



## Programme Specification

*With effect from: September 2021*

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;

4. 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

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 for your level of study. To a greater or lesser extent, all level learning outcomes are embedded into each assessment task. 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 achieve credit as per the Taught Programme Academic Regulations.

| <b>Level Learning Outcomes</b> Choose a level. Start with the 'award' level, e.g. 6 for UG programmes and work backwards |                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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.                                                                                                                                                             |

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|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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                                                                                                                     |
| <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 4</b> |                                                                                                                                                                                                                                                                                                                                                 |
| <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.                     |

### **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.

|    |                                                                                                                                                                                                                                                                                                                                                                                                               |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E1 | <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;                                                                                                                                                            |
| E2 | <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;                                                                                                                                                |
| E3 | <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; |
| E4 | <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;                                                                                                                                                                                           |
| E5 | <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;                                                                                                                                                                                                                                   |
| E6 | <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;                                                                                                                                                            |
| E7 | <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;                                                                                                                                                        |
| E8 | <b>Entrepreneurship/enterprise</b> – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;                                                                                                                                                                                                                                              |
| E9 | <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.                                                                                                                                                                              |

### 3.1 External Benchmarks

#### Statement of congruence with the relevant external benchmarks

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

## 4 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 skills 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 first two years. 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.

## 5 Programme Structure

| <b>Programme Structure – BSc (Hons) Psychology (Single Honours)</b>              |                                                         |              |         |
|----------------------------------------------------------------------------------|---------------------------------------------------------|--------------|---------|
| <b>Duration</b>                                                                  | 3 years full-time                                       |              |         |
| <b>Total credit rating</b>                                                       | 360 (180 ECTS).                                         |              |         |
| <b>Level 4– With effect from September 2021</b>                                  |                                                         |              |         |
| <b>Core:</b> 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      |
| PSY4006                                                                          | Professional Skills for Psychologists 1                 | Semester 1&2 | 60      |
| <b>Level 5– With effect from September 2022</b>                                  |                                                         |              |         |
| <b>Core:</b> 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      |
| PSY5006                                                                          | Professional Skills for Psychologists 2                 | Semester 1&2 | 60      |
| <b>Level 6– With effect from September 2023</b>                                  |                                                         |              |         |
| <b>Core:</b> You are required to take the following modules                      |                                                         |              |         |
| Module Code                                                                      | Module Title                                            | Semester     | Credits |
| PSY6006                                                                          | Psychology Research Project                             | Semester 1&2 | 60      |
| PSY6003                                                                          | Applied Child and Educational Psychology                | Semester 1&2 | 30      |
| <b>Options:</b> 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 |
| PSY6115 | Professional Learning Through Work      | Semester 1&2 | 15 |
| PSY6015 | Psychology Negotiated Essay             | Semester 2   | 15 |
| PSY6005 | Psychobiology of Stress and Illness     | Semester 2   | 15 |

## 5.1 Pre-requisites

**Modules which must be passed before enrolment to a module at a higher level**

N/A

## 6 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 within the relevant Assessment Handbooks.

## 7 Entry requirements

### **Honours degree programmes (Level 4, 5 and 6)**

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

Five academic qualifications of which at least two should be Level 3 qualifications equivalent to A2 and must also include GCSE grade C or 4 or above in English Language and Mathematics (or equivalent qualification).

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 Leeds Trinity's Recognition of Prior Learning Guidelines and Procedure.

## **8 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

## **9 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>               | 100952 Developmental Psychology (50%); 100953 Child Psychology (50%)          |
| <b>UCAS course code</b>                    | C821                                                                          |
| <b>SITS code</b>                           | PSYCDSH                                                                       |
| <b>Delivery venue(s)</b>                   | Leeds Trinity University                                                      |







## PROGRAMME SPECIFICATION

### 1. General information

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

### 2. Aims of the programme

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rationale and general aims</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>The BSc (Hons) Psychology &amp; 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"> <li>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;</li> <li>2. to provide opportunities to develop knowledge, leading to an ability to appreciate and critically evaluate psychological theory, research findings and applications;</li> </ol> |

Change of semester re PSY4402 – AG 4.7.18

IA – May 2019

PSY6062 removed - CA 3.3.20

Changes at Level 5 and 6 – AG Approval 21.1.21

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                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>               | <p><b>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</b></p> <p>On successful completion of at least 120 credits, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> <li>i) interpret and evaluate data appropriate to the discipline;</li> <li>ii) make sound judgements in accordance with basic disciplinary theories and concepts;</li> <li>iii) evaluate the appropriateness of different approaches to solving problems within the discipline;</li> <li>iv) communicate the results of their work coherently;</li> </ul> <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 &amp; 5.</p>    | <p><b>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</b></p> <p>On successful completion of at least 240 credits, students will have demonstrated, <b>in addition to the outcomes for a Certificate</b>:</p> <ul style="list-style-type: none"> <li>i) critical understanding of disciplinary principles;</li> <li>ii) application of concepts outside their initial context;</li> <li>iii) use of a range disciplinary techniques;</li> <li>iv) proficient communication of the results of their work;</li> </ul> <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 &amp; 6.</p> | <p><b>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</b></p> <p>On successful completion of at least 300 credits, students will have demonstrated, <b>in addition to the outcomes for a Diploma</b>:</p> <ul style="list-style-type: none"> <li>i) an ability to make flexible use of disciplinary concepts and techniques;</li> <li>ii) critical evaluation of approaches to solving problems in a disciplinary context;</li> <li>iii) an ability to work autonomously within a structured learning experience;</li> <li>iv) effective communication of the results of their work in a variety of forms;</li> </ul> <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 and 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 21<sup>st</sup> 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 Personal 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 Personal 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 and Child Development**

**Duration:** 3 years full-time/6 years part-time

**Total credit rating:** 360

#### **Level 4 - Replaced by 30-credit structure with effect from AY21/22**

**Core:** Students are required to take:

|          |                                                          |         |             |
|----------|----------------------------------------------------------|---------|-------------|
| PSY 4422 | Educational Psychology 1                                 | Sem 1   | 20 credits  |
| PSY 4402 | Psychological Approaches to Personality and Intelligence | Sem 1   | 20 credits  |
| PSY 4992 | Ethics, Society and Employability                        | Sem 1&2 | 20 credits* |
| PSY 4012 | Research Methods in Psychology 1                         | Sem 1&2 | 20 credits  |
| PSY 4412 | Cognition and the Brain                                  | Sem 2   | 20 credits* |
| PSY 4442 | Psychology of Social Issues 1                            | Sem 2   | 20 credits* |

\* Integrated Assessment will take credits from 3 modules; PSY4992 Ethics Society and Employability, PSY4442 Psychology of Social Issues 1 and PSY4412 Cognition and the Brain

#### **Level 5 Replaced by 30-credit structure with effect from AY22/23**

(Progression requirements: 120 credits from Level 4)

**Core:** Students are required to take:

|          |                                            |         |            |
|----------|--------------------------------------------|---------|------------|
| PSY 5322 | Educational Psychology 2                   | Sem 1&2 | 20 credits |
| PSY 5012 | Research Methods in Psychology 2           | Sem 1&2 | 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 |

#### **Level 6 - Replaced by 30-credit structure with effect from AY23/24** (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 & 2 | 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 6472 | Psychology, Mental Health and Distress | Sem 1 | 20 credits |
| 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 6482 | Changing the World                     | Sem 1 | 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 Personal 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.

At the end of the first year of study, students will be required to think about a problem/case study related to their programme subject area from a biopsychosocial perspective (drawing from the biological, cognitive and social elements of the core modules). This will allow students to integrate their learning across modules in order to meet programme outcomes.

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) Programme learning outcomes covered

|                                                                                                                   | Assessed Learning Outcomes of the Programme |                  |                          |                           |                        |                   |                 |        |               |                     |                   |                     | Skills development |              |                               |                 |               |                         |                   |                               |                                    |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------|--------------------------|---------------------------|------------------------|-------------------|-----------------|--------|---------------|---------------------|-------------------|---------------------|--------------------|--------------|-------------------------------|-----------------|---------------|-------------------------|-------------------|-------------------------------|------------------------------------|
| <i>Adjust LO codes as necessary. →<br/>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 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 |              |                               |                 |               |                         |                   |                               |                                    |  |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------|--------------------------|---------------------------|------------------------|-------------------|-----------------|--------|---------------|---------------------|-------------------|---------------------|--------------------|--------------|-------------------------------|-----------------|---------------|-------------------------|-------------------|-------------------------------|------------------------------------|--|
|                                                                                                                   | 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. →<br/>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 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 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                                                                                   |                                             |                  |                          |                           |                        |                   |                 |        |               |                     |                   |                     |                    |              |                               |                 |               |                         |                   |                               |                                    |  |
| PSY 6512 The Psychology of Eating Behaviour                                                                       |                                             |                  |                          |                           |                        |                   |                 |        |               |                     |                   |                     |                    |              |                               |                 |               |                         |                   |                               |                                    |  |
| PSY 6522 The Psychology of Reproductive and Sexual Health                                                         |                                             |                  |                          |                           |                        |                   |                 |        |               |                     |                   |                     |                    |              |                               |                 |               |                         |                   |                               |                                    |  |
| PSY 6482 Changing the World                                                                                       |                                             |                  |                          |                           |                        |                   |                 |        |               |                     |                   |                     |                    |              |                               |                 |               |                         |                   |                               |                                    |  |

## 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.

Change of semester re PSY4402 – AG 4.7.18

IA – May 2019

PSY6062 removed - CA 3.3.20

Changes at Level 5 and 6 – AG Approval 21.1.21



### **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.