



Subject Benchmark Statement

Psychology: Draft for consultation

April 2016

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How can I use this document?

This document is a Subject Benchmark Statement for Psychology that defines what can be expected of a graduate in the subject, in terms of what they might know, do and understand at the end of their studies.

You may want to read this document if you are:

- involved in the design, delivery and review of programmes of study in Psychology or related subjects
- a prospective student thinking about studying Psychology, or a current student of the subject, to find out what may be involved
- an employer, to find out about the knowledge and skills generally expected of a graduate in Psychology.

Explanations of unfamiliar terms used in this Subject Benchmark Statement can be found in the Quality Assurance Agency for Higher Education's (QAA's) glossary.¹

¹ The QAA glossary is available at: www.qaa.ac.uk/about-us/glossary.

About Subject Benchmark Statements

Subject Benchmark Statements form part of the UK Quality Code for Higher Education (Quality Code) which sets out the Expectations that all providers of UK higher education reviewed by QAA are required to meet.² They are a component of Part A: Setting and Maintaining Academic Standards, which includes the Expectation that higher education providers 'consider and take account of relevant Subject Benchmark Statements' in order to secure threshold academic standards.³

Subject Benchmark Statements describe the nature of study and the academic standards expected of graduates in specific subject areas, and in respect of particular qualifications. They provide a picture of what graduates in a particular subject might reasonably be expected to know, do and understand at the end of their programme of study.

Subject Benchmark Statements are used as reference points in the design, delivery and review of academic programmes. They provide general guidance for articulating the learning outcomes associated with the programme but are not intended to represent a national curriculum in a subject or to prescribe set approaches to teaching, learning or assessment. Instead, they allow for flexibility and innovation in programme design within a framework agreed by the subject community. Further guidance about programme design, development and approval, learning and teaching, assessment of students, and programme monitoring and review is available in Part B: Assuring and Enhancing Academic Quality of the Quality Code in the following chapters:⁴

- *Chapter B1: Programme Design, Development and Approval*
- *Chapter B3: Learning and Teaching*
- *Chapter B6: Assessment of Students and the Recognition of Prior Learning*
- *Chapter B8: Programme Monitoring and Review.*

For some subject areas, higher education providers may need to consider other reference points in addition to the Subject Benchmark Statement in designing, delivering and reviewing programmes. These may include requirements set out by professional, statutory and regulatory bodies, national occupational standards and industry or employer expectations. In such cases, the Subject Benchmark Statement may provide additional guidance around academic standards not covered by these requirements.⁵ The relationship between academic and professional or regulatory requirements is made clear within individual statements, but it is the responsibility of individual higher education providers to decide how they use this information. The responsibility for academic standards remains with the higher education provider who awards the degree.

Subject Benchmark Statements are written and maintained by subject specialists drawn from and acting on behalf of the subject community. The process is facilitated by QAA. In order to ensure the continuing currency of Subject Benchmark Statements, QAA initiates regular reviews of their content, five years after first publication, and every seven years subsequently.

² The Quality Code, available at www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code, aligns with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, available at: www.enqa.eu/wp-content/uploads/2015/05/ESG_endorsed-with-changed-foreword.pdf.

³ Part A: Setting and Maintaining Academic Standards, available at: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a.

⁴ Individual chapters are available at: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b.

⁵ See also further Part A: Setting and Maintaining Academic Standards, available at: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a.

Relationship to legislation

Higher education providers are responsible for meeting the requirements of legislation and any other regulatory requirements placed upon them, for example by funding bodies. The Quality Code does not interpret legislation nor does it incorporate statutory or regulatory requirements. Sources of information about other requirements and examples of guidance and good practice are signposted within the Subject Benchmark Statement where appropriate. Higher education providers are responsible for how they use these resources.⁶

Equality and diversity

The Quality Code embeds consideration of equality and diversity matters throughout. Promoting equality involves treating everyone with equal dignity and worth, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of learners, and aims to ensure that all students have equal access to educational opportunities. Higher education providers, staff and students all have a role in, and a responsibility for, promoting equality.

Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, disabled students and non-disabled students are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable individual adjustments wherever necessary.

⁶ See further the *UK Quality Code for Higher Education: General Introduction*, available at: www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=181.

About this Subject Benchmark Statement

This Subject Benchmark Statement refers to bachelor's degrees in Psychology.⁷

This version of the Statement forms its fourth edition, following initial publication of the Subject Benchmark Statement in 2002 and review and revision in 2007 and 2010.⁸ In 2010 edition, minor changes to the Statement were made to reflect that by law, from July 2009, anyone describing themselves as a registered psychologist, practitioner psychologist, clinical psychologist, counselling psychologist, educational psychologist, forensic psychologist, health psychologist, occupational psychologist, or sport and exercise psychologist must be registered with the Health Care Professions Council (HCPC), and have successfully completed an HCPC approved programme of training.

Note on alignment with higher education sector coding systems

Programmes of study which use this Subject Benchmark Statement as a reference point are generally classified under the following codes in the Joint Academic Coding System (JACS).⁹

The majority are called 'Psychology' (C800) although some also offer specific focus, while still providing coverage of all core areas, for example

- C810 (Applied psychology)
- C811 (Occupational psychology)
- C812 (Educational psychology)
- C813 (Sport psychology)
- C814 (Organisational psychology)
- C815 (Business psychology)
- C816 (Forensic psychology)
- C820 (Developmental psychology)
- C821 (Child psychology)
- C822 (The psychology of ageing)
- C830 (Methodological & conceptual issues in psychology)
- C831 (Research methods in psychology)
- C832 (Quantitative psychology)
- C833 (Qualitative psychology)
- C834 (History of psychology)
- C835 (Philosophy of psychology)
- C840 (Psychology in health & medicine)
- C841 (Health psychology)
- C846 (Community psychology)
- C848 (Psychology of mental health)
- C850 (Cognitive & affective psychology)
- C852 (Psychology of communication)
- C853 (Psychology of memory & learning)
- C854 (Psychology of perception)

⁷ Bachelor's degrees are at level 6 in *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* and level 10 in *The Framework for Qualifications of Higher Education Institutions in Scotland*, as published in *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies*, available at: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/qualifications.

⁸ Further information is available in the *Recognition scheme for Subject Benchmark Statements*, available at: www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=190.

⁹ Further information about JACS is available at: www.hesa.ac.uk/content/view/1776/649.

- C853 (Psychology of memory & learning)
- C854 (Psychology of perception)
- C855 (Psychology of higher cognitive processes)
- C856 (Experimental psychology)
- C857 (Affective psychology)
- C864 (Evolutionary psychology)
- C872 (Psychology of gender)
- C873 (Cross-cultural psychology)
- C880 (Social psychology)
- C890 (Psychology not elsewhere classified).

Most titles listed, however, would apply to modules within a degree rather than the whole programme.

Summary of changes from the previous Subject Benchmark Statement (2010)

Changes have been made to take into account developments in the subject since the last review as well as to reduce repetition and improve clarity. Structural changes include merging the former Section 2: Defining Principles and Section 3: Nature and extent of Psychology into the new Section 2: Defining principles and nature and extent of Psychology. The Statement now provides only the threshold standards as a single revised set of standards and articulates more clearly its scope. Factual changes reflect the name change of the Health Care Professions Council (HCPC).

1 Introduction

1.1 Psychology is one of the most popular subjects in higher education in the UK and appeals to students from a wide range of backgrounds. Psychology degrees usually last for three years (four years in Scotland). Most higher education providers offer single honours degrees in Psychology, although it is also common to combine Psychology with another subject as a subsidiary or minor area of study, or to study Psychology as one component of a joint honours degree where both subjects carry equal weight. Psychology may be located in a variety of different schools or faculties in different higher education providers, aligning it with Social, Natural or Biological Sciences or with Business, Health or Education, for example. This may lead to different emphases or 'flavours' while still delivering the core areas required for accreditation.

1.2 In order to obtain employment as a practitioner psychologist, further postgraduate study and supervised training are required, normally lasting at least a further three years. By law, from July 2009, anyone describing themselves as a registered psychologist, practitioner psychologist, clinical psychologist, counselling psychologist, educational psychologist, forensic psychologist, health psychologist, occupational psychologist, or sport and exercise psychologist must be registered with the Health Care Professions Council (HCPC), and have successfully completed an HCPC approved programme of training.

1.3 The British Psychological Society also accredits undergraduate and postgraduate training in Psychology and maintains a public Directory and a List of Chartered Members (formerly the Register of Chartered Psychologists). In order to become a Chartered Psychologist (C.Psychol), students normally need to complete an accredited programme in order to acquire the Graduate Basis for Chartership (GBC) - followed by additional postgraduate training. For students who have not completed an accredited undergraduate degree, conversion courses are available at Graduate Diploma or master's level. These are also accredited by the British Psychological Society.¹⁰ Regular reviews are conducted by the British Psychological Society to ensure that accredited degrees continue to reach the necessary standards. This Subject Benchmark Statement, however, sets out standards for all bachelor's degrees whether these are accredited or not by British Psychological Society.

1.4 Psychology graduates proceed into a variety of careers. A third of graduates who go into permanent employment as psychologists enter public services (such as the health service, education, the Civil Service, and the Armed Forces), and a third go into industry or commerce, for example market research and personnel management. Of the remainder, around one-tenth teach and research in schools, colleges and universities. Due to the wide range of generic skills, and the rigour with which they are taught, training in Psychology is widely accepted as providing an excellent preparation for many careers. In addition to subject skills and knowledge, graduates also develop skills in communication, numeracy, teamwork, critical thinking, computing, independent learning and many others, all of which are highly valued by employers.

1.5 Although this Subject Benchmark Statement is a UK reference point for academic standards in Psychology, it recognises the importance of international standards and initiatives in this area.

¹⁰ British Psychological Society website, available at: www.bps.org.uk/

2 Defining principles and the nature and extent of Psychology

2.1 The discipline spans studies ranging from the observations of basic neural mechanisms to analyses of complex human relationships. The antecedents of modern-day Psychology can be found in both biology and philosophy, but its methods of enquiry have developed not only from these disciplines but also from other natural, social and mathematical sciences. Psychology is a broad subject area, and may be seen as a 'hub' subject, contributing to many of the big questions and challenges facing society. Whatever the particular topic of study and wherever the origins of its methods, it attempts to analyse and explain behaviour in a systematic, reproducible way. There is often a strong relationship between theory and empirical data, the results of which may find their expression in applications to education, health, industry/commerce and other situations.

2.2 There are defining principles that guide a degree programme in Psychology. Degrees in Psychology :

- aim to produce a scientific understanding of the mind, brain, behaviour and experience, and of the complex environments in which they exist
- include the acquisition and knowledge of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently
- develop an understanding of the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data
- present multiple perspectives in a way that fosters critical evaluation and reflection, and develop knowledge, leading to an appreciation of theory and research findings, including relevant ethical and socio-cultural issues
- lead to an understanding of real life applications of theory to the full range of experience and behaviour and the application of psychological understanding to real world questions.

The combination of knowledge and skills outlined above is sometimes referred to as psychological literacy.

2.3 To summarise, Psychology is a discipline concerning experience, thought and behaviour that is of immense range and depth. It has evolved its own methodologies from those found in cognate areas. A degree in Psychology implies an understanding of historical and contemporary psychological research alongside an appreciation of current and previous theoretical efforts to integrate and interpret empirical findings. Graduates are equipped with critical thinking skills developed within a context of rigorous empirical methodology. As noted in paragraph 2.1, Psychology may be seen as a hub discipline, enabling others to converge on shared solutions.

3 Subject knowledge and understanding

3.1 Psychology has an established tradition of empirical enquiry linked with theoretical development, which has led to important applications in many fields and which has profoundly influenced professional practice. Thus in addition to acquiring knowledge of the main areas of the discipline, Psychology students also obtain a sound knowledge of, and the proven ability to use appropriately, a variety of research methods and approaches. Knowledge of this kind, as well as its application, can best be acquired and demonstrated through extensive and progressive laboratory and naturalistic settings at all levels of a Bachelor's degree.

3.2 The acquisition and demonstration of conceptual knowledge within the core areas, together with an understanding of the empirical bases of the discipline, are necessary features of any honours degree programme. Most importantly, the ability to integrate ideas and empirical findings both within and between core areas. The ability to extrapolate and comprehend the applications of knowledge within the areas of Psychology will also be a feature of each programme.

Examples of topic areas within core subject areas

3.3 The examples in the topics that follow are given to indicate the scope of each of the areas. They are intended to be neither prescriptive nor exhaustive, and it is recognised that the topics covered will vary from provider to provider and over time. Programmes address knowledge, both of the areas and of the links between them, as well as an understanding of the use of psychological theory to answer real world questions. Ethical, theoretical and practical research issues arise in each of the knowledge areas within Psychology and conceptual, cultural and historical aspects are also included:

- **biological psychology** for example biological bases of behaviour, hormones and behaviour, behavioural genetics, neuroscience, typical and atypical neuropsychology, sociobiology and evolutionary psychology
- **cognitive psychology** for example attention, the study of perception, learning, memory, thinking, language, consciousness and cognitive neuropsychology
- **developmental psychology** for example life-span development including childhood, adolescence, development of attachment, social relations, cognitive and language development and social and cultural contexts of development
- **individual differences** for example personality, psychometrics, intelligence, cognitive style, emotion, motivation, mood, positive psychology, physical and mental health (including social, biological and cognitive processes), and diversity
- **social psychology** for example social cognition, attribution, attitudes, group processes and intergroup relations, culture, close relationships and social constructionism.

3.4 Psychology students learn the basic principles of sound (reliable and valid) data collection (sampling). Given the broad theoretical scope of Psychology, specialist training is required to engender a critical understanding of the role of experimental design, the choice of research methods employed, and the analytic approach taken, for testing psychological theories.

4 Skills

4.1 Psychology is distinctive in the rich and diverse range of attributes it develops, drawing on skills that are associated both with studying the humanities (for example critical thinking and essay writing) and the sciences (hypothesis-testing and numeracy).

4.2 In addition, the nature of the discipline, and the kinds of learning opportunities that it provides, allows students to develop and practice a range of generic skills which can be underpinned by their own formal knowledge of psychological processes. For example, communication skills can be enhanced by knowledge of theories of learning, critical thinking can be underpinned by knowledge of cognitive biases, and teamwork can be supported by knowledge of group processes.

4.3 Subject skills are those that relate closely to the subject knowledge and/or are an integral part of any Psychology degree, forming part of psychological literacy; these skills are described in paragraph 4.4. Generic skills are transferable skills that are not so closely tied to the subject matter of Psychology; these are covered in paragraph 4.5. However, this distinction is a fairly artificial one since the distinction between subject and generic skills is not clear-cut. In addition, many of the subject-specific skills; research design, methods and measurement, and statistics, have direct application in professions outside Psychology, and many of the generic skills are essential in the work of a professional psychologist.

Subject-specific skills

4.4 On graduating with an honours degree in Psychology, students are able to:

- i apply multiple perspectives to psychological issues, recognising that Psychology involves a range of research methods, theories, evidence and applications
- ii integrate ideas and findings across the multiple perspectives in Psychology and recognise distinctive psychological approaches to relevant issues
- iii identify and evaluate general patterns in behaviour, psychological functioning and experience
- iv generate and explore hypotheses and research questions drawing on relevant theory and research
- v carry out empirical studies involving a variety of methods of data collection, including experiments, observation, questionnaires, interviews and focus groups
- vi analyse, present and evaluate quantitative and qualitative data and evaluate research findings
- vii employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the range of methodologies
- viii use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments
- ix apply psychological knowledge to real world problems
- x critically evaluate psychological theory and research
- xi carry out an extensive piece of independent empirical research that draws on a range of subject-specific skills from planning and acquiring ethical approval through to analysis and dissemination of findings.

Generic skills

- 4.5 On graduating with a degree in Psychology, students are able to:
- i communicate effectively. Effective communication involves developing a cogent argument supported by relevant evidence and being sensitive to the needs and expectations of an audience. This is accomplished through specific demands to write both essays and scientific reports, and through experience in making oral presentations to groups. The standard of written language should be at an acceptable standard with respect to grammar, punctuation and spelling
 - ii demonstrate numerical reasoning skills
 - iii be computer literate, displaying at the very least skill in the use of word processing, databases and analytic software packages
 - iv retrieve and organise information effectively. Psychology graduates will be familiar with collecting and organising stored information found in library book and journal collections, and in computer and internet sources, critically evaluating primary and secondary sources
 - v engage in effective teamwork and collaboration recognising the importance of different roles while being sensitive to contextual and interpersonal factors. The complexity of the factors that shape behaviour and social interaction will be familiar to Psychology graduates and will make them more aware of the basis of problems and interpersonal conflict.
 - vi take responsibility for their own learning and skill development; this will include effective personal planning, self-reflection and project management skills, so they become more independent and pragmatic as learners.

5 Teaching, learning and assessment

5.1 A degree in Psychology covers specific subject knowledge (including core areas of the discipline), subject-specific skills and generic skills, with a particular emphasis on conducting and reporting empirical research, including at least one independent piece of work, conducted under supervision.

5.2 Programmes are designed to ensure that students acquire the skills and knowledge as outlined above, and need to demonstrate that the learning, teaching and assessment methods are fit for that purpose. It is recognised within Psychology that there is a great variety of ways in which material can be presented and skills developed. Many programmes will incorporate problem based learning approaches, experiential learning and student-led learning.

5.3 Practical work in the discipline covers a wide variety of methodologies, and includes both quantitative and qualitative methods. The practical elements expose the student to a wide range of topics reflecting the academic content of Psychology.

5.4 Students show familiarity with the ethical concerns within the discipline. This includes knowledge of the guidelines published by the British Psychological Society.¹¹

Teaching and learning

5.5 Teaching and learning approaches involve a change from initially supported and guided study to more independent and self-directed study enabling graduates to take a critical stance to theories, findings and approaches of the discipline. Throughout, Psychology programmes emphasis is given to active learning and the acquisition to both generic and subject specific skills and abilities.

5.6 There are many different forms of teaching and learning, including laboratory classes, workshops, lectures, seminars, individual tutorials, guided reading, independent study, digital learning opportunities, student groups, distance learning, individual project supervision and dissertations.

Assessment

5.7 The choice of assessment methods is clearly related to the learning outcomes. Assessment methods may include formal examinations (which can be seen, unseen or open-book), multiple-choice tests, assessed essays, practical reports, other reports, information technology use, case-studies, portfolios, dissertations and formal assessment of performance in oral presentations and debates, including seminar and individual presentation. A diversity of assessment methods is encouraged to ensure that the programme enables students to develop and demonstrate a full range of knowledge and skills. Assessment criteria are clearly articulated, and appreciates that critical thinking skills are being developed progressively.

5.8 Students are provided with opportunities to demonstrate that they are conversant with the core aspects of the subject, which are covered in the assessment schedule. A graduate of Psychology will have successfully completed a series of practical reports throughout their programme, culminating in an independent, empirical project reporting on a substantial piece of research (or a piece of work which delivers the same learning outcomes

¹¹The British Psychological Society (2015), Guidance on teaching and assessment of ethical competence in psychology education, available at: www.bps.org.uk/what-we-do/ethics-standards/ethics-standards.

of equal quality). The project typically involves the collection of original empirical data from participants, or equivalent alternatives such as computational modelling of empirical data or secondary data analysis, such as a meta-analysis.

6 Benchmark standards

6.1 These **threshold standards** are the minimum standards necessary for a student to graduate with an honours degree in Psychology. The standards are phrased in terms of the knowledge and skills a graduate at that level would be expected to be able to demonstrate.

6.2 These provide a reference point for setting and maintaining standards for Psychology conversion courses leading to the award of a Graduate Diploma level 6 (FHEQ) or level 9 (FQHEIS)¹². These will be helpful as a starting point for Psychology conversion courses at level 7 (FHEQ) or level 11 (FQHEIS) ensuring these are aligned with *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies*.¹³

Subject knowledge and understanding

Threshold standard

- 6.3 On graduating with an honours degree in Psychology, graduates are able to:
- i understand the scientific underpinnings of Psychology as a discipline, its historical origins, development and limitations
 - ii recognise the inherent variability and diversity of psychological functioning and its significance
 - iii demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas as outlined in paragraphs 4.4 and 4.5 and how they interrelate
 - iv demonstrate detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline
 - v demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

Subject-specific skills

Threshold standard

- 6.4 On graduating with an honours degree in Psychology, graduates are able to:
- i reason scientifically, understand the role of evidence and make critical judgements about arguments in Psychology
 - ii adopt multiple perspectives and systematically analyse the relationships between them
 - iii detect meaningful patterns in behaviour and experience and evaluate their significance
 - iv pose, operationalise and critique research questions
 - v demonstrate substantial competence in research skills through practical activities
 - vi reason analytically and demonstrate competence in a range of quantitative and qualitative methods with confidence
 - vii competently initiate, design, conduct and report an empirically-based research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations
 - viii be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project, and be aware of the ethical context of Psychology as a discipline.

¹² Available at: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/qualifications.

¹³ Available at: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/qualifications.

Generic skills

Threshold standard

- 6.5 On graduating with an honours degree in Psychology, graduates are able to:
- i communicate ideas and research findings by written, oral and visual means
 - ii interpret and use numerical, textual and other forms of data
 - iii be computer literate, for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings
 - iv solve problems by clarifying questions, considering alternative solutions and evaluating outcomes
 - v be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams
 - vi undertake self-directed study and project management, in order to meet desired objectives
 - vii take charge of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.

Appendix 1: Membership of the review groups for the Subject Benchmark Statement for Psychology

Membership of the review group for the Subject Benchmark Statement for Psychology (2015)

Professor John Clibbens (Chair)	Birmingham City University
Dr Lisa Morrison Coulthard	British Psychological Society
Dr Niamh Stack	University of Glasgow; Chair of BPS Undergraduate Education Committee
Professor Thom Baguley	Nottingham Trent University
Professor David Donaldson	University of Stirling; The Association of Heads of Psychology Departments
Professor Stephen Newstead	Plymouth University
Dr Simon Goodson	University of Huddersfield; Chair of BPS Division of Academic Researchers and Teachers of Psychology
Dr Catriona Morrison	Heriot Watt University; Chair of Education and Public Engagement Board - BPS Student Committee
Dr Phil Banyard	Nottingham Trent University
Dr Liz Simpson	Ulster University
Dr Rachel Shaw	Aston University
Dr Michelle Lee	Swansea University
Dr Julie Hulme	Keele University
Dr Renee Bleau	University of Glasgow

Employer representative

Lesley-Anne Livesey PLUS Stirling

Student reader

Chris Hardy University College London

QAA officer

Natalja Sokorevica Quality Assurance Agency for Higher Education

Membership of the review group for the Subject Benchmark Statement for Psychology (2007)

Details provided below are as published in the 2007 edition of the Subject Benchmark Statement.

Professor Peter Banister	The Manchester Metropolitan University
Professor Stephen Newstead	University of Plymouth
Professor Dominic Abrams (Chair)	University of Kent
Dr Peter Wright	University of Edinburgh
Annie Trapp	Higher Education Academy; Psychology Network
Professor Dominic Upton	University of Worcester
Dr Richard Latto	University of Liverpool
Professor Uta Frith	University College London
Dr Lisa Morrison Coulthard (Advisor)	British Psychological Society

Membership of the original benchmark statement group for Psychology (2002)

Details below are as published in the original Subject Benchmark Statement for Psychology.

Professor Peter Banister	The Manchester Metropolitan University
Professor Diane Berry	University of Reading
Professor Martin Conway	University of Bristol
Professor Steven Cooper	University of Liverpool
Professor Hadyn Ellis	Cardiff University
Dr Pamela Maras	University of Greenwich
Dr Carol McGuinness	The Queen's University of Belfast
Professor Peter Morris	University of Lancaster
Professor Stephen Newstead (Chair)	University of Plymouth
Professor Denis Parker	Glasgow Caledonian University
Professor Anne Woollett	University of East London
Lisa Morrison (Secretary)	British Psychological Society

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