



Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	BSc Hons
1.5 FHEQ Level:	4,5,6
1.6 Programme Title:	Psychology with Education
1.7 Mode and Duration of Study:	Full Time – 3 years Part Time – 6 years
1.8 School:	SHW
1.9 HECoS Code:	10100497
1.10 Collaborative Provision Arrangement:	n/a
1.11 UCAS Code(s):	PSED
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent. GCSE English, Maths and Science at level 4 or higher.
1.13 Accrediting Professional Body/PSRB:	British Psychological Society
1.14 QAA Subject Benchmarking Group(s):	Psychology (2019), Education Studies (2019)
1.15 Other External Points of Reference:	QAA Psychology Subject benchmark statements, Nov 2019. UK Quality Code for Higher Education, 2014. BPS Standards for accreditation, Jan 2019. BPS Supplementary Guidance for Research and Research methods on Society accredited undergraduate and conversion programmes, April 2017 BPS Supplementary guidance for providers of accredited programmes on the roles and contributions of professional administrative staff, April 2017 BPS Supplementary guidance on the roles and contributions of psychology technical staff, October 2014,

1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	PREC53
1.18 Foundation Degree Progression Routes:	n/a
1.19 Arrangements for Distance Learning:	n/a
1.20 Original Date of Production:	April 2021
1.21 Date of Commencement:	Sept 2022
1.22 Review Date:	By Sept 2028

2. Programme Outline

This programme enables students to take key psychological theories and concepts and apply them to contemporary issues, applied contexts and working with people in education contexts.

The programme provides an excellent education in psychology that will prepare students for further education, training, and careers in an education context, whilst also supporting options for postgraduate training in areas of psychology and the wider education workforce.

Throughout the degree students have the opportunities to apply their learning to educational contexts via observation, case studies and placement. Learning in place is an important aspect of educational practice, as it enables embodied experiences of learning and understanding, as well as equipping students with the skills to critically engage with education practices and working with children and young people.

Uniquely this programme enables students to begin to prepare for a wide range of careers, from teaching, to wellbeing and disability support to educational psychology.

The modules cover the seven core areas required by the British Psychological Society for accreditation: social, biological, cognitive, developmental, individual differences, conceptual and historical issues in psychology and research methods. These are all introduced in level 4. At level 5 depth these areas are studied in more depth and enable students to develop links between psychological theory and educational practice and contexts. Leading to 2 core modules at level 6 which provide opportunities to amalgamate these core areas to understanding human behaviour in current contexts.

Alongside the core curriculum in psychology the students study a number of education modules, these are applied modules, which are designed to enable students to transfer their knowledge and understanding of psychological theory and principles and apply them to the arena education and to focus on the range of roles within education contexts. This application commences in semester B of year 1 with the placement module. Within the programme there are two pathways, pathway 1 for students considering a career as a qualified teacher. For this pathway the optional modules provide a good theoretical foundation for application to teacher training and experience of the fundamentals of classroom based work. Pathway 2 is designed for careers in educational contexts/working with children and young people. These students will take the primary curriculum module of Outdoor Education module at level 5 and at level 6 modules focusing on diversity, inclusion and equality.

2.1 Integrating Sustainability into the Curriculum

In 2008 Huckle (pg342¹) noted, 'We face related crises of ecological, economic, social, cultural and personal sustainability', 12 years later we still face these challenges, therefore the programme team will embed these facets of sustainability into the curriculum. The programme team aim to lead by example, enabling students to participate in activities for a sustainable future and, in-line with the pedagogy of the programme, critique and develop this knowledge further. For example, we reduce our impact on the green environment, through the use of e-learning, e-submission and e-books. We promote student wellbeing and develop resilience. We promote the value that we are all responsible for the wellbeing of others, and encourage students to critically engage with this concept during the programme and apply their understanding to their own workplace practice. Additionally, there is an emphasis on encouraging students to ask critical questions of themselves, others and our global community, which enable students to clarify their own values as well as promote a sustainable future.

Students are encouraged to critically engage with the topics in the programme, to understand and develop their own leadership practice, knowledge and skills, but also to disturb automatic thinking and value statements. This disruption and critical engagement has an important role in changing our world to support a sustainable future.

3. Distinctive Features

Uniquely, the psychology with education programme combines the broad study of psychology with a specialist focus on education contexts.

The programme is designed to enable students to both keep their career options open, by offering a broad curriculum with opportunities to study and apply theory to a range of contexts and settings and also a pathway to specific careers, enabling students to study in depth on topics aligned to their chosen career.

Further to this, the subject area of psychology has 5 key distinctive features which reflect the Marjon values and the mission of the subject area. These distinction features are: leadership, the enhancement programme, being critical, inclusive and authentic assessments, and blended learning.

Leadership

Leadership, both formal and informal, is embedded throughout the programme. From the outset students are supported in understanding leadership, its impact and value and how they position themselves as leaders. Our students are the leaders of the future, and therefore the staff team support the students in interrogating leadership values, principles and practice, to create change, to work for social justice and to commit towards a more sustainable future. Furthermore, by role modelling inclusive leadership, the practice of the team reflects our commitment to supporting inclusivity and diversity, breaking down barriers and creating a community.

¹ * Huckle, J (2008) Sustainable Development in Arthur, J., Davies, I. & Hahn, C. (eds.) The Sage Handbook of Education for Citizenship and Democracy, London, Sage Publications, 2008, pp. 342 – 354.

Enhancement programme

Alongside the core modules, the psychology students from all years and programmes are timetabled together to attend the 'psychology enhancement programme' this programme is a series of talks from the PMU employability and careers team, research active staff, external practitioners, PhD students and others. The programme is designed to provide context for the psychological theories studied on the programme, inspire careers and further study and to create a community of practice around the programme.

Being critical

The psychology programmes encourage students to think critically about their world and the social construction of knowledge/information; to understand the historical and political, as well as the cultural, relational and personal aspects of information. The programme provides opportunities for the exploration of inclusivity and diversity; to recognise disempowerment of individuals; finding spaces for marginalised individuals to have a voice; and to introduce multiple voices and perspectives into research and discussion.

Inclusive and authentic assessments,

Inclusive assessments which can be completed by all individuals. The assessment diet is varied, to enable students to shine and excel, gain confidence in their abilities and assessment feedback which focusses on strengths and areas to build. Working with the students, we introduce and discuss assessments so that all students can participate, for example presentations can be delivered live or recorded. In coursework, students can work with staff to provide additional structure to their work. This approach to inclusivity has been heralded by the PMU Student Support team as good practice.

Authentic assessments are defined as assessments which are meaningful, worthwhile and significant. They are assessments which enable students to demonstrate knowledge and understanding and develop/demonstrate skills for the modern workplace. For example, targeting different audiences for information, such as the production of a webpage or the creation of health information leaflets and professional reports. Examinations are included in the assessment diet, but rather than being traditional memory tests in short time spans, our exams are open book or case based, which enable students to prepare, use their notes and demonstrate criticality and transferrable skills.

Blended learning

A blended learning pedagogy underpins the programme. This approach supports our inclusive assessment approach, as it enables all students to participate. Students participate in located and connected learning and teaching activities. Which are either synchronous or asynchronous. For example, lectures are pre-recorded, to enable students to connect and learn asynchronously. This pre-recording also enables students to pause, listen and rewind core content. Located sessions focus on discussion, critical engagement and skill development, enabling students to utilise the community of practice around the programme, learn from each other and from staff/professionals. The use of blended learning methods supports students in developing their oracy skills, by actively participating in sessions and construction of knowledge within the field of psychology, students are able to develop skills in all four areas of the oracy skills framework.

4. Programme Aims

The BSc (Hons) Psychology with Education programme aims to develop students' broad knowledge and understanding of psychology, and to learn about the specialist application of psychology education environments. More specifically, the programme aims to:

1. Meet the requirements of the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS).
2. Offer students specialised understanding of the application of psychological theory to working with children, young people and adults in education settings.
3. Foster an environment that encourages self-directed critical thinking about human behaviour.
4. Enable students to develop a detailed understanding of the role and application of research methodology in understanding the mind, brain, behaviour and experience.
5. Provide students with in-depth knowledge and understanding of the discipline of psychology, including a critical awareness of applied research, current issues, and developments, informed by current scholarship and academic research.
6. Encourage the development of strong interpersonal and leadership skills.
7. Encourage students to transfer knowledge and learning between modules and practical experiences.
8. Prepare students for lifelong learning, a diverse range of careers and further study in response to our changing world.
9. Enable the development of digital literacy and a range of transferrable skills to facilitate personal and professional development.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. A critical understanding of the fundamentals of a range of psychological perspectives and apply these across a range of topics and disciplines.
2. A critical understanding of contemporary knowledge and practices in education contexts
3. A critical awareness of ethical issues in psychology and education, with an ability to discuss these in relation to personal beliefs and values.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

4. A synthesis of psychological theory and its application to working with people
5. Critical, reflective, creative and analytical thinking in the application of relevant knowledge, information and research in psychology and education.
6. The ability to confidently and independently critically evaluate own and published work
7. The ability to critically challenge received opinion and develop their own criteria and judgement on topics and issues relating to psychology in education contexts and practice

Practical skills:

By the end of this programme students should be able to demonstrate:

8. Effective project management skills to demonstrate autonomy, time management, self-reflection, use of feedback, self responsibility and self-criticism.
9. Independence in selecting and utilising a range of research methodologies appropriate for educational contexts to investigate behaviour and experience under supervision.
10. Confident and competent interpersonal skills, in teamwork and leadership
11. the ability to judiciously use numerical, statistical and other forms of data to solve problems and answer questions, and cite evidence appropriately

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

12. Competence in using a range of modalities, including technology, to coherently communicate ideas.
13. Capacity to plan and manage their own learning confidently and effectively.

6. Learning and Teaching Methods

The suite of psychology programmes used blended learning as the underpinning pedagogical approach. This is where content and materials are part delivered through digital and online media; part delivered through face to face interaction.

Activities could be synchronous or asynchronous, connected or located.

Within the approach of blended learning, learning can be: directed, enquiry based, self-directed or student directed. The table below defines these terms and offers examples of the teaching/learning activities which fall into each category.

Blended Learning	Content and materials are part delivered through digital and online media; part delivered through face to face interaction.
Case Study	Application of knowledge to a problem/focus
Directed Learning	Lecturer guides student towards appropriate materials, study activities and reading, responsibility for acquisition and assimilation remains with the individual student
Directed Reading	Reading which is directed by the module lead as a core aspect of the teaching and learning environment, typically given as either preparation for a live session, or following to add depth/breadth to knowledge
Enquiry Based Learning	Students investigate a presented question, problem or scenario. The process is usually facilitated

Flipped Classroom	Students complete prep work before session and session focusses on case study/application of this prep work
Group Critique/peer review	Group work which centres on a specific topic. Discussion is facilitated by a leader and members of the group are encouraged to think and speak critically on the topic
Group Meeting/Group Discussion	Meetings held with small or large groups of students which involve sharing or disseminating information and making plans
Group Work	Group work is a form of voluntary association of students benefiting from cooperative learning, which enhances the total output of the activity than when done individually. It aims to cater for individual differences, develop skills (e.g. communication skills, collaborative skills, and critical thinking skills), generic knowledge and socially acceptable attitudes or to generate conforming standards of behaviour and judgement
Lecture	Lecturer led teaching session, could be live or pre-recorded, designed to impart information
Placement/observation/practical experience/school-based activity/field trip	Learning achieved by undertaking activities, under supervision and mentoring, in a work context. Learning concepts and techniques associated with a particular profession or trade in a live working environment, while being monitored and supported by a tutor or other professional
Reading	Directed by lecturer or student, a piece of focussed reading
Role Play	Technique in which the student and/or lecturer position themselves in a role to develop skills and reflect on practice
Self-Directed learning/independent study	Student decides focus of learning and study, responsibility for acquisition and assimilation remains with the student
Seminar	Discussion based session in which typically small groups of students are learning through discussion or highly focused practical tasks
Student led learning/supported independent study	Lecturer guides and supports, acquisition and assimilation for self and peers remains with the students
Tutorial/Tutorial supervision	Often one to one or small group encounters between a tutor and student in which learning may be stimulated by a student request or maybe focused on the detail of subject matter covered in another context.
Visitors/guest speaker	Session delivered by a person external to PMU
Workshop/practical/lab practical/labs/lab work	Learning which is normally delivered via a practical activity in which a group of students undertake tasks under guidance related to a common theme and in the process acquire skills, techniques and conceptual understanding

6.1 Learning Enhancement

The teaching and learning approach for the programme utilises 4 core approaches – directed learning, enquiry based learning, self directed learning and student led learning. The use of these 4 approaches to learning enhances the student experience, directed learning enables students to learn from experts, to develop specific skills and knowledge. An enquiry-based learning encourages discussion of problems and specific situations, encouraging students to apply their knowledge to novel situations. Self-directed learning encourages students to take responsibility for their own learning, to expand on the content from directed sessions and to produce high quality assessments. Finally, student led learning encourages students to work within a community of practice, to trust their peers, to build leadership and followership skills and to work in team based environments.

The pedagogy of the psychology suite of programmes supports self and peer assessment. Students will be encouraged to critically reflect on their own skills, knowledge and behaviours, in both formative and summative assessments, as well as contribute to the critical reflections and development of their peers, in both formative and summative assessments. The programme contains work base placements and students will be encouraged to participate in other activities, such as voluntary work, to enhance their learning and development. Where students are unable to participate, alternative provisions will be made.

6.2 e-Learning

The relationship with e-learning differs in every module. The teaching and learning strategy, and assessment strategy for the programme enable the students to develop e-learning and digital literacy skills throughout the programme within the teaching and learning environment and in assessment preparation. For example, in PYCC51, PYCD56 and PYCH51 the teaching and learning environment is mixed across synchronous classroom time and asynchronous online activities which reflect CPD activities within the modern workplace, many modules utilise film, quizzes, discussion boards, online whiteboards and other synchronous and asynchronous learning activities (see section 14 for full list of skills developed). Whilst the assessment strategy of providing authentic assessments across the programme encourages students to develop digital skills for the workplace, such as writing blogs, creating webpages, creating information leaflets, using software for data analysis, presentation of research findings via posters, presentations, graphs and infographics.

7. Modes of Assessment

Artefact and Report	Student produces a creative artefact, online tool or object in response to a question or problem posed by the lecturer, this is supported by an evidence based report.
Essay	Extended writing assignment in response to a question set by the module lead, or in negotiation between student and lecturer
Ethical approval application	An application of a research project for ethical review by panel.
Group Project	A negotiated project (e.g., artefact, report) collaboratively completed as part of a team of 2 or more that allows demonstration of the Learning Outcomes. Preparation is team based, but assessment is individual and may be practical or written.
Learning Resource	A piece of work created in response to a problem/scenario or case study posed by the lecturer.
Online Portfolio	Collection of short tasks, either in written or verbal presented via online means such as blogs and discussion board communication.
Patchwork Portfolio/portfolio	Collection of short tasks, either in written or verbal format.
Presentation	A talk or discursive interview on a specified topic, could be individual or group. Could be live or recorded. Assessment typically includes submission of speaker notes or presentation overview.
Poster	Presentation of data/information/critical analysis in a visual 'poster' format to include brief verbal delivery and defence of questions posed on the topic specific to the information contained in the poster. Assesses knowledge of the selected topic and communication skills
Proposal	A written piece of work outlining a plan for research.
Reflective Journal	A piece or pieces of writing that uses reflective practice tools and techniques that enable the writer to develop and position themselves within practice, debates, literature and theory
Scientific report	A writing assignment which echoes the framework of a scientific journal article on a piece of independent or group empirical research.
Structured assignment	A tutor specified format usually related to an extended piece of research and/or own reflective practice. Typically structured assignments involve a number of different tasks to be completed.
Timed assessment	Time constrained and may be under test conditions. Maybe essay type answer, short answer, data analysis and interpretation or multiple choice questions. Can be written or verbal communication.

Patchwork Portfolios

Throughout the programme, a number of modules utilise a 'patchwork portfolio' as an assessment tool. A patchwork portfolio, as defined above, is a collection of short tasks, in written or verbal format, which aims to enable students to balance their workload across the module. The patchwork portfolio will have 1 final submission date. However, students are encouraged to complete the elements of the portfolio at recognised places within the module timetable. Below are some examples of patchwork portfolio tasks (1 per academic level):

PYCC51: Immerse	Students complete 5 tasks designed to demonstrate their academic skills and knowledge and understanding of the topic under consideration in the module.
PYCD51: Research Practice in psychology 1	Students complete 2-4 written tasks to demonstrate their knowledge and understanding of and skills in research
PYCH55: Courting controversy in childhood and adolescent development	Part 1: Critical evaluation of a chosen contemporary developmental issue; Part 2: Analysis of cross-cultural perspectives on a chosen developmental domain

8. Exemptions to University Regulations

This programme framework will adhere to most sections of the PMU assessment policy and procedures, valid from September 2021. There are 2 areas of exception;

1. The use of non-anonymised marking for modules with practical assessments such as PYCC52, PREC02, PYCD53, PSYCH52, PREH02 and PSYCH56, where anonymity cannot be maintained by the nature of the assessment, and modules in which the work is marked by the student's supervisor such as PREC03 and PSYCH53.
2. The position of the placement module in level 4. This is to enable students and early and highly motivating experience of the application of psychology to education contexts alongside the other education students. Enabling students with no prior experience excellent learning opportunities prior to commencing in-depth study of psychological concepts at level 5.

9. Work-Based Learning/Placement Learning

The knowledge, skills and values the students will develop through participation and success in the psychology programme will enable them to be 'work ready'. Many of the modules encourage students to apply their psychological knowledge to the workplace and working with people. There is an expectation that students will participate in the wider University employability scheme, through voluntary participation in schemes and opportunities which match their course aims and objectives, such as the psyching team. Additionally, placement learning will be available to the students via the placement module at level 4 (PREC53).

10. Programme Structure

10.1 Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PYCC51	Immerse	20	100% coursework	A	Compulsory	Condonable
PYCC52	People: Social Beings	20	40% presentation 60% coursework	A	Compulsory	Condonable
PREC02	Creative and Inclusive Practice	20	100% coursework	A	Compulsory	Condonable
PYCC54	Cognition and Development	20	50% coursework 50% timed assessment	B	Compulsory	Condonable
PYCC55	Understanding research theory and Method	20	100% coursework	B	Compulsory	Condonable
PREC03	Engaging with Practice	20	100% coursework	B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PYCD51	Research Practice in Psychology 1	20	100% coursework	A	Compulsory	Condonable
PYCD52	Developmental psychology	20	100% coursework	A	Compulsory	Condonable
PYCD53	Our Social Selves	20	40% practical 60 % coursework	A	Compulsory	Condonable
PYCD54	Research Practice in Psychology 2	20	100% coursework	B	Compulsory	Condonable
PYCD55	Human Cognition	20	50% coursework 50% timed assessment	B	Compulsory	Condonable
PRED04	Critical enquiry into primary mathematics	20	100% coursework	B	optional	Condonable
PRED05	Learning in the Outdoors	20	100% coursework	B	optional	condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PYCH51	Neuroscience and Neuropsychology	20	100% coursework	A	Compulsory	Condonable
PYCH52	Working with People	20	50% coursework 50% presentation	B	Compulsory	Condonable
PYCH53	Empirical Project	40	100% coursework	X	Compulsory	Non- Condonable
PREH02	Professional Learning in Context	20	100% coursework	A	Optional	Condonable
PYCH55	Courting Controversy in childhood and adolescent development	20	100% coursework	A	Optional	Condonable
PYCH56	Mental health and Young People	20	50% practical 50% coursework	B	Optional	Condonable
PREH03	Quality and Leadership in Education	20	100% Coursework	B	Optional	Condonable

Key: Semester X = A & B

10.2 Part Time

Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PYCC51	Immerse	20	100% coursework	A	Compulsory	Condonable
PREC02	Creative and Inclusive Practice	20	100% coursework	A	Compulsory	Condonable
PYCC54	Cognition and Development	20	50% coursework 50% exam	B	Compulsory	Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PYCC52	People: Social Beings	20	40% presentation 60% coursework	A	Compulsory	Condonable
PYCC55	Understanding research theory and Method	20	100% coursework	B	Compulsory	Condonable
PREC03	Engaging in Practice	20	100% coursework	B	Compulsory	Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PYCD52	Developmental psychology	20	100% coursework	A	Compulsory	Condonable
PYCD53	Our Social Selves	20	60% coursework 40% practical	A	Compulsory	Condonable
PRED04	Critical enquiry into primary maths	20	100% coursework	B	Optional	Condonable
PRED05	Learning in the Outdoors	20	100% coursework	B	optional	condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PYCD51	Research Practice in Psychology 1	20	100% coursework	A	Compulsory	Condonable
PYCD54	Research Practice in Psychology 2	20	100% coursework	B	Compulsory	Condonable
PYCD55	Human Cognition	20	50% coursework 50% timed assessment	B	Compulsory	Condonable

Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PYCH51	Neuroscience and Neuropsychology	20	100% coursework	A	Compulsory	Condonable
PYCH52	Working with People	20	50% coursework 50% presentation	B	Compulsory	Condonable
PREH02	Professional Learning in Context	20	100% coursework	A	Optional	Condonable
PYCH55	Courting Controversy in childhood and adolescent development	20	100% coursework	A	Optional	Condonable

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PYCH53	Empirical Project	40	100% coursework	X	Compulsory	Non- Condonable
PYCH56	Mental health and Young People	20	50% practical 50% coursework	B	Optional	Condonable
PREH03	Quality and Leadership in Education	20	100% Coursework	B	Optional	Condonable

Key: Semester X = A & B

10.3 Threads

The table below defines various ‘threads’ through the programme. These ‘threads’ reflect the integration of leadership and employability throughout the programme. Additionally, the core curriculum: social, cognitive, biological, developmental psychology, research methods, individual differences and conceptual and historical issues in psychology. Examples of topics studied within these threads are taken from the QAA (2019) Psychology Benchmark statements and BPS (2017) Supplementary guidance for research and research methods on Society accredited undergraduate and conversion programmes.

Leadership (L)	Leadership, both formal and informal, is embedded throughout the programme. From the outset students are supported in understanding leadership, its impact and value and how they position themselves as leaders. Throughout the programme students are given opportunities to lead, be lead and reflect on their own and others skills and leadership in order to develop their own leadership Our students are the leaders of the future, and therefore the staff team support the students in interrogating leadership values, principles and practice, to create change, to work for social justice and to commit towards a more sustainable future.
Employability (Emp)	Students have opportunities throughout the teaching, learning and assessment environment to develop their skills for the modern workplace.
Social psychology (Soc)	for example social cognition, attribution, attitudes, group processes and intergroup relations, culture, close relationships, social constructionism, self and identity, and leadership
Cognitive psychology (Cog)	for example attention, perception, learning, memory, thinking, problem-solving, decision-making, metacognition, language, consciousness and cognitive neuropsychology.
Developmental psychology (Dev)	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.
Biological psychology (Bio)	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
Individual differences (ID)	for example personality, psychometrics, intelligence, cognitive style, emotion, motivation, mood, positive psychology, physical and mental health (including social, biological and cognitive processes), and diversity.
Research Methods (RM)	For example ethics, research design, data collection, data preparation, analysis and dissemination
Contextual and historical issues (CHIP)	Ethical, conceptual, cultural and historical aspects of psychology

These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in a meaningful way and will be made explicit to students throughout the programme.

Threads Level 4

Module Code	Module Title	Thread
PYCC51	Immerse	Soc, Cog, Bio, Dev, ID, RM, CHIP.
PYCC52	People: Social Beings	Leadership, Emp, Soc, Cog, ID, RM, CHIP.
PREC02	Creative and Inclusive Practice	Emp,
PYCC54	Cognition and Development	Cog, Bio, Dev, ID, RM, CHIP.
PYCC55	Understanding research theory and Method	Leadership, Emp, RM, CHIP.
PREC03	Engaging in Practice	Leadership, Emp,

Threads Level 5

Module Code	Module Title	Thread
PYCD51	Research Practice in Psychology 1	Emp, RM, CHIP.
PYCD52	Developmental psychology	Soc, Cog, Bio, Dev, ID, RM, CHIP.
PYCD53	Our Social Selves	Leadership, Emp, Soc, Cog, ID, RM, CHIP.
PYCD54	Research Practice in Psychology 2	Emp, RM, CHIP.
PYCD55	Human Cognition	Cog, Bio, ID, RM, CHIP.
PRED04	Critical enquiry into primary maths	Leadership, Emp,
PRED05	Learning in the Outdoors	Leadership, Emp,

Threads Level 6

Module Code	Module Title	Thread
PYCH51	Neuroscience and Neuropsychology	Cog, Bio, Dev, ID, RM, CHIP.
PYCH52	Working with People	Leadership, Emp, Soc, Cog, ID, RM, CHIP.
PYCH53	Empirical Project	Leadership, Emp, RM, CHIP.
PREH02	Professional Learning in Context	Leadership, Emp,
PREH03	Quality and Leadership in Education	Leadership, Emp,

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

n/a

12. Professional Advisory Group

The psychology professional advisory group consists of graduates from the suite of psychology programmes and professionals. They meet twice a year to discuss the programmes and community of practice around the psychology suite of programmes.

13. Academic Progression Opportunities

Graduates of this programme are well placed to commence post graduate courses. Individuals who are interested in a research pathway are able to commence the MRES suite of programmes at PMU or the MA Education at PMU. Graduates interested in working in education settings in the wider educational workforce could apply for MA Youth and Community, PG programme in mentoring and coaching, or other allied education programmes. Graduates who wish to enter teaching, will be positioned positively to apply for EYITT, Primary or secondary education training programmes.

14. Employability and Career Progression Opportunities

Graduates of the programme could enter a range of roles within job market. From roles within the sport sector working with athletes to roles in the NHS, education and private sectors. Without additional study roles may include: psychology assistant, education wellbeing support, SEN support, teaching assistant, MH and wellbeing support.

Throughout the programme the students are offered a number of opportunities to enhance their employability skills. These employability and digital skills include:

- Analytical thinking and innovation – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- Active learning and reflective practice – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- Creativity, originality and initiative – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- Critical thinking and analysis - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- Complex problem-solving – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- Leadership and social influence - students are able to motivate others to act towards achieving a common goal
- Emotional intelligence – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- Reasoning, problem-solving and ideation – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions

- Systems analysis and evaluation – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

Digital Skills:

- ICT Proficiency and Productivity – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- Digital Collaboration, Participation, Communication – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- Finding Digital Information and Data Management – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- Digital Learning and Teaching – students are able to identify and use digital learning resources, apps and services (e.g. LearningSpace, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- Digital Problem Solving, Creation & Development – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- Digital Security, Well-being and Identity – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

In addition to the generic graduate skills, a psychology programme aims to enable its graduates the ability to:

- Apply multiple perspectives to issues and problems, recognising a range of research methodologies and perspectives
- Integrate ideas and findings from multiple perspectives and recognise distinctive approaches to issues
- Identify and evaluate patterns in behaviour and thinking
- Generate and explore hypothesis and research questions, drawing on theory and developing new knowledge
- Independently complete research projects utilising appropriate method
- Draw on a range of research method skills from design, to collection to analysis.
- Produce professional reports and other communications
- Employ evidence-based reasoning and examine practical, theoretical and ethical issues
- Apply psychological knowledge ethically and safely to real-world problems
- Critically evaluate psychological theory and research

Many of these skills listed above are developed through the programme modules, in which students are actively encouraged to apply their knowledge and understanding to current issues, contexts, problems and case studies, via the programmes enquiry-based learning approach as depicted in sections 6 & 7.

To enhance their employability and career aspirations, from induction week in year 1 students are working with the Programme Careers Coach within the PMU careers and employability team to design and carve their unique career plan, developing skills in self presentation, CV writing, job and post graduate programme applications, interview techniques, project planning and enterprise, many of these sessions take place as group workshops within the psychology enhancement programme.

The PMU careers and employability team offer a range of services to the psychology with education students. Including seeking and completing additional placements and volunteering opportunities, to offering individual tutorials, the annual Summer Ready Event and access to the employment focussed online platform.

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health

- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the staff student liaison committee. In addition, final year students will be invited to participate in the National Student Survey (NSS).

17. Other Stakeholder Feedback

Current psychology students, who are transitioning to a career in education as teachers and other professionals, have been involved in the design of this programme. From the identification of strengths and issues in the previous psychology programme and education and psychology programme structure and content, through to the assessment, content of modules and structure of this current design. Students not involved in the design then provided feedback on the overall structure and inclusion of the threads.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.