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 and 6
1.6 Programme Title:	Psychology
1.7 Mode and Duration of Study:	Full Time – 3 years
	Part Time – 6 years
1.8 School:	SHW
1.9 HECoS Code:	100497
1.10 Collaborative Provision Arrangement:	n/a
1.11 UCAS Code(s):	R1D4
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.
1.13 Accrediting Professional Body/PSRB:	British Psychological Society
1.14 QAA Subject Benchmarking Group(s):	Psychology (2023)
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: PYCD56

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 September 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.

The modules cover the 7 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. Level 5 modules enable the student to cover these core areas in depth, which provides a good foundation for the amalgamation of these areas in the 3 core modules at level 6, collectively enabling the student to develop depth and breadth in the study of psychology and the application of these theories to understanding human behaviour in current contexts.

If a student successfully completes the programme gaining a lower 2nd class degree or higher, and passes their final year empirical project, they will be eligible to apply for Graduate Basis for Chartership (GBC) of the British Psychological Society. GBC enables graduates to access the Society's range of benefits and apply for post graduate programmes in professional psychology areas such as clinical, educational, forensic and, sport & exercise psychology.

Alongside the core curriculum the students study 2 'applied modules' per academic year. These applied modules enable students to build on their knowledge and understanding of the core topics via application to contexts, such as cyberpsychology, health, relationships, education and mental health.

At level 5, the placement module enables students to experience the application of psychological theory to a workplace of their choice. This placement is uniquely (for psychology) embedded within the semester, so that students continue to complete their degree whilst on placement. Students are then encouraged to complete additional experiences to enhance their CVs and employment prospects.

2.1 Integrating Sustainability into the Curriculum

In 2008 Huckle (pg342[1]) 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

The BSc Psychology programme is distinctive in its ability to provide students with both the core areas of psychology and an individualised pathway via optional modules and application of theory to areas of personal interest.

Throughout the programme students are able to create/co-create their own pathway through the programme, and apply the core knowledge to areas of their individualised interest. There are two key methods for this individualisation. Firstly via research projects and optional modules, secondly via assessment question.

Students in levels 4 and 5 can co-create their own research projects, to further investigate areas of personal interest and in level 5 students organise and complete their own placement. At level 6 the empirical project is the student's own design, and students can select 2 modules from the optional modules list.

In most modules, the module lead will either provide an assessment question which is broad to enable students to locate their own focus or support students in designing their own coursework assessment question,

---

[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.

Additionally, 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, enhancement programme, being critical, inclusive & authentic assessment, 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 supports 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.

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 blended approach also supports the development of students' oracy skills, in all 4 domains, from speaking in public arenas, development of academic, professional and technical language and discourse, to abilities in developing argument, discursive structure and skills in listening, responding and audience awareness.

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

1. Meet the requirements of the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS).

2. Enable students to develop psychological literacy.

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 an understanding of the disciplines 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 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 psychology and apply these across a range of topics and disciplines.

3. A critical awareness of ethical issues in psychology and an ability to discuss these comfortably and in detail 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.

6. The ability to review and 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 and psychological theory.

Practical skills:

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

8. Effective and autonomous project management skills, including: time management, self-reflection, use of feedback, self responsibility and self-criticism.

9. Independence in selecting and utilising a range of research methodologies to investigate behaviour and experience under supervision.

10. Confidence and flexibility in identifying and critically addressing complex problems and applying appropriate knowledge, technique and skills to their solution, evaluating the relevant and significance of the data and information collected.

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. The ability to utilise a range of modalities, to confidently and coherently communicate ideas.

13. Astute interpersonal skills, drawing on psychological knowledge to reflexively work in teams and in positions of leadership.

14. The ability to work autonomously and exhibit firm self-motivation and excellent time management skills.

15. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing. (level 4)

16. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5)

17. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6)

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 within the programme:

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	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
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.
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

The assessment strategy for the programme is one of inclusive and authentic assessments, as described in section 3, assessments are designed to enable students to build skills useful for the modern day workplace in addition to demonstrating key academic skills and knowledge. Variety of assessments is the foundation to inclusiveness; the assessment diet is broad to enable students to demonstrate their strengths in a range of formats and many modules offer a range of questions and options for formats to enable students to succeed. The use of portfolio assessments enable the students to complete assessments at a paced work-speed throughout the modules, module leaders typically indicate within the module when the portfolio task should be completed, with one final submission point allows for student choice in workload planning.

Annotated bibliography	A list of journal articles intended for use in a critical review, each source is typically followed by a short description of the research.
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.
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.
Scientific report	A writing assignment which echoes the framework of a scientific journal article on a piece of independent or group empirical research.
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 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. Our only area of exception would be in non-anonymised marking for modules with practical assessments such as PYCC52, PYCD53, PYCH52 and PYCH56, 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 PYCD56, PYCH53 and PYCH54.

9. Work-Based Learning/Placement Learning

The placement module is situated in level 5 (PYCD56). In addition to this module, 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 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 Memory Café and psyching team.

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	60% coursework 40% practical	A	Compulsory	Condonable
PYCC53	Psychology in Practice	20	100% coursework	A	Compulsory	Condonable
PYCC54	Cognition and Development	20	50% coursework 50% exam	B	Compulsory	Condonable
PYCC55	Understanding Research: Theory and Method	20	100% coursework	B	Compulsory	Condonable
PYCC56	Health and Wellbeing	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% exam	B	Compulsory	Condonable
PYCD56	Industry Experience: Placement	20	50% coursework 50% practical	B	Compulsory	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% practical	B	Compulsory	Condonable
PYCH53	Empirical Project	40	100% coursework	X	Compulsory	Non-Condonable
PYCH54	Exploring Contemporary Perspectives in Psychology	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% coursework 50% practical	B	Optional	Condonable
PYCH57	Community Psychology	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
PYCC52	People: social beings	20	40% practical 60% 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
PYCC53	Psychology in Practice	20	100% coursework	A	Compulsory	Condonable
PYCC55	Understanding research theory and Method	20	100% coursework	B	Compulsory	Condonable
PYCC56	Health and Wellbeing	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	40% practical 60% coursework	A	Compulsory	Condonable
PYCD55	Human Cognition	20	50% coursework 50% exam	B	Compulsory	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
PYCD56	Industrial Experience	20	50% coursework 50% practical	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% practical	B	Compulsory	Condonable
PYCH54	Exploring contemporary perspectives in psychology	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
PYCH57	Community Psychology	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, these 'threads' reflect 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)	Student have opportunities throughout the teaching, learning and assessment environment to develop their skills for the modern workplace. These opportunities range from needs analysis of case studies, to practical activities within class such as delivery of tests for assessment of cognition, to leading their own research projects independently and in groups, to participation in leading/working within staff led research projects and psychological interventions to participation in a workplace placement.
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 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.
PYCC53	Psychology in Practice	Leadership, Emp,
PYCC54	Cognition and Development	Cog, Bio, Dev, ID, RM, CHIP.
PYCC55	Understanding research theory and Method	Leadership, Emp, RM, CHIP.

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.
PYCD56	Industrial experience	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.

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

The programme is currently accredited by the British Psychological
Society (BPS) Accreditation indicates that the programme has met the BPS's high standards of quality, which is highly regarded by employers (BPS 2019). It enables students
to hold membership of the society during their programme (student membership) and after graduation, as long as they meet the requirements*, apply for graduate membership of the society (GBC). Membership of the BPS enables students to access a wide range of resources, influence the society and the future of psychology, and assist in raising the profile of psychology and psychological practice in the UK and internationally (BPS 2019).

GBC enables individuals to apply to commence professional training/post graduate study in professional areas of psychology such as sport and exercise psychology, clinical psychology, educational psychology and counselling psychology.

*requirements: minimum of a lower 2nd Class degree and have passed the final year empirical project.

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 Psychology and subsequently continue onto a PhD should they so wish.

Graduates are also in a good position to progress straight onto a range of PMU post graduate programmes such as MPH Public Health, PGCE Secondary with Psychology, PGCE (Primary). EYITT, MA Youth and Community and MSc Psychology for Leadership.

Graduates, as long as they have passed their final year project and achieved a 2:2 degree classification overall will be eligible for Graduate Membership of the BPS, which would enable them to apply to commence professional training programmes such as sport and exercise psychology at PMU or clinical psychology, educational psychology and counselling psychology.

14. Employability and Career Progression Opportunities

Graduates have also entered the job market, gaining roles as psychology assistants, research workers, SEN support, police and criminal justice roles. They have also been successful in gaining roles within in the NHS, social services, education, private sector, setting up their own business and within the social enterprises, charity and Not-for-profit organisations, all without additional study. Graduates are also well placed to apply for psychology practitioner roles, which combines work with further study.

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

Employability skills may 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 multipole 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 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.

The PYCD56 module also enables students to further enhance their employability via a placement. The module team works closely with the PMU careers and employability team to deliver sessions on preparing for placement, reflecting on experiences, building on skills and planning for the future.

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 have been involved in the design of this programme. From the identification of strengths and issues in the previous 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.

19. Learning Outcomes Mapping Matrix

	Knowledge & understanding			Intellectual skills				Practical Skills				Transferrable skills					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
PYCC51	x		x		x		x		X		x	X	X		X		
PYCC52	x	x		x	x	x		x			x	X	X	X	X		
PYCC53	x		x		x			x	X	x	x		X	X			
PYCC54	x				x	x	x				x						
PYCC55	x	x	x		x			x	X		x		X	X			
PYCC56		x	x	x						x	x	x			X		
PYCD51	x	x	x		x	x	x	x	X	x	x		X	X			
PYCD52	x				x	x	x	x		x	x	X				X	
PYCD53	x	x		x		x	x	x			x	X	X	X		X	
PYCD54	x	x	x		x	x	x	x	X	x	x		X	X			
PYCD55	x				x	x	x				x	X				X	
PYCD56		x	x	x		x		x		x	x	X	X	X		X	
PYCH51	x	x	x		x	x	x		X	x	x			X			
PYCH52	x	x	x	x		x	x			x	x	X	X	X			X
PYCH53	x	x	x	x	x	x	x	x	X	x	x	x	x	X			X
PYCH54	x	x			x	x	x	x	x		x			X			
PYCH55		x	x	x	X	x	X			x	x	X					X
PYCH56		x	x	x	X	x	X			x	x	X					X
PYCH57		x	x	x	x	x	x		X	x	x	X					X

Document Title:	BSc (Hons) Psychology
Document Version:	2.1
Issuing/Approval Authority:	Senate
Date of Adoption:	2022
Review Cycle:	6 yearly
This Version Effective from:	01st September 2022
Next Review Date:	By: 01st September 2028
Date Last Amended:	07/11/2022
Sensitivity:	Public
Publication location:	Website
History:	Version 2 approved by Senate [date: 2022] 07/11/2022 – added OfS English Requirements to PLOs, v2.1 created (WH) Summary of cumulative changes: