

Psychology BSc (Hons) Programme Specification

Academic Entry Year:	2026/2027
Degree Awarding Body:	The University of Bradford
Main Location:	City Campus
Subject Benchmarks:	Psychology (Quality Assurance Agency 2019)
Qualifications Framework:	HE Qualifications of UK Degree Awarding Bodies (FHEQ: QAA 2024)
Target Degree Award:	Bachelor of Science with Honours (BSc Hons) Psychology [FHEQ Level 6]
Intermediate/exit awards:	Ordinary Degree of Bachelor (BSc) [FHEQ Level 6]
	Diploma of Higher Education (DipHE) [FHEQ Level 5]
	Certificate of Higher Education (CertHE) [FHEQ Level 4]
Programme Admissions:	UK/international students
Programme Start Date(s):	September
Course Modes of Study:	(UCAS code C801) 3 years full-time
	(UCAS code C802) 4 years full-time with placement year or study abroad
	(partner entry only) 4 years full-time (international incorporated Bachelors)

The award of BSc (Hons) Psychology is accredited by the [British Psychological Society \(BPS\)](#) and confers the Graduate Basis for Chartered Membership of BPS if passed at 50% (2:2) and with a qualifying empirical final year project. Graduate members of BPS can progress towards Health and Care Professions Council (HCPC) registration as a practicing or Chartered Psychologist (CPsychol) with further approved postgraduate study.

Please note: The University has a set of terms and conditions for all students accepting an offer to study on a course here at Bradford. This is called the Student Contract. This document sets out the Terms and Conditions which apply when students accept an offer of a place on a programme of study at the University of Bradford. [View our Student Contract for further details](#). Information about this programme and its modules has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them.

Changes Schedule

1. March 2024: Annual review, minor wording update and withdrawn modules removed.
2. May 2025: Annual Review, changes to optional modules for Stage 1 and Stage 3 and electives no longer available and changes to the academic regulations.
3. June 2026: Annual review, refreshed optional module offer, BPS corrections and new admissions.

Introduction

The scientific and empirical study of psychology is a comparatively new academic discipline and yet it has become one of the most popular undergraduate programmes in the UK. Many career options and professions utilize the skills and knowledge acquired in the study of psychology, and for many people this provides invaluable practical advice and self-discovery.

To train as a practitioner psychologist, a Psychology degree which is accredited by the British Psychological Society (BPS), such as this one, is an essential first step. The BSc (Hons) Psychology course is accredited by The British Psychological Society and aligns to their curriculum guidelines (BPS 2019). Accreditation means that, upon completion of the degree, and providing that a student achieves the minimum standard of qualification of second-class honours and passing the final year research project, they would be eligible for Graduate Membership of BPS, with the Graduate Basis for Chartership. BPS graduate membership will mean you will be eligible to undertake further studies and training in-order to pursue highly competitive and high-status psychology professions, such as Forensic Psychology, Educational Psychology, and Clinical Psychology.

However, most graduates pursue a variety of careers for which psychology provides excellent preparation. The programme is also suitable if students are interested in Psychology as a subject but not necessarily committed to a career as a psychologist. The programme spans science and the humanities and therefore provides key transferable skills relevant to a variety of careers. For example, should students want to work in health care, child development (e.g., nurseries), education, personnel management, market research, advertising, broadcasting, nursing, the police, the Civil Service and Armed Forces, a psychology degree would provide a sound foundation.

Programme Aims

The programme is intended to:

- A1. Apply scientific principles generally, and specifically in understanding the mind, brain, behaviour and experience and the complex interactions between these.
- A2. Present multiple perspectives and consider the inter-relationship of psychological knowledge in a way that fosters critical evaluation.
- A3. Evaluate the role of empirical evidence in the creation and constraint of theory as well as how theory guides the collection and interpretation of data.
- A4. Apply ethical principles and a range of research skills and methods to the investigation of experience and behaviour, culminating in the ability to conduct research independently.
- A5. Critically evaluate theory, research findings and recognise the transformative nature of psychology as well as its real-life applications.
- A6. Apply employability-related and personal transferable knowledge and skills to be able to progress to advanced study in psychology, psychology-related employment or to move into employment or further study that do not require psychology subject specific skills.
- A7. Apply the principles of psychological literacy by demonstrating an awareness of self and others and developing the potential to become ethical, socially, and environmentally responsible participants in their communities/society, beyond university and employment.

Programme Learning Outcomes

Students eligible for the FHEQ Level 4 Certificate award will be able to:

1. Describe the scientific underpinnings of psychology as a discipline, identifying that psychology involves a range of perspectives, research methods, theories, and evidence.
2. Describe a range of influences on psychological behaviour, functioning and experience and identify how they are conceptualised and interpreted across the core areas of psychology.
3. Explain the nature and role of research hypotheses and research questions.
4. Present, evaluate and interpret quantitative and qualitative data.
5. Identify and discuss ethical issues in psychology.
6. Communicate effectively using a range of written, oral, and visual means to present structured, coherent, and evidence-based arguments.
7. Utilise information technology to further their own learning, including using specialist psychological software.
8. Work individually and as part of a team identifying contextual and interpersonal factors.
9. Engage in reflection as related to academic and professional development.
10. Recognise the sustainability agenda in its broadest sense e.g., in relation to communities.

Additionally, students eligible for the FHEQ Level 5 Diploma award will be able to:

11. Critically analyse the scientific and philosophical underpinnings of psychology.
12. Critically consider multiple perspectives when problem solving within appropriate psychological domains.
13. Critically evaluate a number of specialised areas, applications, perspectives, theories and ethical issues including social, developmental, psychobiological, cognitive and individual difference.
14. Generate research hypotheses and research questions in relation to theories and concepts.
15. Generate, analyse and present quantitative and qualitative data including a reflection on ethical issues in psychological research.

Additionally, students eligible for the FHEQ level 6 Honours Degree award will be able to:

16. Critically evaluate a range of theories and concepts within a specialist area of psychology e.g., forensic, health and eating, neuropsychology.
17. Present a systematic and critically evaluative review of contemporary psychological literature within at least one of the core domains of psychology.
18. Initiate, design, conduct and report an independent, empirically based, and ethical research project under appropriate supervision.

Learning and Teaching Strategy

The teaching, learning and assessment strategy aims to develop active learning and takes into consideration the need for students to take greater responsibility for their own learning as they progress through the programme.

Students will experience a variety of different learning and teaching approaches and activities throughout the course. Specifically, knowledge and understanding as well as transferable skills will be developed through:

- lectures
- laboratory/workshops
- team-based learning sessions
- seminars (e.g., problem/discussion based)
- tutorials
- projects/dissertations
- directed and self-directed study
- assessment-based learning (formative and summative)
- problem based learning
- collaborative learning and group work
- peer mentoring

Our approach is underpinned by research-led teaching which includes being exposed to the specialist research interests and practices of our academic team as well being informed by educational research.

Assessment Strategy

Assessment is integrated throughout to meet the programme and associated module learning outcomes. Students will initially be exposed to 'low stakes' small-scale tasks, early in the programme that aim to provide timely and developmental feedback that feeds forward. These include, for example, team-based activities in Stage 1 where students will apply knowledge to make decisions about, for example, how best to understand how a theory can be used in the real world.

All assessments promote psychological learning and good academic practice, within which progressive understanding and higher order learning is evaluated, such as analysis, synthesis and evaluation, as a mainstay. Throughout the programme, a wide enough variety of assessment methods are employed to ensure that sufficient opportunity to demonstrate achievement is afforded to all students regardless of their individual learning approaches. However, at the same time the breadth of assessment methods employed is not so varied as to be burdensome or confusing in themselves.

Assessment methods include:

- essays
- research articles

- portfolios
- posters
- group presentations
- examinations
- dissertation
- Team-based application exercises

Progressive complexity and demands are built into the programme of study, for example short research articles at Stage 1, working up to more substantial research articles at Stage 2, and an even more substantial research article at Stage 3. There is also a focus on synoptic assessment (assessing the synthesis of knowledge, skills and abilities developed through the programme). For example, the final year research project at Stage 3 consolidates and further develops research methods skills and abilities and subject specific knowledge gained earlier in the programme.

Formative feedback will be used to help students to develop their academic skills. At Stage 1 students will complete activities in teams and share and discuss their answers and have the opportunity to receive peer evaluations about their contribution from team members. In addition, there will be the opportunity for Peer Assisted Learning. Feedback will also be given during Stages 1 and 2 research methods laboratory classes, via the provision of weekly timetabled help sessions by tutors. At Stage 3, you will have the opportunity for feedback on a draft of your ethics application as well as a draft of specific sections of the final dissertation.

Students will be encouraged to engage with both formative and summative feedback as an effective way of understanding their grades and how to improve them. Exemplars are also used in teaching contexts to help students understand assignments and how to do them well. For example, in The Psychology of Health and Eating, good examples of the notes and reflections element of the assessment are given and discussed in class.

Students will also engage in self and peer reflection and assessment. For example, in Thinking Psychologically at Bradford, Understanding Social Development; and in the Psychology of Health and Eating through reflections on presentations.

Transferable skills and employability skills are assessed, some examples being (but not limited to): handling data in research methods and other modules; presenting and communicating in many modules; using case studies to explore issues; reflection; independence; and reflection on psychology relevant occupations in Thinking Psychologically at Bradford and in Psychology Life Skills and Employability.

Curriculum

The programme consists of 360 credits, comprising core modules taken by everyone and module options chosen by the student. Students will take 120 credits at each stage, with modules taught across the 'academic year' or within Semester 1 or Semester 2.

All students enter the BSc (hons) Psychology course into Stage 1. The University offers a [Foundation Year in Psychology course](#) (UK/Home students) and an [International College Year 0/International Foundation Year](#) (international students through our partner Oxford International Education Group). These standalone foundation programmes are not part of this

programme or BPS accredited. Students in Stage 0/Year 0 programmes must apply to be admitted to the BSc (hons) Psychology course Stage 1 alongside Ucas applicants.

In Stage 1 students will be given an introduction to a number of 'core' subjects such as, cognitive psychology, psychobiology, individual differences, social psychology and lifespan development and research methods. These core areas will be covered in the modules Brain and Behaviour, Understanding Social Development and Introduction to Research Methods. Practical classes will give students training in research methodologies and methods: specifically, quantitative, laboratory-based and experimental approaches as well as an introduction to qualitative approaches. Alongside these core areas students will be introduced to historical aspects and debates within psychology in the module Conceptual Issues in Psychology and Mental Health. The module Thinking Psychologically at Bradford will introduce students to the Department of Psychology at Bradford, including the academic staff and their research; ensure that students develop their understanding of how to think like a psychologist, the ability to evaluate and manage their own learning as well as to start to engage in employability activities.

Students in Stage 1 study 5 core modules and select 1 module option in Semester 2:

Table 1: BSc Psychology Stage 1 modules (cores/options), FHEQ Level 4:

Code	Module Title	Credit	Period	Selection
PSY4006-B	Introduction to Research Methods in Psychology	20	Ac Year	Core
PSY4011-B	Thinking Psychologically at Bradford	20	Ac Year	Core
PSY4009-B	Brain and Behaviour	20	Sem 1	Core
PSY4012-B	Conceptual Issues in Psychology and Mental Health	20	Sem 1	Core
PSY4010-B	Understanding Social Development	20	Sem 2	Core
PSY4013-B	Sport and Exercise Psychology and Coaching Psychology	20	Sem 2	Option 1
SAC4026-B	Crime and the Media	20	Sem 2	Option 2
SAC4027-B	Young people and Crime	20	Sem 2	Option 3

In Stage 2, students will study the core areas of psychology in more depth. There is greater emphasis on original practical work, and they will start to design and carry out their own investigations in the Psychology Laboratories. Students will continue to develop methodological skills with experimental and qualitative methods.

Students in Stage 2 study 5 core modules and select 1 module option in Semester 1:

Table 2: BSc Psychology Stage 2 modules (cores/options), FHEQ Level 5:

Code	Module Title	Credit	Period	Selection
PSY5016-B	CBT and Positive Psychotherapy	20	Sem 1	Option 1
SAC5026-B	Understanding Race and Ethnicity	20	Sem 1	Option 2
SAC5028-B	Inequalities and Crime	20	Sem 1	Option 3
PSY5008-B	Cognitive Psychology	20	Sem 1	Core
PSY5010-B	Social Psychology	20	Sem 1	Core
PSY5017-B	Further Research Methods in Psychology	20	Sem 2	Core
PSY5015-B	Lifespan and Individual differences	20	Sem 2	Core
PSY5009-B	Psychobiology and Neuroscience	20	Sem 2	Core

Continuing students may elect to arrange an integrated period of placement work or study abroad within a sandwich year between Stage 2 and Stage 3. Students electing to do this will be transferred to the 4-year route and registered on the module PSY5000-Z or PSY5014-Z. For more details, see the Placement and Study Abroad Experience Options section.

In stage 3, students will gain a more in-depth and specialised understanding of psychology through the selection of specific modules. There are optional modules outside psychology, and more specialised knowledge from these options will reinforce accumulated knowledge in preparation for the final year project. A substantial feature of Year 3 is the final year project in which students independently design and undertake an original piece of empirical research in one-to-one supervision with an academic member of staff.

Students in Stage 3 study 1 core module and select 4 module options, two from each Semester. The year-long module option PSY6011-B may be selected as if it were part of either Semester.

Table 3: BSc Psychology Stage 3 modules (cores/options), FHEQ Level 6:

Code	Module Title	Credit	Period	Selection
PSY6009-D	Research Project in Psychology	40	Ac Year	Core
PSY6011-B	Psychological Life Skills and Employability	20	Ac Year	Option
PSY6008-B	Advances in Child Development in Education Contexts	20	Sem 1	Option
PSY6003-B	Advanced Issues in Neuropsychology	20	Sem 1	Option
PSY6016-B	Clinical Psychology and Mental Health	20	Sem 1	Option
PSY6001-B	Forensic Psychology	20	Sem 2	Option
PSY6005-B	The Psychology of Health and Eating	20	Sem 2	Option
SAC6025-B	Globalisation, Migration and Refugees	20	Sem 2	Option
SAC6023-B	Educational Transitions	20	Sem 2	Option

Placement and Study Abroad Experience Options

This programme provides the option for students to undertake a work placement or period of study abroad between Stages 2 and 3. Placements are a fantastic way of building on the professional skills developed during the programme and boosting students' practical industry experience prior to graduating. Equally, study abroad opportunities can be very valuable in giving students experience of academic and/or professional contexts in other countries. Students wishing to take this option can register directly for, or can transfer to, the 4-year variant of the programme.

Further information about [internships and placements](#) and [study abroad opportunities](#) is published on the University's website.

Any placement or period of study abroad is subject to approval by the Programme Team. The option to undertake the sandwich year is subject to the student passing all 120 credits of Stage 1 and all 120 credits Stage 2 and therefore students who register on this programme are not permitted to undertake placement/study abroad with referred credit. Students who wish to participate in a placement or period of study abroad will be required to find, apply for and make

the most of their chosen opportunity, and will be supported in doing so by the Programme Team as well as the central University Careers and Employability Service.

Sandwich Placement (Psychology) (PSY5014-Z)

Students wishing to take this option will be registered on module PSY5014-Z Placement.

The placement that students undertake must be relevant to the programme of study. Transfer to the 4-year programme and the approval of the placement are subject to a meeting between the Student, Personal Academic Tutor (PAT) and Programme Leader to ensure that the placement is relevant to the programme of study.

There are no requirements for students to achieve an average threshold to undertake the placement year although we expect that all Stage 1 and Stage 2 modules are passed. International students should take care to ensure that any such period of placement is permitted under the conditions of their student visa.

Like many programmes, it will be the student's responsibility to find the placement; Students will be provided support by the Careers and Employability Service. The Psychology Academic Staff will inform all students of any placement opportunities that arise.

Sandwich Year - Study Abroad Experience (PSY5000-Z)

Students wishing to take this option will be registered on module PSY5000-Z Study Abroad.

Students can opt to study abroad for one year in one of over 20 partner institutions, ranging from Canada and the USA to The Netherlands, France, Spain, Sweden, India, Oman and more. Students will also have support from their Programme Leader. Programme Team and the University International Opportunities Team in making plans and identifying the best options to meet their requirements and during their year abroad. The [list of exchange partners and network of universities available](#) for Study Abroad Year, as well as further information about opportunities and funding is published on the University website.

The study abroad that students undertake must be relevant to the programme of study. Transfer to the 4-year programme and the approval of study abroad are subject to a meeting between the Student, Personal Academic Tutor (PAT), and Programme Leader to ensure that study abroad is relevant to the programme of study.

There are no requirements for students to achieve an average threshold to undertake the study abroad year although we expect that all Stage 1 and Stage 2 modules are passed. It will not be permitted to resit or restudy Bradford modules during the study abroad year. Like many programmes, it will be the student's responsibility to find the study abroad opportunity in liaison with the International Opportunities Team.

Study Abroad Semester and Short International Opportunities

This programme is not eligible for opportunities to study a single semester at another University due to the requirements of BPS accreditation. Students can still explore opportunities for short international activities (1-6 weeks) that are held over the summer periods by speaking to the University International Opportunities team.

Assessment, Continuation and Award Regulations

This programme follows the Assessment, Continuation and Award regulations published on the University's website for undergraduate courses ([Regulation 2](#)).

Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed at least 360 credits and achieved the award learning outcomes.

The award BSc (Hons) Psychology only confers eligibility for the graduate basis for Chartered Membership (GBC) of the British Psychological Society (BPS) provided the empirical project is passed and the minimum standard of a 2:2 is achieved.

Admission Requirements

We are proud to be [one of the most inclusive universities in the UK](#). All our students have potential, and we believe that as many people as possible should have the chance to benefit from higher education, no matter what their background or circumstances.

We take the time to understand the background of our applicants, understand their journey to education, and make decisions based on an applicant's potential to thrive at university and beyond.

People thinking of studying with the University of Bradford don't need to wait for the start of the year to contact our Disability Service. The University can arrange for anyone to talk to this team about what support is on offer at Bradford including an invitation to our Get Set Day. To contact the Disability Service please complete the [request support form](#).

English and Maths Requirements

The programme is taught in English and uses numeracy, so all applicants are required to have proficiency at GCSE Grade 4 (national grade C) or above in English Language and Mathematics. Alternative, equivalent RQF Level 2 qualifications such as Key Skills are also acceptable.

For international students, the level of English required is listed on the [University of Bradford English language requirements website](#). International applicants who do not meet the IELTS requirement can take a [University of Bradford pre-session English course](#), which takes 3 to 10 weeks, or can look at taking a pathway with our [International College](#) from one term to a year.

Typical Academic Entry Profile

Applicants to BSc (Hons) Psychology typically have 112 Ucas points from any qualifications. There are usually not any subject specific requirements, for example this is BBC from any 3 A Levels. Our course page for BSc Psychology lists scores in other UK qualifications. Examples of other equivalent international qualifications are provided on the [University of Bradford page for a country or region](#).

On completion of a UCAS form students will be invited to the Faculty for an Open Day when they will have the opportunity to meet staff, view the facilities and discuss "the Bradford experience" with current students.

Access and Recognition of Learning

We are committed to raising aspirations and widening access to higher education, regardless of your background. The [University of Bradford Progression Scheme](#) welcomes Ucas applicants from a number of groups including adult learners who are 21+ on the first day of term, British armed forces families, carers and care experienced learners, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller family members.

Applications are welcome from students with non-traditional qualifications, and/or significant personal/professional experience.

If you are a UK/home student and do not meet the entry requirements for this course, our [Foundation Year in Psychology](#) has a route to Psychology BSc (Hons). This Foundation Year does not require GCSE or Level 2 Maths. A typical Foundation Year applicant has 64 Ucas points. You will need to reapply to join this course when completing the Foundation Year.

If you are a mature applicant (aged 21 and over), you will be eligible to apply for the Foundation Year in Psychology with level 2 qualifications (or GCSE equivalents). You will also need to provide a written statement, and will be interviewed as part of the process. Please contact the Admissions Team at admissions@bradford.ac.uk or [01274 236088](tel:01274236088) if you have any queries regarding your application. You may also be eligible to apply for student finance. Further information, including a student finance calculator, can be found on the [Student Finance website](#) and [further advice for mature applicants can be found at UCAS](#).

If applicants of any age have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University of Bradford has procedures to evaluate and recognise this learning to provide applicants with exemptions from specified modules or parts of the programme. Find more information about [recognition of prior learning decisions](#) on the University website.

Information in this document is for the contemporary recruitment cycle and was accurate at time of publication. The current tariff and accepted qualifications for entry onto the programme is published at the online course page:

<https://www.bradford.ac.uk/courses/ug/psychology-bsc/>

Information about entry to UBIIC provision for this programme including available pathways is published online by Oxford International Education Group:

<https://www.oxfordinternational.com/courses/detail/degree-university-of-bradford-bsc-hons-psychology/>