**University of Huddersfield**

**Programme Specification**

## *This document does not form part of the student contract*

|  |  |  |
| --- | --- | --- |
| **1.** | **Awarding institution** | University of Huddersfield |
| **2.** | **Teaching institution** | University of Huddersfield |
| **3.** | **School and Department** | School of Human and Health Sciences  Department of Psychology |
| **4.** | **Course accredited by** | British Psychological Society |
| **5.** | **Mode of Delivery** | Full-time (3 years)  Full-time (4 years) |
| **6.** | **Final Award** | BSc (Hons)  MPsych |
| **7.** | **Course Title** | BSc (Hons) Psychology  BSc (Hons) Psychology with Counselling  BSc (Hons) Psychology with Criminology  MPsych Applied Psychology |
| **8.** | **UCAS Code** | C800 Psychology  C8M2 Psychology with Criminology  C8B9 Psychology with Counselling  H722 MPsych Applied Psychology |
| **9.** | **Subject benchmark statement** | QAA Psychology 2016  UK Quality Code for Higher Education – The Framework for Higher Education Qualifications of UK Awarding Bodies 2014 |
| **10.** | **Date of Programme Specification Approval** | April 2010  Revised: August 2017  Revised: December 2019  Revised: April 2020 |

**11. Educational Aims of the Courses**

1. to provide a high quality, broadly based education in psychology

2. to assess the contribution of psychology to the understanding of a range of phenomena of significant concern in contemporary society

3. to examine the practical implications of psychological theory and research in a variety of contexts

4. to provide a solid grounding in social science research methods

5. to help students develop a range of transferable skills relevant to their future careers and their own personal development

6. to provide a basis for professional training in psychology

7. for BSc (Hons) Psychology with Criminology – to analyse and communicate Psychology with Criminology information and to understand research in Psychology with Criminology.

8. for BSc (Hons) Psychology with Counselling - to apply major theoretical perspectives and concepts in counselling studies in a competent manner.

9. to provide a qualification that provides eligibility for Graduate Basis for Chartership (GBC) with the British Psychological Society (BPS)

1. for MPsych Applied Psychology - to enable the original application of contemporary psychological knowledge to complex issues at a professional level or equivalent

**12. Intended Learning Outcomes**

On completion of the course, students will be able to:

This Programme specification is written to demonstrate the Psychology suite of courses for four named degrees. Thus Intended Learning Outcomes are shown for the Core and for the four named degrees.

***Core***

***Knowledge and Understanding***

1. Demonstrate a critical understanding of research methods in psychology, research design, the nature and appropriate statistical analysis of data, psychometrics and measurement techniques, quantitative and qualitative methods.
2. Apply psychology to human behaviour
3. Demonstrate an critical understanding of the major theoretical concepts, perspectives and explanatory frameworks employed within psychology
4. Demonstrate an understanding of the contestability of all forms of psychological understanding
5. Demonstrate a critical understanding of theory and research from psychology relevant to a variety of phenomena in contemporary society
6. Apply psychological knowledge to key areas of study in the discipline
7. Demonstrate a critical understanding of theory and method in cognitive psychology, social psychology, biological psychology, developmental psychology and individual differences

***Skills and Other Attributes (practical)***

1. Apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications.
2. Carry out an extensive piece of independent empirical research, including defining a research problem; formulating testable hypotheses/research questions; choosing appropriate methodologies; planning and carrying out a study efficiently; demonstrating awareness of ethical issues and current codes of ethics and conduct; obtaining the appropriate ethical approval for their research; demonstrating the ability to reason about the data and present the findings effectively; discussing findings in terms of previous research; evaluating methodologies and analyses employed and implications for ethics; and, where appropriate, collaborating effectively with colleagues, participants and outside agencies.
3. Communicate ideas and research findings both effectively and fluently by written, oral and visual means
4. Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.
5. Is computer literate and is confident in using word processing, databases and statistical software.
6. Retrieve and organise information effectively.
7. Engage in effective teamwork.
8. Problem-solve and reason scientifically
9. Make critical judgements and evaluations
10. Be sensitive to contextual and interpersonal factors
11. Use effectively personal planning and project management skills

***Transferable/Key Skills***

1. Think analytically and critically.
2. Communicate clearly and effectively using different media.
3. Work independently and in collaboration with others.
4. Manipulate and interpret quantitative data.
5. Manipulate and interpret qualitative data.
6. Identify and locate appropriate sources, and extract relevant information.
7. Demonstrate IT skills.
8. Is able to take charge of their own learning and can reflect and evaluate personal strengths and weaknesses for the purpose of future learning.

***For BSc (Hons) Psychology - Additional Learning Outcomes* (80 credits Core Psychology course combined with 40 additional credits in specialised and applied areas of psychology)**

***Knowledge and Understanding - Psychology***

1. Demonstrate a knowledge and understanding of a range of specialised and applied areas of psychology
2. Demonstrate understanding of the contribution that psychology can make to an understanding of specialist applications of psychology

***For BSc (Hons) Psychology with Criminology - Additional Learning Outcomes* (80 credits Core Psychology course combined with 40 credits Criminology)**

***Knowledge and Understanding – Psychology with Criminology***

1. Use major psychological and criminological psychological theoretical perspectives and concepts in a competent manner,
2. Apply research methods and research findings to the development of Psychology with Criminology.
3. Analyse and communicate information related to Psychology with Criminology.

***For BSc (Hons) Psychology with Counselling - Additional Learning Outcomes* (80 credits Core Psychology course combined with 40 credits Counselling)**

1. Apply major theoretical perspectives and concepts in a competent manner.
2. Examine the relevance of an exploration of self to the use of counselling skills and psychotherapeutic change.
3. Analyse and communicate ideas and the value of personal development tocounselling theory and skills use.
4. Demonstrate competencies in counselling skills and a breadth and depth of personal development.

***For MPsych Applied Psychology – Additional Learning Outcomes (360 psychology credits plus 120 masters credits)***

**Knowledge and Understanding**

1. Generate new knowledge through the application of contemporary psychological knowledge
2. Demonstrate an understanding of personal performance and generate plans to improve performance
3. Demonstrate self direction and originality in tackling and solving problems using contemporary knowledge in psychology and act autonomously in planning and implementing tasks at a professional or equivalent level.

**Skills and other attributes (practical)**

1. Communicate ideas and research to different audiences
2. Understand how psychology informs professional contexts

**Transferable/Key Skills**

1. Demonstrate leadership in collaborating with others
2. Reflect on personal metacognitive processes contemporaneously with task completion.

**13. Course Structures and Requirements, Levels, Modules, Credits and Awards**

**13.1** The psychology suite of courses is designed to provide graduates with the skills and knowledge required to effectively enter the next level of progression in study and/or employment be it in psychology or other domains.. To this end the courses provides coverage of the five major content areas (Cognitive, Development, Social, Psychobiological and Individual Differences) prescribed by the British Psychological Society (BPS). In addition, the courses provide coverage of the Compulsory elements (Research Design and Quantitative Methods and the Practical Component) prescribed by the BPS. The courses are designed both to provide a sound preparation for professional training in psychology and also to provide the opportunity for students to develop interests in related discipline areas.

The Masters level of the course is designed to enhance and continue the knowledge, understanding, and skills acquired in the first three years of the degree and in addition to enable the development of autonomy and leadership skills. The Masters level will emphasise the application of psychological theory and knowledge acquired in levels 4 to 6. Masters students will be required to identify topics and issues important in the world of work and use their knowledge and skills to create new understandings of those issues. They will engage in assessments which will enable them to build a portfolio of knowledge and skills for future their future be that employment or further education. The Masters level of performance will enable students to develop a professional identity to enhance their employment trajectory.

**13.2** Intermediate awards are available, full details and conditions of which are contained in University Regulations for Awards. The diagram below illustrates the ‘ladder’ of awards and the minimum number of credits necessary for each award.

**Minimum number of credits for each award**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Minimum number of Foundation level credits | Minimum number of Post foundation level credits | Minimum number of Honours level credits | Minimum number of Masters credits | Total number of credits required for award |
| Certificate of HE  Psychology  Psychology with Criminology  Psychology with Counselling | 120 |  |  |  | 120 |
| Diploma in HE  Psychology  Psychology with Criminology  Psychology with Counselling | 120 | 120 |  |  | 240 |
| Unclassified degree  BSc Psychology  BSc Psychology with Criminology  BSc Psychology with Counselling | 120 | 180 | 60 |  | 300 |
| Honours degree  BSc (Hons) Psychology  BSc (Hons) Psychology with Criminology  BSc (Hons) Psychology with Counselling | 120 | 240 | 120 |  | 360 |
| Masters degree  MPsych Applied Psychology | 120 | 240 | 120 | 120 | 480 |

**13.3 Core Psychology Component (80 Credits per year)**

13.3.1The core psychology course comprises of 80 credits of Psychology. Depending on chosen course, students undertake another 40 credits. At the Foundation level students undertake four 20 credit core modules and either one 40 credit or two 20 specialist applied psychology modules dictated by their course. The three courses are Psychology (the core with additional specialist and applied psychology modules), Psychology with Counselling, and Psychology with Criminology. At the Intermediate level students undertake four 20 credit core modules and 20 credit specialist applied psychology modules, again dictated by their course. The rationale behind this is that all degree courses in the Psychology suite study the same core modules (80 credits), and thus have the same grounding in psychology, and thus qualify for Graduate Basis for Chartered Membership with the BPS. The combined minor disciplines (40 credits) are Counselling and Criminology on two of the courses.

13.3.2 At the Foundation level the component of the Psychology courses suite consists of 20 or 40 credit modules. At the Intermediate and Honours level the core of the psychology courses suite consists of four modules in year two and the final year project in year three. HHB1020, the final year project is 40 credits. This is a substantial piece of empirical research, involving research design, data collection and analysis and presentation of the data in a report.

13.3.3 The core psychology course consists of 80 credits in year one and two, made up of Foundation and Intermediate level modules. At Honours level, as well as the core project, single honours students study four 20 credit option modules. The students on the major/minor routes study two subject-specific 20 credit modules and two elective modules.

13.3.4 There are five main areas that run through the core Psychology course suite, Cognitive, Developmental, Social, Psychobiological and Individual Differences which underpin the discipline of psychology. Conceptual and Historical issues in psychology underpin the topics areas of each of these core issues. In addition students study Qualitative and Quantitative Research Methods.

13.3.5In the first year students are introduced to the five core areas. Students also undertake modules in Research Methods and Data Analysis, including both Quantitative and Qualitative methods.

13.3.6 The Intermediate level of the core course comprises compulsory modules covering cognitive, developmental, social, physiological and biological psychology as well as Psychological Research and Data Analysis HIB1017. This module is concerned specifically with Research Methodology that psychology graduates may be expected to undertake.

13.3.7 In the higher levels of the core Psychology course suite students have the opportunity to select from a range of optional modules, on BSc (Hons) Psychology) or to follow a planned Minor Route, for BSc (Hons) Psychology with Criminology and for BSc (Hons) Psychology with Counselling.

13.3.8 The structure of the shared components of the Psychology course suite were considered by the course team as the most appropriate way to meet the professional body requirements and ensure that the course provided a coherent, educationally sound experience for students. In this way, the Psychology suite of courses is more able to run a series of optional modules, and Minor routes.

13.3.9 At the Masters level of the course students study three core modules which require the application of knowledge acquired in the preceding years. The three modules are Advanced Research Skills in Psychology, Applications of Psychology and an Extended Project Module. Each module demands a consideration of developing skills and knowledge alongside the application of contemporary psychological thinking to complex issues. MPsych students are not eligible for a study abroad year.

13.3.10 The sequencing of modules and credit accumulation on the shared elements of full-time suite of ALL **Psychology Courses.**

**Module sequencing for all awards**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** | **Year 4 (MPsych)** |
| HFB2014 Introduction to Social Psychology and Personality (20) (Core) | HIB2007 Social Psychology and Personality  (20) (Core) | HHB1020 The Final Year Project (40) (Compulsory)  Includes PDP | HMY4006  Advanced Research Skills in Psychology (40) (Compulsory) |
| HFB2013 Child Development (20) (Core)  Includes PDP | HIB1017 Psychological Research and Data Analysis  (20) (Core) |  | HMY4005  Applications of Psychology (40) (Compulsory) |
| HFB2015 Introduction to Cognitive and Biological Psychology (20) (Core) | HIB2008 Cognition, Brain & Behaviour  (20) (Core)  Includes PDP |  | HMY4007  Extended Project Module (40) (Compulsory) |
| HFB2016 Introduction to Quantitative and Qualitative Research Methods (20) (Core) | HIB2011 Developmental Psychology (20) (Core) |  |  |
| 80 Foundation credits | 80 Intermediate credits | 40 Higher credits | 120 Masters credits |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3**  **(Four Year Programme – MPsych not eligible for this route)** | **Year 3 (Year 4 on the Four Year Programme)** |
| HFB2014 Introduction to Social Psychology and Personality (20) (Core) | HIB2007 Social Psychology and Personality  (20) (Core) | HIG9000 (Study Abroad (outgoing)  (120) (Core) | HHB1020 The Final Year Project (40)  (Compulsory)  Includes PDP |
| HFB2013 Child Development (20) (Core)  Includes PDP | HIB1017 Psychological Research and Data Analysis  (20) (Core) |  |  |
| HFB2015 Introduction to Cognitive and Biological Psychology (20) (Core) | HIB2008 Cognition, Brain & Behaviour  (20) (Core)  Includes PDP |  |  |
| HFB2016 Introduction to Quantitative and Qualitative Research Methods (20) (Core) | HIB2011 Developmental Psychology (20) (Core) |  |  |
| 80 Foundation credits | 80 Intermediate credits | 120 Intermediate credits | 40 Honours credits. |

**13.4 Psychology**

**BSc (Hons) Psychology additional credits**

|  |  |  |
| --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3 (Year 4 on the Four Year Programme)** |
| HFB2009 Exploring Contemporary Issues in Psychology (40) (Core) | Choice of two from example option modules below:  Option  HIB1047 Health Psychology (20) Option  HIB 2009 Cognitive Behavioural Therapy (20) Option  HIB2013 Research Apprenticeship (20) Option  HIB2012 Peer Mentoring for Psychology (20) Option  HIB3001 The Psychology of Judgement and Decision Making (20)  HIB3002 The Psychology of Victimisation and Survivorship (20)  HIB2024 Contemporary Debates in Gender and Sexuality (20) | Choice of four modules from 3rd year option list  See list in 13.4.1 |
| 40 Foundation credits | 40 Intermediate credits | 80 Honours credits. |

13.4.1 In the honours level of the Psychology course students have the opportunity to select from a range of optional modules to construct a course of studies that matches their interests. Of the 120 higher level credits students take in their third year 80 credits are options. Students select from an option pool which comprises of honours level modules that build on the core second year modules. Students must select 80 credits worth of modules from this option pool. It is anticipated that this option pool will continue to develop in line with staff research interests. There is a University requirement that a minimum of 25 students must be enrolled on a module in order for it to run. If it transpires that fewer than 25 students have selected a particular module then they will be invited to select an alternative to replace it.

Current 20 credit Examples (all optional)

HHB1021 Behaviourism and Positive Behaviour Change

HHB1051 Profiling & Investigating Serious Crime

HHB1052 Psychology of Education

HHB1071 Psychology of Health and Wellbeing

HHB2003 The Neuroscience of Cognition

HHB2005 Investigative Psychology

HHB2004 Alternative Psychologies

HHB2006 States of Consciousness

HHB2007 Exploring Clinical Psychology

HHB3003 Social Cognition

HHB3004 Personal Relationships

**13.5 Psychology with Criminology**

**BSc (Hons) Psychology with Criminology credits**

|  |  |  |
| --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3 (Year 4 on the Four Year Programme)** |
| HFB2010 Psychology of Criminal Behaviour (40)  (Core) | HIB2014 Psychology of Crime Prevention (20) (Core)  Choice of ONE from example option modules below:  HIB1047 Health Psychology (20) Option  HIB2009 Cognitive Behavioural Therapy (20) Option  HIB2013 Research Apprenticeship (20) Option  HIB2012 Peer Mentoring for Psychology (20) Option  HIB3001 The Psychology of Judgement and Decision Making (20)  HIB3002 The Psychology of Victimisation and Survivorship (20) | HHB1005 Forensic Psychology  (20) (Core)  HHB2009 Criminal Psychology (20) (Core) |
|  |  | Twooptions from the Psychology option pool in 13.4.1 (above) |
| 40 credits | 40 credits | 80 credits |

**13.6 Psychology with Counselling**

**BSc (Hons) Psychology with Counselling credits**

|  |  |  |
| --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3 (Year 4 on the Four Year Programme)** |
| HFK2006 Introducing Counselling Theory (20) (Core)  HFK2005 Introducing Counselling Skills and Process (20) (Core) | HIK2007 Advanced Theories of Counselling (20) (Core)  HIK2006 Advancing Counselling Skills (20) (Core) | HHK2003 Integrating Counselling Theory (20) (Core)  HHK2002 Integrating Counselling Skills (20) (Core) |
|  |  | Two options (40 credits) from the Psychology option pool in 13.4.1 above. |
| 40 Foundation credits | 40 Intermediate credits | 80 Honours credits |

13.6.1 As it comprises the minor part of the course, the counselling component consists of 40 credits per year (or one third of the total credits). Within this, the course is still designed to provide knowledge and skills that are related to the British Association for Counselling and Psychotherapy (BACP) frameworks (i.e. both theoretical knowledge of counselling perspectives and practical experience in using them). However, both further study and supervised clinical work will be required in order to achieve full BACP accreditation.

13.6.2 **NB –** the course does not qualify the student to become a counsellor.

**13.7 Alternative Pathway for exchange students on all undergraduate routes**

From 2001 the Department of Behavioural and Social Sciences have offered undergraduate students the opportunity to undertake a period of study at State University New York. Since then the number of exchange opportunities has expanded to include other institutions such as East Tennessee State University, and it is anticipated that students from the Department of Psychology will continue to undertake exchanges at institutions around the world for the foreseeable future. Exchanges require an alternative structure to ensure that students are given due credit for their study.

As places for the exchange are extremely limited, a selection process will take place at the end of the student’s first year of study. The minimum requirement for selection will be a 2:1 average, with ideally achievement of a 2:1 in all modules.

The exchange will be for one academic year, between Year 2 and Year 3 of the standard route. Participating students will therefore be required to transfer to the four-year sandwich version of the programme. This may have implications for funding should the student be required to repeat a year later in the course.

Eligibility for the exchange is dependent upon meeting all necessary visa requirements. It is therefore possible that non-UK students will not be eligible for the exchange.

Exchange students will be required to follow a programme of study that is typical of a student at the host institution. On passing their modules at the host institution, students will be awarded 120 ungraded credits for HIG9000. Their degree will therefore total 480 credits.

On returning from their year abroad, students will then complete Year 3 of the standard route during their fourth year of study. In the event that a student does not pass HIG9000, they would transfer back to the three-year version of the course.

Students chosen for the exchange programme will meet the course leader or academic exchange co-ordinator when their place is confirmed and an exchange learning contract will be drawn up. This will outline the exact complement of modules being taken by that student and will include the conditions for the year, notably that the exchange period will be recorded as ungraded credits.

|  |  |  |  |
| --- | --- | --- | --- |
| Code | Title | Core/Option/Compulsory | Credits |
| HIG9000 | Study Abroad (Outgoing) | Core | 120 |

13.8 Graduating from BSc (Hons) Psychology, BSc (Hons) Psychology with Counselling and BSc (Hons) Psychology with Criminology courses with a 2:2 or above leads to eligibility for professional recognition with the British Psychological Society. Eligibility for professional recognition with the BPS is conferred on MPsych students by achieving an average mark over 50% and passing their final year project in the first three years of the degree programme.

13.9 Only students who achieve eligibility for professional recognition from the British Psychological Society will be eligible to progress to the MPsych year of the course. Students who do not achieve this will exit with a BSc (Hons) Psychology, third class.

13.10 **MPsych Applied Psychology**

**MPsych Applied Psychology Credits**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| HFB2014 Introduction to Social Psychology and Personality (20) (Core)  HFB2013 Child Development (20) (Core)  Includes PDP  HFB2015 Introduction to Cognitive and Biological Psychology (20) (Core)  HFB2016 Introduction to Quantitative and Qualitative Research Methods (20) (Core)  HFB2009 Exploring Contemporary Issues in Psychology (40) (Core) | HIB2007 Social Psychology and Personality  (20) (Core)  HIB1017 Psychological Research and Data Analysis  (20) (Core)  HIB2008 Cognition, Brain & Behaviour  (20) (Core)  Includes PDP  HIB2011 Developmental Psychology (20) (Core)  Plus  Choice of two from example option modules below:  Option  HIB1047 Health Psychology (20) Option  HIB 2009 Cognitive Behavioural Therapy (20) Option  HIB2013 Research Apprenticeship (20) Option  HIB2012 Peer Mentoring for Psychology (20) Option  HIB3001 The Psychology of Judgement and Decision Making (20)  HIB3002 The Psychology of Victimisation and Survivorship (20)  HIB2024 Contemporary Debates in Gender and Sexuality (20) | HHB1020 The Final Year Project (40)  (Compulsory)  Includes PDP  Choice of four 20 credit modules from:  HHB1021 Behaviourism and Positive Behaviour Change  HHB1051 Profiling & Investigating Serious Crime  HHB1052 Psychology of Education  HHB1071 Psychology of Health and Wellbeing  HHB2003 The Neuroscience of Cognition  HHB2005 Investigative Psychology  HHB2004 Alternative Psychologies  HHB2006 States of Consciousness  HHB2007 Exploring Clinical Psychology  HHB3003 Social Cognition  HHB3004 Personal Relationships  This list reflects examples of modules available and changes according to staff availability and timetabling. | HMY4006 – Term 1  Advanced Research Skills in Psychology (40) (Compulsory)  HMY4005 – Term 2  Applications of Psychology (40) (Compulsory)  HMY4007 – Terms 1, 2 and 3  Extended Project Module (40) (Compulsory) |
| 120 Foundation credits | 120 Intermediate credits | 120 Honours credits. | 120 Masters credits |

**14. Teaching, Learning and Assessment**

**14.1** Teaching, learning and assessment are designed to offer students a variety of learning and assessment opportunities that align with their module learning outcomes and offer realistic and effective preparation for progression in Psychology (and its associated courses) and in employment. They aim to be inclusive of diversity, to allow students to actively engage in learning and be successfully assessed in a variety of ways.

**14.2** Learning and teaching is delivered through seminars, workshops, group work, laboratory experiments and lectures. Student-centred learning is used where appropriate and its role generally increases throughout the course, in particular this approach underpins the Masters level modules. Modules are designed to embed transferable skills and to allow students to progressively increase their knowledge and confidence. Thus in lower levels the acquisition of basic skills and the confidence to perform academically is developed. At higher level, a range of student experience in learning delivery and assessment encourages students to have greater engagement with and control over their learning. By Masters level students are expected to move towards autonomous learning and simultaneously lead small groups in projects.

**14.3** Assessment aims to support learning and to measure achievement. Assessment methods are described in each module specification and module guide. All learning outcomes in a module are assessed and the mode of assessment is specified for each outcome. Assessment is a combination of coursework and examination. The nature of the assessment varies from module to module and mirrors the modes of communication expected of graduates in this field (e.g., report writing, oral presentations, critique of theory and experiments, etc). At Masters level students are required to demonstrate communication skills for specialist and non-specialist audiences and assessments will demand the use of a range of media to demonstrate this.

**14.4** Personal Development Planning is introduced to students at the commencement of the course and is normally supported through the personal tutor system. It aims to help students critically examine their progress on the course, reflecting on their academic, and personal development. It also provides a medium for recording their progress and creating an effective C V. Learning opportunities are identified throughout the course.

**14.5** The Department of Psychology currently provides access to PDP through the personal tutor system. First year students are introduced to the fundamentals of PDP in a tutor-led session in the second week of term one, ensuring that they are engaged with the process at the earliest possible opportunity. This session explains the aims and benefits of PDP, with particular emphasis placed on the utility of engaging with the process in terms of employability. Studies conducted by the former HEA suggest that employers frequently complain that graduates are unable to detail their specific skills and competencies or “market themselves” effectively. This point is used in the introductory PDP session to highlight the importance for students of reflecting on the skills and knowledge which they are developing during their degree courses.

**14.6** In order to facilitate this process, students are required to set up a personal “e-portfolio” via the VLE system at the end of this initial session. This portfolio acts as a secure, continuously accessible repository for students’ PDP documents throughout all four years of their studies, which they are able to share with tutors, should they choose to do so. Thus students are provided with the means to record their PDP activities whilst developing key information technology skills and in addition, the system contributes to school wide key performance indicators pertaining to PDP and virtual learning environments (VLEs). The VLE is also used extensively to support PDP through a dedicated module site, which contains all of the template PDP documents with which students are provided, together with information relating to employability and careers related to Psychology and Counselling. Students are asked to regularly download and complete template files, which record aspects of PDP such as students’ existing and developing skills, aims and goals, career aspirations, extra-curricular activities etc, before adding these to their portfolios.

**14.7** Topics covered in the 1st year Personal tutor system (now linked to HFB2013 Child Development)

*Introduction to Personal Development Planning & Information Literacy*

*Library Searches, Referencing and Plagiarism*

*Preparation for Summary, Citation and referencing*

*Structuring, Planning and Writing Your Essay*

*Personal Development Planning (PDP) and Employability*

**14.8** Students keep a record of their progress through materials supplied by personal tutors and the VLE. Dedicated support is given at School level by the Careers Service to aid students in preparing for work. This portfolio of materials is then used in preparing for job applications and/or supporting continuous professional development.

**14.9** The School of Human and Health Sciences uses Turnitin® via the virtual learning environment (VLE) to help both students and staff ensure and protect the originality of work submitted for assessment.

**15. Support for Students and their Learning**

**15.1** Support for students undertaking this course operates at University, School and Course level as follows:

**15.2 University Level**

15.2.1 Central to the provision of student support are **Student Services**. The range of services they offer include:

## Wellbeing and Disability Services

* [Counselling](http://www.hud.ac.uk/wellbeing/studentcounselling/)
* [Back on Track](http://www.hud.ac.uk/wellbeing/back-on-track/)
* [Disability Services](http://www.hud.ac.uk/disability-services/)
* [Drop in (Counselling and Wellbeing)](http://www.hud.ac.uk/wellbeing/)
* [The Faith Centre](http://www.hud.ac.uk/faith-centre/)
* [Getting help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/)
* [Group workshops and courses](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/groupworkshops/)
* [Share and support](https://students.hud.ac.uk/help/wellbeing/share-support/)
* Help for suspended students
* [Self help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/selfhelp/)
* [Student parents](http://www.hud.ac.uk/wellbeing/studentparents/)
* [Student wellbeing](http://www.hud.ac.uk/wellbeing/)
* [Welfare support](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/studentwelfare/)
* [University Health Centre](http://www.universityhealthhuddersfield.co.uk/)
* Big White Wall

**Careers and Employability Service**

* Careers and Employability Service
* Jobshop

More information on the range of student services can be found on their website at: <http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices>

**15.2.2** **The Student Finance Office** provides:

* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

Further information can be found on their website at:

<http://www.hud.ac.uk/students/finance>

**15.2.3** **Computing services** provide induction and ongoing support for all students. More information on the range of computing services can be found on their website at:

<http://students.hud.ac.uk/it/>

**15.2.4 Library** **Services** provide induction and ongoing support for all students. More information on the range of library services can be found on their website at: <http://www.hud.ac.uk/library/>

**15.3 School Level**

* + 1. The School of Human and Health Sciences provides additional student support using a variety of approaches:

**15.3.2** **The Academic Skills Development Team (ASDT)** in the School of Human and Health Sciences provides support, development and encouragement for students at all levels with help on a range of academic skills areas. Further information on the services provided can be found on the VLE.

**15.3.3** Finally the School has a **Student Hub** with **Student Support Officers.** The Student Hub provides a drop in service for all students in the School.  They are based in Harold Wilson Building, Ground Floor, Room 24 and are open on Monday to Friday from 8.30am to 4.30pm during term time.

The Student Hub offers the following services:

* Welfare Support
* Advice on extensions and ECs
* Print credit
* Signposting students and visitors to other services
* Binding
* International Student Support
* Independent Services
* Confidential Advice
* Booking for academic staff appointments.

No appointment is necessary for the Student Hub and they can be contacted on 01484 473092 or by email at: [hhsstudentsupport@hud.ac.uk](mailto:hhsstudentsupport@hud.ac.uk)

**15.4 Course Level**

At course level support is provided by:

* + 1. **Personal Academic Tutor**

The University has implemented a personal tutor system for full time undergraduate students. This system aims to both improve the student experience of learning and teaching, and increase student retention and achievement rates. Specifically personal tutors:

* Provide a personal contact for the student within the University and the School.
* Act as a liaison between the student and course leaders to seek any improvements required
* Offer guidance, assistance and support in managing the students’ academic experience
* Recognise when the problems presented are beyond the personal tutors’ competence and seek guidance and support for the student through the University and/or School referral processes.
* Work with students to review and reflect upon their own progress and if necessary on ways to improve it.
* Take part in supportive training events.
* Support students in Personal Development Planning through all years of study.
  + 1. **Module Leader**

The module leader is responsible for teaching, learning and assessment of the modules within this course.

* + 1. **Course Leader**

The course leader is responsible for the entire quality assurance arrangements for the course.

**16. Criteria for Admission**

**16.1** The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at University. We encourage local, national and international applications.

Further information for International Students can be found on:

<http://www.hud.ac.uk/international>

If you were educated outside the UK, you are required to have International English Language Testing System (IELTS) at a score of 6.0 with a minimum score of 6.0 in writing and a minimum of 5.5 in any single component. If you have alternative qualifications or do not meet the IELTS requirement we also offer a range of [Pre-Sessional English Programmes.](http://www.hud.ac.uk/international/pre-sessionalenglishprogramme/)

**16.2** The University provides opportunities for the accreditation of prior learning (APL) as stated at the following link: <https://www.hud.ac.uk/policies/registry/awards-taught/section-c/>

**16.3** Further information related to the School APL process can be found on the School pages in the VLE <http://www.hud.ac.uk/hhs/apl/>

**16.4** The University’s general minimum entry requirements are specified in the ‘Regulations for Awardswhich can be found on the Registry website as follows: <https://www.hud.ac.uk/policies/registry/awards-taught/contents/>

**16.5** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:

Telephone**:** 01484 472675

Email: disability@hud.ac.uk

Further information is available at their website at:

<http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices>

Further advice on the specific skills and abilities needed to successfully undertake this course can be found by visiting our website at

<http://www.hud.ac.uk/courses/>

and by contacting the admissions tutor.

* 1. However, the specific entry requirements and admission criteria for the courses are detailed below.

BSc (Hons) Psychology/MPsych Applied Psychology: You must offer in the region of 300 points including two 6-unit awards or one 12-unit award at C or above. Key Skills may not be counted towards the points.

Normally you will also have GCSE Mathematics at a minimum of grade C, or equivalent.

We welcome applicants with alternative entry qualifications, provided that they can demonstrate their suitability for the course.

BSc (Hons) Psychology with Criminology. You must offer in the region of 300 points including two 6-unit awards or one 12-unit award at C or above. Key Skills may not be counted towards the points.

Normally you will also have GCSE Mathematics at a minimum of grade C, or equivalent.

BSc (Hons) Psychology with Counselling. You must offer in the region of 300 points including two 6-unit awards or one 12-unit award at C or above. Key Skills may not be counted towards the points.

Normally you will also have GCSE Mathematics at a minimum of grade C, or equivalent.

**16.7** Criminal Records Bureau [CRB] check by the Disclosure and Barring Service (DBS) is not required for entry to these courses

**17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

**17.1** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s; Quality Assurance Procedures for Taught Courses which can be found on the Registry website as follows:

<https://www.hud.ac.uk/policies/registry/awards-taught/>

**17.2** The School is committed to comprehensive student engagement and works actively with the University of Huddersfield Student Union to support this through the student representative system see further information at: <https://www.huddersfield.su/repwebsite>

**17.3** Within the School students are represented at committee level from Student Panels to the School Board. The School also has a Student Council. Individual feedback on the quality and standards of teaching and learning is received through module and course evaluations.

**17.4** An effective external examination system is managed by Registry and all reports are viewed at University, School and course levels. External examiner and student feedback, as well as all statistical data about the course, is reported through the course committee structure and scrutinised through the University wide annual evaluation process.

**17.5** Thecourses have benefited from the development of Virtual Learning Environment (VLE) Developments, initiated from student evaluation and academic staff innovation. These relate to the use of electronic books and e-journals, Blogs and Discussion Rooms. In addition Personal Development Planning (PDP) development through the Personal Tutor system in all years has led to developments in incorporating these plans and learning strategies into modules.

**18. Regulation of Assessment**

**18.1** University awards are regulated by the ‘Regulations for Awards’ on the Registry website as follows:

<http://www.hud.ac.uk/registry/>

and the ‘Students’ Handbook of Regulations’ on the Registry website as follows:

<http://www.hud.ac.uk/registry/regulationsandpolicies/studentregs>

**18. 2** Note that the British Psychological Society (BPS) requires that the student should **c**arry out an extensive piece of independent empirical research, including defining a research problem; formulating testable hypotheses/research questions; choosing appropriate methodologies; planning and carrying out a study efficiently; demonstrating awareness of ethical issues and current codes of ethics and conduct; obtaining the appropriate ethical approval for their research; demonstrating the ability to reason about the data and present the findings effectively; discussing findings in terms of previous research; evaluating methodologies and analyses employed and implications for ethics; and, where appropriate, collaborating effectively with colleagues, participants and outside agencies. This project should be supervised by a Psychologist with GBR (now GBC) status.

**19. Indicators of Quality and Standards**

**19.1** This programme specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**19.2** The course is configured in accord with QAA subject benchmarking for Psychology and the British Psychological Society Education Board Quality Assurance Policies and Procedures for First qualification in Psychology.

**19.3** The outcome of the most recent institutional audit can be found at:

:<https://www.hud.ac.uk/registry/qualityassurance/audits/>

**Appendix 1**

**Mapping assessments by year – Psychology Core**

Note shows core modules on each year, other assessments vary dependent upon option chosen or Minor route

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module Code** | **Module Title** | | **Assessments** | | | **Indicative**  **Week** | |
| HFB2013 | Child Development | | Study skill portfolio  Developmental portfolio  Coursework | | | 11  25  35 | |
| HFB2014 | Introduction to Social Psychology & Personality | | Multiple Choice Test  2 Hour Exam | | | 22  40 | |
| HFB2015 | Introduction to Cognitive and Biological Psychology | | 1500 word cognitive psychology laboratory report  1500 word biological psychology laboratory report  Two half-hour MCQ tests | | | 26  36  24  38 | |
| HFB2016 | Introduction to Quantitative and Qualitative Research Methods | | 2000 word thematic analysis write-up of interview  2 hour multiple choice exam | | | 30  40 | |
| HFK2005 | Introducing Counselling Skills and Process | | 2000 word reflective commentary | | | 36 | |
| HFK2006 | | Introducing Counselling Theory | | 1500 word assignment Multiple choice test | 21  30 | |
| HFB2009 | | Exploring Contemporary Issues in Psychology | | 800 word Summary  1200 words coursework  Critical Literature Review (poster) | 20  30  31 | |
| HFB2010 | | Psychology of Criminal Behaviour | | 1000 word crime explanation  2000 word crime evaluation  Group multimedia poster presentation | 7  26  41 | |
| HIB2007 | | Social Psychology and Personality | | 1700 word assignment  2 hour unseen exam | 11  41 | |
| HIB2008 | | Cognition, Brain and Behaviour | | 1500 word Lab Report Biopsychology  1500 word Lab Report Cognitive Psychology  2 hour unseen exam | 20  37  40 | |
| HIB2009 | | Cognitive Behavioural Therapy (Option) | | In class test  Case formulation  Evaluation of an outcome study | 11  20  30 | |
| HIB2014 | | Psychology of Crime Prevention (Core on Psychology with Criminology) | | Empirical Report  Consultancy Report  Presentation | 11  30  37 | |
| HIB2011 | | Developmental Psychology | | Portfolio  1500 words Coursework assignment | 11  37 | |
| HIB2012 | | Peer Mentoring for Psychology (Option) | | Group task  Individual portfolio | 27  37 | |
| HIB2013 | | Research Apprenticeship(Option) | | Skills portfolio  Group presentations | 30  37 | |
| HIK2006 | | Advancing Counselling Skills | | Assessed helping skills session  (after a minimum of two tutor observed sessions)  Reflective commentary | 12  30 | |
| HIK2001 | | Evaluating Theories of Counselling | | Case study  Reflective appraisal | 20  37 | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module Code** | **Module Title** | | **Assessments** | | | **Indicative**  **Week** | |
| HIB1017 | | Psychological Research and Data Analysis | | Research participation  Portfolio of competencies  1000 word quantitative assignment 2000 word qualitative assignment | 18  35 | |
| HIB1047 | | Health Psychology (Option) | | 1500 word case study  1500 word research proposal and annotated bibliography | 10  26 | |
| HHB2009 | | Criminal Psychology | | One hour seen class test (MCQ)  1500 word case study | 11  30 | |
| HHB2010 | | Work and Organisational Psychology (Option) | | One hour seen class test (MCQ)  1500 word case study | 7  27 | |
| HHK2002 | | Integrating Counselling Skills | | Helping Skills Session  Reflective Commentary | 26  38 | |
| HHK2003 | | Integrating Counselling Theory | | 20 minute presentation  Reflective Commentary | 11  30 | |
| HHB1020 | | Psychology Final Year Project | | Ethical Application  Presentation  Research Report | 7  36  36 | |
| HHB1005 | | Forensic Psychology | | Online open-book MCQ test  2,000 word assignment | 19  20 | |
| HHB1021 | | Behaviourism and Positive Behaviour Change (Option) | | 2,000 word assignment  2,000 word assignment | 19  36 | |
| HHB1051 | | Profiling and Investigating Serious Crime (Option) | | 2,000 word assignment  2 hour unseen examination | 20  40 | |
| HHB1052 | | The Psychology of Education (Option) | | 3,000 case study  15 minute presentation | 36  36 | |
| HHB1071 | | Psychology of Health and Wellbeing (Option) | | 3,000 word assignment | 29 | |
| HHB2003 | | Neuroscience of Cognition (Option) | | 1500 word Electronic Case Study Portfolio  1500 word Essay | 10  30 | |
| HHB2004 | | Alternative Psychologies(Option) | | 2000 word assignment | 25 | |
| HHB2005 | | Investigative Psychology | | 2000 word essay  2000 word essay | 20  36 | |
| HHB2006 | | States of Consciousness (Option) | | 1000 word portfolio  2000 word essay | 10  35 | |
| HHB2007 | | Exploring Clinical Psychology (Option) | | 3000 word Assignment | 35 | |

The MPsych Applied Psychology will be considered in the June CABS alongside the BSc (Hons) Psychology

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module Code** | **Module Title** | | **Assessments** | | | **Indicative**  **Week** | |
| HMY4006 | | Advanced Research Skills in Psychology | | Multimedia Presentation  Research Project Report | 20 | |
| HMY4005 | | Applications of Psychology | | 20 minute Group Presentation  Report (including artefact) | 40 | |
| HMY4007 | | Extended Project Module | | Project Report | 40 | |

**Appendix 2**

**Mapping course learning outcomes onto modules – the Shared Components**

**Shared Components for BSc (Hons) Psychology, BSc (Hons) Psychology with Criminology, BSc (Hons) Psychology with Counselling - 80 Credits per year**

**Year 1 - Introducing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Learning Outcome**  **Knowledge and Understanding** | **HFB**  **2014** | **HFB**  **2013** | **HFB**  **2015** | **HFB**  **2016** |
| 1. Demonstrate a critical understanding of research methods in psychology, research design, the nature and appropriate statistical analysis of data, psychometrics and measurement techniques, quantitative and qualitative methods. | **√** | **√** | **√** | **√** |
| 1. apply psychology to human behaviour | **√** | **√** | **√** | **√** |
| 1. demonstrate a critical understanding of the major theoretical concepts, perspectives and explanatory frameworks employed within psychology | **√** | **√** | **√** | **√** |
| 1. demonstrate an understanding of the contestability of all forms of psychological understanding | **√** | **√** | **√** | **√** |
| 1. demonstrate a critical understanding of theory and research from psychology relevant to a variety of phenomena in contemporary society | **√** | **√** | **√** |  |
| 1. apply psychological knowledge to key areas of study in the discipline | **√** | **√** | **√** | **√** |
| 1. demonstrate a critical understanding of theory and method in cognitive psychology, social psychology, biological psychology, developmental psychology and individual differences | **√** | **√** | **√** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Learning Outcomes**  **Skills and other attributes** | **HFB**  **2014** | **HFB**  **2013** | **HFB**  **2015** | **HFB**  **2016** |
| 1. Apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications. | **√** | **√** | **√** | **√** |
| 2. Carry out an extensive piece of independent empirical research, including defining a research problem; formulating testable hypotheses/research questions; choosing appropriate methodologies; planning and carrying out a study efficiently; demonstrating awareness of ethical issues and current codes of ethics and conduct; obtaining the appropriate ethical approval for their research; demonstrating the ability to reason about the data and present the findings effectively; discussing findings in terms of previous research; evaluating methodologies and analyses employed and implications for ethics; and, where appropriate, collaborating effectively with colleagues, participants and outside agencies. |  |  |  |  |
| 3. Communicate ideas and research findings both effectively and fluently by written, oral and visual means. | **√** | **√** | **√** |  |
| 4. Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets. |  |  | **√** | **√** |
| 5. Is computer literate and is confident in using word processing, database and statistical software. | **√** | **√** | **√** | **√** |
| 6. Retrieve and organise information effectively. | **√** | **√** | **√** | **√** |
| 7. Engage in effective teamwork. | **√** | **√** | **√** | **√** |
| 8. problem-solve and reason scientifically | **√** | **√** | **√** | **√** |
| 9. make critical judgements and evaluations | **√** | **√** | **√** | **√** |
| 10. be sensitive to contextual and interpersonal factors | **√** |  |  |  |
| 11. use effectively personal planning and project management skills | **√** | **√** | **√** | **√** |
| **Course Learning Outcome**  **Transferable/Key Skills** | **HFB**  **2014** | **HFB**  **2013** | **HFB**  **2015** | **HFB**  **2016** |
| 1. think analytically and critically | **√** | **√** | **√** | **√** |
| 2. communicate clearly and effectively using different media | **√** | **√** | **√** | **√** |
| 3. work independently and in collaboration with others | **√** | **√** | **√** | **√** |
| 4. manipulate and interpret quantitative data |  |  | **√** | **√** |
| 5. manipulate and interpret qualitative data |  |  |  | **√** |
| 6. identify and locate appropriate sources, and extract relevant information. | **√** | **√** | **√** | **√** |
| 7. demonstrate basic IT skills | **√** | **√** | **√** | **√** |
| 8. Is able to take charge of their own learning and can reflect and evaluate personal strengths and weaknesses for the purpose of future learning. | **√** | **√** | **√** | **√** |

**Year 2 - Developing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Learning Outcome**  **Knowledge and Understanding** | **HIB**  **2007** | **HIB2011** | **HIB**  **1017** | **HIB**  **2008** |
| 1. Demonstrate a critical understanding of research methods in psychology, research design, the nature and appropriate statistical analysis of data, psychometrics and measurement techniques, quantitative and qualitative methods. | **√** | **√** | **√** | **√** |
| 1. apply psychology to human behaviour | **√** | **√** | **√** | **√** |
| 1. demonstrate a critical understanding of the major theoretical concepts, perspectives and explanatory frameworks employed within psychology | **√** | **√** | **√** | **√** |
| 1. demonstrate an understanding of the contestability of all forms of psychological understanding | **√** | **√** | **√** | **√** |
| 1. demonstrate a critical understanding of theory and research from psychology relevant to a variety of phenomena in contemporary society | **√** | **√** | **√** | **√** |
| 1. apply psychological knowledge to key areas of study in the discipline | **√** | **√** | **√** | **√** |
| 1. demonstrate a critical understanding of theory and method in cognitive psychology, social psychology, biological psychology, developmental psychology and individual differences | **√** | **√** |  | **√** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Learning Outcomes**  **Skills and other attributes** | **HIB**  **2007** | **HIB2011** | **HIB**  **1017** | **HIB**  **2008** |
| 1. Apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications. | **√** | **√** | **√** | **√** |
| 2. Carry out an extensive piece of independent empirical research, including defining a research problem; formulating testable hypotheses/research questions; choosing appropriate methodologies; planning and carrying out a study efficiently; demonstrating awareness of ethical issues and current codes of ethics and conduct; obtaining the appropriate ethical approval for their research; demonstrating the ability to reason about the data and present the findings effectively; discussing findings in terms of previous research; evaluating methodologies and analyses employed and implications for ethics; and, where appropriate, collaborating effectively with colleagues, participants and outside agencies. |  |  |  |  |
| 3. Can communicate ideas and research findings both effectively and fluently by written, oral and visual means. | **√** | **√** | **√** | **√** |
| 4. Can comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets. |  |  | **√** |  |
| 5. Is computer literate and is confident in using word processing, database and statistical software. | **√** | **√** | **√** | **√** |
| 6. Retrieve and organise information effectively. | **√** | **√** | **√** | **√** |
| 7. Engage in effective teamwork. |  | **√** | **√** | **√** |
| 8. problem-solve and reason scientifically | **√** | **√** | **√** | **√** |
| 9. make critical judgements and evaluations | **√** | **√** | **√** |  |
| 10. be sensitive to contextual and interpersonal factors | **√** | **√** | **√** |  |
| 11. use effectively personal planning and project management skills | **√** | **√** | **√** | **√** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Learning Outcome**  **Transferable/Key Skills** | **HIB**  **2007** | **HIB2011** | **HIB**  **1017** | **HIB**  **2008** |
| 1. think analytically and critically | **√** | **√** | **√** | **√** |
| 2. communicate clearly and effectively using different media | **√** | **√** | **√** | **√** |
| 3. work independently and in collaboration with others | **√** | **√** | **√** | **√** |
| 4. manipulate and interpret quantitative data |  |  | **√** | **√** |
| 5. manipulate and interpret qualitative data |  |  | **√** |  |
| 6. identify and locate appropriate sources, and extract relevant information. | **√** | **√** | **√** | **√** |
| 7. demonstrate basic IT skills | **√** | **√** | **√** | **√** |
| 8. Is able to take charge of their own learning and can reflect and evaluate personal strengths and weaknesses for the purpose of future learning. | **√** | **√** | **√** | **√** |

**Year 3 – Achieving**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Learning Outcome**  **Knowledge and Understanding** |  | **HHB**  **1020** | **Options** |
| 1. Demonstrate a critical understanding of research methods in psychology, research design, the nature and appropriate statistical analysis of data, psychometrics and measurement techniques, quantitative and qualitative methods. |  | **√** |  |
| 1. Apply psychology to human behaviour |  | **√** | **√** |
| 1. demonstrate a critical understanding of the major theoretical concepts, perspectives and explanatory frameworks employed within psychology |  | **√** | **√** |
| 1. demonstrate an awareness of the contestability of all forms of psychological understanding |  | **√** | **√** |
| 1. demonstrate a critical understanding of theory and research from psychology relevant to a variety of phenomena in contemporary society |  | **√** | **√** |
| 1. Apply psychological knowledge to key areas of study in the discipline |  | **√** | **√** |
| 1. demonstrate a critical understanding of theory and method in cognitive psychology, social psychology, biological psychology, developmental psychology and individual differences |  | **√** | **√** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Learning Outcomes**  **Skills and other attributes** |  | **HHB**  **1020** | **Option** |
| 1. Apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications. |  | **√** | **√** |
| 2. Carry out an extensive piece of independent empirical research, including defining a research problem; formulating testable hypotheses/research questions; choosing appropriate methodologies; planning and carrying out a study efficiently; demonstrating awareness of ethical issues and current codes of ethics and conduct; obtaining the appropriate ethical approval for their research; demonstrating the ability to reason about the data and present the findings effectively; discussing findings in terms of previous research; evaluating methodologies and analyses employed and implications for ethics; and, where appropriate, collaborating effectively with colleagues, participants and outside agencies. |  | **√** |  |
| 3. Can communicate ideas and research findings both effectively and fluently by written, oral and visual means. |  | **√** | **√** |
| 4. Can comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets. |  | **√** |  |
| 5. Is computer literate and is confident in using word processing, database and statistical software. |  | **√** | **√** |
| 6. Retrieve and organise information effectively. |  | **√** | **√** |
| 7. Engage in effective teamwork. |  |  | **√** |
| 8. problem-solve and reason scientifically |  | **√** | **√** |
| 9. make critical judgements and evaluations |  | **√** | **√** |
| 10. be sensitive to contextual and interpersonal factors |  | **√** | **√** |
| 11. use effectively personal planning and project management skills |  | **√** | **√** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Learning Outcome**  **Transferable/Key Skills** |  | **HHB**  **1020** | **Option** |
| 1. think analytically and critically |  | **√** | **√** |
| 2. communicate clearly and effectively using different media |  | **√** | **√** |
| 3. work independently and in collaboration with others |  | **√** | **√** |
| 4. manipulate and interpret quantitative data |  | **√** | **√** |
| 5. manipulate and interpret qualitative data |  | **√** | **√** |
| 6. identify and locate appropriate sources, and extract relevant information. |  | **√** | **√** |
| 7. demonstrate basic IT skills |  | **√** | **√** |
| 8. Is able to take charge of their own learning and can reflect and evaluate personal strengths and weaknesses for the purpose of future learning. |  | **√** | **√** |

**Mapping course learning outcomes onto modules – additional not in core**

**Psychology, 40 credits**

**Year 1 - Introducing**

|  |  |
| --- | --- |
| **Course Learning Outcome**  **Knowledge and Understanding** | **HFB**  **2009** |
| 1. Demonstrate a knowledge and understanding of a range of specialised and applied areas of psychology | **√** |
| 1. Demonstrate understanding of the contribution that psychology can make to an understanding of specialist applications of psychology | **√** |

**Year 2 - Developing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Learning Outcome**  **Knowledge and Understanding** | **HIB**  **2012** | **HIB**  **1047** | **HIB**  **2013** | **HIB**  **2009** |
| 1. Demonstrate a knowledge and understanding of a range of specialised and applied areas of psychology | **√** | **√** | **√** | **√** |
| 1. Demonstrate understanding of the contribution that psychology can make to an understanding of specialist applications of psychology | **√** | **√** | **√** | **√** |

**Year 3 - Achieving**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Learning Outcome**  **Knowledge and Understanding** | **HHB**  **1021** | **HHB**  **1005** | **HHB**  **1052** | **HHB**  **2006** | **HHB**  **2007** | **HHB**  **1071** | **HHB**  **1072** | **HHB**  **1051** |
| 1. Demonstrate a knowledge and understanding of a range of specialised and applied areas of psychology | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
| 2. Demonstrate understanding of the contribution that psychology can make to an understanding of specialist applications of psychology | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |

**Note these options are exemplars and will be revised based upon student choice and staff availability Mapping course learning outcomes onto modules**

**Psychology with Criminology 40 dedicated credits**

**Year 1 - Introducing**

|  |  |
| --- | --- |
| **Course Learning Outcome**  **Knowledge and Understanding** | **HFB**  **2010** |
| 1. use major theoretical perspectives and concepts in a competent manner, | **√** |
| 1. apply research methods and research findings to the development of criminological knowledge | **√** |
| 1. analyse and communicate criminological information and formulate criminological questions. | **√** |

**Year 2 – Developing**

|  |  |
| --- | --- |
| **Course Learning Outcome**  **Knowledge and Understanding** | **HIB**  **2010** |
| 1. use major theoretical perspectives and concepts in a competent manner, | **√** |
| 2. apply research methods and research findings to the development of forensic psychology .. | **√** |
| 3. analyse and communicate information related to forensic psychology . | **√** |

**Year 3 - Achieving**

|  |  |  |
| --- | --- | --- |
| **Course Learning Outcome**  **Knowledge and Understanding** | **HHB**  **1005** | **HHB**  **2009** |
| 1. use major theoretical perspectives and concepts in a competent manner, | **√** | **√** |
| 2. apply research methods and research findings to the development of forensic psychology | **√** | **√** |
| 3. analyse and communicate information related to forensic psychology | **√** | **√** |

**Mapping course learning outcomes onto modules**

**Psychology with Counselling, 40 dedicated credits**

**Year 1 - Introducing**

|  |  |  |
| --- | --- | --- |
| **Course Learning Outcome**  **Knowledge and Understanding** | **HFK**  **2006** | **HFK**  **2005** |
| 1. Apply major theoretical perspectives and concepts in a competent manner. | **√** | **√** |
| 2. Examine the relevance of an exploration of self to the use of counselling skills and psychotherapeutic change. | **√** | **√** |
| 3. Analyse and communicate ideas and the value of personal development to counselling theory and skills use. | **√** | **√** |
| 4. Demonstrate competencies in counselling skills and a breadth and depth of personal development. |  | **√** |

**Year 2 – Developing**

|  |  |  |
| --- | --- | --- |
| **Course Learning Outcome**  **Knowledge and Understanding** | **HIK**  **2001** | **HIK**  **2006** |
| 1. Apply major theoretical perspectives and concepts in a competent manner. | **√** | **√** |
| 2. Examine the relevance of an exploration of self to the use of counselling skills and psychotherapeutic change. | **√** | **√** |
| 3. Analyse and communicate ideas and the value of personal development to counselling theory and skills use. | **√** | **√** |
| 4. Demonstrate competencies in counselling skills and a breadth and depth of personal development. |  | **√** |

**Year 3 - Achieving**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Learning Outcome**  **Knowledge and Understanding** | **HHK**  **2003** | **HHK**  **2002** |  |  |
| 1. Apply major theoretical perspectives and concepts in a competent manner. | **√** | **√** |  |  |
| 2. Examine the relevance of an exploration of self to the use of counselling skills and psychotherapeutic change. | **√** | **√** |  |  |
| 3. Analyse and communicate ideas and the value of personal development to counselling theory and skills use. | **√** | **√** |  |  |
| 4. Demonstrate competencies in counselling skills and a breadth and depth of personal development. |  | **√** |  |  |

**Mapping Course Learning Outcomes onto Modules**

MPsych Applied Psychology – 120 dedicated credits

All modules are compulsory

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Learning Outcome**  **Knowledge and Understanding** | HMY  4006 | HMY  4005 | HMY  4007 |
| 1. Generate new knowledge through the application of contemporary psychological knowledge | **√** | **√** | **√** |
| 1. Demonstrate an understanding of personal performance and generate plans to improve performance | **√** | **√** | **√** |
| 1. Demonstrate self direction and originality in tackling and solving problems using contemporary knowledge in psychology and act autonomously in planning and implementing tasks at a professional or equivalent level. | **√** | **√** | **√** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Learning Outcome**  **Skills and Other Attributes** | HMY  4006 | HMY  4005 | HMY  4007 |
| 1. Communicate ideas and research to different audiences | **√** | **√** | **√** |
| 1. Understand how psychology informs professional contexts | **√** | **√** | **√** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Learning Outcome**  **Transferable/Key Skills** | HMY  4006 | HMY  4005 | HMY  4007 |
| 1. Demonstrate leadership in collaborating with others | **√** | **√** |  |
| 1. Reflect on personal metacognitive processes contemporaneously with task completion. | **√** | **√** | **√** |

**Appendix 3**

**Professional Body Requirements & Benchmarking**

**Subject Knowledge and Understanding**

**Mapping course learning outcomes onto QAA Psychology benchmark 2016**

**QAA benchmarks Year 1 - Introducing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **QAA Benchmark Psychology page 13**  **Subject knowledge and Understanding - Threshold** | **HFB**  **2014** | **HFB**  **2015** | **HFB**  **2013** | **HFB**  **2016** |
| Understand the scientific underpinnings of psychology as a discipline its historical origins, development and limitations. | **√** | **√** | **√** | **√** |
| Recognise the inherent variability and diversity of psychological functioning and its significance. | **√** | **√** | **√** | **√** |
| Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas as outlined in paragraphs 4.4 and 4.5 and how they interrelate. | **√** | **√** | **√** | **√** |
| Demonstrate detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline. | **√** | **√** | **√** | **√** |
| Demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations. | **√** | **√** | **√** | **√** |

**QAA benchmarks Year 2 - Developing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **QAA Benchmark Psychology page 13**  **Subject knowledge and Understanding - Typical** | **HIB**  **2007** | **HIB**  **2008** | **HIB**  **2011** | **HIB**  **1017** |
| Understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations. | **√** | **√** | **√** | **√** |
| Recognise the inherent variability and diversity of psychological functioning and its significance. | **√** | **√** | **√** | **√** |
| Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas as outlined in paragraphs 4.4 and 4.5, and how they interrelate. | **√** | **√** | **√** |  |
| Demonstrate detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline. | **√** | **√** | **√** | **√** |
| Demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability,, and be aware of their limitations. | **√** | **√** | **√** | **√** |

**QAA benchmarks Year 3 - Achieving**

|  |  |  |
| --- | --- | --- |
| **QAA Benchmark Psychology page 13**  **Subject knowledge and Understanding - Typical** |  | **HHB**  **1020** |
| Understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations. |  | **√** |
| Recognise the inherent variability and diversity of psychological functioning and its significance. |  | **√** |
| Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas as outlined in paragraphs 4.4 and 4.5, and how they interrelate. |  | **√** |
| Demonstrate detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline. |  | **√** |
| Demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations. |  | **√** |

**Subject-specific skills**

**QAA benchmarks Year 1 - Introducing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **QAA Benchmark Psychology page 13**  **Subject specific skills - Threshold** | **HFB**  **2014** | **HFB**  **2013** | **HFB**  **2015** | **HFB**  **2016** |
| Reason scientifically, understand the role of evidence and make critical judgements about arguments in Psychology. | **√** | **√** | **√** | **√** |
| Adopt multiple perspectives and systematically analyse the relationships between them. | **√** | **√** | **√** | **√** |
| Detect meaningful patterns in behaviour and evaluate their significance. | **√** | **√** | **√** | **√** |
| Recognise the subjective and variable nature of individual experience. | **√** | **√** | **√** | **√** |
| Pose, operationalise and critique research questions. |  |  | **√** | **√** |
| Demonstrate substantial competence in research skills through practical activities. |  |  | **√** | **√** |
| Reason analytically and demonstrate competence in a range of quantitative and qualitative methods. | **√** | **√** | **√** | **√** |

**QAA benchmarks Year 2 - Developing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **QAA Benchmarks Psychology page 13**  **Subject specific skills - Typical** | **HIB**  **2007** | **HIB**  **2008** | **HIB**  **2011** | **HIB**  **1017** |
| Reason scientifically, understand the role of evidence and make critical judgements about arguments in Psychology. | **√** | **√** | **√** | **√** |
| Adopt multiple perspectives and systematically analyse the relationships between them. | **√** | **√** | **√** | **√** |
| Detect meaningful patterns in behaviour and experience and evaluate their significance. | **√** | **√** | **√** | **√** |
| Recognise the subjective and variable nature of individual experience. | **√** | **√** | **√** | **√** |
| Pose, operationalise and critique research questions. |  |  | **√** | **√** |
| Demonstrate substantial competence in research skills through practical activities. |  |  | **√** | **√** |
| Reason analytically and demonstrate competence in a range of quantitative and qualitative methods. | **√** | **√** | **√** | **√** |

**QAA benchmarks Year 3 - Achieving**

|  |  |
| --- | --- |
| **QAA Benchmarks Psychology page 13**  **Subject specific skills - Typical** | **HHB**  **1020** |
| Reason scientifically, understand the role of evidence and make critical judgements about arguments in Psychology. | **√** |
| Adopt multiple perspectives and systematically analyse the relationships between them. | **√** |
| Detect meaningful patterns in behaviour and experience and evaluate their significance. | **√** |
| Pose, operationalise and critique research questions. | **√** |
| Demonstrate substantial competence in research skills through practical activities. | **√** |
| Reason analytically and demonstrate competence in a range of quantitative and qualitative methods |  |
| Competently initiate, design, conduct and report on an empirically-based research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations. | **√** |
| Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project, and be aware of the ethical context of Psychology as a discipline | **√** |

**Generic Skills**

**QAA benchmarks Year 1 - Introducing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **QAA Benchmark Psychology page 14**  **Generic Skills - Threshold** | **HFB**  **2014** | **HFB**  **2013** | **HFB**  **2015** | **HFB**  **2016** |
| Communicate ideas and research findings by written, oral and visual means. | **√** | **√** | **√** | **√** |
| Interpret and use numerical, textual and other forms of data | **√** | **√** | **√** | **√** |
| Be computer literate, for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings. | **√** | **√** | **√** | **√** |
| Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes. | **√** | **√** | **√** | **√** |
| Be sensitive to, and take account of, contextual and interpersonal factors in groups and teams. | **√** | **√** |  |  |
| Undertake self-directed study and project management, in order to meet desired objectives. | **√** | **√** | **√** | **√** |
| Take charge of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning. | **√** | **√** | **√** | **√** |

**QAA benchmarks Year 2 – Achieving**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **QAA Benchmark Psychology page 14**  **Generic Skills - Typical** | **HIB**  **2007** | **HIB**  **2008** | **HIB**  **2011** | **HIB**  **1017** |
| Communicate ideas and research findings by written, oral and visual means. | **√** | **√** | **√** | **√** |
| Interpret and use numerical, textual and other forms of data |  |  | **√** | **√** |
| Be computer literate, for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings. | **√** | **√** | **√** | **√** |
| Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes. | **√** | **√** | **√** | **√** |
| Be sensitive to, and take account of, contextual and interpersonal factors in groups and teams. | **√** | **√** | v | **√** |
| Undertake self-directed study and project management in order to meet desired objectives. | **√** | **√** | **√** | **√** |
| Take charge of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning. | **√** | **√** | **√** | **√** |

**QAA benchmarks Year 3 – Achieving**

|  |  |
| --- | --- |
| **QAA Benchmark Psychology page 14**  **Generic Skills - Typical** | **HHB**  **1020** |
| Communicate ideas and research findings by written, oral and visual means. | **√** |
| Interpret and use numerical, textual and other forms of data. | **√** |
| Be computer literate, for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings. | **√** |
| Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes. | **√** |
| Be sensitive to, and take account of, contextual and interpersonal factors in groups and teams. | **√** |
| Undertake self-directed study and project management in order to meet desired objectives. | **√** |
| Take charge of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning. | **√** |

**Detailed Knowledge in Core Domains – Areas to be covered in content**

**QAA Psychology Core Domains paragraph 3.3 to 3.5 Indicates main modules that cover**

**Year 1 – Introducing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Detailed knowledge areas in paragraph 3.3 to 3.5** | **HFB**  **2014** | **HFB**  **2013** | **HFB**  **2015** | **HFB**  **2016** |
| biological psychology for example biological bases of human and non-human animal behaviour, hormones and behaviour, behavioural genetics, neuroscience, typical and atypical neuropsychology, comparative and evolutionary psychology |  |  | **√** |  |
| cognitive psychology for example attention, perception, learning, memory, thinking, problem solving, decision making, metacognition, language, consciousness and cognitive neuropsychology |  |  | **√** |  |
| developmental psychology for example typical and atypical development across the life-span including childhood, adolescence and aging, attachment, social relations, cognitive and language development and cultural development |  | **√** |  |  |
| individual differences for example personality, psychometrics, intelligence, cognitive style, emotion, motivation, mood, positive psychology, physical and mental health (including social, biological and cognitive processes), and diversity | **√** |  | **√** |  |
| social psychology for example social cognition, attribution, attitudes, group processes and intergroup relations, culture, close relationships, social constructionism, self and identity, and leadership. | **√** |  |  |  |
| Research methods in psychology | **√** | **√** | **√** | **√** |
| Research design | **√** | **√** | **√** | **√** |
| The nature and appropriate statistical analysis of data | **√** | **√** | **√** | **√** |
| Psychometrics and measurement techniques |  |  |  | **√** |
| Quantitative and qualitative methods | **√** | **√** | **√** | **√** |

**Year 2 – Achieving**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Detailed knowledge areas in paragraph 3.3 to 3.5** | **HIB**  **2007** | **HIB**  **2008** | **HIB**  **2011** | **HIB**  **1017** |
| biological psychology for example biological bases of human and non-human animal behaviour, hormones and behaviour, behavioural genetics, neuroscience, typical and atypical neuropsychology, comparative and evolutionary psychology |  | **√** |  |  |
| cognitive psychology for example attention, perception, learning, memory, thinking, problem solving, decision making, metacognition, language, consciousness and cognitive neuropsychology |  | **√** |  |  |
| developmental psychology for example typical and atypical development across the life-span including childhood, adolescence and aging, attachment, social relations, cognitive and language development and cultural development |  |  | **√** |  |
| individual differences for example personality, psychometrics, intelligence, cognitive style, emotion, motivation, mood, positive psychology, physical and mental health (including social, biological and cognitive processes), and diversity | **√** |  |  |  |
| social psychology for example social cognition, attribution, attitudes, group processes and intergroup relations, culture, close relationships, social constructionism, self and identity, and leadership. | **√** |  |  |  |
| Research methods in psychology | **√** | **√** | **√** | **√** |
| Research design | **√** | **√** | **√** | **√** |
| The nature and appropriate statistical analysis of data |  | **√** |  | **√** |
| Psychometrics and measurement techniques |  |  |  | **√** |
| Quantitative and qualitative methods | **√** | **√** | **√** | **√** |

**Year 3 – Achieving**

|  |  |
| --- | --- |
| **Detailed knowledge areas in paragraph 3.3 to 3.5** | **HHB**  **1020** |
| biological psychology for example biological bases of human and non-human animal behaviour, hormones and behaviour, behavioural genetics, neuroscience, typical and atypical neuropsychology, comparative and evolutionary psychology |  |
| cognitive psychology for example attention, perception, learning, memory, thinking, problem solving, decision making, metacognition, language, consciousness and cognitive neuropsychology |  |
| developmental psychology for example typical and atypical development across the life-span including childhood, adolescence and aging, attachment, social relations, cognitive and language development and cultural development |  |
| individual differences for example personality, psychometrics, intelligence, cognitive style, emotion, motivation, mood, positive psychology, physical and mental health (including social, biological and cognitive processes), and diversity |  |
| social psychology for example social cognition, attribution, attitudes, group processes and intergroup relations, culture, close relationships, social constructionism, self and identity, and leadership. |  |
| Research methods in psychology | **√** |
| Research design | **√** |
| The nature and appropriate statistical analysis of data | **√** |
| Psychometrics and measurement techniques | **√** |
| Quantitative and qualitative methods | **√** |

**Notes:**

The Quality Assurance Agency for Higher Education (2016) Subject benchmark statement; Psychology. The Quality Assurance Agency for Higher Education.

**Year 4 - Mastering**

**UK Quality Code for Higher Education – The Framework for Higher Education Qualifications of UK Degree Awarding Bodies (2014)**

**Descriptors for higher education qualification at level 7**

|  |  |  |  |
| --- | --- | --- | --- |
| **Descriptor** | HMY  4006 | HMY  4005 | HMY  4007 |
| A systematic understanding of knowledge and a critical awareness of current problems and/or new insights much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice. | **√** | **√** | **√** |
| A comprehensive understanding of techniques applicable to their own research or advanced scholarship | **√** |  | **√** |
| Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline | **√** | **√** | **√** |
| Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. | **√** | **√** | **√** |
| Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences | **√** | **√** | **√** |
| Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level | **√** | **√** | **√** |
| Continue to advance their knowledge and understanding and to develop new skills to a high level | **√** | **√** | **√** |
| The exercise of initiative and personal responsibility | **√** | **√** | **√** |
| Decision making in complex and unpredictable situations |  | **√** | **√** |
| The independent learning ability required for continuing professional development | **√** | **√** | **√** |

**Appendix 4: PDP structure within the course and Mapping Grid**

**Personal Development Planning (PDP) Mapping**

|  |  |  |
| --- | --- | --- |
| **Aspect of PDP** | **Place in the Course where developed and evidenced** | |
| 1. Self-Awareness and Personal Reflection | e-portfolios on Brightspace | To form the basis of personal tutor meetings |
| Evidence | Completed e-portfolios | Personal academic tutor meeting notes |
| 1. Developing independence/confidence | HHB1020 Final Year Project - Supervision meetings |  |
| Evidence | Written proposal  Written dissertation  Oral presentation |  |
| 1. Career Planning | Involvement of the careers service in Induction and term-time talks from psychology practitioners, PGCE tutor | Personal academic tutor meetings |
| Evidence | Induction timetable and session slides/ careers talk timetable | Personal academic tutor meeting notes |

**Personal Development Planning**

Personal Development Planning (PDP) is defined as ‘a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, education and career development’ (QAA 2001). PDP is one of the mechanisms through which students in Higher Education are encouraged to reflect on their development and achieve their full potential.

Throughout the BSc (Hons) Psychology Suite and MPsych PDP will take place with a personal academic tutor (PAT) allowing the student to share their personal and academic development.

PDP will be introduced to students at the commencement of the course and it will be make clear within the induction week who the student is assigned as their personal academic tutor. The PDP will occur within the initial few weeks of commencing each year.

By reflecting on academic and personal development, it enables students to monitor their progress. The PDP will help students with action planning and to set SMART (Specific Measurable Achievable Relevant Timely) objectives throughout the programme.

The format of the PDP will be comprised of the following:

1. Recognise and record achievements
2. Develop an awareness of the student’s strengths and weaknesses
3. Setting personal, professional and academic goals
4. Opportunity to request support or ask questions

**The following table demonstrates how PDP maps onto modules and is progressed throughout the course:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year:** | **Key areas that will be covered in the PDP:** | **Preparation required:** | **Focus:** |
| Year 1 | HFB2013  Recognising the student’s strengths and weaknesses  Action planning  Discussions regarding effective management of workload and resources  Academic writing support  Opportunity to request support or ask questions | The importance of career-long learning and building a personal & academic portfolio. | Study Skills  Communication skills |
| Year 2 | HIB2007  Recognise and record strengths and achievements  Identify areas for improvement and formulate an action plan  Discussions regarding effective management of workload and resources  Opportunity to request support or ask questions  Start process of career planning | Reflect upon feedback  Long term career goal setting | Reflective skills  Problem solving  Developing independence/ confidence  Skills in critical reflection and critical thinking  Career planning |
| Year 3 | HHB1020  Recognise and record strengths and achievements  Identify areas for improvement and formulate an action plan  Discussions regarding effective management of workload and resources  Opportunity to request support or ask questions  Develop process of career planning | Preparing for employment | Further developing independence/ confidence  Advancing career planning |
| Year  4 | The development of metacognition  Building self-efficacy | Assessments in each module | Employability skills |