Programme Specification ARO 034a

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities provided.

This document is published on the University website and will be a publicly available record of the named programme.

The information contained in this form should be included in the Programme Handbook, either as presented below or in a format determined by the Faculty.

Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Institution</td>
<td></td>
</tr>
<tr>
<td>Programme Name</td>
<td>Psychology</td>
</tr>
<tr>
<td>Award e.g. BSc (Hons), MA etc.</td>
<td>BSc (Hons), BA (Hons)</td>
</tr>
<tr>
<td>Faculty</td>
<td>Natural Sciences</td>
</tr>
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<td>Division (if applicable)</td>
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<td>UCAS Code (UG only)</td>
<td>C800, C801</td>
</tr>
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<td>Programme Code</td>
<td>UHX-16-PSY, UHX-12-PSY</td>
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<tr>
<td>Mode of Study</td>
<td>Full Time ✗ Part Time ✗ (if both please provide two Degree Programme Tables in the Outline Programme Structure)</td>
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<tr>
<td>Location/Method of Study</td>
<td>On Campus – UK ✗ International ☐ Where: Online ☐ Blended ☐</td>
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<td>Admission Points</td>
<td>September ✗ January ☐ Other (if more than one entry point please provide a Degree Programme Table for each in the Outline Programme Structure)</td>
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<tr>
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<td>4 years</td>
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<tr>
<td>SCQF Level</td>
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<tr>
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<tr>
<td>ECTS Credit Value</td>
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<td>Relevant QAA Subject Benchmark</td>
<td>Psychology</td>
</tr>
<tr>
<td>Professional Body Accreditation (all relevant accreditations to be listed)</td>
<td>Name of accrediting body: The British Psychological Society (BPS) Required for programme: No Date of Accreditation: 18 / 05 / 2017 Date of Renewal: 2019/2020</td>
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</table>
Section 2 Overview

PROGRAMME SUMMARY

*A comprehensive summary of the programme.*

Our teaching programme has four parts, which form an integrated progressive education in scientific psychology. These four parts are designed to take you in stages from being a beginner in psychology towards the goal of being a confident, critical thinker with a rounded knowledge of psychology and an ability to apply this knowledge beyond the classroom. To this end, each stage involves progressively more independent study, more depth in that study and increasing ability and confidence in communicating the results of study. The stages are also designed with a mind to the developing maturity of individuals, which we believe will enhance your employability and contribution to society.

In our first year modules (PSYU911 and PSYU912), you will experience a wide range of topics within psychology designed to give a flavour of the subject as well as provide key foundations on which to build later study. In addition, you will experience laboratory practice and reporting. This level is classed as ‘Introductory’ and serves as a “taster” for all students, allowing those with no previous experience of psychology to judge whether they wish to take the subject further (those who don’t are able to switch to other subjects without difficulty at this stage).

In the second year, modules are designed to continue developing key thinking skills, including integration with real life, and also integration across areas of psychology. This level is classed as ‘Intermediate’, where you will acquire key subject-specific knowledge and skills that will be used further in years 3 and 4. There are two themed modules in second year: The Social Mind (PSYU9A3) and Brain and Behaviour – Clinical Perspectives (PSYU9A4). The former integrates material from social, cognitive, developmental and biological psychology, while the latter integrates material from biological and cognitive psychology. You will also take a module in Research Methods (PSYU914) in your second year of study.

In the third year of our Single-Honours programmes, students take modules in a range of core subjects: Cognitive Psychology (PSYU9AC), Social Psychology (PSYU9AJ), Individual Differences (PSYU9ID), Clinical and Health Psychology (PSYU9AL), Developmental Psychology (PSYU9AO) and Animal Behaviour (PSYU9AK). These modules afford opportunities of developing skills associated with group work (PSYU9AC, PSYU9AO), practical work (PSYU9AC, PSYU9AO, PSYU9AK), experience of working with pre-school children (PSYU9AO) and with animals (PSYU9AK). Furthermore, these modules give you the chance to enhance communication skills through group discussions (all modules) and oral presentations (PSYU9AC).

By the end of your third year, you will have acquired the essential knowledge and academic skills associated with the subject; the final year therefore seeks to give you opportunities to put that knowledge and those skills into practice, and to improve more general employability skills. An induction day is organised at the start of the year with the aim of encouraging you to think about the skills and qualities that you will need beyond university, and any gaps or weaknesses you might have in these respects. During this day, it is made clear that the final year is explicitly designed to provide opportunities which you can seize in order to meet these needs. The vehicles for these opportunities are a supervised research project (PSYU917), which spans the whole year, four “elective” modules, an unsupervised group project (PSYU9A7), or a work placement module (PSYU9A8).
Each of the elective modules comprises a series of six meetings of two hours on a highly specialised topic. Students choose from a list of around 20 such electives at the start of each semester. The topics for these electives reflect staff members’ specific research interests, wider curiosity, or topics that students have requested. Meetings contain very little traditional teaching; instead, they are led by students who take responsibility for locating relevant literature, presenting it to the class, and leading its discussion. Students therefore have considerable opportunities to use their initiative in finding literature, critically evaluating it, and in giving oral presentations, for which they are given additional group and individual support.

We also have the capacity for a small number of electives that are entirely designed and led by a student or pair of students. All students are invited to propose such student-led electives. All proposals are considered carefully and a few that seem mostly likely to prove interesting and successful are selected to run. These electives are carefully supervised by members of academic staff, who are present at all seminar meetings, and who grade all summative assessments.

The third component of the final year is the unsupervised group project (PSYU9A7) or the Psychology work placement module (PSYU9A8). Students taking the group project option are offered a choice of projects, presented in the form of brief descriptions, usually of a question or an issue to be explored. The allocation of students to projects is managed by teaching staff, but beyond that the small groups of students manage the work independently. This involves students establishing what work actually needs to be done (e.g., an experiment, a survey, a literature review), how to organise this work, deciding who they think is the “client” or user of the research, and selecting the form of reporting that is most appropriate for this user. Students selected for the work placement module (PSYU918) undertake a 50 hour placement with a host organization where they can hone employability skills, including effective communication and professional conduct. We currently offer places for around 50 students on this course.

We also offer other opportunities for final year students to take on leadership roles. There are opportunities to become involved in teaching statistics to second year students taking the research methods module (PSYU914), and peer-mentoring third year students taking group projects as part of their Cognition module (PSYU9AC). Students in the third year of their degree programmes also have the opportunity to become involved in peer teaching first year lab classes through acting as demonstrators for the classes and holding drop in tutorials.

Taken together, the elements of the final year are designed to help students become competent in using their skills, and to gain increased confidence through their practice in areas outside of the classroom. They have plenty of opportunities to take the initiative, to solve problems, to work in groups, to apply psychological knowledge, and to communicate effectively - many of the attributes of the psychologically literate citizen.

**Key Features of the Programme (including what makes it distinctive)**

There are several distinctive features of our programme. The first is our commitment to student-led teaching, for which we were commended by the BPS at our last on-site review in 2014: we have final year students teaching second and third years, and third year students teaching second years skills with research design and statistics. Second, we have worked hard to enhance the employability of our graduates, for which we received a BPS award for Innovation in Psychology Programmes in 2015. Third, we are the only Psychology department in the UK with an on-site kindergarten. This facility is available to children between 2 years and 9 months to five years of age. All psychology students have the opportunity to work with the children in the kindergarten during the Developmental Psychology module (PSYU9AO) in year 3 of the single honours programme. Finally, our research links with Edinburgh Zoo and the nearby Blair Drummond Safari Park afford opportunities for students to visit the zoo in the Animal Behaviour module (PSYU9AK) and become involved with research projects with animals in their final year dissertation projects.
**Overarching Programme Aims**

The aim of the programme is to produce psychology graduates who understand psychological functioning from different perspectives: how thought and behaviour are underpinned by biology, how the mind is structured, how it develops, how it is shaped by social factors, how it may have evolved, and how it varies amongst individuals. Psychology graduates will know about the scientific method, have an understanding of the empirical basis for our understanding of psychological functioning, and be able to question this evidence.

However, the aim isn’t simply to produce graduates with a lot of knowledge. We want our graduates to be able to put what they know of psychological science to good use, in conducting empirically based research into theoretical and applied problems, in evaluating information, questioning the claims made by others, and in confronting issues in everyday life, at home, at work, and in the wider community.

Psychology graduates will be disposed towards taking charge of their own learning, questioning, thinking critically, seizing the initiative, solving problems independently, and showing a preference for action. They will have explored and understood what their aptitudes are for collaborating with others within and across disciplines, and for taking on leadership roles. They will be effective and persuasive communicators who are resilient, capable of conducting themselves professionally and ethically, and who recognize what is required for effective teamworking.

**WHAT WILL I BE EXPECTED TO ACHIEVE?**

*Detailed Learning Outcomes*

On successful completion of this programme, you should be able to:

1. Explain and evaluate key theories and concepts relating to psychological functioning in the context of the main areas of psychological science (e.g., biological, developmental, social, and cognitive psychology), and how this functioning varies amongst individuals.
2. Explain a range of research paradigms, research methods, measurement techniques, and their limitations
3. Apply appropriate ethical research methods and data analysis techniques to address theoretical and applied problems in psychology
4. Communicate ideas and research findings effectively and persuasively

**HOW WILL I LEARN?**

*Outline of the teaching methods and approach to be used on the programme.*

Teaching on the programme is through lectures, seminars, tutorials and practical classes. However, learning takes places through a wide range of activities within and beyond these classes:

- group project work, which includes working with pre-school children in our on-site kindergarten
- opportunities to engage in peer-to-peer teaching such as tutoring students in statistical methods, and experimental design, as well as designing and running your own courses
- participating in experiments run by staff and other students
- oral presentations
- opportunities to undertake work placements
- opportunities to study abroad

**WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?**

*Outline of the assessment methods and approach to be used on the programme.*

Assessment and Assessment Criteria

Assessment is balanced between coursework and examinations. The types of coursework are varied, ranging from essays and lab reports to reviews, popular science pieces, posters, online class tests, and oral presentations. In examinations, you’ll be answering various types of multiple choice questions, short answer questions, and essay questions.
Feedback on Assessment
You will receive feedback on coursework within 3 weeks of completion of the assessment. Feedback is usually provided electronically on formal coursework. Feedback and Guidance sessions with teaching staff are available on all modules. These provide regular opportunities to discuss feedback further. More information about feedback on assessment can be found here; http://www.stir.ac.uk/academicpolicy/handbook/assessment/

Assessment Regulations
*Highlight any exceptions to the assessment regulations for this programme*
N/A

If you would like to know more about the way in which assessment works at the University of Stirling, please see the full version of the assessment regulations at:
Undergraduate
Postgraduate – Taught
Postgraduate - Research

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**WHAT WILL I STUDY?**

**Outline Programme Structure**

The list below shows compulsory and option modules for this programme. Option modules are revised over time and, in some cases, will be dependent upon pre-requisite and/or co-requisites being taken. More information about these requirements can be found in the relevant Module Descriptors. The options available each year can be subject to change due to student demand and availability of teaching staff.

- Where an “Option list” is specified, you have a choice of which module to take at this point in the degree programme and these choices are listed below
- For year 1 and 2 where “Any Module” is used it means that you can choose from all modules available to the year group and you can see the full list by following these links:

Undergraduate
Postgraduate

**Year 1**

Total year 1 credit value = 120
Compulsory credits = 40
Option credits = 80

**Compulsory Modules**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
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<tbody>
<tr>
<td>Introductory Psychology I</td>
<td>PSYU911</td>
<td>20</td>
<td>Autumn</td>
<td>08</td>
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<tr>
<td>Introductory Psychology II</td>
<td>PSYU912</td>
<td>20</td>
<td>Spring</td>
<td>08</td>
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**Option Modules – you may choose one of the following modules to take**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Module</td>
<td>X</td>
<td>X</td>
<td>Autumn / Spring</td>
<td>08</td>
</tr>
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</table>

**Year 2**

Total year 1 credit value = 120
Compulsory credits = 60
Optional credits = 60
### Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Social Mind</td>
<td>PSYU9A3</td>
<td>20</td>
<td>Autumn</td>
<td>08</td>
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<tr>
<td>Brain and Behaviour – Clinical Perspectives</td>
<td>PSYU9A4</td>
<td>20</td>
<td>Spring</td>
<td>09</td>
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<tr>
<td>Research Methods</td>
<td>PSYU914</td>
<td>20</td>
<td>Spring</td>
<td>09</td>
</tr>
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</table>

### Option Modules – you may choose one of the following modules to take

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Module</td>
<td>X</td>
<td>X</td>
<td>Autumn / Spring</td>
<td>08 and 09</td>
</tr>
</tbody>
</table>

### Year 3

Total year 1 credit value = 120  
Compulsory credits = 120  
Optional credits = 0

### Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognition</td>
<td>PSYU9AC</td>
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<tr>
<td>Individual Differences</td>
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<td>Autumn</td>
<td>10</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>PSYU9AJ</td>
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<td>Autumn</td>
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<tr>
<td>Developmental Psychology</td>
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<tr>
<td>Animal Behaviour</td>
<td>PSYU9AK</td>
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<td>Spring</td>
<td>10</td>
</tr>
<tr>
<td>Clinical and Health Psychology</td>
<td>PSYU9AL</td>
<td>20</td>
<td>Spring</td>
<td>10</td>
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</table>

### Year 4

Total year 1 credit value = 120  
Compulsory credits = 120  
Optional credits = 0

### Compulsory Modules

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<thead>
<tr>
<th>Module Title</th>
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<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
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<td>Autumn</td>
<td>10</td>
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<tr>
<td>Psychology in Context</td>
<td>PSYU9A7</td>
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<td>Spring</td>
<td>10</td>
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### READING LIST

Required and Recommended Reading for the Programme  
Section 3 Student Support [PLEASE UPDATE AS NEEDED FOR THE STUDENT COHORT]

**SUPPORT FOR STUDENT LEARNING**

**Induction**

You will receive an induction during the first days of your programme. This includes a range of social events, information sessions and activities to help you orientate yourself at Stirling and access the services available to you. These are opportunities to meet staff and other students from across the university, in the Faculty and on the programme.

The Faculty of Natural Sciences also provides induction events at the start of 4th year to help prepare you for advanced study and provide you with opportunities to network with business.

**Study Skills Support**

Student Learning Services (SLS) are committed to providing comprehensive guidance on all aspects of effective and efficient learning. The ultimate aim of the service is to enable you to make the most of your academic studies at the University and for you to become an independent, successful learner during your time at the University of Stirling. This is facilitated through collaborative work with experienced tutors and by offering a variety of courses, workshops and tutorials.

All students, whatever stage of their academic studies, are welcome to use Student Learning Services. However the service may be particularly beneficial:

- In your first two years of study.
- If you are making the transition from college to Higher Education.
- If you have been out of education for some time.

**What SLS are able to do:**

- Advise you on academic skills relevant to your studies at University.
- Help you consolidate your previous learning and develop new learning strategies.
- Advise on action-plans to potentially improve grades.
- Suggest practical solutions if you feel overwhelmed by assignment work.
- Help you gain confidence in the transition to Higher Education.

More information can be found here: [http://www.stir.ac.uk/campus-life/learning-support/student-](http://www.stir.ac.uk/campus-life/learning-support/student-
STEER
STEER is a University-wide peer support scheme linking in returning student "Captains" with new undergraduate or taught post-graduate "Crew" during their first year at Stirling.

The scheme aims to help you make the most of your time at the University, help new students - the Crew - settle in and realise the opportunities available to them. You can find out more information here: https://www.stirlingstudentsunion.com/representation/studentsupport/steer/

Stirling Graduate School
For Research Postgraduate Students the Stirling Graduate School as well as your own faculty will provide support. More information can be found here: http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/

Academic and Pastoral Support
Adviser of Studies: Advisers have an important role to play in enhancing your academic and personal development and are essential to ensuring you make the most of your time at university. Advisers provide a personalised point of contact for you to discuss academic concerns or queries within the academic community. The general purpose of the role is to provide more in-depth advice on the academic options available to you and on the academic policies and regulations within the University. More information can be found here: http://www.stir.ac.uk/registry/advisers/

Personal Tutor: The role of a personal tutor is to help you feel part of the University community. They are a specific and consistent source of guidance, information and support for you throughout your studies. The tutor should be the your first formal point of contact for general academic guidance and pastoral support. More information can be found here: http://www.stir.ac.uk/tse/personal-tutor/

Support and Wellbeing: At university you may face non-academic issues where you need some expert help or guidance. There are lots of ways we can help you in your day-to-day life at University. Student Support Services provide a range of high-quality services to assist you during the course of your studies, help prepare you for life after graduation. We aim to enhance the student experience and help you to get the most out of your time at University. More information can be found here: http://www.stir.ac.uk/campus-life/support-and-wellbeing/

Student Union: you can also access support through the Students’ Union, more information can be found here: https://www.stirlingstudentsunion.com/representation/studentsupport/

Accessibility and Inclusion (A&I)
A&I are committed to offering a service which is welcoming and supportive of the needs of all students. Our service takes into account the full range of needs you may have, in a wide variety of circumstances including - physical and mobility difficulties, sensory impairments, specific learning difficulties including dyslexia and autistic spectrum disorder as well as medical conditions and mental health difficulties. A&I can also support you if you have short-term, temporary impairments or other difficulties as a result of an accident, injury, illness or surgery. More information can be found here: http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/

Learning Resources
You can find out more about the resources available to support your learning here: http://www.stir.ac.uk/campus-life/learning-support/

Section 4 Programme Evaluation and Enhancement

METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING
Module Feedback
Module Feedback Questionnaires are carried out each year and are an important way of getting student feedback on the modules we teach. We aim to evaluate every module we teach in every semester. You can find out more here: [http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/](http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/)

Programme Review
Programmes are reviewed annually and on a 5 yearly cycle. You can get involved in a variety of different ways; by completing module evaluations, becoming a course representative and attending Student Staff Consultative Committees, or participating in the review process itself. You can find out more here: [http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/](http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/)

External Examiner(s)
Name of External Examiner: Dr Abbie Jordan
Institution: University of Bath
Responsible for: Second and third year modules

Name of External Examiner: Dr Martin Corley
Institution: University of Edinburgh
Responsible for: Final year modules

Section 5 My Future

**WHAT KIND OF CAREER MIGHT I GO ON TO?**

What career avenues does this qualification open up to the student?

An estimated 15-20% of Psychology graduates eventually become professional psychologists. Graduates can specialise in

- clinical psychology
- forensic psychology
- counselling
- educational psychology
- occupational psychology
- mental health
- therapy
- sport
- health and wellbeing
- crime

Many other careers will see psychology as a useful degree, such as:

- psychotherapy
- advice worker
- market research
- counsellor
- life coach
- human resources
- play therapy
- any job that requires insight into human behaviour

How does this programme facilitate your development of the Graduate Attributes?

Connected
You will be connected with current knowledge in psychological science and how this applies to real world problems through teaching and learning activities in all of our modules. The final year of our Single Honours Programme is explicitly designed to provide you with opportunities to connect with the skills and knowledge that will help your employability and contribution to society.

**Innovative**

From the first semester onwards you will be learning research skills that will build through successive modules culminating in your collaborating with academic and research staff on new and innovative research in third year group projects, and your final year dissertation project. Through learning about research and research methods, you will hone your critical thinking skills so that you can identify alternative explanations for research findings, and find creative solutions to problems.

**Transformative**

You will learn about people and why they behave the way they do in different situations. This knowledge may help you work towards changing people’s lives for the better, at home and at work. Moreover, you will learn how to quantify attitudes and behavior so that you can evaluate changes, and make judgements about changes others have made or claims they are making.

**WHAT STUDY ABROAD OPPORTUNITIES ARE AVAILABLE?**

Study abroad opportunities are available to students in year 3. Psychology students can study for example at University of Sydney, California State University or City University Hong Kong.

**WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?**

We run a Work Placement elective module in year 4 of the Single Honours degree programme.

**WHAT FURTHER STUDY OPTIONS ARE AVAILABLE TO ME?**

*What programmes of study could the student go on to after successfully completing this one?*

All of our single and combined honours psychology programmes are accredited by the British Psychological Society (BPS). Obtaining an accredited degree is an essential first step in becoming a practicing psychologist. Having successfully completed this degree you could go on and study for BPS Accredited Masters degrees in Health Psychology, Forensic Psychology, Educational Psychology, Sports Psychology, Occupational Psychology, Counselling Psychology.

If you are interested in becoming a clinical psychologist, or clinical neuropsychologist a single or combined honours degree in Psychology will allow you to study for a BPS accredited Doctorate in Clinical Psychology.

**WHAT OTHER INFORMATION DO I NEED TO KNOW?**

*Information that should be displayed at module registration and/or on the Degree Programme Table webpages to help students understand any programme specific requirements or agreed exceptions to regulations. This could also include useful information that will enable a student to decide to take this programme, prepare for the programme, or that will be useful to them on completion of the programme e.g. professional recognition/accreditations etc.*

All of our single and combined honours psychology programmes are accredited by the British Psychological Society (BPS).
Section 6 Admissions

HOW DO I ENTER THE PROGRAMME?

Admissions Criteria

Year 1 entry – Four-year honours

SQA Highers
ABB – one sitting
AABB – two sittings

GCE A-levels
BBB

IB Diploma
32 points

BTEC (Level 3)
DDM

Year 2 entry – Three-year honours

SQA Advanced Highers
ABB – one sitting

GCE A-levels
ABB

IB Diploma
35 points

Essential subjects
To include Psychology

Other qualifications

Scottish HNC/HND
Bs in graded units

English, Welsh and Northern Irish HNC/HND
Merits and Distinctions

Foundation Apprenticeships
Considered to be equivalent to 1 Higher at Grade B

Access courses
Access courses and other UK/EU and international qualifications are also welcomed.

Advanced entry

Year 2 entry may be possible with an HND in Social Sciences with specific units. Please consult our advanced entry page for more details.

General entrance requirements apply
If you’ve taken exams over two sittings, repeated an exam, or been upgraded, the entrance requirements may be higher.

**English language requirements**

If English is not your first language you must have one of the following qualifications as evidence of your English language skills:

- IELTS - 6.0 with 5.5 minimum in each skill
- Cambridge Certificate of Proficiency in English (CPE): Grade C
- Cambridge Certificate of Advanced English (CAE): Grade C
- Pearson Test of English (Academic): 54 with 51 in each component
- IBT TOEFL: 80 with no subtest less than 17

[More information on our English language requirements](#)

**English language courses**

If you need to improve your English language skills before you enter this course, our partner INTO University of Stirling offers a range of English language courses. These intensive and flexible courses are designed to improve your English ability for entry to this degree.

[Find out more about our pre-sessional English language courses](#)

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