



PROGRAMME SPECIFICATION

1. General information

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 and Child Development
Subsidiary award(s)	–
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	n/a
Duration and modes of study	3 years full-time, 6 years part-time
Start date	September 2013
Periodic review next due	AY 2015/16
UCAS course code & code name	C821 BSC/PSYCHI
Delivery venue	Leeds Trinity University

2. Aims of the programme

Rationale and general aims
<p>This programme is designed for students having a particular interest in the psychological development of children. The programme is structured to provide a thorough undergraduate education in the discipline of psychology as well as offering an introduction to the field of child psychology. The programme will incorporate a wide range of teaching methods to broaden the variety of learning experiences. The programme has a number of specific aims:</p> <ol style="list-style-type: none"> 1. to provide students with 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 psychology; 2. to provide students with knowledge and understanding of the scope and activities of the practising Child Psychologist and other professionals working in this area. 3. to provide students with the opportunities to develop knowledge and a critical understanding of psychological theory, research findings and applications, ethical issues and the relationships between these; 4. to enable students to develop the knowledge and research skills necessary for investigating a range of experience and behaviour; 5. to provide students with knowledge and understanding of multiple perspectives within psychology in a way that fosters critical evaluation;

6. to enable students to consider the status of psychology as an empirical science and appreciate the ethical issues surrounding psychological research and practice;
7. 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;
8. to develop a range of transferable personal, practical and intellectual skills, directly relevant to many forms of employment and training.
9. to produce graduates who have experience of working in a professional setting and who are confident in applying their knowledge, skills and understanding in the world of work and who recognise the contribution that psychology can make to an understanding of behaviour and experience.

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 this programme, students will have provided evidence of (or evidence demonstrating):

- K1 knowledge and understanding of psychology as a scientific, systematic, dynamic on-going process of enquiry;
- K2 the ability to apply knowledge and understanding in a professional context;
- K3 an awareness of the range and breadth of the discipline;
- K4 knowledge and understanding of the approaches adopted in different fields of psychology, with a particular focus upon child psychology;
- K5 understanding and application of the main methods of psychological research and analysis, including quantitative and qualitative methods and approaches, and understanding of how these impact upon the practice of child psychology;
- I1 vocationally relevant skills in a professional context;
- I2 the ability to critically evaluate psychological theory and research;
- I3 the ability to reflect on the relationship between practical experience and theoretical understanding;
- I4 original thinking in selected areas of the discipline;
- I5 the ability to initiate, design, conduct, analyse and report an empirically based research project under appropriate supervision, whilst conforming to ethical principles and codes of professional conduct.
- 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 **Team working** – 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

It is important from the outset that students recognise that training in Educational and Child Psychology is acquired, not through an undergraduate degree, but through advanced training (normally at doctoral level), professional practice, supervision and experience. Upon completion of the programme students will be in a position to make informed choices about psychology and child psychology related careers and further training at postgraduate level.

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 GBC of the BPS, the University's Learning, Teaching and Assessment Strategy and widening participation strategy.

4. Learning outcomes for subsidiary award(s)

Guidance	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</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>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</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>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 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)

BSc (Hons) Psychology and Child Development students study a core curriculum designed to provide a thorough grounding in core theoretical areas (biological, cognitive, developmental, individual differences and social psychology), which are all introduced at Level 4 and then studied at a more advanced level in Level 5. This grounding provides students with the necessary breadth and depth of knowledge of core psychological domains to allow further study of more specialised areas at Level 6. A range of contemporary controversies and debates in psychology are introduced in PSY4252 *Controversial Issues in Psychology*.

Three streams of child development content run vertically through the programme. First, students are introduced to the theory and practice of Educational psychology: at Level 4 in the module *Introduction to Educational Psychology*, and this is developed in Level 5 *Educational Psychology in Theory and Practice* and in the core Level 6 module *Applied Educational Psychology*. Second, Developmental Psychology is introduced in Level 4 *Individual Differences, Social and Developmental Psychology*, developed in Level 5 in *Cognitive and Developmental Psychology* and in the core Level 6 module *Childhood and Society*. Finally, social and political influences in development are introduced in Level 4 *Childhood, Society and Social Policy*, in Level 5 *Supporting Transitions*, and in the Level 6 *Critical issues and contemporary debates*, and *Inclusion, SEN and disability*.

Skills in research design and analysis are introduced in PSY4012 and are then further developed in PSY 5012. The main focus of these modules is to provide students with the theoretical knowledge and practical skills to enable them to undertake research using a range of quantitative and qualitative methods and approaches. The culmination of the research methods work provided throughout the programme is the completion of PSY6114 *Major Research Project*, in which students are supervised to design and undertake a small-scale piece of research using whichever research methods are most appropriate for investigating their chosen research questions.

The programme provides the opportunity to develop a range of personal and intellectual skills appropriate to graduates and in particular for individuals intending to make their careers as professional psychologists. Emphasis is placed upon learning through practical classes, group project work and research projects. Communication skills are fostered by group and individual presentations, leading seminars and a variety of written assignments. Opportunities to develop other career-relevant skills such as teamwork, time management and the collection and analysis of information are provided throughout the programme by means of class exercises and module assessments.

Several modules, especially those at Level 6, require autonomous learning for successful completion. Whilst providing a curriculum that is relevant for GBC of the BPS, the programme is also sufficiently broad to provide a balanced and career-relevant education for those not seeking to work as chartered psychologists. Embedded within the programme are *Professional Development and Placement* modules (PSY4072 and PSY5072) that furnish students with the opportunity to undertake two six-week work placements in order to develop employability skills and experience.

6. Structure

BSc (Hons) Psychology and Child Development

Duration:	3 years full-time / 6 years part-time
Total credit rating:	360
Course code:	C821
Award aim:	BSc (HONS) – 360 credits
Subsidiary awards:	Dip HE – 240 credits Cert HE – 120 credits

Level 4 – with effect from September 2013

Please refer to the Prospectus for entry requirements;

Core: Candidates are required to take:

PSY 4012	Research Methods in Psychology 1	Sem 1 & 2	20 credits
PSY 4072	Professional Development and Placement in Psychology	Sem 1 & 2	20 credits
PSY 4252	Controversial Issues in Psychology	Sem 1 & 2	20 credits
PSY 4262	Introduction to Cognitive and Biological Psychology	Sem 1 & 2	20 credits
PSY 4282	Individual Differences, Social & Developmental Psychology	Sem 1 & 2	20 credits
PSY 4311	Introduction to Educational Psychology	Sem 2	10 credits
CYP 4211	Childhood, Society and Social Policy	Sem 1	10 credits

Level 5 – with effect from September 2014

Progression requirements: 120 credits from Level 4;

Core: Candidates are required to take:

PSY 5012	Research Methods in Psychology 2	Sem 1 & 2	20 credits
PSY 5121	Educational Psychology in Theory and Practice	Sem 2	10 credits
PSY 5022	Cognitive and Developmental Psychology	Sem 1 & 2	20 credits
PSY 5042	Biological and Social Psychology	Sem 1 & 2	20 credits
PSY 5092	Dialogues, Debates and Diversity in Psychology	Sem 1 & 2	20 credits
CYP 5211	Supporting Transitions	Sem 1	10 credits

and are required to choose 20 credits from:

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

Level 6 – with effect from September 2015

Progression requirements: minimum of 120 credits from Level 5

Core: Candidates are required to take:

PSY 6114	Major Research Project †	Sem 1 & 2	40 credits
PSY 6352	Applied Educational Psychology	Sem 1 & 2	20 credits
PSY 6322	Childhood and Society	Sem 1 & 2	20 credits

and are required to select 20 or 40 credits from:

CYP 6002	Critical Issues and Contemporary Debates	Sem 1 & 2	20 credits
CYP 6402	Inclusion, SEN and Disability	Sem 1 & 2	20 credits

Candidates who have selected 20 credits from CYP6002, CYP60142 are required to take select a further 20 credits from:

PSY 6032	Business Psychology	Sem 1 & 2	20 credits
PSY 6052	Aspects of Health Psychology	Sem 1 & 2	20 credits
PSY 6062	Applying the Mind	Sem 1 & 2	20 credits
PSY 6122	Psychology Special Subject	Sem 1 & 2	20 credits
PSY 6222	Forensic Psychology	Sem 1 & 2	20 credits
PSY 6412	Psychology and Advertising	Sem 1	20 credits
PSY 6422	Biopsychology of Stress and Health	Sem 1 & 2	20 credits
PSY 6432	Abnormal and Clinical Psychology	Sem 1 & 2	20 credits
PSY 6462	Counselling Psychology	Sem 1 & 2	20 credits

† Students must pass PSY 6114 to be eligible for GBC.

7. Learning, teaching and assessment

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

The programme meets the requirements of relevant policy documents, particularly the QAA Framework for HE Qualifications, relevant QAA Subject Benchmark Statements, Leeds Trinity's Strategic Plan and Student-centred Learning, Teaching & Assessment Strategy.

The structure and content of the modules are such that, from one level to the next, material is offered in a theoretically coherent fashion that progresses student learning and understanding of the subject. They relate one to each other in a manner which properly informs students of contemporary issues within psychology, while simultaneously working to raise students' intellectual capacities to higher levels of inquiry. The period of work-based learning provides the opportunity for students to apply their learning in a professional setting and develop and evaluate their key transferable skills and their appreciation of ethical issues in the workplace.

An understanding of the ethical issues relating to Psychology is built into the programme through the core and optional modules. Modules PSY4012, PSY5012 and PSY6114 cover research design and statistics with a focus upon ethically sound research. The programme has been developed in such a way that the amount of independent study increases over the three years. At Level 4 the emphasis is on teaching the basic skills. By Level 6 the emphasis is on learning rather than teaching with students exercising choice in terms of modules and managing their own workload in a supportive environment.

The programme uses a range of teaching methods including lectures, tutorials, seminars, workshops and practical's as appropriate to the subject matter and student numbers.

Assessment within the programme:

- i) uses a variety of written forms and practical activities in order to reflect the academic and vocational elements of the programme;
- ii) uses a combination of coursework and timed examinations at each level in order to test students' ability to work to different time-scales and within different constraints;
- iii) progressively moves from testing breadth to depth of knowledge, understanding and skills;
- iv) reflects the University's mission by its concern with development and the affirmation of individual learners;
- v) achieves effectiveness by means of University and departmental procedures, policies and guidelines for design, marking and administration of processes.

7b) Module details

Module number and name <i>Include both as shown below</i>	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not University premises)
		Component form	Magnitude (e.g. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
PSY4012 Research Methods in Psychology 1	Lecture, Practicals, independent study, practice exercises	Exam Written report Written report	1 hour 1500 words 1500 words	30% 35% 35%	End of Sem 1 Sem 1 Sem 2	Steve Jones Jo Cornell	
PSY4072 Professional Development & Placement in Psychology	Lectures, Individual tutorials, professional attachment	Portfolio Placement Report	1,000 words Normally 6 weeks 2,000 words	40% Pass/Fail 60%	Sem 1 & 2 Sem 2 Sem 2	Julian Perara	
PSY4252 Controversial Issues in Psychology	Lectures/group work, workshops, independent guided study	Essay Portfolio of Workshop Activities	2,000 words 2,000 words	50% 50%	Sem 1 Sem 2	Jo Cornell	
PSY4262 Introduction to Cognitive & Biological Psychology	Lectures, seminars, group work, guided independent study, VLE	Unseen Examination Experimental Study	1.5 hours 2,000 words	50% 50%	Sem 1 Sem 2	James Jackson Steve Jones	
PSY4282 Individual Differences, Social & Developmental Psychology	Lectures, guided independent study, VLE	Poster Assessed Essay	1,000 words equivalent 1,200 words	35% 65%	Sem 1 Sem 2	Julian Perara Alison Torn	
PSY4311 Introduction to Educational Psychology	Lectures, Tutorials	Essay	2,000 words	100%	End of Sem 2	Julian Perara	
CYP4211 Childhood, Society and Social Policy	Lectures, Seminars, Tutorials	Poster presentation & written rationale of 1,000 words	2,000-word equivalent	100%	End of Sem 1	Paul Coman	
PSY5012 Research Methods in Psychology 2	Practical lab classes, lectures, clinics, group tutorials	Practical workbook Research report Unseen paper	2,500 words 2,500 words 1 hour	35% 35% 30%	Sem 1 Sem 2 End of Sem 2	Steve Jones Jo Cornell Julie Allen	

Module number and name <i>Include both as shown below</i>	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not University premises)
		Component form	Magnitude (e.g. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
PSY5121 Educational Psychology in Theory & Practice	Lectures, Seminars / tutorials	Essay	2,000 words	100%	End of Sem 2	Julian Perara	
PSY5022 Cognitive & Developmental Psychology	Lectures, workshops, tutorials, seminars	Information leaflet with associated written exposition Unseen Examination	2,000 words 1.5 hours	50% 50%	Sem 1 (Cognitive) Sem 2 (Developmental)	Julie Allen Julian Perara	
PSY5042 Biological & Social Psychology	Lectures, practicals, tutorials	Report Unseen Examination	2,000 words 1.5 hours	50% 50%	Sem 1 (Social) Sem 2 (Biological)	James Jackson Alison Torn	
PSY5092 Dialogues, Debates & Diversity in Psychology	Lectures, Seminars, Tutorials, Workshops	Seminar report Essay	2,000 words 2,000 words	50% 50%	End of Sem 1 End of Sem 2	Jo Cornell	
CYP5211 Supporting Transitions	Lectures, seminars and tutorials	Case-study evaluation	2,000 words	100%	End of Sem 1	Marie Potter	
PSY5072 Professional Development & Placement in Psychology	Induction meeting, day conference, workshops, tutorials, placement	Portfolio Placement Report	1,500 words Normally 6 weeks 3,000 words	30% Pass/Fail 70%	Sem 1 Sem 2 Jan-Feb Sem 2	Peter Spencer	
PSY5692 Professional Development and Placement (Volunteering) in Psychology	Day conference and workshop sessions, presentations, briefings, discussions, practical activities, individual tutorials	Portfolio Placement Report	1,500 words 60 hours 3,000 words	30% Pass/Fail 70%	Sem 1 Sem 2 Sem 2	Peter Spencer	
PSY6114 Major Research Project	Lecture, Individual Tutorials	Research report	8,000 words	100%	Sem 2	Steve Jones and all staff	

Module number and name <i>Include both as shown below</i>	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not University premises)
		Component form	Magnitude (e.g. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
PSY6352 Applied Educational Psychology	Lectures, Seminars / tutorials; Problem solving groups	Unseen Examination	1.5 hours	50%	Sem 1	Julian Perara	
		Case Study Report	2,000 words	50%	Sem 2		
PSY6322 Childhood and Society	Lectures, Seminars	Unseen Exam	1.5 hours	50%	Sem 1	Julian Perara	
		Assessed Essay	2,000 words	50%	Sem 2		
PSY6032 Business Psychology	Lectures, group tutorials	Assessed Essay	2,000 words	50%	End of Sem 1	Peter Fargus	
		Case Study Report	2,000 words	50%	End of Sem 2		
PSY6052 Aspects of Health Psychology	Lectures, seminars, tutorials, practicals	Poster with explanatory notes and reference log	A3 1,000 word equivalent	50 %	End of Sem 1	Peter Spencer	
		Unseen Exam	1.5 hours	50%	End of Sem 2		
PSY6062 Applying the Mind	Lectures, seminars, tutorials, workshops	Evidence based brief	1500 words	70%	Sem 2	Julie Allen	
		Leading a seminar	15 minutes	30%	Sem 2		
PSY6122 Psychology Special Subject	One to One Supervision	Essay	4,000 words	100%	End Sem 2	Jo Cornell	
PSY6412 Psychology and Advertising	Lecture, Workshops	Unseen paper	1.5 hours	50%	End of Sem 1	Steve Jones	
		Unseen paper	1.5 hours	50%	End of Sem 1		
PSY6422 Biopsychology of Stress and Health	Lectures, VLE	Proposed Study	2,000 words	50%	Sem 1	James Jackson	
		Essay	2,000 words	50%	Sem 2		
PSY6432 Abnormal & Clinical Psychology	Lectures, speakers, tutorials, Internet Based Learning Exercises	Assessed Essay	2,000 words	50%	Sem 1	Alison Torn Paul Smith	
		Assessed Essay	2,000 words	50%	Sem 2		
PSY6462 Counselling Psychology	Lectures, Workshops	Case Study	4,000 words	100%	End Sem 2	Peter Spencer Bruce Rainford	
PSY6222 Forensic Psychology	Lectures, Tutorials, Workshops	Essay	2,000 words	50%	End Sem 1	Danielle McDermott	
		Essay	2,000 words	50%	End Sem 2		

Module number and name <i>Include both as shown below</i>	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not University premises)
		Component form	Magnitude (e.g. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
CYP6002 Critical Issues & Contemporary Debates	Lectures, Seminars, Tutorials, Workshops	Essay	4,000 words	100%	End Sem 1	Paul Coman	
CYP6402 Inclusion, SEN and Disability	Workshops, Tutorials, e-Tutorials	Essay	4,000 words	100%	End Sem 2	Janet Wilkinson	

7c) Programme learning outcomes covered

	Assessed learning outcomes of the programme										Skills development									
	K1	K2	K3	K4	K5	I1	I2	I3	I4	I5		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 of Psychology	Apply Knowledge	Aware of Breadth	Knowledge of Approaches	Understanding of Methods	Vocationally relevant skills	Critically evaluate theory and research	Reflection on practical experience	Original Thinking	Design & conduct investigation		Self-management	Team-working	Business and sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
PSY4012 Research Methods in Psychology 1																				
PSY4072 Professional Development and Placement in Psychology																				
PSY4252 Controversial Issues in Psychology																				
PSY4262 Introduction to Cognitive and Biological Psychology																				
PSY4282 Individual Differences, Social and Developmental Psychology																				
PSY4311 Introduction to Educational Psychology																				
CYP4211 Childhood, Society and Social Policy																				
PSY5012 Research Methods in Psychology 2																				
PSY5121 Educational Psychology in Theory and Practice																				
PSY5022 Cognitive and Developmental Psychology																				
PSY5042 Biological and Social Psychology																				
PSY5092 Dialogues, Debates and Diversity in Psychology																				
CYP5211 Supporting Transitions																				

Adjust LO codes as necessary. → These must match module descriptors.	Assessed learning outcomes of the programme											Skills development									
	K1	K2	K3	K4	K5	I1	I2	I3	I4	I5			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 of Psychology	Apply Knowledge	Aware of Breadth	Knowledge of Approaches	Understanding of Methods	Vocationally relevant skills	Critically evaluate theory and research	Reflection on practical experience	Original Thinking	Design & conduct investigation			Self-management	Team-working	Business and sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
PSY5072 Professional Development and Placement in Psychology																					
PSY5692 Professional Development and Placement (Volunteering) in Psychology																					
PSY6114 Major Research Project																					
PSY6352 Applied Educational Psychology																					
PSY6322 Childhood and Society																					
PSY6032 Business Psychology																					
PSY6052 Aspects of Health Psychology																					
PSY6062 Applying the Mind																					
PSY6122 Psychology Special Subject																					
PSY6222 Forensic Psychology																					
PSY6412 Psychology and Advertising																					
PSY6422 Biopsychology of Stress & Health																					
PSY6432 Abnormal and Clinical Psychology																					
PSY6462 Counselling Psychology																					
CYP6002 Critical Issues and Contemporary Debates																					

	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			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 of Psychology	Apply Knowledge	Aware of Breadth	Knowledge of Approaches	Understanding of Methods	Vocationally relevant skills	Critically evaluate theory and research	Reflection on practical experience	Original Thinking	Design & conduct investigation			Self-management	Team-working	Business and sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
CYP6402 Inclusion, SEN and Disability																					

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, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

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 Assessment of Prior Learning (APL) 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 stipulations 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.

Standard University stipulations apply.

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)

External examiners will be employed from the subject areas of Psychology and Children, Young People and Families. The Psychology examiners cover the core domain subjects across all psychology programmes and are academics with substantial experience of teaching in Psychology at undergraduate level. Both will have GBC of the BPS. CYPF external examining arrangements are currently under review and requirements for this programme will be factored into arrangement for 2014/15.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (e.g. 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)

Reasonable adjustments will be made to accommodate students with additional support needs. There are no unavoidable restrictions on the participation of such students in the programme.