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:	Bachelor of Science (Honours)
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:	Sport, Health and Wellbeing
1.9 HECoS Code:	100494
1.10 Collaborative Provision Arrangement:	None
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 (2007)
1.15 Other External Points of Reference:	Framework for Higher Education Qualifications
	A Good Practice Guide for Placement
	British Psychological Society standards for accredited programmes
	Framework for transforming assessment in Higher Education
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	Work based learning takes place in PYCD90
1.18 Foundation Degree Progression Routes:	N/A

1.19 Arrangements for Distance Learning: Modules L+M, T+L, SOC2, NP, WwP and Project can alternatively be studied by distance.

1.20 Original Date of Production: September 2015
1.21 Date of Commencement: September 2016
1.22 Review Date: September 2022

2. Programme Outline

The BSc (Hons) Psychology programme is a single honours programme which enables students to begin their studies in psychology. The curriculum follows the QAA Psychology subject benchmarks and will provide, upon accreditation, students graduate basis for membership of the British Psychological Society.

The course provides students with the opportunity to study a wide range of psychological topics, build their self management and research skills and opportunities to put these skills and knowledge into practice. Research is embedded throughout the programme, enabling students to become producers of knowledge rather than reproducers, this pedagogical approach will offer students the opportunity to develop the skills, knowledge and values for lifelong learning in the modern workplace.

2.1   Integrating Sustainability into the Curriculum

Huckle (2008;342) notes; 'We face related crises of ecological, economic, social, cultural and personal sustainability', therefore the programme team will embed these facets of sustainability into the curriculum. The programme team aims 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 will reduce our impact on the green environment, through the use of e-learning, e-submission and e-books. We will promote student wellbeing and develop resilience, in the self and others. Additionally, there will be an emphasis on encouraging students to ask critical questions of themselves, others and our global community, which will enable them to clarify their own values as well as promote a sustainable future.

3. Distinctive Features

The University has successfully achieved accreditation from the British Psychological Society. This will enable the students to progress onto post graduate study in protected fields, such as education, sports and clinical psychology.

Further to this the content of a number of the modules are decided through negotiation between the students and module lead, this enables the students to study topics of interest to them, forging an individual pathway through the programme to underpin either the commencement of further study or research in a particular field post successful completion of the programme, or to develop knowledge and skills in non-protected professions such as marketing, business, management and working in the public and private sectors.

The psychology programme's underpinning pedagogical approach is that of enquiry based

learning. This approach enables students to explore, develop, build and produce knowledge, in contrast to traditional Higher Education pedagogies which encourage reproduction of knowledge. The skills that the students will develop will stand them in good stead in the future workforce, they are skills for 2020; digital literacy, critical thinking, working with others, learning to think systematically and exploring the dialectic between tradition and innovation. These skills will support lifelong/life-wide engagement in curiosity about our global society, knowledge and a sustainable future.

The psychology programme contains a number of modules in which core psychological knowledge is translated into the practice of psychologists and the wider workplace; such as sports psychology and health promotion. Consistently throughout the programme students will be encouraged to apply their psychological knowledge to working with people, in the service of others and to their own values and belief systems.

4. Programme Aims
The Aims of the programme are to:
1. Meet the requirements of the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS).
2. Foster an environment that encourages self-directed critical thinking about human behaviour.
3. Enable students to develop a detailed understanding of the role and application of research methodology in understanding the mind, brain, behaviour and experience.
4. Encourage the development of strong interpersonal skills.
5. Encourage students to transfer knowledge and learning between modules and practical experiences.
6. Prepare students for lifelong learning, a diverse range of careers and further study in response to our changing world.
7. 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.

Intellectual skills:
By the end of this programme students should be able to demonstrate:
3. Synthesise their learning from the programme, in addition to experiences from the workplace.

4. Apply critical, reflective, creative and analytical thinking in the application of their knowledge.
5. Demonstrate independence of thought and an appreciation of individual difference.
6. Adopt multiple perspectives when understanding behaviour and experiences.
7. Utilise numerical, statistical and other forms of data.
8. Cite evidence appropriately and seek data to solve relevant problems.
9. Critically appreciate the range of sources of knowledge and information in relation to our world.

Practical skills:

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

10. Demonstrate effective project management skills
11. Select and utilise a range of research methodologies to investigate behaviour and experience.
12. Demonstrate critical appraisal of ethical scientific responsibility associated with psychological enquiry and apply these to their own work and research.

Transferable / key skills:

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

13. Utilise a range of modalities to confidently communicate ideas,
14. Use technology effectively,
15. Demonstrate interpersonal skills, drawing on psychological knowledge to reflexively work in teams and in positions of leadership.
16. Work autonomously and demonstrate self-motivation and time management.
17. 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)
18. 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 psychology programme is based on the premise that social sciences should encourage students to produce knowledge rather than reproduce it. Consequently many of the modules utilise an enquiry based learning (EBL) pedagogy. The EBL approach aims to encourage students to become self-motivated, autonomous and curious lifelong learners. Additionally the approach enables the teaching and learning to be flexible and adaptable to the individual and group needs of the learners.

Throughout the curriculum students will be encouraged to discuss the applications of the psychological topics and theories to everyday life, and how we can use psychological knowledge to solve world and local problems, work sustainably and promote equality, social cohesion and work in the service of others in a non-judgemental, anti-discriminatory manner.

Teaching and learning on the programme will utilise a combination of the following:

Blended learning
Content and materials are part delivered through digital and online media; part delivered through face to face interaction.

Blog
A regularly updated web-space (private or public) written by an individual student or group of students, written in an informal manner.

Directed learning
Lecturer guides student towards appropriate materials, study activities and reading, responsibility for acquisition and assimilation remains with the individual student.

Discussion board
E-learning tool, in which the students discuss a topic online. Discussion can be either synchronous or asynchronous.

Enquiry based learning (EBL)
Students investigate a presented question, problem or scenario. The process is usually facilitated.

Fieldwork
Learning undertaken in an alternative context, location or environment from the regular learning environment that may be for an extended period and may require transport and accommodation.

Flipped classroom
Reversal of traditional teaching and reading activities, in which students prepare for the session from guidance, by watching a lecture online, completing a specified reading etc. and the face to face session is devoted to exercises, projects or discussion.

Group critique
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 directed
Tasks decided and allocated by members of a group, acquisition and assimilation of the materials and learning remains with the individual student.

Lecture
Verbal delivery of information to students can be face to face or via web 2.0 tools.

Placement
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.
Research proposal	A written piece of work outlining a plan for research.
Reflective diary	A personal record of experiences. A space in which the individual student can explore, critique and develop an understanding of their own experiences, skills and values.
Self-directed	Student decides focus of learning and study, responsibility for acquisition and assimilation remains with the student.
Seminar	Typically small groups of students learning through discussion or highly focused practical tasks.
Tutorial	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	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

An enquiry-based learning pedagogy 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

E-learning is a central component of the psychology programme. The relationship with e-learning will differ depending on the pedagogy of the module. However at the very least provide information and links to literature and other resources on the University's virtual learning environment. Most of the modules will utilise a blended learning approach in which e-learning activities support the face to face interaction and learning environment

as well as providing the students with opportunities to further enhance and apply their psychological knowledge. E-learning and digital literacy development is the central tenant of the EBL modules. In these modules, a high proportion of the teaching and learning activities will take place online.

7. Modes of Assessment

The range of assessments within the programme is designed to enable students to meet the programme objectives as well as develop career and research appropriate skills. All assessments will be in-line with the University's assessment regulations. The students will have the opportunity to communicate their knowledge, skills and values through a combination of the following.

Artefact	Student produces a creative artefact, online tool or object in response to a question or problem posed by the lecturer.
Essay	Extended writing assignment in response to a question set by the module lead, or in negotiation between student and lecturer
Examination	Time constrained and under test conditions. May be essay type answer, short answer, data analysis and interpretation or multiple choice questions. Can be written or verbal communication.
Portfolio	Collection of short tasks, either in written format or a series of online tasks, such as blogs and discussion board communication.
Poster	A visual representation of data, critical review of literature or research findings.
Proposal	A detailed description of an intended plan.
Presentation	A talk or discursive interview on a specified topic; could be individual or group.
Scientific report	An extended writing assignment which echoes the framework of a scientific journal article on a piece of empirical research.

8. Exemptions to University Regulations

N/A

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. Alongside this, placement learning will be available to the students, the placement module at level 5 and expectation to 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.

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PYCC01	Social Psychology	20	70% Coursework 30% Practical	Semester A	Compulsory	Non-Condonable
PYCC02	Health and Wellbeing	20	100% Coursework	Semester A	Compulsory	Condonable
PYCC04	Foundations in Psychology	20	60% Coursework 40% Exam	Semester A	Compulsory	Condonable
PYCC03	Psychology in Practice	20	100% Coursework	Semester B	Compulsory	Condonable
PYCC05	Developmental Psychology	20	100% Coursework	Semester B	Compulsory	Non-Condonable
PYCC06	Understanding Research; Theory and Method	20	100% Coursework	Semester B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PYCD02	Thinking and Learning	20	50% Coursework 50% Exam	Semester A	Compulsory	Non-Condonable
PYCD03	Social Psychology 2	20	100% Coursework	Semester A	Compulsory	Non-Condonable
PYCD04	Research methods in Psychology I	20	100% Coursework	Semester A	Compulsory	Condonable
PYCD01	Memory and Language	20	100% Coursework	Semester B	Compulsory	Non-Condonable
PYCD05	Research Methods in Psychology 2	20	100% Coursework	Semester B	Compulsory	Condonable

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
PYCD90	Work-based Learning: Psychology	20	100% Coursework	Semester B	Compulsory	Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
PYCH01	Neuropsychology	20	50% Coursework 50% Exam	Semester A	Compulsory	Non-Condonable
PYCH02	Working with People	20	75% Coursework 25% Practical	Semester B	Compulsory	Non-Condonable
PYCH03	Empirical project	40	90% Coursework 10% Practical	Semester X	Compulsory	Non-Condonable
PYCH04	Contemporary Issues in Psychology	20	100% Coursework	Semester W	Optional	Condonable
SEPH01	Contemporary sport and exercise psychology	200	100% Coursework	Semester A	Optional	Condonable
SEDH52	Critical Issues in disability and Care	20	100% Coursework	Semester A	Optional	Condonable
SSCH06	Community Psychology	20	100% Coursework	Semester B	Optional	Condonable
PYCH06	Mental Health, Lifelong Conditions and Young People	20	100% Coursework	Semester B	Optional	Condonable
PYCH05	Understanding and Managing Specific Learning Difficulties	20	100% Coursework	Semester A	Optional	Condonable

Key:
^   For modules delivered by semester:
- A or B = Semester A or B
- X = modules delivered across Semesters A and B
- W = modules offered in either Semester A or B

*   C = compulsory; O = optional – 2 to be taken in Year 3.

A √ indicates that the module is non-condonable on this programme.

Part Time

Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PYCC04	Foundations in psychology	20	50% Coursework 50% Exam	Semester A	Optional	Condonable
PYCC01	Social Psychology	20	70% Coursework 30% Practical	Semester A	Optional	Non-Condonable
PYCC05	Developmental Psychology	20	100% Coursework	Semester B	Optional	Non-Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PYCC02	Health and Wellbeing	20	100% Coursework	Semester A	Optional	Condonable
PYCC06	Understanding research: theory and method	20	100% Coursework	Semester B	Optional	Condonable
PYCC03	Psychology in practice	20	100% Coursework	Semester B	Optional	Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PYCD03	Social Psychology II	20	70% Coursework 30% Practical	Semester A	Compulsory	Non-Condonable
PYCD04	Research methods in Psychology 1	20	100% Coursework	Semester A	Compulsory	Condonable
PYCD05	Research methods in Psychology 2	20	100% Coursework	Semester B	Compulsor	Condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PYCD02	Thinking and Learning	20	50% Coursework 50% Exam	Semester A	Compulsory	Non-Condonable
PYCD90	Engaging in Employability	20	100% Coursework	Semester B	Compulsory	Condonable
PYCD01	Memory and Language	20	100% Coursework	Semester B	Compulsory	Non-Condonable

Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PYCH01	Neuropsychology	20	60% Coursework 40% Exam	Semester A	Compulsory	Non-Condonable
PYCH02	Working with People	20	75% Coursework 25% Practical	Semester B	Compulsory	Non-Condonable
PYCH06	MH, LLC and YP	20	50% Coursework 50% Exam	Semester B	Optional	Condonable
SSCH06	Community Psychology	20	50% Coursework 50% Exam	Semester B	Optional	Condonable
PYCH04	Contemporary Issues in Psychology	20	50% Coursework 50% Exam	Semester W	Optional	Condonable
PYCH05	Understanding and Managing Specific Learning Difficulties	20	100% Coursework	Semester A	Optional	Condonable
SEPH01	Contemporary sport and exercise psychology	20	100% Coursework	Semester A	Optional	Condonable
SEDH52	Critical Issues in disability and Care	20	100% Coursework	Semester A	Optional	Condonable

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PYCH03	Empirical Project	40	100% Coursework	Semester X	Compulsory	Non-Condonable
PYCH06	MH, LLC and YP	20	50% Coursework 50% Exam	Semester B	Optional	Condonable
SSCH06	Community Psychology	20	50% Coursework 50% Exam	Semester B	Optional	Condonable
PYCH04	Contemporary Issues in Psychology	20	50% Coursework 50% Exam	Semester W	Optional	Condonable
PYCH05	Understanding and Managing Specific Learning Difficulties	20	100% Coursework	Semester A	Optional	Condonable
SEPH01	Contemporary sport and exercise psychology	20	100% Coursework	Semester A	Optional	Condonable
SEDH52	Critical Issues in disability and Care	20	100% Coursework	Semester A	Optional	Condonable

- A definitive module descriptor is required for each module

The programme has a prescribed route in levels 4 and 5, this will provide the student with sound knowledge and understanding in the core areas of psychology, prior to applying these further to associated fields in the level 6 optional modules. At level 6 all students will complete 2 core psychology modules, which are required for BPS accreditation, in addition to an empirical project. They can then choose 2 optional modules in line with their specific psychological interests.

The modules which contain the core psychological knowledge and theory appropriate for the BPS accreditation are compulsory for all students and non-condonable.

Full time route

	SEMESTER A	SEMESTER B
Level 4	PYCC01 PYCC02 PYCC04	PYCC03 PYCC06 PYCC05

Level 5	PYCD02 PYCD03 PYCD04	PYCD01 PYCD90 PYCD05
Level 6	PYCH03	
	PYCH01	PYCH02
	OPTIONAL MODULE SELECTED FROM; PYCH04 SEPH01 PYCH05 SEDH02	OPTIONAL MODULE SELECTED FROM; PYCH04 PYCH06 SSCH06

Part time route

	SEMESTER A	SEMESTER B
Level 4 Year 1	PYCC01 PYCC04	PYCC05
Level 4 Year 2	PYCC02	PYCC06 PYCC03
Level 5 Year 3	PYCD03 PYCD04	PYCD05
Level 5 Year 4	PYCD02	PYCD90 PYCD01
Level 6 Year 5	PYCH01	PYCH02
	OPTIONAL MODULE SELECTED FROM; PYCH04 PYCH05 SEDH02 SEPH01	OPTIONAL MODULE SELECTED FROM; PYCH06 SSCH06 PYCH04
Level 6 Year 6	PYCH03	
	OPTIONAL MODULE SELECTED FROM; PYCH04 PYCH05 SEDH02 SEPH01	OPTIONAL MODULE SELECTED FROM; PYCH06 SSCH06 PYCH04

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

British Psychological Society

12. Professional Advisory Group

N/A

13. Academic Progression Opportunities

The programme places students in an excellent position to apply for post graduate training in psychology professions and post graduate research awards. Additionally the skills, knowledge and values that the students will gain, when successful, during the programme

will enable them to be in a positive position if they wish to apply for further study in fields such as education, social work and health careers.

14. Employability and Career Progression Opportunities

Students with a degree in a social science, such as psychology, are extremely employable. The Campaign for Social Sciences (2013) report depicts that 84% of social science graduates are in employment 3.5 years after graduating in comparison to 78% of humanities graduates. The pedagogical underpinning of the programme, skills, knowledge and values that the students develop, will stand them in good stead to find and gain employment in the service of others, in addition to careers in marketing, management, leadership, research, business and innovation in a global marketplace.

The students will be actively encouraged to participate in activities provided by the University to develop their career prospects.

15. Support for Students and for Student Learning

The programme team and University recognise the value of working with a student holistically. Consequently the student support team, alongside the programme team, offer the students a wide range of services and guidance to support them through their studies. At programme level, all students will be allocated to an Academic Advisor for the duration of their studies, named module leads and open access to the programme lead.   At an institutional level students will be able to access the comprehensive and confidential services provided by the student support team, as well as services provided by the library, media and IT, chaplaincy teams.

16. Student Feedback Mechanisms

Students have a number of opportunities to feedback to the programme team and institution about their experiences. These mechanisms include:
- Regular student-staff programme meetings
- Appointments with the programme lead
- A Personal Development Tutor
- Module feedback forms
- Programme e-discussion board
- Students' Union

17. Other Stakeholder Feedback

Stakeholders, workbased placement providers and interested parties will be regularly invited to feedback on the content of the programme and the development of the students' skills, knowledge and values. The mechanisms for this may include:
Annual review of the programme meeting
Programme lead- workbase placement review meetings

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and

quality assured through the typical University regulations 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 annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms.