Royal Holloway, University of London
Course specification for an undergraduate award
MSci PSYCHOLOGY (C801)

Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the University prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the University's academic regulations and polices can be found here. Further information on the University's Admissions Policy can be found here.

The MSci Psychology is delivered in four stages, each of which comprises one year of full-time study during which the student must follow modules to the value of 120 credits. The curriculum is based around a core of mandatory modules. Stage one provides a foundation for the later stages by providing a grounding in the main areas of psychology. In stage two, several of these areas are developed further and in greater depth. In stage three, students are given the opportunity to study specialist areas of psychology, and develop advanced research skills. In stage four, students are given further opportunity to study specialist areas of psychology, including ones at an advanced level, and to undertake an original research project.
The MSci Psychology course is to be accredited by the British Psychological Society (BPS) as providing Graduate Basis for Chartered Membership (GBC)*. Successful completion of the third year PS3194 Micro project and the achievement of a minimum degree classification of second class (lower) honours (2ii) is a British Psychological Society requirement for GBC recognition and therefore GBC status will not be given to any student who does not meet both requirements.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is a brief description for some of the most important terminology for understanding the content of this document:

Degree course – May also be referred to as 'degree programme' or simply 'programme', these terms refer to the qualification you will be awarded upon successful completion of your studies.
Module – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

Section 2 – Course details			
Date of specification update	April 2024	Location of study	Egham Campus
Course award and title	MSci Psychology	Level of study	Undergraduate
Course code	3158	UCAS code	C801
Year of entry	2024/25		
Awarding body	Royal Holloway, University of London		
Department or school	Department of Psychology School of Life Sciences and the Environment	Other departments or schools involved in teaching the course	N/A
Mode(s) of attendance	Full-time	Duration of the course	4 years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	Assuming the application is approved, in order to be eligible for Graduate Basis for Chartered Membership of the British Psychological Society you must achieve a minimum of a lower second class honours degree and pass PS3201 Research Project.		
Link to Coursefinder for further information:	https://www.royalholloway.ac.uk/studying-here/	For queries on admissions:	https://royalholloway.ac.uk/applicationquery

Section 3 – Degree course structure					
3.1 Mandatory module information					
The following table summarises the mandatory modules which students must take in each year of study					
Year	**Module code**	**Module title**	**Credits**	**FHEQ level**	**Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC)**
1	PS1010	Understanding Psychological Research	30	4	MNC
1	PS1030	Understanding Individuals and Groups	15	4	MC
1	PS1040	Understanding Development across the Lifespan	15	4	MC
1	PS1070	How to be a Psychologist	15	4	MC
1	PS1080	Understanding Perception and Cognition	15	4	MC
1	PS1090	Understanding Neuroscience	15	4	MC
1	PS1110	Understanding Mental Health and Wellbeing	15	4	MC
2	PS2010	Psychological Research Methods and Analysis	30	5	MNC
2	PS2021	Cognitive Psychology	15	5	MC
2	PS2030	Social Psychology	15	5	MC
2	PS2040	Developmental Psychology	15	5	MC
2	PS2050	Personality and Individual Differences	15	5	MC
2	PS2061	Brain and Behaviour	15	5	MC
3	PS3201	Research Project	45	6	MC
3	PS3193	Advanced Statistics	15	6	MC
3	PS3194	Micro Project	15	6	MC
4	PS4210	MSci Research Dissertation	60	7	MNC

This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.

In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.

3.2 Optional modules

In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered, or existing ones may be withdrawn. For example, where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.

In stage 2, you will select one option from PS2110 How Can Psychology Change the World: Applied and Developmental Perspectives (15 credits) OR PS2120 How Can Psychology Change the World: Clinical and Neuroscience Perspectives (15 credits).

In year 3 you must take optional modules to a total value of 90 credits. These may be selected entirely from available Psychology third year options (as listed in the departmental student handbook) or you may substitute up to a maximum of 30 credits with appropriate modules in other departments. Students wishing to take an option (s) from another department(s) must check with the other department to ensure there is space available on the relevant module, and then discuss this with the Director of Undergraduate courses (Psychology) to clarify that the module is at an appropriate level and to agree the choice.

In year 4 you must take 60 credits from available FHEQ level 7 options (as listed in the departmental student handbook).

Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's Academic Regulations.

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All first-year undergraduate students are required to take and pass the non-credit bearing Moodle-based Academic Integrity module SS1001 to progress into the second year of study (unless their course includes the alternative mandatory SS1000 module). The pass mark for the module assessment is stated in the on-line Academic Integrity Moodle module. Students may attempt the assessment as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the Academic Taught Regulations but fail to pass the Moodle-based Academic Integrity module will not be permitted to progress into their second year of academic study.

Most students will be enrolled full-time on our courses; however, in exceptional circumstances students may complete the course on a part-time basis with the approval from the Head of Department. A part-time course will be developed in consultation with the Director of Teaching and Learning to suit the student's needs.

Section 5 – Educational aims of the course

The aims of the MSci Psychology degree are:

- to produce a scientific understanding of mind, brain, behaviour, and experience, and of the complex interactions between these;
- to allow students to gain an advanced understanding of real life applications of theory to the full range of experience and behaviour;
- to develop a strong breadth and depth to the understanding of advanced topics in Psychology;
- to develop in students an understanding of the role of empirical evidence in the creation and constraint of theory and the way in which theory guides the collection and interpretation of empirical data;
- to present multiple perspectives in a way that fosters critical evaluation;
- to provide knowledge of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to apply knowledge and conduct research independently;
- to provide students with advanced knowledge and skills to be able to appreciate and evaluate theory, research finding, and applications.

Section 6 - Course learning outcomes				
In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (*Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*)*)				
Course learning outcome	**Level 4**	**Level 5**	**Level 6**	**Level 7**
1. Develop and demonstrate knowledge, understanding, and critical judgement in the core areas of Psychology (Biological, Social, Cognitive, Developmental, Personality & Individual Differences).	1.4.1. Recognise and understand key theories and research underpinning the core areas of psychology. 1.4.2. Start developing critical judgment in the core areas of psychology by recognising strengths and weaknesses of their knowledgebase.	1.5.1. Demonstrate broad and deep knowledge of the core areas of psychology. 1.5.2. Be able to critically evaluate research and theory in the core areas of psychology.	1.6.1. Develop an in-depth understanding and critical judgment of the core areas of psychology. 1.6.2. Apply knowledge of the core areas of psychology to the real-world. 1.6.3. Develop a critical understanding of topics particularly relevant to applied psychology.	1.7.1. Further develop critical and confident judgement concerning the strengths and weaknesses of the core areas of psychology. 1.7.2. Further demonstrate broad and deep knowledge of the core areas of psychology.
2. Develop and demonstrate knowledge about the conceptual, ethical, historical, socio-cultural, and practical issues in research methods, final research project, and the core areas of Psychology.	2.4.1. Recognise and understand conceptual, ethical, historical, socio-cultural, and practical issues in research methods and the core areas of Psychology. 2.4.2. Start developing critical judgment of conceptual, ethical, historical, socio-cultural, and practical issues in research methods and the core areas of Psychology.	2.5.1. Demonstrate solid knowledge of conceptual, ethical, historical, socio-cultural, and practical issues in research methods and the core areas of Psychology. 2.5.2. Think critically about conceptual, ethical, historical, socio-cultural, and practical issues in research methods and the core areas of Psychology.	2.6.1. Develop an in-depth understanding of conceptual, ethical, historical, socio-cultural, and practical issues in research methods and the core areas of Psychology. 2.6.2. Apply knowledge of conceptual, ethical, historical, socio-cultural, and practical issues in Psychology to your research project and the real world.	2.7.1. Further develop an understanding of the ethical impact of practical research and theory across all core areas of psychological literature and how they apply across cultures and communities. 2.7.2. Further demonstrate considered application of ethical standards in your research and consider differences across cultures and communities.
3. Express concepts and research outcomes from multiple perspectives through written, oral, and visual means.	3.4.1. Understand conventions for presenting concepts and research outcomes in written form. 3.4.2. Understand appropriate forms of oral and visual	3.5.1. Demonstrate the use of writing conventions in psychological science to communicate concepts and research outcomes.	3.6.1. Apply writing skills to communicate psychological concepts or research outcomes. 3.6.2. Design oral and other presentations to communicate	3.7.1. Further refine skills to provide written reports on psychological concepts and research outcomes.

	presentations of research outcomes.	3.5.2. Demonstrate the ability to communicate psychological concepts and research outcomes in oral or visual form.	research findings for specific purposes or audiences.	3.7.2. Further refine skills to design oral and visual presentations of psychological concepts and research findings for specific purposes and audiences.
4. Utilise numerical, textual, and other forms of data through the lens of appropriate psychological theory.	4.4.1. Understand the link between psychological theory and their basis in numerical, textual, or other forms of data. 4.4.2. Understand appropriate methods for the analysis of numerical, textual, and other forms of data to answer questions related to psychological theory.	4.5.1. Demonstrate an understanding of how empirical data informs psychological theories. 4.5.2. Demonstrate the use of numerical, textual, and other forms of data and appropriate analysis methods to answer specific research questions.	4.6.1. Apply numerical, textual, or other forms of data to provide evidence-based interpretations and recommendations. 4.6.2. Further develop the ability to design studies to address research questions through empirical research with numerical, textual, and other forms of data.	4.7.1. Further develop skills and knowledge in the use and interpretation of numerical, textual, and other forms of data to construct and evaluate psychological theory. 4.7.2. Further develop skills and knowledge to design empirical research studies that utilise numerical, textual and other forms of data.
5. Develop skills in the use of a variety of psychological tools and specialist computer software.	5.4.1. Become familiar with a variety of psychological tools, including laboratory equipment, psychometrics and measurement techniques. 5.4.2. Become familiar with specialist software for the collection, management and analysis of psychological data.	5.5.1. Demonstrate proficiency in the use of appropriate psychological tools for exploring testable hypotheses and research questions. 5.5.2. Develop skills in using appropriate software for the collection, management and analysis of psychological data.	5.6.1. Use knowledge of psychological tools in evaluating, planning and carrying out original empirical research. 5.6.2. Apply software skills to all stages of data collection, project management and data analysis in original empirical research.	5.7.1. Further develop knowledge of psychological tools, in evaluating, planning and carrying out original empirical research. 5.7.2. Further develop skills in the use of software for data management and advanced data analysis in original empirical research.
6. Develop an understanding of the ethical frameworks that apply to research, working with people and personal study. Be aware of legislative and regulatory requirements that apply to psychological practice.	6.4.1. Understand the importance of ethics and ethical practice for psychologists, psychological practitioners, personal study and working with people more generally. 6.4.2. Recognise and understand ethical frameworks and ethical implications of research.	6.5.1. Demonstrate the ability to analyse, critically review and evaluate ethical dilemmas and problems. 6.5.2. Demonstrate the ability to evaluate the ethical implications of research.	6.6.1. Apply knowledge of ethical principles to identify ethical issues and use ethical reasoning in real-world situations. 6.6.2. Identify ethical considerations and be aware of approval procedures in others and one's own research.	6.7.1. Further develop the ability to identify ethical issues and apply ethical reasoning in real-world situations. 6.7.2. Further develop understanding of and commitment to ethical principles

				and approval procedures in research.
7. Engage in self-directed study and project management to accomplish team goals. Assume responsibility for one's own and group progress and evaluate personal strengths and weaknesses for future growth and wellbeing.	7.4.1. Understand what is meant by independent self-directed study and how to manage personal workload. 7.4.2. Understand the key principles of group work to ensure effective teamwork to help accomplish team goals.	7.5.1. Demonstrate the ability to engage in self-directed independent study and management of personal workload. 7.5.2. Demonstrate an ability to work effectively within a team to help accomplish team goals.	7.6.1. Apply principles of independent self-directed study to evaluate personal weaknesses and strengths in one's development. 7.6.2. Design group-based research projects and ensure its effective management from start to finish.	7.7.1. Further develop skills for self-directed independent study and organisation of personal workload. 7.7.2. Further develop skills to work effectively in a group and help accomplish team goals.
8. Apply the key concepts and principles of Psychology to real-world situations, including the workplace.	8.4.1. Understand how psychological concepts and principles can be used to inform real-world situations. 8.4.2. Be able to summarise some real-world settings that psychology can be applied to inform best practice.	8.5.1. Demonstrate an ability to use psychological concepts and principles to inform real-world situations. 8.5.2. Critically evaluate the use of psychological concepts and principles in their application to real-world situations.	8.6.1. Apply concepts and principles from psychology to real-world situations. 8.6.2. Design interventions and initiatives that use psychology to real-world situations.	8.7.1. Further develop and acquire specialised knowledge regarding the use of psychology in real-world situations. 8.7.2. Further develop an advanced ability to apply psychological knowledge in real-world situations.
9. Critically evaluate issues, information, and data to effectively solve problems.	9.4.1. Recognise the importance of critical evaluation for effective problem solving. 9.4.2. Understand how to critically evaluate issues, information and data.	9.5.1. Develop evaluative skills by critically analysing issues, information and data. 9.5.2. Demonstrate an ability to use critical thinking and evaluative skills to effectively solve problems.	9.6.1. Frequently apply critical evaluation in your assessment of issues, information and data. 9.6.2. Develop into a confident critical thinker.	9.7.1. Further develop critical thinking, evaluative and analytical skills to effectively resolve problems. 9.7.2. Further demonstrate application of problem-solving skills in academic work, research and beyond.
10. Collaborate, interact, and communicate with colleagues, research participants, and outside agencies effectively.	10.4.1. Recognise the importance of communicating and collaborating effectively with others.	10.5.1. Develop a range of communication skills, including teamwork, leadership skills, etc. to enable effective communication and collaboration with others.	10.6.1. Apply a range of communication skills, including good teamwork, leadership skills, etc. in your communication and collaboration with others.	10.7.1. Further develop a range of relevant skills (e.g., communication, people, teamwork and leadership skills) to enhance psychological literacy,

	10.4.2. Understand what effective communication and collaboration involves.	10.5.2. Demonstrate an ability to collaborate and communicate effectively with others.	10.6.2. Use these communication skills to advance your psychological literacy, employability and personal development.	personal development and employability. 10.7.2. Further demonstrate advanced and socially-responsible use of these skills in your studies, research and beyond.

Section 7 - Teaching, learning and assessment

Teaching is mostly by means of lectures and seminars, the latter generally providing a forum for students, with the support of their instructors, to engage in critical analysis and discussion of topics in a smaller and more interactive setting. Laboratory classes and practical workshops are also key teaching forums. Learning is through participation in teaching sessions, designated reading and completion of coursework. Essays and short written answers ensure that the skills of exposition and critique are developed and evaluated. At the end of the course, most students are required to apply the knowledge and skills they have acquired in the conduct of a piece of original research under the close supervision of a member of staff. Assessment of knowledge and understanding is typically by a combination of formal, unseen written examination and coursework. Full details of the assessments for individual modules can be obtained from the Department.

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary. Assessments designated as 'summative' will receive a mark which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module you will gain the credits listed.

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online Module Catalogue. The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies.

Section 8 – Additional costs
There are no single associated costs greater than £50 per item on this degree course.
These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.

Section 9 – Indicators of quality and standards	
QAA Framework for Higher Education Qualifications (FHEQ) Level	4-7
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
QAA Subject benchmark statement(s)	http://www.qaa.ac.uk/quality-code/subject-benchmark-statements
Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.	

Section 10– Intermediate exit awards (where available)		
You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below.		
Award	**Criteria**	**Awarding body**
BSc Psychological Science	Students who fail to progress from stage three to stage four but meet the requirements for an award will be awarded a single Honours BSc Psychological Science degree.	University of London

Diploma in Higher Education (DipHE)	Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5	Royal Holloway and Bedford New College
Certificate in Higher Education (CertHE)	Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4	Royal Holloway and Bedford New College