



## Programme Specification

*With effect from: September 2022*

A programme specification is the definitive record of your programme of study at the University. It sets out the aims, learning outcomes, and indicative content of the programme. You should read this programme specification alongside the relevant module descriptors and the University's Taught Programme Academic Regulations.

This specification only applies to the delivery of the programme indicated below. The details in this specification are subject to change through the modifications or periodic review processes.

### 1 Programme name and award

#### This programme specification relates to the following award(s)

BSc (Hons) Psychology and Child Development

### 2 Aims of the programme

#### Rationale and general aims, including what is special about this programme

The BSc (Hons) Psychology and Child Development programme provides you with a firm grounding in all core areas of psychology, coupled with a focus on child and educational psychology and the development of employability skills to enable you to be an ethically and socially responsible participant in your community and in your graduate career.

The programme also explores and challenges the historical legacy of psychology. Psychology has, throughout its history, privileged a white Westernised account of human behaviour, leading to the perpetuation of social inequality and social injustice for groups of people not reflected in that privileged view of the world. In tackling these issues, through, for example, the inclusion of issues of race and culture in a range of case studies, the programme asks you to consider what role psychology should play in the 21<sup>st</sup> Century.

The programme aims to:

1. develop your scientific and critical understanding of the complex interactions between the mind, brain, behaviour and experience, with a particular focus on the application of psychological knowledge to child development
2. develop your research skills to allow you to investigate human behaviour and experiences, including an evaluation of the ethical issues surrounding psychological research and practice;

3. develop your transferable personal, practical and intellectual skills to enable you to confidently pursue a graduate career;  
provide you with the British Psychological Society (BPS) Graduate Basis for Chartered Membership (GBC), which is the first step towards a career as a Chartered Psychologist.

### 3 Level Learning Outcomes and Employability Outcomes

Learning outcomes are expressed in terms of:

- Knowledge and understanding (K)
- Intellectual / cognitive / 'thinking' skills (I)
- Practical skills specific to the subject (P)
- Employability skills (E)

We design assessment tasks to enable you to demonstrate the Level Learning Outcomes and relevant Employability Outcomes for your level of study. To a greater or lesser extent, all Level Learning Outcomes at each level of your study are embedded in the assessment task(s) at that level. This means we can take a more integrated view of your overall performance at a level.

To progress to the next level, or to receive an award, you will need to satisfy the Level Learning Outcomes below and relevant Employability Outcomes and achieve credit as per the Taught Programme Academic Regulations.

Level Learning Outcomes	
Level 4	
<b>K1</b>	Foundational knowledge and the beginnings of a critical understanding of the range of core subject areas, including conceptual and historical issues in psychology, 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.
<b>K2</b>	Foundational knowledge and the beginnings of a critical understanding of specialist areas of psychology, with a particular focus on the theory and practice of Child and Educational Psychology.
<b>K3</b>	Understanding and application of a variety of basic methods of psychological research from design to dissemination, including quantitative and qualitative methods and approaches.
<b>K4</b>	A foundational understanding of the inherent variability and diversity of psychological functioning, including the contribution of pluralistic influences on this.
<b>K5</b>	A basic understanding of the contribution that psychology can make to the wider community and society and its role in promoting human values of equality and social justice.
<b>I1</b>	Secure use of basic analytical techniques appropriate to psychology, with a particular focus on the theory and practice of Child and Educational Psychology.

<b>I2</b>	Begin to evaluate approaches to solving problems in psychology, with a particular focus on the theory and practice of Child and Educational Psychology.
<b>I3</b>	A basic understanding and evaluation of ethics and values relevant to the application and practice of psychology, with a particular focus on the theory and practice of Child and Educational Psychology.
<b>I4</b>	Communication of results and arguments, with awareness of the needs of the target audience.
<b>I5</b>	The ability to begin to reflect on the relationship between empirical evidence, practical experience and theoretical understanding, and to demonstrate a basic understanding of the limits of knowledge.
<b>I6</b>	The ability to work with others to design, conduct, analyse and report basic empirically based research projects under appropriate supervision, whilst conforming to ethical principles and codes of professional conduct.
<b>I7</b>	The ability to begin to employ psychological knowledge in an integrated way to address real-world problems including, but not limited to, those associated with personal and professional development.
<b>Level 5</b>	
<b>K1</b>	Detailed knowledge and developing critical understanding of the range of core subject areas, including conceptual and historical issues in psychology, 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.
<b>K2</b>	Detailed knowledge and developing critical understanding of a range of specialist areas of psychology, with a particular focus on the theory and practice of Child and Educational Psychology.
<b>K3</b>	Detailed understanding and application of a variety of methods of psychological research from design to dissemination including complex quantitative and qualitative methods and approaches.
<b>K4</b>	The ability to recognise and understand the inherent variability and diversity of psychological functioning, including the contribution of pluralistic influences on this.
<b>K5</b>	An understanding of the contribution that psychology can make to the wider community and society and its role in promoting human values of equality and social justice.
<b>I1</b>	Secure use of complex analytical techniques appropriate to psychology, with a particular focus on the theory and practice of Child and Educational Psychology.
<b>I2</b>	A developing evaluation of approaches to solving problems in psychology, with a particular focus on the theory and practice of Child and Educational Psychology.

<b>I3</b>	Consideration and evaluation of ethics and values relevant to the application and practice of psychology, with a particular focus on the theory and practice of Child and Educational Psychology.
<b>I4</b>	Effective communication of results and arguments, reflecting the needs of the target audience.
<b>I5</b>	The ability to reflect effectively on the relationship between empirical evidence, practical experience and theoretical understanding, and to understand the limits of knowledge.
<b>I6</b>	The ability to work with others to initiate, design, conduct, analyse and report empirically based research projects under appropriate supervision, whilst conforming to ethical principles and codes of professional conduct.
<b>I7</b>	The ability to employ psychological knowledge in an integrated way to address real-world problems including, but not limited to, those associated with personal and professional development.
<b>Level 6</b>	
<b>K1</b>	Detailed knowledge and sophisticated critical understanding of the range of core subject areas, including conceptual and historical issues in psychology, 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.
<b>K2</b>	Detailed knowledge and sophisticated critical understanding of a range of specialist areas of psychology, with a particular focus on the theory and practice of Child and Educational Psychology.
<b>K3</b>	Critical understanding and application of a variety of methods of psychological research from design to dissemination and analysis, including quantitative and qualitative methods and approaches.
<b>K4</b>	A critical understanding of the inherent variability and diversity of psychological functioning, including the contribution of pluralistic influences on this.
<b>K5</b>	A critical understanding of the contribution that psychology can make to the wider community and society and its role in promoting human values of equality and social justice.
<b>I1</b>	Secure use of a range of complex analytical techniques appropriate to psychology, with a particular focus on the theory and practice of Child and Educational Psychology.
<b>I2</b>	Sophisticated and comprehensive evaluation of approaches to solving problems in psychology, with a particular focus on the theory and practice of Child and Educational Psychology.
<b>I3</b>	Sophisticated and comprehensive evaluation of ethics and values relevant to the application and practice of psychology, with a particular focus on the theory and practice of Child and Educational Psychology.
<b>I4</b>	Sophisticated communication of results and arguments, fully adapted to the needs of the target audience

<b>I5</b>	The ability to reflect on the relationship between empirical evidence, practical experience and theoretical understanding, and to understand the limits of knowledge
<b>I6</b>	The ability to work individually under appropriate supervision, to initiate, design, conduct, analyse and report empirically based research projects whilst conforming to ethical principles and codes of professional conduct
<b>I7</b>	The ability to employ psychological knowledge in an integrated and sophisticated way to address real-world problems including, but not limited to, those associated with personal and professional development

## Employability Outcomes

Employability skills are embedded and assessed throughout your programme. Therefore, we use a generic set of employability outcomes at all levels of study.

<b>E1</b>	<b>Self-management</b> – 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;
<b>E2</b>	<b>Team-working</b> – 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;
<b>E3</b>	<b>Business and sector awareness</b> – 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;
<b>E4</b>	<b>Problem-solving</b> – 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;
<b>E5</b>	<b>Communication</b> – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
<b>E6</b>	<b>Application of numeracy</b> – 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;
<b>E7</b>	<b>Application of information technology</b> – the ability to identify and use 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;
<b>E8</b>	<b>Entrepreneurship/enterprise</b> – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
<b>E9</b>	<b>Social, cultural &amp; civic awareness</b> – 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.

## 4 External Benchmarks

### Statement of congruence with the relevant external benchmarks

All Leeds Trinity University programmes are congruent with the Framework for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) / National Qualification and Credit Framework (NQF).

The programme is congruent with the QAA Benchmark Statement for Psychology (2019) and the curriculum requirements of the British Psychological Society.

## 5 Indicative Content

### Summary of content by theme

#### Core Areas of Psychology

You will study a curriculum designed to provide a thorough grounding in core domains (biological, cognitive, developmental, individual differences and social psychology), underpinning further study of specialised areas in the final year.

#### Child and Educational Psychology

Across the three years of the programme you will explore how psychology can contribute to our understanding of children's and young people's development, with a particular focus on the contemporary social and cultural context of their lives. You will gain insight into themes and issues of development, key theories of learning and practices in education, and explore a range of children's needs and differences.

#### Research Skills

Skills in research and analysis are introduced and developed in the research methods modules in the first two years. This then culminates in an individual research project in the final year in which you will be supervised to design and undertake a small-scale piece of research in an area of your choice.

#### Professional and Personal Development

The programme is accredited by the British Psychological Society (BPS) as conferring eligibility for the Graduate Basis for Chartered Membership, provided the minimum standard of a Lower Second Class Honours is achieved. This is the first step towards becoming a Chartered Psychologist.

The programme also provides a balanced and career-relevant education for those not seeking a career in psychology. Embedded within the programme are professional skills, including a professional placement in each of the second and third years and the option to undertake a placement or engage in a professional challenge project in the first year. We also focus on assessment methods throughout the programme that help you to develop the kinds of skills that are valued by employers.

Your personal development is supported by your Personal Tutor who you will meet regularly to review your personal development goals and achievements.

## 6 Programme Structure

Programme Structure – BSc (Hons) Psychology and Child Development (Single Honours)			
Duration	3 years full-time		
Total credit rating	360 (180 ECTS)		
Level 4 – With effect from: September 2021			
Core: You are required to take the following modules			
Module Code	Module Title	Semester	Credits
PSY4043	Introduction to Child and Educational Psychology	Semester 1&2	30
PSY4003	Core Psychology 1	Semester 1&2	30
PSY4063	Professional Development for Psychologists 1	Semester 1 & 2	30
PSY4073	Research Methods in Psychology 1	Semester 1 & 2	30
Level 5 – With effect from: September 2022			
Core: You are required to take the following modules			
Module Code	Module Title	Semester	Credits
PSY5013	Child and Educational Psychology in Theory and Practice	Semester 1&2	30
PSY5033	Core Psychology 2	Semester 1&2	30
PSY5083	Professional Development for Psychologists 2	Semester 1 & 2	30
PSY5093	Research Methods in Psychology 2	Semester 1 & 2	30
Level 6 – With effect from: September 2023			
Core: You are required to take the following modules			
Module Code	Module Title	Semester	Credits
PSY6145	Psychology Research Project	Semester 1&2	45
PSY6003	Applied Child and Educational Psychology	Semester 1&2	30
PSY6115	Professional Learning Through Work	Semester 1&2	15
Options: You are required to choose 30 credits from the following modules			

Module Code	Module Title	Semester	Credits
PSY6025	Qualitative Research Methods in Context	Semester 1	15
PSY6035	Business Psychology	Semester 1	15
PSY6045	Clinical Psychology	Semester 1	15
PSY6065	Counselling Psychology	Semester 2	15
PSY6075	Critical Psychology	Semester 1	15
PSY6085	Cyberpsychology	Semester 2	15
PSY6055	The Psychology of Teaching and Learning	Semester 2	15
PSY6105	Health Psychology	Semester 1	15
PSY6125	Health Behaviour Change in Context	Semester 2	15
PSY6015	Psychology Negotiated Essay	Semester 2	15
PSY6005	Psychobiology of Stress and Illness	Semester 2	15

## 7 Pre-requisites

**Modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award**

N/A

## 8 Learning, Teaching and Assessment

The University's Learning, Teaching and Assessment Strategy informs the design of your programme. You can find more information about learning, teaching and assessment for your programme (including information on Integrated Assessment) within the relevant Assessment Handbooks.

## 9 Entry requirements

<b>Do the University's standard entry requirements apply?</b>	Yes
<b>Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)</b>	N/A



## 10 Additional support needs

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

### Programme-specific requirements / unavoidable restrictions on participation in the programme

N/A

## 11 Technical Information

<b>Awarding Body / Institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Leeds Trinity University
<b>Parent School</b>	Social and Health Sciences
<b>Department</b>	Social and Behavioural Sciences
<b>Professional accreditation body</b>	British Psychological Society
<b>Final award</b>	BSc (Hons)
<b>Title of programme(s)</b>	Psychology and Child Development
<b>Subsidiary award(s)</b>	Certificate of Higher Education, Diploma of Higher Education, Ordinary Degree
<b>Honours type</b>	Single
<b>Duration and mode(s) of study</b>	3 Years Full Time
<b>Month/year of approval of programme</b>	April 2020
<b>Periodic review due date</b>	2024/25
<b>HECoS subject code(s)</b>	100497 Psychology
<b>UCAS course code(s)</b>	C821
<b>SITS route codes</b>	PSYCDSH
<b>Delivery venue(s)</b>	Leeds Trinity University

## 12 Level Learning Outcomes and Employability Outcomes

The grids below demonstrate where Level Learning Outcomes and Employability Outcomes are assessed at module level and ensure that students are assessed in all Level Learning Outcomes at each level of their study. Students might not be assessed in all Employability Outcomes at each level of study. However, all Employability Outcomes will have been assessed by the end the programme.

Level 4	Assessed level learning outcomes												Skills development								
	K1	K2	K3	K4	K5	I1	I2	I3	I4	I5	I6	I7	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	<i>Foundational knowledge – core areas</i>	<i>Foundational knowledge -specialist areas</i>	<i>Basic methods of research</i>	<i>Understanding diversity</i>	<i>Equality and social justice</i>	<i>Basic analytical techniques</i>	<i>Evaluate problem-solving approaches</i>	<i>Ethics and values</i>	<i>Communication of results and arguments</i>	<i>Understand limits of knowledge</i>	<i>Team-based research</i>	<i>Integrate and apply knowledge</i>	<b>Self-management</b>	<b>Teamworking</b>	<b>Business &amp; sector awareness</b>	<b>Problem-solving</b>	<b>Communication</b>	<b>Application of numeracy</b>	<b>Application of IT</b>	<b>Entrepreneurship / enterprise</b>	<b>Social, cultural &amp; civic awareness</b>
PSY4003 Core Psychology 1																					
PSY4043 Introduction to Child and Educational Psychology																					
PSY4063 Professional Development for Psychologists 1																					
PSY4073 Research Methods in Psychology 1																					

  

Level 5	Assessed level learning outcomes												Skills development								
	K1	K2	K3	K4	K5	I1	I2	I3	I4	I5	I6	I7	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	<i>Detailed knowledge – core areas</i>	<i>Detailed knowledge - specialist areas</i>	<i>Methods of research</i>	<i>Understanding diversity</i>	<i>Equality and social justice</i>	<i>Complex analytical techniques</i>	<i>Evaluate problem-solving approaches</i>	<i>Ethics and values</i>	<i>Communication of results and arguments</i>	<i>Understand limits of knowledge</i>	<i>Team-based research</i>	<i>Integrate and apply knowledge</i>	<b>Self-management</b>	<b>Teamworking</b>	<b>Business &amp; sector awareness</b>	<b>Problem-solving</b>	<b>Communication</b>	<b>Application of numeracy</b>	<b>Application of IT</b>	<b>Entrepreneurship / enterprise</b>	<b>Social, cultural &amp; civic awareness</b>
PSY5033 Core Psychology 2																					
PSY5013 Child and Educational Psychology in Theory and Practice																					

PSY5083 Professional Development for Psychologists 2																				
PSY5093 Research Methods in Psychology 2																				

Level 6	Assessed level learning outcomes												Skills development								
	K1	K2	K3	K4	K5	I1	I2	I3	I4	I5	I6	I7	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	<i>Detailed knowledge – core areas</i>	<i>Detailed knowledge -specialist areas</i>	<i>Methods of research</i>	<i>Understanding diversity</i>	<i>Equality and social justice</i>	<i>Complex analytical techniques</i>	<i>Evaluate problem-solving approaches</i>	<i>Ethics and values</i>	<i>Communication of results and</i>	<i>Understand limits of knowledge</i>	<i>Team-based research</i>	<i>Integrate and apply knowledge</i>	<b>Self-management</b>	<b>Teamworking</b>	<b>Business &amp; sector awareness</b>	<b>Problem-solving</b>	<b>Communication</b>	<b>Application of numeracy</b>	<b>Application of IT</b>	<b>Entrepreneurship / enterprise</b>	<b>Social, cultural &amp; civic awareness</b>
PSY6006 Psychology Research Project																					
PSY6003 Applied Child and Educational Psychology																					
PSY6115 Professional Learning Through Work																					
PSY6025 Qualitative Research Methods in Context																					
PSY6035 Business Psychology																					
PSY6045 Clinical Psychology																					
PSY6065 Counselling Psychology																					
PSY6075 Critical Psychology																					
PSY6085 Cyberpsychology																					
PSY6055 The Psychology of Teaching and Learning																					
PSY6105 Health Psychology																					
PSY6125 Health Behaviour Change in Context																					
PSY6015 Psychology Negotiated Essay																					
PSY6005 Psychobiology of Stress and Illness																					

