BSc Psychology with Neuroscience

Programme Specifications

1.	**Programme title(s)**	BSc Psychology with Neuroscience		
		BSc Psychology with Neuroscience with Foundation Year (Hendon)		
2.	**Awarding institution**	Middlesex University		
3a	**Teaching institution**	Middlesex University: Hendon		
3b	**Language of study**	English		
4a	**Valid Intake dates**	Sept		
4b	**Mode of study**	Full time (Hendon)	Part-time (Hendon)	TKSW (Hendon)
4c	**Delivery method**	On-campus/Blended		
5.	**Professional/Statutory/Regulatory body**	British Psychological Society (Hendon)		
6.	**Apprenticeship Standard**	n/a		
7.	**Final qualification(s) available**	BSc (Hons) Psychology with Neuroscience		
		BSc Psychological Studies		
		DipHE Psychological Studies		
		CertHE Psychological Studies		

8. Academic year effective from	**2024/2025**

9. Criteria for admission to the programme

We welcome applicants who demonstrate potential for success in our programmes through. We adopt an inclusive approach to admissions, considering various indicators of potential for success in our programmes.

Candidates normally require English, Maths and one Science subject at GCSE grade 4 or above (or equivalent qualifications), plus 112 UCAS points achieved from level 3 further education awards, including A-Levels, BTEC National Diploma, Access to HE, and International Baccalaureate. International students must demonstrate proficiency in English, with an IELTS score of 6.0 or equivalent, with no less than 5.5 in each component.

Applicants may be exempted from part of the programme on the basis of prior certified learning or experiential learning. Those seeking advanced standing through Recognition of Prior Learning (RPL) must have completed or partly completed a comparable programme at another HEI and must provide evidence of their achievements in that programme. This approach recognises and values both formal education and practical experience in the admission process. Direct entry to the programme will be considered on a case-by-case basis in accordance with Middlesex University's Recognition of Prior Learning (RPL) processes.

Please refer to the programme specification for the Foundation Year for the criteria for admission to the BSc Psychology with Neuroscience Foundation Year programme.

10. Aims of the programme

The BSc Psychology with Neuroscience programme is dedicated to fostering a comprehensive understanding, critical analysis, and practical application of psychological principles, with a focus on neuroscience integration. Rooted in a commitment to excellence and innovation, our programme aims to cultivate graduates who are proficient in the fundamental concepts and methodologies of psychology, with an emphasis on neural mechanisms underlying behaviour and cognition.

Our overarching aim is to provide students with a robust foundation in psychological theory and research methodologies, empowering them to engage in rigorous inquiry and analysis, particularly within the realm of neuroscience. Through a range of practice-led interdisciplinary learning experiences, we nurture a critical perspective, encouraging students to evaluate

evidence, challenge assumptions, and communicate effectively. Our graduates acquire a range of skills in data analysis and acquisition, leaving them digitally literate and technologically agile. Moreover, we aspire to develop psychologically literate graduates who not only possess theoretical knowledge but also demonstrate a practical understanding of how psychological and neural principles can be integrated to address real-world challenges. Our curriculum integrates opportunities for students to explore neuroscientific techniques, interdisciplinary collaboration, and ethical decision-making, preparing them for diverse career pathways at the intersection of psychology and neuroscience. This means our students are well positioned to enter graduate employment and contribute meaningfully to the workplace.

Through a combination of academic rigor, practical application, and a commitment to interdisciplinary exploration, we strive to nurture well-rounded individuals who are prepared to navigate the complexities of the modern world with empathy, integrity, and resilience, leveraging the insights of both psychology and neuroscience.

11. Programme outcomes*

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:
A1 The main conceptual, historical and theoretical issues in psychology and neuroscience.
A2 The fundamentals of psychological research design and analysis.
A3 Findings and debates in the core domains of the scientific study of psychology as outlined by the BPS including biological, developmental, cognitive, social and individual differences psychology.
A4 The theoretical and practical aspects of mind, brain, experience, behaviour and socio-cultural contexts of humans.
A5 Various research methodologies, and be able to identify and discuss their strengths and weaknesses, and ethical issues relating to research.
A6 Distinctive contributions of psychology to real life issues, and be able to synthesize them by making connections and evidence-based recommendations within and beyond the discipline.
A7 Issues such as social justice, diversity and inclusion, and how these factors influence human behaviour.
A8 The principles of ethical, inclusive, and open science.
A9 Detailed knowledge and understanding of Neuroscience and Neuropsychology.

Teaching/learning methods

Students gain knowledge and understanding through:

- Inclusive, interactive, engaging, multi-staffed, whole-cohort sessions, which serve to engage students in topical content via participation during in-class surveys, discussions, live debates and collaborative idea generation.
- Students will have a chance to submit questions and comments, in person, online in a live chat (monitored by a member of staff) during the sessions and via offline forums – making students co-leaders in their learning. Whole cohort sessions are an opportunity to foster a sense of curiosity in learning by providing multiple opportunities to engage with the whole cohort in reflection and debate through multiple mediums.

- Key concept videos will introduce core material, via the virtual learning environment, before in-person on campus sessions where appropriate.
- Small group teaching in the form of workshops, seminars and 1-to-1 tutorials will provide opportunities to review key concepts and evidence, get feedback on and help with academic writing skills and an introduction to using the library effectively and database searches.
- Academic advisors will be available for regular support, tutorials and provide guidance to students as and when needed.
- A multitude of engagement opportunities, in a variety of modalities, provide an inclusive platform for student learning in an environment designed to cultivate empathy, wellbeing and inclusivity.

Assessment methods
Students' knowledge and understanding is assessed by:

A diverse range of assessment methods are adopted, incorporating options for students to showcase their knowledge acquisition. This inclusive approach encompasses continual formative feedback, offering varied forms of feedback throughout the learning process. The assessment methods include authentic assessments such as case-study reports, written reports, essays, short answer texts, article reviews, portfolios, presentations, and research dissertations.

This diverse and inclusive approach aims to provide students with opportunities to demonstrate their knowledge and understanding in alignment with their individual strengths, preferences, and learning styles, thereby fostering a more equitable and enriching educational experience for all.

B. Skills

On completion of this programme the successful student will be able to:

B1 Apply diverse and inclusive perspectives to areas within psychology and neuroscience. (1, 7, 8)

B2 Integrate perspectives in psychology and neuroscience. (1, 3)

B3 Identify & evaluate patterns of behaviour & psychological functioning. (6, 8)

B4 Formulate & explore research questions. (1, 5)

B5 Perform quantitative & qualitative data analyses. (4, 5)

B6 Lead and collaborate in designing, implementing, analysing and communicating group project work. (2, 6, 7)

B7 Demonstrate effective written and oral communication enabling students to critically formulate and sustain a coherent argument. (2, 3, 6)

B8 Acquire and use technological skills to engage critically in conducting literature searches, data analyses and psychophysiological data acquisition and analysis. (4, 8)

#Teaching/learning methods
Students learn skills through:

- Workshops, seminars and 1-to-1 tutorials will provide opportunities to review key concepts and evidence, get feedback on and help with academic writing skills and an introduction to using the library effectively and database searches.

- Lab based workshops and skill sessions are aimed at providing the opportunity for students to engage with their learning in a hands-on approach. In such sessions students will learn how to use software for data analysis and/or collect psychophysical data from a partner and then learn how to analyse this data. This diverse range of learning provides students with a variety of methods to tap into the approach that suits their way of learning.

Assessment methods

Students' skills are assessed by:

A diverse range of assessment methods are adopted, incorporating options for students to showcase their knowledge acquisition. This inclusive approach encompasses continual formative feedback, offering varied forms of feedback throughout the learning process. The assessment methods include authentic assessments such as case-study reports, written reports, essays, short answer texts, article reviews, portfolios, presentations, and research dissertations.

This diverse and inclusive approach aims to provide students with opportunities to demonstrate their knowledge and understanding in alignment with their individual strengths, preferences, and learning styles, thereby fostering a more equitable and enriching educational experience for all.

The above learning, teaching and assessment will be designed to develop and assess these graduate competencies (noted against the outcomes):

1. Curiosity and learning,
2. collaborative innovation,
3. resilience and adaptability,
4. technological agility,
5. entrepreneurship,
6. communication, empathy, and inclusion,
7. leadership and influence,
8. problem solving and delivery.

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Structure of the programme

<table>
<tr><td colspan="5">FULL TIME</td></tr>
<tr><td colspan="5">Year 1</td></tr>
<tr><td colspan="5">120 credits total</td></tr>
<tr><td>Semester 1
BMS1494 Fundamental Neuroscience
(30 Credits)</td><td>Semester 1
PSY1110 Psychological Science: From Individuals to Society
(30 Credits)</td><td>Semester 2
PSY1210 Psychological Science: From Biology to Individual Variation
(30 Credits)</td><td colspan="2">Semester 2
PSY1220 The Psychologist's Toolkit: Essentials of Research Design and Analysis
(30 Credits)</td></tr>
<tr><td colspan="5">Year 2</td></tr>
<tr><td colspan="5">120 credits total</td></tr>
<tr><td>Semester 1
BMS2955 Neurophysiology
(30 Credits)</td><td>Semester 1
PSY2006 Brain, Body and Mind
(30 Credits)</td><td>Semester 2
PSY2210 Social and Developmental Psychology
(30 Credits)</td><td>Semester 2
PSY2215 The Psychologist’s Toolkit: Advanced Quantitative Techniques
(15 Credits)</td><td>Semester 2
PSY2225 The Psychologist’s Toolkit: Advanced Qualitative Techniques
(15 Credits)</td></tr>
<tr><td colspan="5">Final Year</td></tr>
<tr><td colspan="5">120 credits total</td></tr>
<tr><td>Semester 1
PSY3120 Neuropsychology: The healthy brain and what can go wrong with it
(30 Credits)</td><td>Semester 1
BMS3986 Brain Disorders
(30 Credits)</td><td>Semester 2
PSY3200 Psychology Dissertation
(30 Credits)</td><td colspan="2">Semester 2
Option
(30 Credits)</td></tr>
<tr><td colspan="5">N.B. TKSW students take PSY3004 Placement for Employability (Psychology) (120 Credits) in Year 3</td></tr>
</table>

<table>
<tr><th colspan="3">PART TIME (Suggested)</th></tr>
<tr><td colspan="3">Year 1</td></tr>
<tr><td colspan="3">(60 credits total)</td></tr>
<tr><td>Semester 1
BMS1494 Fundamental Neuroscience
(30 Credits)</td><td colspan="2">Semester 2
PSY1220
The Psychologist's Toolkit: Essentials of Research Design and Analysis
(30 Credits)</td></tr>
<tr><td colspan="3">Year 2</td></tr>
<tr><td colspan="3">(60 credits total)</td></tr>
<tr><td>Semester 1
PSY1110
Psychological Science: From Individuals to Society
(30 Credits)</td><td colspan="2">Semester 2
PSY1210
Psychological Science: From Biology to Individual Variation
(30 Credits)</td></tr>
<tr><td colspan="3">Year 3</td></tr>
<tr><td colspan="3">(60 credits total)</td></tr>
<tr><td>Semester 1
BMS2955
Neurophysiology
(30 Credits)</td><td>Semester 2
PSY2215
The Psychologist’s Toolkit: Advanced Quantitative Techniques
(15 Credits)</td><td>Semester 2
PSY2225
The Psychologist’s Toolkit: Advanced Qualitative Techniques
(15 Credits)</td></tr>
<tr><td colspan="3">Year 4</td></tr>
<tr><td colspan="3">(60 credits total)</td></tr>
<tr><td>Semester 1
PSY2006
Brain, Body and Mind
(30 Credits)</td><td colspan="2">Semester 2
PSY2210
Social and Developmental Psychology
(30 Credits)</td></tr>
<tr><td colspan="3">Year 5</td></tr>
<tr><td colspan="3">(60 credits total)</td></tr>
<tr><td>Semester 1
PSY3120
Neuropsychology: The healthy brain and what can go wrong with it
(30 Credits)</td><td colspan="2">Semester 2
Optional Module
(30 Credits)</td></tr>
<tr><td colspan="3">Semester 2: Optional modules
PSY3235 – Coaching Psychology
PSY3240 – Evolutionary Approaches to Behaviour
PSY3225 – Cognitive and Clinical Neuroscience
PSY3210 – Occupational Psychology: Work-life balance and Workplace Stress</td></tr>
</table>

• PSY3215 – Psychology in Practice • PSY3250 – Primatology • PSY3230 – Key Issues in the Psychology of Elite Sport Performance • PSY3245 – Visual Psychology: Arts, film and photography in Psychology
N.B. TKSW students take PSY3004 Placement or Employability (Psychology) (120 Credits) in Year 5
Year 6
(60 credits total)

Semester 1 **BMS3986** **Brain Disorders** (30 Credits)	Semester 2 **PSY3200** **Psychology Dissertation** (30 Credits)

12.2 Levels and modules

Please refer to the programme specification for the Foundation Year for the modules to be taken during the foundation year of the BSc Psychology with Neuroscience with Foundation Year programme.

Level 4
Compulsory • Students must take all of the following: • BMS1494 Fundamental Neuroscience • PSY1110 Psychological Science: From Individuals to Society • PSY1210 Psychological Science: From Biology to Individual Variation • PSY1220 The Psychologist's Toolkit: Essentials of Research Design and Analysis
Optional: No options at Level 4
Progression requirements • Students must pass at least 90 credits to progress to Level 5. • To achieve Honours, failed credit will need to be repeated.
Level 5
Compulsory Students must take all of the following: • BMS2955 Neurophysiology • PSY2006 Brain, Body and Mind • PSY2210 Social and Developmental Psychology • PSY2215 The Psychologist's Toolkit: Advanced Quantitative Techniques • PSY2225 The Psychologist's Toolkit: Advanced Qualitative Techniques
Optional: No options at Level 5
Progression requirement: • Students must have passed at least 210 credits to progress to Level 6. • To achieve Honours, failed credit will need to be repeated.

Level 6
Compulsory Students must take all of the following: • BMS3986 Brain Disorders • PSY3120 Neuropsychology: The healthy brain and what can go wrong with it • PSY3200 Psychology Dissertation
Optional Students must also choose one from the following: • PSY3235 – Coaching Psychology • PSY3240 – Evolutionary Approaches to Behaviour • PSY3225 – Cognitive and Clinical Neuroscience • PSY3210 – Occupational Psychology: Work-life balance and Workplace Stress • PSY3215 – Psychology in Practice • PSY3250 – Primatology • PSY3230 – Key Issues in the Psychology of Elite Sport Performance PSY3245 – Visual Psychology: Arts, film and photography in Psychology * Option modules are subject to minimal enrolments – those with less than 15 students will not be able to run in a given semester.
Progression requirements: N?A

12.3 Non-compensable modules

Module level: 6
Module code: *PSY3200 – Dissertation*

13. Information about assessment regulations

This programme will run in line with general University Regulations.

14. Placement opportunities, requirements and support (if applicable)

Placement opportunities are available to study psychology in the workplace. These can be achieved either through full-time year-long study in year three of a four-year degree or on a part-time basis alongside other study units in the final year of study. Please visit MDX works for further support and more details.

Students who successfully complete the Placement for Employability (Psychology) module PSY3004 will receive a Diploma in Employability Studies.

15. Future careers / progression

Graduates achieving a Lower Second Class Honours Classification (or better) will be eligible to apply for BPS accredited Masters & Doctoral programmes leading to careers as a psychologist in a variety of sub-disciplines.

Graduates of a psychology undergraduate programme possess a multifaceted skill set that equips them for a diverse range of careers across numerous industries. Through their studies,

they develop a deep understanding of human behaviour, cognition, and emotion, as well as honing critical thinking, research, and analytical skills. Armed with this knowledge, graduates can excel in roles that require empathy, effective communication, and the ability to understand and navigate complex interpersonal dynamics.

In professions such as clinical psychology, counselling, and educational psychology, graduates utilise their understanding of human behaviour to assess, diagnose, and provide therapeutic interventions to individuals experiencing psychological distress or developmental challenges. Their ability to establish rapport, listen attentively, and provide empathetic support is invaluable in helping clients navigate their struggles and achieve personal growth.

In organisational settings, such as human resources departments or consulting firms, graduates leverage their knowledge of psychological principles to improve workplace dynamics, enhance employee satisfaction, and foster organisational success. They may conduct employee assessments, design training programmes, and provide guidance on team building and conflict resolution strategies, drawing on their understanding of motivation, leadership, and group dynamics.

Those inclined towards research can pursue careers in academia, government agencies, or private research institutions, where they contribute to the advancement of knowledge in areas such as cognitive psychology, social psychology, or neuroscience. Through designing and conducting experiments, analysing data, and disseminating findings through publications and presentations, they play a vital role in expanding our understanding of human behaviour and informing evidence-based practices in various fields.

Additionally, graduates may find opportunities in fields such as market research, healthcare, or social work, where their skills in data analysis, communication, and problem-solving are highly valued. Whether conducting consumer surveys, developing health promotion programmes, or advocating for marginalized populations, they apply their psychological expertise to address real-world challenges and make meaningful contributions to society.

Overall, the versatility of a psychology undergraduate degree lies in its emphasis on understanding human behaviour and cognition, coupled with the development of essential skills such as critical thinking, communication, and empathy. This combination prepares graduates to thrive in a wide range of careers, where they can make a positive impact by applying their knowledge and skills to address the diverse needs of individuals, organisations, and communities.

16. Particular support for learning

The Department of Psychology has extensive laboratory and workshop facilities.

- Computer laboratories
- Group work laboratory
- Psychophysiology laboratory
- Virtual reality lab
- Testing cubicles/Counselling practice rooms

UniHelp is the University’s central service; you can contact UniHelp online, by phone, in person and via Chat.
http://unihub.mdx.ac.uk/your-support-services/unihelp

Support and Wellbeing Find what you need and how you need it through a range of expert support services, online tools and self-help resources, including childcare, counselling and mental health, disability and dyslexia, health and wellbeing and religious needs
Support & Wellbeing | UniHub (mdx.ac.uk)
Student Welfare Advice Team (SWAT) – providing information and advice on money and funding matters, housing and other miscellaneous issues, via private consultation, workshops and information leaflets. Access is via UniHub and the MDX intranet.
Learning Enhancement Team (LET)
They provide academic support to you in areas such as writing essays and reports, giving presentations and participating in academic discussions. Contact Details:
http://unihub.mdx.ac.uk/let or email: LET@mdx.ac.uk

17. HECos code(s): 100497

18. Relevant QAA subject benchmark(s): Psychology

19. Reference points

The following reference points were used in designing the Programme:

- Middlesex University 2031 *Learning Framework*
- Middlesex University *Middlesex University Regulations.* MU
- Middlesex University *Learning and Quality Enhancement Handbook.* MU
- Quality Assurance Agency (2024) The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies QAA
- QAA Subject Benchmark Statement for Psychology (September, 2023)
- British Psychological Society (2019). Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology. Leicester: BPS.
- BACP Ethical Framework
- Middlesex University Learning and Teaching Policies and Strategy
- Student Feedback

External Examiner Feedback

20. Other information

BPS accreditation requirements:

- broad coverage of the qualifying syllabus
- staff-student ratio lower than 20:1

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

21. Curriculum map for BSc Psychology with Neuroscience

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding	
A1	The main conceptual, historical and theoretical issues in psychology and neuroscience.
A2	The fundamentals of psychological research design and analysis.
A3	Findings and debates in the core domains of the scientific study of psychology as outlined by the BPS including biological, developmental, cognitive, social and individual differences psychology.
A4	The theoretical and practical aspects of mind, brain, experience, behaviour and socio-cultural contexts of humans.
A5	Various research methodologies, and be able to identify and discuss their strengths and weaknesses, and ethical issues relating to research.
A6	Distinctive contributions of psychology to real life issues, and be able to synthesize them by making connections and evidence-based recommendations within and beyond the discipline.
A7	Issues such as social justice, diversity and inclusion, and how these factors influence human behaviour.
A8	The principles of ethical, inclusive, and open science.
A9	Detailed knowledge and understanding of Neuroscience and Neuropsychology.
Skills	
B1	Apply diverse and inclusive perspectives to areas within psychology and neuroscience.
B2	Integrate perspectives in psychology and neuroscience.
B3	Identify & evaluate patterns of behaviour & psychological functioning.
B4	Formulate & explore research questions.
B5	Perform quantitative & qualitative data analyses.
B6	Lead and collaborate in designing, implementing, analysing and communicating group project work.
B7	Demonstrate effective written and oral communication enabling students to critically formulate and sustain a coherent argument.
B8	Acquire and use technological skills to engage critically in conducting literature searches, data analyses and psychophysiological data acquisition and analysis.

Programme outcomes	Highest level achieved by all graduates
A1	Level 6
A2	Level 6
A3	Level 6
A4	Level 6
A5	Level 6
A6	Level 6
A7	Level 5
A8	Level 6
A9	Level 6
B1	Level 6
B2	Level 6
B3	Level 6
B4	Level 6
B5	Level 6
B6	Level 6
B7	Level 6
B8	Level 6

Module Title	Module Code by Level	Programme outcomes
Fundamental Neuroscience	BMS1494 – Level 4	A1/A7/A9/B1/B2
Psychological Science: From Individuals to Society	PSY1110 – Level 4	A1/A3/A4/A7/B1/B2/B3/B7
Psychological Science: From Biology to Individual Variation	PSY1210 – Level 4	A1/A3/A4/B2/B3/ B7
The Psychologist's Toolkit: Essentials of Research Design and Analysis	PSY1220 – Level 4	A2/A5/A8/B3/B4/B5/B6/ B8
Brain, Body and Mind	PSY2006 – Level 5	A1/A3/A4/B2/B3/B6/B7/B8
Neurophysiology	BMS2955 – Level 5	A1/A9/B1/B2
Social and Developmental Psychology	PSY2210 – Level 5	A1/A3/A4/A7/B1/B2/B3/B4/B5/B6/B7
The Psychologist's Toolkit: Advanced Quantitative Techniques	PSY2215 – Level 5	A2/A5/A8/B3/B4/B5/B8
The Psychologist's Toolkit: Advanced Qualitative Techniques	PSY2225 – Level 5	A2/A5/A8/B3/B4/B5/B6
Brain Disorders	BMS3986 – Level 6	A1/B1/B2/B3
Psychology Dissertation	PSY3200 – Level 6	A1/A2/A5/A8/B3/B4/B5/B6/B7/B8
Neuropsychology: The healthy brain and what can go wrong with it	PSY3120 – Level 6	A3/A4/A6/A9/B1/B2/B3/B7
Coaching Psychology	PSY3235 – Level 6	A4/A6/B1/B2/B3/B7
Cognitive & Clinical Neuroscience	PSY3225 – Level 6	A3/A4/A6/B3/B6/B7/B8
Key Issues in the Psychology of Elite Sport Performance	PSY3230 – Level 6	A4/A6/B3/B7
Evolutionary Approaches to Behaviour	PSY3240 – Level 6	A3/A4/B3/B7
Primatology	PSY3250 – Level 6	A4/B3/B7

Visual Psychology: Arts, film and photography in Psychology	PSY3245 – Level 6	A4/A7/A9/B2/B3/B6/B7
Occupational Psychology: Work-life balance and Workplace Stress	PSY3210 – Level 6	A4/A6/B3/B7
Psychology in Practice	PSY3215 – Level 6	A9/B3