of a 2:2 or above, and must pass the empirical psychology project, for eligibility for BPS accredited degree.

Bachelor of Science Psychology with Placement Year with eligibility for Graduate Basis for Chartered Membership with the British Psychological Society (BPS)

Final Award (iii)

360 credits (120 credits at each QAA FHEQ levels 4-6); Requirement for a classification of a 2:2 or above, and must pass the empirical psychology project, for eligibility for BPS accredited degree.

Ordinary degree in Psychology

300 credits, which must include 60 credits at QAA FHEQ level 6. No option for BPS accreditation.

Diploma of Higher Education in Psychology

Exit awards (i)

240 credits, including at least 90 credits at QAA FHEQ level 5. No option for BPS accreditation.

Certificate of Higher Education in Psychology

120 credits, including at least 90 credits at QAA FHEQ level 4. No option for BPS accreditation.

Ordinary degree in Psychology with International Study

300 credits, which must include 60 credits at QAA FHEQ level 6. No option for BPS accreditation.

Diploma of Higher Education in Psychology with International Study

Exit awards (ii)

240 credits, including at least 90 credits at QAA FHEQ level 5. No option for BPS accreditation.

Certificate of Higher Education in Psychology

120 credits, including at least 90 credits at QAA FHEQ level 4. No option for BPS accreditation.

Ordinary degree in Psychology with Placement Year

300 credits, which must include 60 credits at QAA FHEQ level 6. No option for BPS accreditation.

Diploma of Higher Education in Psychology with Placement Year

240 credits, including at least 90 credits at QAA FHEQ level 5. No option for BPS accreditation.

Exit awards (iii)

Certificate of Higher Education in Psychology

120 credits, including at least 90 credits at QAA FHEQ level 4. No option for BPS accreditation.

Bachelor of Science (Hons) Psychology

Programme titles

Bachelor of Science (Hons) Psychology with International Study

Bachelor of Science (Hons) Psychology with Placement Year

The programmes are available full-time

Programme Duration

Bachelor of Science (Hons) Psychology (36 months)

Bachelor of Science (Hons) Psychology with International Study (48 months)

Bachelor of Science (Hons) Psychology with Placement Year (48 months)

UCAS code

C800

Subject Benchmark

[The Subject Benchmark Statement for Psychology from the Quality Assurance Agency \(QAA, 2023\).](#)

Accreditation Standards

[The British Psychological Society Standards for the Accreditation of Undergraduate, Conversion and Integrated Master’s Programmes in Psychology \(BPS, 2024\)](#)

[Frameworks for Higher Education Qualifications \(FHEQ\) level 6](#)

Academic level of programme(s)

What are programme specifications?

Programme specifications focus on programmes of study (or courses), and outline the intended knowledge, understanding, skills and attributes of a student completing that course. A programme specification also gives details of teaching and assessment methods as well as linking the course to the framework for HE qualifications and any subsequent professional qualification and career path. The University of Manchester has programme specifications for the courses that it offers.

Date of original version (and version number)

20th December 2024 (v1)

Date of current version (and version number)

20th December 2024 (v1)

Support for student learning and development

The programme provides a wide range of student support mechanisms to ensure students have access to the resources they need for academic success and personal development. These include:

Academic Advisors

Each student is assigned an Academic Advisor during Welcome Week, who remains their advisor for the first two years of study to foster a meaningful and supportive relationship. In the final year, students are typically assigned a new advisor who serves as the project supervisor for the Final Year Project, providing tailored guidance specific to their research while continuing to support their academic development.

Peer Mentoring

First-year students benefit from a peer mentoring scheme. They are paired with second or third-year students who have been trained to offer support in relation to both academic and non-academic matters. These mentors help ease incoming students into university life, with regular

meetings organised during the academic year.

Drop-in Clinics

The programme runs regular drop-in clinics for essay writing support/feedback and statistics, facilitated by academic staff and postgraduate students. Additionally, students have access to extensive IT resources, including PC clusters and university-wide IT support.

Representation and Feedback

Student representatives play an active role in the Student Voice Meetings, where they can raise concerns and provide feedback on the programme. Actions taken in response to this feedback are communicated back to the student body, fostering an environment of collaboration and continuous improvement.

Student Support Services

The Student Support Hub, located on the ground floor of the Jean McFarlane Building, serves as the primary contact point for students within the School of Health Sciences seeking assistance with various aspects of university life. Services offered include:

- **General Enquiries:** Providing information and guidance on university policies, procedures, and resources.
- **Wellbeing Support:** Offering appointments and signposting to appropriate services for personal and academic wellbeing concerns.
- **Attendance and Engagement Monitoring:** Addressing queries related to attendance requirements and engagement expectations.
- **Mitigating Circumstances and Extensions:** Assisting with processes for requesting extensions or reporting circumstances that may affect academic performance.
- **Disability Support:** Guiding students in accessing support through the Disability Advisory and Support Service (DASS).

The wider University offers a comprehensive array of support services to enhance student well-being, academic success, and personal development. This includes:

Physical and Mental Health Services:

- **Counselling and Mental Health Service:** Offers professional, confidential support for mental health concerns.

- 24-Hour Mental Health Helpline: Provides around-the-clock assistance for urgent mental health needs.
- Qwell: An online platform delivering free, anonymous mental health support.
- On-Campus Doctorâ€™s Surgery: Access to general health services for students.
- Occupational Health: Support for work-related health concerns and assessments.

Disability Advisory and Support Service (DASS):

DASS offers tailored support for students with disabilities, including those with specific learning difficulties, mental health conditions, or medical needs. Services encompass academic guidance, assistive technology, and accessibility resources.

Financial Support and Advice:

The University provides information on scholarships, bursaries, and loans, along with workshops on budgeting and financial planning. The Student Services Centre assists with tuition fees, funding opportunities, and financial support.

International Student Support:

Guidance on visas, immigration, and adapting to life in the UK is available to international students, ensuring a smooth transition and integration into the university community.

Careers Service:

The award-winning Careers Service offers support with CV writing, job applications, interview preparation, and access to a wide range of employment opportunities and career events.

Studentsâ€™ Union Advice Service:

Provides independent advice on issues such as housing, finance, and academic concerns, ensuring students have access to impartial support.

Safety and Security:

The University prioritises campus safety with robust security measures and provides resources like the SafeZone app for immediate assistance.

Useful Links

Student support
services

[Student Support | The University of Manchester](#)

IT support is available on the IT Services web site. The training materials cover many of the popular IT applications used at the University. They can be accessed from:

IT support

<https://www.itservices.manchester.ac.uk/help/training-courses/>

Faculty of Biology,
Medicine and Health
homepage

<https://www.staffnet.manchester.ac.uk/bmh/about-fbmh/>

University of
Manchester
Undergraduate Degree
Regulations
Programme
Handbooks

<http://www.tlso.manchester.ac.uk/degree-regulations/>

Admission Criteria

A-Level

- We require grades AAA including one or more of: Psychology, Biology, Human Biology, Chemistry, Physics, Statistics, Mathematics, Further Maths, Applied Science.
- We accept only one performance-based A-level (e.g. photography, drama, art/design, music or media studies).
- Subjects with overlapping content are not normally considered as separate A-levels; Further Mathematics is not considered alongside Mathematics and Human Biology is not considered alongside Biology.
- AS level results are not considered as part of the standard admissions process
- We exclude General Studies from a standard offer.

Typical Contextual Offer

- AAB-ABB (including specific subjects).

Typical WP++ Contextual Offer

- Applicants who have been in local authority care for more than three months or have refugee status may be eligible for an offer two grades below the standard requirements.

GCSE

- We normally require at least five GCSEs at minimum grade B/6, including English Language and Mathematics. If an applicant has a grade 5 in either English Language or Mathematics, but has a grade 6 in the other subject, we would advise they still apply.
- For applicants whose status has been confirmed as **WP+** using the University's [Contextual Data Eligibility tool](#), we will allow an overall reduction of 2 grades on the full GCSE requirements. Please note, however, that no individual subject should be lower than C/4.
- For applicants whose status has been confirmed as **WP++** using the University's [Contextual Data Eligibility tool](#), we will allow an overall reduction of 4 grades on the full GCSE requirements. Please note, however, that no individual subject should be lower than C/4.

Eng Lang Requirements:

Minimum requirements are typically:

English
language entry
requirements

- Grade B/6 GCSE English. We will accept C+ in the Northern Ireland reformed GCSE;
- TOEFL (iBT) ≥ 100 with component scores of at least 25;
- IELTS ≥ 7.0 overall with a minimum of 6.5 in each component;
- CIE OR UCLES 1119 English at Grade B.

(Note – Some English Language test results are only valid for two years. English Language test report must be valid on the start date of the course).

Aims and Intended Learning Outcomes

The Bachelor of Science (Hons) Psychology, Bachelor of Science (Hons) Psychology with International Study and Bachelor of Science (Hons) Psychology with Placement Year aim to:

Aims of the programme

- offer a transformative educational experience in a research-intensive environment and guided by world class experts
- provide an understanding of historical and contemporary theories in psychology and challenge students to use their knowledge to tackle social, environmental, economic, and health-related real-world problems.
- ensure readiness for Master's level study and above, along with eligibility for the British Psychological Society's Graduate Basis for Chartered Membership (GBC) at graduation
- equip students with enhanced employability skills through rigorous training, including options for undertaking short and year-long placements, ensuring they emerge as confident and highly competent professionals
- foster ethically minded, socially responsible graduates and support them in gaining volunteering and work experience to contribute to community, social, economic, and environmental benefits.
- deliver course units using a variety of methods and technologies to encourage students to become independent, active and self-directed learners
- ensure increased autonomy in unit choices year-on-year throughout the programme so that students can tailor the specialist topics in Psychology to their unique interests and future career goals

On successful completion of the programme, graduates from the Bachelor of Science (Hons) Psychology, Bachelor of Science (Hons) Psychology with International Study and Bachelor of Science (Hons) Psychology with Placement Year will be able to demonstrate:

Knowledge and Understanding

A1. Recognise the role of diversity and variability in psychological functioning and understand its significance.

A2. Understand how various influences on psychological functioning are conceptualised across core areas, along with how these areas interrelate.

A3. Demonstrate specialised knowledge at the forefront of psychology research some of which is at the cutting edge of the discipline

A4. Apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications

Intellectual Skills

B1. Employ, interrelate and systematically analyse different perspectives, methods, and theories to solve a broad range of theoretical and real-world issues.

B2. Understand the process of theory development and construct, operationalise and critically evaluate research questions and methodologies.

B3. Apply scientific reasoning and evidence-based analysis to evaluate theories, research, ethical issues, and arguments in psychology.

B4. Ethically apply psychological knowledge, valuing participatory research, community and peer involvement.

B5. Appreciate the historical and conceptual roots of psychology, recognising the importance of the subjective nature of experience.

Practical Skills

C1. Use a range of qualitative, quantitative, and mixed methods data collection techniques (e.g., experiments, observations, questionnaires, psychometric assessments, interviews, focus groups, and/or creative methods) to reason analytically and evaluate data.

C2. Demonstrate advanced research skills through practical activities, including the ability to identify, assess and evaluate patterns in behaviour

Intended learning outcomes of the programme:

Teaching, learning and assessment methods

Central to the programme is a focus on tackling real-world problems, with students exploring how psychological theories and methods can be applied to a range of challenges such as climate change, societal inequalities, tackling discrimination, AI ethics and misinformation and improving mental wellbeing and resilience. Instruction is largely in-person and delivered through a blend of teaching methods, including large group lectures, small group tutorials, interactive practical classes, lab sessions, seminars, and reading groups. Asynchronous teaching materials are used to support some areas of core curriculum, such as in statistics and research methods teaching. These pre-recorded resources allow students to revisit content at their own pace and serve as a valuable reference in later years for reinforcing their understanding of specific techniques. A key emphasis is placed on learning through research, with students completing semester-long lab units in each semester of Years 1 and 2 and undertaking an original piece of empirical research in Year 3. This approach encourages students to develop critical evaluation skills by designing, conducting, writing up, and evaluating empirical data. Career preparedness is another distinct focus of the programme, offering students practical experience and opportunities tailored to their interests and needs. In the second year, students have the opportunity to complete a 30-hour integrated placement, with the flexibility to choose virtual placements as an option, if they prefer.

All course units are supported by Canvas, which is a virtual learning environment. Course materials including lecture slides, journal articles, webcasts, podcasts, quizzes and web-links are posted onto the site, and each unit has a discussion board where students are encouraged to post and answer questions, but which are also monitored by staff.

The programme's diverse assessment methods are designed to prepare students for a variety of professional pathways. Assessments include both formative and summative opportunities such as low-stakes quizzes, multiple-choice questions, short answer exam questions, peer marking, reflective blogs, infographics, CV and cover letter writing, mock assessment centres, mock video interviews, short work placements (up to 30-hours), patient information leaflets, group posters, oral presentations, intervention design, policy recommendations, laboratory reports, coursework essays, research proposals and a final-year independent research project. This comprehensive approach ensures that students are equipped with the skills and knowledge required for both academic and professional success.

Programme Structure and Credits

The Bachelor of Science (BSc) in Psychology at The University of Manchester is a three-year undergraduate programme accredited by the British Psychological Society (BPS). The BSc

Psychology with International Study and BSc Psychology with Placement year are four-year BPS accredited courses. Successful completion confers eligibility for Graduate Membership (GMBPsS), a prerequisite for further professional training in psychology. The curriculum at years 1 and 2 is structured around the core areas required for accreditation, ensuring the degree aligns closely with the standards set by the BPS. These core areas include biological psychology, cognitive psychology, developmental psychology, individual differences, social psychology, and research methods. Woven throughout the core areas of the curriculum is content on the Conceptual and Historical Issues in Psychology, which represents a further area of core curriculum in the BPS standards. The final year of the course is comprised of optional units in specialist areas of Psychology, and completion of an empirical project.

To meet the requirements of the BSc (Hons) programme, all students must complete course units totalling 120 credits in each year, totalling 360 credits over the course of the degree.

- Year 1 course units are compulsory with the exception of PSYC11512 Foundations of Health Psychology, which can be replaced with one 10-credit course unit from the University Language Centre.
- Year 2 course units are compulsory with the exception of: PSYC21031 Evolution of Behaviour and Cognition, PSYC21151 Conceptual and Historical Issues in Psychology; PSYC21032 Interventions to Improve Mental Health and Wellbeing; PSYC21072 Forensic Psychology and PSYC21612 Autism: Theory, Research and Culture. Students can choose to take either Conceptual and Historical Issues in Psychology, Evolution or Behaviour and Cognition, or a permitted non-Psychology course unit. In addition, students can choose to of Forensic Psychology, Interventions in Mental Health and Autism, or can choose to swap either 10 or 20 credits of these units out for permitted BMAN, UCIL or LEAP courses.
- Year 3 comprises four 20 credit option choices plus the compulsory final year project (40 credits). Students can opt to swap two of the 20 credit option choices for permitted non-Psychology course units, with a maximum of 30 of these 40 credits being at a different level of study to that of the final year.

FHEQ Level 4

The structure and objectives for Year 1 of the programme are designed to establish a foundational platform for academic and professional development, aligning with Level 4 expectations of the Frameworks for Higher Education Qualifications (FHEQ). At Level 4, the focus is on fostering students' ability to develop an understanding of basic concepts and theories, as well as their capacity to apply these to predictable scenarios. These objectives directly contribute to the scaffolding required for progression to more complex learning in subsequent years, ensuring alignment with both academic and professional standards.

Unit Code	Unit Title	Credit Weighting	Mandatory or Optional
PSYC10211	Introduction to Developmental Psychology	10 credits	Mandatory
PSYC10711	Introduction to Social Psychology	10 credits	Mandatory
PSYC11411	Individual Differences in Mental Health and Wellbeing	10 credits	Mandatory
PSYC14441	Psychological Research Skills I: Qualitative Lab	10 credits	Mandatory
PSYC10460	Applying Psychology to Wicked Problems	20 credits	Mandatory
PSYC10100	Introduction to Statistics for Psychological Sciences	20 credits	Mandatory
PSYC11212	Foundations of Biological and Cognitive Psychology	20 credits	Mandatory
PSYC14442	Psychological Research Skills II: Perception Lab	10 credits	Mandatory
PSYC11512	Foundations of Health Psychology	10 credits	Optional*

*Optional units at Level 4 can be swapped for LEAP units

Students can complete Level 1 LEAP courses from the following Semester 2 courses. [Semester 2 Courses](#) – [School of Arts, Languages and Cultures](#) – [The University of Manchester](#)

FHEQ Level 5

The second year of the programme builds upon the foundations established in Year 1. At Level 5, students are expected to deepen their understanding of core psychological principles and demonstrate an ability to critically analyse, apply, and evaluate concepts within more complex and unpredictable contexts. The Year 2 structure reflects this progression through advanced assessments, enhanced research methodology training, and a greater focus on applied learning.

Unit Code	Unit Title	Credit Weighting	Mandatory or Optional
PSYC21021	Topics and Issues in Developmental Psychology	10 credits	Mandatory
PSYC21701	Topics and Issues in Social Psychology	10 credits	Mandatory

PSYC21041	Personality and Individual Differences	10 credits	Mandatory
PSYC24441	Psychological Research Skills III: Empathy Lab	10 credits	Mandatory
PSYC23000	Employability Pathways	10 credits	Mandatory
PSYC21061	Statistics and Data Analysis	10 credits	Mandatory
PSYC21022	Cognition and Cognitive Neuroscience	20 credits	Mandatory
PSYC24442	Psychological Research Skills IV: Scale Development Lab	10 credits	Mandatory
PSYC21151	Conceptual and Historical Issues in Psychology	10 credits	Optional*- students can choose to take either this unit, Evolution or Behaviour and Cognition, or an External Unit
PSYC21031	Evolution of Behaviour and Cognition	10 credits	Optional*- students can choose to take either this unit, Conceptual and Historical Issues in Psychology, or an External Unit
PSYC21032	Interventions to Improve Mental Health	10 credits	Optional*
PSYC21071	Forensic Psychology	10 credits	Optional*
PSYC21612	Autism Theory, Research and Culture	10 credits	Optional*

*Students can choose 2 of either Forensic Psychology, Autism, Theory and Culture, or Interventions to Improve Mental Health. Optional units at Level 5 can also be swapped for UCIL, LEAP or BMAN units

Our External unit options include those on offer from [University College for Interdisciplinary Learning](#), and the [Language Centre](#). You can select from a range of credit-bearing Level 2 or Level 3

FHEQ Level 6

The final year of the programme is designed to provide students with an advanced and specialised understanding of psychology, consistent with Level 6 expectations of the FHEQ. At this level, the emphasis shifts to the development of independence, critical synthesis, and the ability to engage with complex and unpredictable challenges. Units often reflect the research specialisms and expertise of academic staff, ensuring exposure to the forefront of psychological science. A central feature of this year is the final year project, where students work closely with an academic

supervisor to design and conduct an original empirical study. This project allows students to integrate their learning, showcase their research skills, and contribute to the discipline through critical analysis and innovation.

Unit Code	Unit Title	Credit Weighting	Mandatory or Optional
PSYC30920	Final Year Project	40 credits	Mandatory
PSYC30241	Organisational Psychology	20 credits	Optional*
PSYC31121	Language and Communication in Educational Settings	20 credits	Optional*
PSYC31131	Sociality and Communication: Evolutionary Perspectives	20 credits	Optional*
PSYC32321	Perception: From Lab to Life	20 credits	Optional*
PSYC31211	Lifestyle Behaviour Change	20 credits	Optional*
PSYC31161	Clinical Cases in Neuropsychology	20 credits	Optional*
PSYC31151	Qualitative Research in Applied Contexts	20 credits	Optional*
PSYC37112	Emotion	20 credits	Optional*
PSYC31222	Clinical Psychology	20 credits	Optional*
PSYC32002	Psychology of Music	20 credits	Optional*
PSYC33022	Psychology in the Real World	20 credits	Optional*
PSYC31232	Communication in Healthcare	20 credits	Optional*
PSYC32242	Psychology of Politics Identity and Society	20 credits	Optional*
PSYC31242	Understanding Dementia: Brain and Behaviour	20 credits	Optional*

*Optional units at Level 6 can be swapped for UCIL or BMAN units, up to a maximum of 40 credits in total. Units must be selected in such a way that there is an even split of 40 credits per semester on top of the year long Final Year Project 40 credit unit. A maximum of 30 external credits at a different level of study are permitted.

Our External unit options include those on offer from [University College for Interdisciplinary Learning](#), the [Language Centre](#), [Business and Management for all Programmes](#), and [Masood Enterprise Centre](#). You can select from a range of credit-bearing courses at Level 3.

Mechanisms for Programme Revision

The Psychology programme is annually monitored via course unit review. Unit teams complete unit evaluation forms which are reviewed by the Programme Committee. In addition, students complete course unit questionnaires (a detailed evaluation form for each of the course units delivered). The results of these questionnaires are reviewed by the Programme Director and Divisional Directors of Education. When required, action is taken based on the evaluation results. Additionally, the programme is reviewed by the British Psychological Society every 5 years (last review 2023).

Student representatives are chosen at the beginning of the academic year. The representatives are invited to the Student Voice Meetings where they can feed back to staff any issues or problems that have arisen. The Programme Team then respond to these, and these responses and any action taken are fed back to staff and students via a newsletter.