

PROGRAMME SPECIFICATION

1. General information

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|-----------------------------------------|---------------------------------------------|
| Awarding body / institution | Leeds Trinity University |
| Teaching institution | Leeds Trinity University |
| Professional accreditation body | British Psychological Society |
| Final award | BSc (Hons) |
| Title of programme(s) | Psychology & Child Development |
| Subsidiary award(s) | CertHE and DipHE (fallback awards) |
| Duration and modes of study | 3 years full-time, 6 years part-time |
| Start date | September 2016 |
| Periodic review next due | AY 2019/20 |
| UCAS course code & code name | C821 BSC/PSYCHI |
| Delivery venue | Leeds Trinity University |

2. Aims of the programme

| Rationale and general aims |
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| <p>The BSc (Hons) Psychology & Child Development programme is an accredited psychology degree designed for students with a particular interest in the psychological development of children. The programme is structured to provide you with a thorough undergraduate education in the discipline of psychology, as well as offer an introduction to the fields of developmental and educational psychology. The programme incorporates a wide range of teaching methods to broaden the variety of learning experiences.</p> <p>An overarching aim of the programme is to provide opportunities for you to learn to work as an effective team member and to be confident in your knowledge and skills as you pursue your career aspirations.</p> <p>The aims of the programme are:</p> <ol style="list-style-type: none"> 1. to provide a scientific understanding of the mind, brain, behaviour and experience, and of the complex interactions between these with a particular focus upon the application of psychological knowledge to problems and issues within child development; 2. to provide opportunities to develop knowledge, leading to an ability to appreciate and critically evaluate psychological theory, research findings and applications; 3. to present multiple perspectives, including international and cross-cultural influences, within psychology in a way that fosters critical evaluation; |

4. to develop the knowledge and research skills necessary for investigating a range of experience and behaviour;
5. to enable you to consider the status of psychology as an empirical science and engage with an evaluation of ethical issues surrounding psychological research and practice;
6. to meet the accreditation requirements of the British Psychological Society (BPS) for the award of the Graduate Basis for Chartered Membership (GBC), which is the first step towards a career as a Chartered Psychologist;
7. to develop a range of transferable personal, practical and intellectual skills, directly relevant to a wide range of employment and training;
8. to provide you with extensive experience of working in a professional setting and to enable you to be confident in applying your knowledge, skills and understanding;
9. to enable you to be psychologically literate and to have the skills and knowledge to help to make the world a better place.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **physical skills specific to the subject (P)**
- **employability skills (E)**

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the BSc (Hons) Psychology & Child Development programme you will have demonstrated:

- K1 detailed knowledge and critical understanding of the range of core subject areas as defined by the British Psychological Society, including reference to recent scholarly resources and evidence and the accurate use of scholarly conventions in so doing;
- K2 detailed knowledge and critical understanding of a range of specialist areas of psychology, with a particular focus upon Educational Psychology;
- K3 understanding and application of a variety of methods of psychological research and analysis, including quantitative and qualitative methods and approaches;
- K4 the ability to recognise the inherent variability and diversity of psychological functioning, including the contribution of international and cultural differences to this;
- K5 understanding of psychological literacy and the contribution that an understanding of psychology can make to the wider community.
- I1 secure use of analytical techniques appropriate to psychology;
- I2 critical evaluation of approaches to solving problems in psychology;
- I3 consideration and evaluation of ethics and values relevant to the application and practice of psychology;
- I4 effective communication of results and arguments, adapted to the needs of the target audience;
- I5 the ability to reflect critically on the relationship between empirical evidence, practical experience and theoretical understanding and to understand the limits of knowledge;
- I6 the ability to initiate, design, conduct, analyse and report empirically based research projects under appropriate supervision, whilst conforming to ethical principles and codes of professional conduct;

- I7 the ability to employ psychological knowledge in an integrated and sophisticated way in order to address real-world problems including, but not limited to, those associated with your personal and professional development.
- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic objectives set out in section 4 below.

Note

This degree programme opens up the possibility of undertaking the postgraduate study and training that you would need to become an Educational Psychologist. Upon completion of the programme, you will be in a position to make informed choices about careers related to Educational Psychology, as well as other careers as a practitioner psychologist.

Statement of congruence with the relevant published subject benchmark statements (including appropriate references to the FHEQ and any PSRB requirements)

The learning outcomes are consistent with the most recently published Psychology Benchmark Statement (Quality Assurance Agency for Higher Education, 2007), the Framework for Higher Education Qualifications and with the requirements for Graduate Basis for Chartered Membership (GBC) of the BPS.

4. Learning outcomes for subsidiary award(s)

| Guidance | |
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| <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.</p> | <p>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of at least 120 credits, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of at least 240 credits, students will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques; iv) proficient communication of the results of their work; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school-based training component.</p> <p>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</p> <p>On successful completion of at least 300 credits, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <ul style="list-style-type: none"> i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.</p> |

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

Core Areas of Psychology

As a BSc (Hons) Psychology & Child Development student you will study a curriculum designed to provide a thorough grounding in core domains (biological, cognitive, developmental, individual differences and social psychology). This grounding will provide you with the necessary breadth and depth of knowledge of core psychological domains to allow further study of more specialised areas in the final year. Each of the core domains will include a consideration of international and cultural perspectives.

Child Development

Two themes of child development run vertically through the programme. You will consider the major theories, research and perspectives of Developmental Psychology as it seeks to explain the complex social, emotional and cognitive lives of children and adults. This is supported by a consideration of the methods, purposes and goals of Educational Psychology as it is practised in 21st century Britain and beyond. These themes complement each other in their critical evaluation of the contemporary status of the child and help to develop your focus on improving the lives of children and adults in our society. In your final year, you will have the opportunity to specialise completely in child development themed learning and teaching to equip you with the knowledge and skills to make a real difference to people's lives in the wider community.

Research Skills

Skills in research and analysis are introduced and developed throughout the programme. The two research methods modules in the first two years of the programme introduce key concepts and introduce you to a range of data collection and analysis methods and allow you to work with others to design studies and collect and analyse data using a range of techniques. Additional practical work is embedded within other modules and related to the topic areas covered. The culmination of the research methods work provided throughout the programme is the completion of PSY 6114 *Major Research Project*, in which you will be supervised to design and undertake a small-scale piece of research in an area of your choice, using whichever research methods are most appropriate for investigating your chosen research questions.

Critical Thinking Skills

Critical evaluation of psychological theory, research findings and their application plays a central role in the programme, and the development of this set of skills is central to all of the modules studied.

In order for you to develop further your critical thinking skills and engage in critical debate in areas beyond psychology, you study a module in the first year called 'Critical Thinking Skills'. This focuses on the development of critical thinking and critical reflection and the evaluation and use of scholarly texts to construct a reasoned argument, and augments the development of these skills throughout the rest of the modules. In this module, you engage with debates on a range of contentious issues that are designed to stimulate thought and reflection. This module broadens your horizons and develops your awareness of different perspectives and critical debate on contemporary issues.

Professional and Personal Development

Whilst providing a curriculum that is relevant for the Graduate Basis for Chartered Membership of the BPS, the programme is also sufficiently broad to provide a balanced and career-relevant education for those not seeking a career as a chartered or registered psychologist. Embedded within the programme

are professional development skills, as well as a work placement at the end of each of the first two years of the programme. There is also an opportunity to undertake a sustained period of volunteering work in the second year of the programme as an alternative to the placement. In the final year, you will have the chance to engage in further work-based learning as you prepare for graduation from the programme. Employability also lies at the heart of the teaching, learning and assessment strategy for the programme and the professional development and placements are central to this.

Your Development Tutor will provide you with a continuous element of support throughout the programme by contributing to the development of confidence, esteem, criticality, reflective thinking and independent learning. Your Development Tutor will support you in your progression to maximise your potential and will provide a link to the various student support services, including the Learning Hub, where appropriate.

6. Structure

BSc (Hons) Psychology & Child Development

Duration: 3 years full-time/6 years part-time
Total credit rating: 360

Level 4

Core: Students are required to take:

| | | | |
|----------|----------------------------------------------------------|-------|------------|
| PSY 4422 | Educational Psychology 1 | Sem 1 | 20 credits |
| PSY 4992 | Critical Thinking Skills | Sem 1 | 20 credits |
| PSY 4012 | Research Methods in Psychology 1 | Sem 1 | 20 credits |
| PSY 4412 | Cognition and the Brain | Sem 2 | 20 credits |
| PSY 4402 | Psychological Approaches to Personality and Intelligence | Sem 2 | 20 credits |
| PSY 4442 | Psychology of Social Issues 1 | Sem 2 | 20 credits |

Programme Level Assessment: This takes place at the end of the academic year.

Level 5 from AY17/18

(Progression requirements: 120 credits from Level 4)

Core: Students are required to take:

| | | | |
|----------|--------------------------------------------|-------|------------|
| PSY 5322 | Educational Psychology 2 | Sem 1 | 20 credits |
| PSY 5012 | Research Methods in Psychology 2 | Sem 1 | 20 credits |
| PSY 5302 | Psychological Issues in Gender and Emotion | Sem 1 | 20 credits |
| PSY 5342 | Psychology of Social Issues 2 | Sem 2 | 20 credits |
| PSY 5312 | Mind and Brain | Sem 2 | 20 credits |

Options: Students choose 20 credits from the following:

| | | | |
|----------|---------------------------------------------------------------------|-----------|------------|
| PSY 5072 | Professional Development and Placement in Psychology | Sem 2 | 20 credits |
| PSY 5692 | Professional Development and Placement (Volunteering) in Psychology | Sem 1 & 2 | 20 credits |

Programme Level Assessment: This takes place at the end of the academic year.

Level 6 from AY16/17

(Progression requirements: 120 credits from Level 4 and 120 credits from L5)

Core: Students are required to take:

| | | | |
|----------|--------------------------------|-----------|------------|
| PSY 6114 | Major Research Project | Sem 1 & 2 | 40 credits |
| PSY 6352 | Applied Educational Psychology | Sem 1 | 20 credits |

Options: Students are required to choose 60 credits from the following, including at least 20 credits from each semester:

| | | | |
|----------|----------------------------------------|-------|------------|
| PSY 6052 | Aspects of Health Psychology | Sem 1 | 20 credits |
| PSY 6062 | Applying the Mind | Sem 1 | 20 credits |
| PSY 6472 | Psychology, Mental Health and Distress | Sem 1 | 20 credits |

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|----------|------------------------------------|-----------|------------|
| PSY 6422 | Biopsychology of Stress and Health | Sem 1 | 20 credits |
| PSY 6032 | Business Psychology | Sem 2 | 20 credits |
| PSY 6322 | Childhood and Society | Sem 2 | 20 credits |
| PSY 6122 | Psychology Special Subject | Sem 2 | 20 credits |
| PSY 6222 | Forensic Psychology | Sem 2 | 20 credits |
| PSY 6462 | Counselling Psychology | Sem 2 | 20 credits |
| PSY 6502 | Professional Learning Through Work | Sem 1 & 2 | 20 credits |

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

The learning, teaching and assessment strategy for the programme is centred on the principles of active learning, critical reflection and teamwork. We believe that you, as a student, are responsible for your own learning, and that you also have a responsibility and essential role in supporting the learning of your fellow students. Learning is a shared experience and you will gain enormous benefits from developing your skills and knowledge in partnership with your colleagues.

This high level of student responsibility is embedded throughout the programme, but is especially characteristic of the 'educational psychology' strand of the programme. From the outset, you will work in supervised small groups to engage with problem solving and problem-based learning activities. As you progress through the programme, your skills of independent and shared learning will develop, enabling you to take the lead in your own learning with the support and facilitation of tutors. It is essential that you take responsibility for your own learning, and that you fully engage with learning activities, both within and in addition to scheduled sessions.

An important aspect of the programme is the development of critical reflection, introduced in the first instance in the 'Critical Thinking Skills' module and developed with the support of your Development Tutor, who will work with you from the outset to help you to develop the academic, personal and professional skills that employers value in prospective employees. Throughout the programme, you will consider cultural and international influences on psychological functioning and human behaviour, and these aspects will form a key element of your assessments as you progress through the programme.

The programme employs a range of teaching methods, including some traditional lectures and seminars, but there is an emphasis on student-led activities, supervised small-group work and, generally, an approach to teaching and learning that values active learning. At the end of the first year, and again in the second year, you will complete a programme level assessment, drawing on and integrating your learning and experiences acquired across all of your modules.

In the final year, you will have the opportunity to undertake a multidisciplinary project, working alongside students from other subject areas in order to benefit mutually from different perspectives and areas of expertise.

Effective use of the Moodle Virtual Learning Environment is made with the provision of, amongst other things, online lectures, instructional videos, podcasts and web links to support your learning.

Assessment within the programme employs a full range of written forms, presentations and practical activities in order to reflect the academic and employability skills being developed within the programme. Employability-relevant forms of assessment, including research posters, information leaflets and evidence-based briefs, are used to assess the outcomes from both individual and group-based learning. Assessment across the programme at each level has been designed to ensure that there are a good variety and balance of assessment forms and that there are opportunities for you to exercise an element of choice in the form of assessment undertaken.

Regular directed activities are embedded within all modules at Levels 4 and 5 in order to ensure that you are fully engaged with the programme and prepared to achieve your potential in each form of assessment.

7b) Module details

| Module number and name ¹ | Learning and Teaching Methods | Assessment | | | | Teaching Staff (module co-ordinator as first name and in bold) |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------|-------------------|-----------|-----------------------|-------------------------------------------------------------------|
| | | Form | Magnitude | Weighting | Timing | |
| PSY 4012 Research Methods in Psychology 1 | Lectures and practicals | Report | 1,500 words | 45% | Mid-Semester 1 | Dr Sarah Barnes |
| | | Report | 1,500 words | 45% | End of Semester 1 | |
| | | Directed activities | Weekly activities | 10% | Throughout Semester 1 | |
| PSY 4402 Psychological Approaches to Personality and Intelligence | Lectures and workshops | Report | 1,500 words | 45% | Mid-Semester 2 | Dr Julian Perara |
| | | Essay | 2,000 words | 45% | End of Semester 2 | |
| | | Directed activities | Weekly activities | 10% | Throughout Semester 2 | |
| PSY 4412 Cognition and the Brain | Lectures/workshops/ group discussion/ problem-solving activities and practical classes/workshops | Report | 2,000 words | 45% | Mid-Semester 2 | Dr James Jackson |
| | | Examination | 90 mins | 45% | End of Semester 2 | |
| | | Directed activities | Weekly activities | 10% | Throughout Semester 2 | |
| PSY 4422 Educational Psychology 1 | Lectures and guided problem-based learning | Poster | 1,000 words | 30% | Mid-Semester 1 | Dr Julian Perara |
| | | Case study | 2,000 words | 60% | End of Semester 1 | |
| | | Directed activities | Weekly activities | 10% | Throughout Semester 1 | |

¹ Programme Level Assessment takes place at the end of the year in Level 4 and Level 5.

| Module number and name ¹ | Learning and Teaching Methods | Assessment | | | | Teaching Staff (module co-ordinator as first name and in bold) |
|---------------------------------------------------------------|-------------------------------------------------------|--------------------------------|---------------------------------------|-----------|-----------------------|-------------------------------------------------------------------|
| | | Form | Magnitude | Weighting | Timing | |
| PSY 4442 Psychology of Social Issues 1 | Lectures and workshops | Individual poster | 1,000 words | 45% | End of Semester 2 | Dr Alison Torn |
| | | Portfolio | 2,000 words | 45% | End of Semester 2 | |
| | | Directed activities | Weekly activities | 10% | Throughout Semester 2 | |
| PSY 4992 Critical Thinking Skills | Lectures/debates/other reading and seminars/tutorials | Online plagiarism test + essay | 1,500 words | 45% | Mid-Semester 1 | Dr Ann-Marie Mealey Prof Janis Fook |
| | | Negotiated | 2,000 words or 10-minute presentation | 45% | End of Semester 1 | |
| | | Directed activities | Weekly activities | 10% | Throughout Semester 1 | |
| PSY 5012 Research Methods in Psychology 2 | Lectures and practicals | Group poster or presentation | 1,000 words or 20 minutes | 45% | Mid-Semester 1 | Dr David Smailes |
| | | Research report | 2,000 words | 45% | End of Semester 1 | |
| | | Directed activities | Weekly activities | 10% | Throughout Semester 1 | |
| PSY 5072 Professional Development and Placement in Psychology | Lectures/workshops, tutorials and placement | Placement | Normally 6 weeks | Pass/Fail | End of Semester 2 | Jo Cornell |
| | | Portfolio | 3,000 words | 90% | End of Semester 2 | |
| | | Directed activities | Weekly activities | 10% | Throughout Semester 2 | |
| PSY 5302 Psychological Issues in Gender and Emotion | Lectures and workshops | Report | 1,500 words | 45% | Mid-Semester 1 | Dr Ben Morris |
| | | Essay | 2,000 words | 45% | End of Semester 1 | |
| | | Directed activities | Weekly activities | 10% | Throughout Semester 1 | |

| Module number and name ¹ | Learning and Teaching Methods | Assessment | | | | Teaching Staff (module co-ordinator as first name and in bold) |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------|-----------|--------------------------|-------------------------------------------------------------------|
| | | Form | Magnitude | Weighting | Timing | |
| PSY 5312 Mind and Brain | Lectures/workshops/ discussions/problem- solving activities | Information leaflet and written exposition (Cog) | 2,000 words | 45% | Mid-Semester 1 | Dr Julie Allen |
| | | Group poster presentation (Bio) | 800 words | 45% | End of Semester 1 | |
| | | Directed activities | Weekly activities | 10% | Throughout Semester 1 | |
| PSY 5322 Educational Psychology 2 | Workshops | Case study | 1,000 words | 35% | Mid-Semester 1 | Dr Julian Perara |
| | | Essay | 2,000 words | 55% | End of Semester 1 | |
| | | Directed activities | Weekly activities | 10% | Throughout Semester 1 | |
| PSY 5342 Psychology of Social Issues 2 | Lectures and workshops | Examination | 90 mins | 45% | End of Semester 2 | Jo Cornell Dr Alison Torn |
| | | Qualitative research project | 2,000 words | 45% | End of Semester 2 | |
| | | Directed activities | Weekly activities | 10% | Throughout Semester 2 | |
| PSY 5692 Professional Development and Placement (Volunteering) in Psychology | Lectures/workshops, tutorials and volunteering | Volunteering | 60 hours volunteering | Pass/Fail | Semester 1 & 2 | Jo Cornell |
| | | Report | 3,000 words | 90% | End of Semester 2 | |
| | | Directed activities | Weekly activities | 10% | Throughout Semester 2 | |
| PSY 6032 Business Psychology | Lectures/workshops/ tutorials | Case study report | 3,000 words | 100% | End of Semester 2 | Bruce Rainford |
| PSY 6052 Aspects of Health Psychology | Lectures and workshops | A3 Poster and log | 1,000 words equiv poster, 1,000 words log | 50% | Mid-Semester 1 | Dr Ben Morris |
| | | Essay | 2,000 words | 50% | End of Semester 1 | |

| Module number and name ¹ | Learning and Teaching Methods | Assessment | | | | Teaching Staff (module co-ordinator as first name and in bold) |
|----------------------------------------------------|-----------------------------------------------------------|-------------------------------|-------------|-----------|-------------------|-------------------------------------------------------------------|
| | | Form | Magnitude | Weighting | Timing | |
| PSY 6062 Applying the Mind | Seminars/workshops/ problem-based learning | Evidence-based brief | 1,500 words | 70% | End of Semester 1 | Dr Julie Allen |
| | | Leading a seminar | 15 mins | 30% | End of Semester 1 | |
| PSY 6114 Major Research Project | Lectures and tutorials | Research report | 8,000 words | 100% | End of Semester 2 | Dr Steve Jones All staff |
| PSY 6122 Psychology Special Subject | One-to-one supervision | Essay | 3,000 words | 100% | End of Semester 2 | Jo Cornell |
| PSY 6222 Forensic Psychology | Workshops and problem-based learning | Essay | 3,000 words | 100% | End of Semester 2 | Dr Paul Smith |
| PSY 6322 Childhood and Society | Lectures/workshops and problem-based seminars | Group presentation | 20 mins | 50% | Mid-Semester 2 | Dr Julian Perara |
| | | Unseen examination | 90 mins | 50% | End of Semester 2 | |
| PSY 6352 Applied Educational Psychology | Lectures and directed learning activities | Case study report | 2,000 words | 50% | Mid-Semester 1 | Dr Julian Perara |
| | | Essay | 2,000 words | 50% | End Semester 1 | |
| PSY 6422 Biopsychology of Stress and Health | Lectures/workshops/discussions/problem-solving activities | Study grant proposal | 3,000 words | 100% | End of Semester 1 | Dr James Jackson |
| PSY 6462 Counselling Psychology | Lectures/workshops/seminars/tutorials | Case study | 3,000 words | 100% | End of Semester 2 | Bruce Rainford |
| PSY 6472 Psychology, Mental Health and Distress | Lectures and seminars | Individual poster | 800 words | 30% | Mid-Semester 1 | Dr Alison Torn |
| | | Essay | 2,500 words | 70% | End of Semester 1 | |
| PSY 6502 Professional Learning Through Work | Workplace learning and tutorials | Report and reflective account | 2,000 words | 50% | End of Semester 2 | Bruce Rainford |
| | | Oral presentation | 10 mins | 50% | End of Semester 2 | |

7c) Programme learning outcomes covered

| | Assessed Learning Outcomes of the Programme | | | | | | | | | | | | Skills development | | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------|--------------------------|---------------------------|------------------------|-------------------|-----------------|--------|---------------|---------------------|-------------------|---------------------|--------------------|--------------|-------------------------------|-----------------|---------------|-------------------------|-------------------|-------------------------------|------------------------------------|--|
| | K1 | K2 | K3 | K4 | K5 | I1 | I2 | I3 | I4 | I5 | I6 | I7 | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 | |
| <i>Adjust LO codes as necessary. → These must match module descriptors.</i> | | | | | | | | | | | | | | | | | | | | | | |
| Lighter shading indicates modules that are not core, ie. not all students on this programme will undertake these. | Knowledge and understanding of core areas | Specialist areas | Understanding of methods | Diversity and variability | Psychological literacy | Analytical skills | Problem solving | Ethics | Communication | Critical Reflection | Designing studies | Real-world problems | Self-management | Team-working | Business and sector awareness | Problem-solving | Communication | Application of numeracy | Application of IT | Entrepreneurship / enterprise | Social, cultural & civic awareness | |
| PSY 4992 Critical Thinking Skills | | | | | | | | | | | | | | | | | | | | | | |
| PSY 4012 Research Methods in Psychology 1 | | | | | | | | | | | | | | | | | | | | | | |
| PSY 4422 Educational Psychology 1 | | | | | | | | | | | | | | | | | | | | | | |
| PSY 4412 Cognition and the Brain | | | | | | | | | | | | | | | | | | | | | | |
| PSY 4442 Psychology of Social Issues 1 | | | | | | | | | | | | | | | | | | | | | | |
| PSY 4402 Psychological Approaches to Personality and Intelligence | | | | | | | | | | | | | | | | | | | | | | |
| PSY 5012 Research Methods in Psychology 2 | | | | | | | | | | | | | | | | | | | | | | |
| PSY 5342 Psychology of Social Issues 2 | | | | | | | | | | | | | | | | | | | | | | |
| PSY 5322 Educational Psychology 2 | | | | | | | | | | | | | | | | | | | | | | |
| PSY 5312 Mind and Brain | | | | | | | | | | | | | | | | | | | | | | |
| PSY 5302 Psychological Issues in Gender and Emotion | | | | | | | | | | | | | | | | | | | | | | |
| PSY 5072 Professional Development and Placement in Psychology | | | | | | | | | | | | | | | | | | | | | | |

| | Assessed Learning Outcomes of the Programme | | | | | | | | | | | | Skills development | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------|--------------------------|---------------------------|------------------------|-------------------|-----------------|--------|---------------|---------------------|-------------------|---------------------|--------------------|--------------|-------------------------------|-----------------|---------------|-------------------------|-------------------|-------------------------------|------------------------------------|
| <i>Adjust LO codes as necessary. → These must match module descriptors.</i> | K1 | K2 | K3 | K4 | K5 | I1 | I2 | I3 | I4 | I5 | I6 | I7 | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 |
| Lighter shading indicates modules that are not core, ie. not all students on this programme will undertake these. | Knowledge and understanding of core areas | Specialist areas | Understanding of methods | Diversity and variability | Psychological literacy | Analytical skills | Problem solving | Ethics | Communication | Critical Reflection | Designing studies | Real-world problems | Self-management | Team-working | Business and sector awareness | Problem-solving | Communication | Application of numeracy | Application of IT | Entrepreneurship / enterprise | Social, cultural & civic awareness |
| PSY 5692 Professional Development and Placement (Volunteering) in Psychology | | | | | | | | | | | | | | | | | | | | | |
| PSY 6114 Major Research Project | | | | | | | | | | | | | | | | | | | | | |
| PSY 6352 Applied Educational Psychology | | | | | | | | | | | | | | | | | | | | | |
| PSY 6322 Childhood and Society | | | | | | | | | | | | | | | | | | | | | |
| PSY 6032 Business Psychology | | | | | | | | | | | | | | | | | | | | | |
| PSY 6052 Aspects of Health Psychology | | | | | | | | | | | | | | | | | | | | | |
| PSY 6062 Applying the Mind | | | | | | | | | | | | | | | | | | | | | |
| PSY 6122 Psychology Special Subject | | | | | | | | | | | | | | | | | | | | | |
| PSY 6222 Forensic Psychology | | | | | | | | | | | | | | | | | | | | | |
| PSY 6422 Biopsychology of Stress and Health | | | | | | | | | | | | | | | | | | | | | |
| PSY 6472 Psychology, Mental Health and Distress | | | | | | | | | | | | | | | | | | | | | |
| PSY 6502 Professional Learning Through Work | | | | | | | | | | | | | | | | | | | | | |
| PSY 6462 Counselling Psychology | | | | | | | | | | | | | | | | | | | | | |

8. Entry requirements

Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic or vocational qualifications, of which at least 2 should be GCE or VCE 'A' levels (or equivalent at level 3) and two should be GCSE English Language and GCSE Mathematics at grade C (or equivalent).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL). Prevailing University standards will apply.

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see the University's Recognition of Prior Learning (RPL) procedures.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any deviation from the standard University stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

Standard University undergraduate regulations apply.

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.

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11. External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each)

Two external examiners will be responsible for this programme's modules, with one taking overall responsibility for the programme. Both will be academics with substantial experience of teaching in Psychology at undergraduate level, and both will have GBC of the BPS.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees)

Major research projects (PSY 6114) are encouraged to be specific to psychology and child development.

13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

(Key aspects of the Equality Impact Assessment for the Department – see Internal Audit Form NP2G for further details)

Students with disabilities or other support needs are welcome and will be able to participate fully in the programme. Arrangements will be made, via the normal University support networks, to accommodate students with additional support needs wherever possible.