

PETROC



**UNIVERSITY OF
PLYMOUTH**

**ACADEMIC
PARTNERSHIPS
PROGRAMME
QUALITY HANDBOOK
2021-22**

**FdSc Psychological
Studies**

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Welcome and Introduction

Welcome to the Foundation Degree in Psychological Studies delivered at North Devon Campus by Petroc.

The FdSc in Psychological Studies offers students the opportunity to study the science of the mind and behaviour. Over the two years students will gain knowledge in a variety of diverse subjects including social psychology, developmental psychology, behaviourism and abnormality. In addition, students will learn how to carry out their own psychological research.

Students can then progress to study on the BA (Hons) Human Behavioural Studies programme here at Petroc or transfer to the University of Plymouth on the BSc Psychological Studies programme. If they wish to have a BPS accredited degree, they can transfer into Year 2 of the BSc Psychology programme at the University of Plymouth.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications. During your first year of study you will be required to take 37 hours of Work Based Learning in an appropriate setting of your choice.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your University Student Institution Handbook which contains student support based https://my.petroc.ac.uk/moodle/moodle_3/course/view.php?id=3059 information on issues such as finance and studying at HE available at:
- Your Module Guides which are available on https://my.petroc.ac.uk/moodle/moodle_3/course/view.php?id=685
- Your University of Plymouth Student Handbook available at: <https://www.plymouth.ac.uk/your-university/governance/student-handbook>

Programme Specification

Awarding Institution:	University of Plymouth
Teaching Institution:	Petroc
Accrediting Body:	
Language of Study:	English ¹
Mode of Study:	Full and part time ²
Final Award:	FdSc
Intermediate Award:	Certificate of Higher Education
Programme Title:	Psychological Studies
UCAS Code:	C8L3
JACS Code:	C800
Benchmarks:	http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Foundation-degree-qualification-benchmark.pdf ³
Date of Programme Approval:	2003 (previously Psychology with Sociology)

Brief Description of the Programme:

The FdSc in Psychological Studies offers students the opportunity to study the science of the mind and behaviour. Over the two years students will gain knowledge in a variety of diverse subjects including social psychology, developmental psychology, behaviourism and abnormality. In addition, they will learn how to carry out their own psychological research. Students can then progress to Plymouth University for a third year to gain a BSc honours degree or remain at Petroc to obtain a BA honours degree in Human Behavioural Studies.

Details of Accreditation by a Professional/Statutory Body (if appropriate)

Not applicable

Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available internally on the intranet: <https://staff.plymouth.ac.uk/extexam/academicregs/intranet.htm>)

Not applicable

¹ Unless otherwise approved through Plymouth University's Academic Developments Committee

² Full time/part time/distance learning etc.

³ All award types should refer to QAA Subject Benchmark(s), but for Fd level or below this should be preceded by "informed by ...". Fd level qualifications should also cite Foundation Degree Qualification Benchmark (FDQB)

Programme Aims

The programme will deliver:⁴

1. Be informative and challenging and to establish a knowledge base suitable for a future career and provide students with a variety of entry qualifications an opportunity to be skilled and knowledgeable for the workplace.
2. Encourage and support students whilst they develop and supply subject specific and generic skills, knowledge and understanding that will facilitate lifelong learning and continuing professional development.
3. Provide students with a qualification that will allow progression to an honour's degree programme, and to develop the underpinning skills required for students to become independent learners in the constantly evolving field of psychology.

Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:⁵

1. Discuss psychological theory and method showing an awareness of a variety of perspectives, contexts/frameworks and potential applications.
2. Identify and demonstrate knowledge of a range of research techniques appropriate psychology investigation and be able to evaluate the usage of these.
3. Interact effectively within a team/learning group, showing an awareness of the contextual and interpersonal factors that influence teamwork.
4. Adopt a systematic approach to problem solving and be able to synthesise different areas of psychology and apply these to real world issues.
5. Demonstrate the ability to plan for the development of key skills essential to the workplace, to continuing professional development and to life-long learning.
6. Reflect upon their own learning and experiences and devise reasoned and justified solutions for problems.

Distinctive Features

Teaching group sizes are small which means students can benefit from more individual attention. Questions can be answered and problems solved more quickly and effectively both within and outside the teaching environment. As class sizes are small this facilitates a variety of teaching styles, including both lectures and seminars. Tutorials are run effectively and issues raised can be dealt with in a timely fashion.

Student Numbers

Approximate minimum student numbers per stage = 8

Target student numbers per stage = 15

Approximate maximum student numbers per stage = 18

⁴ Recommended: 5-7 number-bulleted

Progression Route(s)

After completion of your foundation degree, you can choose to progress to Plymouth University to complete stage 6 and achieve the BSc (Hons) in Psychological Studies or BSc (Hons) Psychology. If you progress to the final stage of a University of Plymouth programme then your stage two marks (level 5 modules) will be taken into account in your final degree classification. If you progress to the final stage of a Plymouth University programme then your stage two aggregate mark (from your level 5 modules) will account for 30% and your progression stage (level 6 modules) aggregate mark will account for 70% of your final degree classification.

Alternatively, you can choose to study at Petroc and complete stage 6 and achieve a BA (Hons) in Human Behavioural Studies. If you progress to this final stage of a University of Plymouth programme then your stage two marks (level 5 modules) will be taken into account in your final degree classification. If you progress to the final stage of a Plymouth University programme then your stage two aggregate mark (from your level 5 modules) will account for 30% and your progression stage (level 6 modules) aggregate mark will account for 70% of your final degree classification.

If you need to gain a BPS accredited degree in order to get GBC (graduate basis for chartership and therefore train as a psychologist or work within an area of psychology) you can choose to progress to level 5 at Plymouth University and therefore complete two years. If you progress to level 5 then the marks you achieve in Plymouth University in level 5 and level 6 will be used for your final degree classification. If you have aspirations to be a psychologist at any point in the future then it is essential that you gain GBC.

Please note there is a deadline for progression applications (circa mid-January with the actual date determined annually) and places maybe subject to availability.

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Level 2: 1. Key Skills requirement / Higher Level Diploma: and/or 2. GCSEs required at Grade C or above:	English and Maths at C or above preferred
Level 3: at least one of the following: 3. A Levels required to meet AS/A2/UCAS Points Tariff: 4. Advanced Level Diploma: 5. BTEC National Certificate/Diploma: 6. HNC/D: 7. VDA: AGNVQ, AVCE, AVS: 8. Access to HE or Year 0 provision: 9. International Baccalaureate: 10. Irish / Scottish Highers / Advanced Highers:	120 UCAS points PPP
Work Experience:	
Other non-standard awards or experiences:	Mature students (over 21 years) considered on an individual basis.
APEL / APCL ⁵ possibilities:	http://www.plymouth.ac.uk/pages/view.asp?page=28823
Interview / Portfolio requirements:	ALL applicants are to be interviewed ⁶
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:	Yes Student ⁷

Academic Standards and Quality Enhancement

The Programme Leader and their Programme Committee will follow Plymouth University's current annual monitoring process for partnership programmes to complete evaluation of and planning for maintaining and improving quality and standards. This process may be refined over time, yet is constant in its focus on the production, maintenance and use of a programme level Action Plan, which is an auditable document for Plymouth University's standards and quality assurance responsibilities.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

Subject External Examiner(s): all modules are parented by this programme and therefore covered by this programme's external examiner.⁸

Additional stakeholders specific to this programme: N/A⁹

⁵ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

⁶ Enter: "interviews MAY be required by the admissions tutor" or "ALL applicants are to be interviewed"

⁷ Enter: Y or N. If Y then enter who is responsible for paying the fees?

⁸ Enter: "all modules are parented by this programme and therefore covered by this programme's external examiner" or "the following modules are parented by other programmes, as detailed, and therefore covered by the respective external examiners [then add details]"

⁹ i.e. students, graduates, employers, academic communities etc

Programme Structure

The following structure diagram provides the current structure for this programme. It enables the stage of both full time and part time routes to be compared within the single diagram as well as any mixes for option modules to be clearly indicated.

FHEQ Level: 4 For: Psychological Studies				
F/T Route Year ¹⁰	P/T Route Year ^{Error!} Bookmark not defined.	Core or Option ¹¹	Credits ¹²	Module ¹³
1	1	Core	20	NORD1082 Research Methods 1
1	1	Core	20	PETR1082 Developing Graduate Skills
1	1	Core	20	NORD1053 Social, Developmental & Behaviourist Psychology
1	2	Core	20	PETR1148 Applying Psychology
1	2	Core	20	PETR1149 Psychology and Crime
1	1	Core	20	NORD1054 Cognitive and Biological Psychology
FHEQ Level: 5 For: Psychological Studies				
F/T Route Year ¹⁴	P/T Route Year ^{Error!} Bookmark not defined.	Core or Option ¹⁵	Credits ¹⁶	Module ¹⁷
2	2	Core	20	NORD2052 Social Developmental of Children
2	2	Core	20	PETR2120 Research Methods 2
2	3	Core	20	NORD2054 Individual Differences
2	3	Core	20	NORD2055 Psychopathology
2	3	Core	20	PETR2144 Counselling Studies
2	3	Core	20	PETR2119 Psychology of Health and Illness

¹⁰ Enter: "1, 2, 3, 4 or No F/T (or P/T) Route"

¹¹ Enter: "Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)"

¹² Enter: "10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to Plymouth University regulations)"

¹³ Enter: the module code and its title

¹⁴ Enter: "1, 2, 3, 4 or No F/T (or P/T) Route"

¹⁵ Enter: "Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)"

¹⁶ Enter: "10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to Plymouth University regulations)"

¹⁷ Enter: the module code and its title

Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and the where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme. Ordered by graduate attributes and skills, the following table provides a map of the above plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

Level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>Knowledge / Understanding:</p> <p>For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s):¹⁸</p> <p>Students will be able to demonstrate a knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that (those) area(s) of study.¹⁹</p> <p>By the end of this level of this programme the students will be able to demonstrate for:</p> <p>A threshold pass: Discuss psychological theory and method showing an awareness of a variety of perspective, contexts/frameworks and potential</p>	<p>Primary: Lectures, Seminars, Workshops</p> <p>Secondary/Supplementary:</p>	1 & 2 ²⁰	LO1 and 2 ²⁰	Essays, Reports, Exams, Presentations ²¹	NORD1054, NORD1053, NORD1082 ²²

¹⁸ Enter: "For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s)" or "For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s)" or "For this post-graduate taught level programme the following is guided by the QAA Master's Degree Level Subject Benchmark(s)"

¹⁹ Insert benchmark(s) statement reference

²⁰ Refer to relevant numbered aim(s) or LO(s) [as appropriate]

²¹ List the range of assessments most relevant to test these

²² Insert the module code(s) that relate to these attributes/skills

<p>applications. Identify and demonstrate knowledge of a range of research techniques appropriate to psychology investigation and be able to evaluate the usage of these</p>	<p>Guided individual study</p>				
<p>An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Our embedding of Knowledge and Understanding is assessed formatively through weekly tutorials, question and answer, peer discussion and feedback.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): Students will be able to demonstrate an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will also be able to demonstrate the ability to evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work.</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: Adopt a systematic approach to problem solving and be able to synthesise different areas of psychology and apply these to real world issues</p>	<p>Primary: Lectures, seminars, workshops Secondary/Supplementary: Guided individual study</p>	<p>1 & 2</p>	<p>LO4, 6</p>	<p>Essays, Reports, Exams, Presentations</p>	<p>NORD1054, NORD1053, NORD1082</p>
<p>An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Our embedding of Knowledge and Understanding is assessed formatively through weekly tutorials, question and answer, peer discussion and feedback.</p>					
<p>Key Transferable Skills:</p> <p>For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s):</p>					

<p>Students will be able to demonstrate an ability to communicate accurately and reliably, and with structured and coherent arguments. Students will also be able to demonstrate an ability to take different approaches to solving problems.</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: Interact effectively within a team/learning group, showing an awareness of the contextual and interpersonal factors that influence team work.</p>	<p>Primary: Seminars, Presentations Secondary/Supplementary: Workshops</p>	2 & 3	LO 3	Presentations, Reports	NORD1082, PETR1082
<p>An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:</p>					
<p>Employment Related Skills:</p> <p>For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): Students will be able to demonstrate an ability to undertake further training and develop new skills within a structured and managed environment and the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility.</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: Demonstrate the ability to plan for the development of key skills essential to the workplace, to continuing professional development and to life long learning. Reflect upon their own learning and experiences and devise reasoned and justified solutions for problems.</p>	<p>Primary: Work Experience Secondary/Supplementary: Workshops</p>	2 & 3	LO5, 6	Reflection Essay	NORD1082 PETR1082
<p>An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:</p>					

<p>Practical Skills:</p> <p>For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s):</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: Discuss psychological theory and method showing an awareness of a variety of perspectives, contexts/frameworks and potential applications. Identify and demonstrate knowledge of a range of research techniques appropriate to psychology investigation and be able to evaluate the usage of these.</p>	<p>Primary: Workshops Secondary/Supplementary: Lectures</p>	<p>2</p>	<p>LO 1, 2</p>	<p>Reports</p>	<p>NORD1054, NORD1053, NORD1082</p>
Level: 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>Knowledge / Understanding:</p> <p>For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s):²³ Knowledge and critical understanding of the well-established principles of their area(s) of study, and the way in which those principles have developed; knowledge of the main methods of enquiry in their</p>					

²³ Enter: “For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s)” or “For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s)” or “For this post-graduate taught level programme the following is guided by the QAA Master’s Degree Level Subject Benchmark(s)”

<p>subject(s) and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study. They will also be able to demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge..²⁴</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Discuss psychological theory and method showing an awareness of a variety of perspective, contexts/frameworks and potential applications. Identify and demonstrate knowledge of a range of research techniques appropriate to psychology investigation and be able to evaluate the usage of these</p>	<p>Primary: Lectures, Seminars, Workshops²⁵ Secondary/Supplementary: Guided individual study</p>	<p>1 & 2²⁶</p>	<p>LO1 & 2²⁰</p>	<p>Essays, Reports, Exams, Presentations²⁷</p>	<p>NORD2055, NORD2052, PETR2120, NORD2054²⁸</p>
<p>An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Our embedding of Knowledge and Understanding is assessed formatively through weekly tutorials, question and answer, peer discussion and feedback.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): Students will be able to demonstrate an ability to apply underlying concepts and principles outside the context in which they were first studied.</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p>	<p>Primary: Lectures, seminars, workshops</p>	<p>1 and 2</p>	<p>LO4</p>	<p>Essays, Reports, Exams, Presentations</p>	<p>NORD2055, NORD2052, PETR2120, NORD2054.</p>

²⁴ Insert benchmark(s) statement reference

²⁵ List strategy/methods (i.e. lecs, tuts, guided ind study etc)

²⁶ Refer to relevant numbered aim(s) or LO(s) [as appropriate]

²⁷ List the range of assessments most relevant to test these

²⁸ Insert the module code(s) that relate to these attributes/skills

<p>Adopt a systematic approach to problem solving and be able to synthesise different areas of psychology and apply these to real world issues</p>	<p>Secondary/Supplementary: Guided individual study</p>				
<p>An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Our embedding of Knowledge and Understanding is assessed formatively through weekly tutorials, question and answer, peer discussion and feedback.</p>					
<p>Key Transferable Skills:</p> <p>For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): Students will be able to demonstrate an ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study; use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis and effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively..</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Interact effectively within a team/learning group, showing an awareness of the contextual and interpersonal factors that influence team work.</p>	<p>Primary: Seminars, Presentations Secondary/Supplementary: Workshops</p>	<p>2 & 3</p>	<p>LO 3</p>	<p>Presentations, Reports</p>	<p>PETR2120, NORD2054</p>
<p>An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:</p>					
<p>Employment Related Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): Students will be able to demonstrate an ability to apply subject principles in an employment context possibly different from that in which they were first studied;</p>					

<p>undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations and demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making.</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Demonstrate the ability to plan for the development of key skills essential to the workplace, to continuing professional development and to lifelong learning</p>	<p>Primary: Work Experience Secondary/Supplementary: Workshops</p>	<p>2 and 3</p>	<p>LO5, 6</p>	<p>Reflection Essay</p>	<p>PETR2120, NORD2054</p>
<p>An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:</p>					
<p>Practical Skills:</p> <p>For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s):</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Discuss psychological theory and method showing an awareness of a variety of perspectives, contexts/frameworks and potential applications. Identify and demonstrate knowledge of a range of research techniques appropriate to psychology investigation and be able to evaluate the usage of these.</p>	<p>Primary: Workshops Secondary/Supplementary: Lectures</p>	<p>2</p>	<p>LO 1, 2</p>	<p>Reports</p>	<p>NORD2055, NORD2052, PETR2120, NORD2054</p>
<p>An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:</p>					

Work Based/Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

Level:					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related <u>Core</u> Module(s)
Work Placement which lends itself to the development of a psychological research proposal	Students source own relevant experience, for at least a week	2 and 3	1,2,3,4,5 and 6	Reflective Report	PETR1082
An exposition to explain this map:					

Module Records

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: PETR1082	MODULE TITLE: Developing Graduate Skills
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CREDITS: 20	FHEQ LEVEL: 4	JACS CODE:
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is designed to enable students to demonstrate that they have all the qualities and transferable skills necessary for appropriate academic work and employment requiring the exercise of responsibility and decision making, including the ability to relate their professional practice to underlying theory and principles.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	60%	P1	
E2 (OSCE)		C2	40%	P3	
T1 (in-class test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked:
Business, Health & Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To enable students to develop a comprehensive portfolio of evidence that supports their career development and practice.
- To enable students to demonstrate an approach to their practice that is informed by up to date and relevant theoretical perspectives.
- To support students in developing as autonomous learners at HE level.
- To enable students to reflect upon a period of work experience and demonstrate how that experience can be placed within a theoretical context.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Demonstrate how relevant theoretical perspectives have informed and enhanced your practical experience and/or knowledge within your subject area.
2. Evaluate your weaknesses and strengths in relation to your experiential learning.
3. Plan for the development of skills towards your career goals and reflect upon fulfilling your potential role within the work place/organisation.
4. Reflect upon a work placement and identify areas of potential research based on this experience.

DATE OF APPROVAL: June 2012	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: September 2012	SCHOOL/PARTNER: Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: All Year

Additional notes (for office use only):
Not compensatable

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE:
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MODULE LEADER: Silvia Panella-Peral	OTHER MODULE STAFF:
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<p>Summary of Module Content Through a series of tutorials, and specialist referral if necessary, students will be introduced to:</p> <ul style="list-style-type: none"> • Academic literacy and research conventions in their chosen field; • The requirements of professional practice • Informed reflection, self-evaluation and personal action planning; • Relevant ICT competences to support academic and professional practice; • Information Literacy, including search strategies, identification and critical selection of quality scholarly information. • In addition, students will be expected to undertake at least 37 hours of Work Based Learning

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Guest Lectures	5	
Workshops	25	
Tutorials	15	
Self-directed Study	155	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_			
	T_			
Coursework	C1		60%	LO 1,2&3
	C2		40%	LO 4
Practice	P_			

Updated by: Gwyneth Tonkin Date: Sept 2021	Approved by: Date: XX/XX/XXXX
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: NORD1053	MODULE TITLE: Social, Developmental and Behaviourist Psychology
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CREDITS: 20	FHEQ LEVEL: 4	JACS CODE:
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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<p>SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> This module introduces some of the basic theories and research findings in developmental psychology, Behaviourist Psychology and social psychology. Alongside this it will investigate the historical and conceptual basis for our current understandings within these areas of psychology.</p>

ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions]</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	50%	C1	50%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business, Health & Education
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Professional body minimum pass mark requirement: N/A
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<p>MODULE AIMS:</p> <ul style="list-style-type: none"> To allow students to acquire a broad foundation of knowledge in the core areas of developmental, behaviourist and social psychology To consider the historical and conceptual basis of the topics covered To introduce and explore central issues covering empirical findings and their theoretical interpretation

<p>ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> Demonstrate knowledge in the areas of developmental psychology, behaviourist psychology and social psychology Demonstrate a detailed understanding of some sub-areas within developmental psychology or social psychology Demonstrate an understanding of the relationship between data and theory Recognise the historical and conceptual basis of developmental and social psychology
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DATE OF APPROVAL: June 2012	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: September 2012	SCHOOL/PARTNER: Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: Semester 1 - Autumn

Additional notes (for office use only):

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE:
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MODULE LEADER: Silvia Panella-Peral	OTHER MODULE STAFF:
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<p>Summary of Module Content</p> <ul style="list-style-type: none"> • Developmental psychology; a variety of topics will be looked at such as pre-natal development, cognitive development, attachment. Both theoretical aspects and key historical and recent studies will be examined. • Social psychology; topics such as obedience, conformity, aggression, attitudes. Both theoretical aspects and key historical and recent studies will be examined. • Behaviourism; topics and core understandings such as classical and operant conditioning and social learning theory. Both theoretical aspects and key historical and recent studies will be examined.

SUMMARY OF TEACHING AND LEARNING <i>[Use HESA KIS definitions]</i>		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	22	
Seminars	8	
Self-directed Study	170	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Written exam	E1		100%	LO 1&3
	T_		0%	
Coursework	C1		100%	LO 2&4
Practice	P_		0%	
			Total = 100%	

Recommended reading:

The recommended texts for the course are:

Carlson, N. R., Miller, H., Heth, D. C., Donahoe, J. W. & Martin, G. N. (2011). *Psychology the Science of Behaviour*, 7th Ed. Boston: Allyn & Bacon

Developmental Psychology:

Bee, H. (2003) *The developing child*. 10th edn. Boston: Allyn and Bacon

Shaffer, D. (2002). *Developmental psychology: childhood and adolescence* 6th Edn. Belmont, CA: Wadsworth/Thomson Learning

British Journal of Developmental Psychology (available from Plymouth University).

Social Psychology:

Hewstone, M. & Stroebe, W. (2001). *Introduction to social psychology: A European perspective* 3rd Edn. Oxford: Blackwell

Smith, E. & Mackie, D. (2007) *Social psychology*. 3rd Edn. Hove: Psychology Press

British Journal of Social Psychology (available from the university of Plymouth)

Behaviourist Psychology:

Powell, R., Sybaluk, D.G. & Honey, P. L. (2009). *Introduction to learning and behaviour – 3rd Ed*. Belmont: Wadsworth

Pierce, W. D. & Cheney, C. D. (2004). *Behaviour analysis and learning*. 3rd Ed. New Jersey: Lawrence Erlbaum Associates.

Updated by: Gwyneth Tonkin Date: Sept 2021	Updated by: Stacey Tanton Date: Sept 2020
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: NORD1054	MODULE TITLE: Cognitive and Biological Psychology
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CREDITS: 20	FHEQ LEVEL: 4	JACS CODE:
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: (*max 425 characters*)
 This module aims to allow students to acquire a broad foundation of knowledge of the core areas of cognitive psychology and biological psychology. It will investigate specific areas and allow students to interpret findings from studies to enhance understanding of the brain and nervous system and how it works.

ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions]</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	50%	C1	50%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked:
 Business, Health & Education

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- To allow students to acquire a broad foundation of knowledge in the core areas of cognitive and biological psychology
 - To consider the historical and conceptual basis of the topics covered
 - To introduce and explore central issues covering empirical findings and their theoretical interpretation
 - To allow students to develop the ability to organize and utilize information

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
- Demonstrate knowledge in the areas of cognitive and biological psychology
 - Develop a detailed understanding of sub-areas within cognitive or biological psychology
 - Show an awareness of the relationship between data and theory
 - Recognise the historical and conceptual basis of cognitive and biological psychology

DATE OF APPROVAL: June 2012	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: September 2012	SCHOOL/PARTNER: Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: Semester 2 - Spring

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE:
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MODULE LEADER: Gwyneth Tonkin	OTHER MODULE STAFF:
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<p>Summary of Module Content</p> <ul style="list-style-type: none"> An understanding of the brain and the nervous system, how these work and the ways in which psychology investigate them. Hidden processes, the ideas of cognitive psychology as investigating hidden processes will be discussed and the importance of these. Cognitive psychology; a variety of topics will be looked at such as memory, language and attention. Both theoretical aspects and key historical and recent studies will be examined. Biological psychology; topics such as stress, how the brain works, vision. Both theoretical aspects and key historical and recent studies will be examined.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	22	
Seminars	8	
Self-directed Study	170	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E1		100%	LO 1&3
	T		0%	
Coursework	C1		100%	LO 2&4
			Total = 100%	
Practice	P		0%	

Recommended reading:

The recommended texts for the course are:

Baddeley, A.D. (2002). *Human Memory: theory and practice* rev.edn. Sussex: Psychology Press

Carlson, N. R., Miller, H., Heth, D. C., Donahoe, J. W. & Martin, G. N. (2011). *Psychology the Science of Behaviour, 7th Ed.* Boston: Allyn & Bacon

Carlson, N. (2003). *Physiology of Behaviour.* 8th edn. Boston: Allyn and Bacon

Eysenck, M. and Keane, M. (2005). *Cognitive Psychology: A student's handbook.* 5th edn. Hove: Psychology Press

Higgs S., Cooper A., Lee J., and Harris M. (2015) *Biological Psychology* London: Sage

Wickens, A (2005). *Foundations of Biopsychology, 2nd Ed.* Harlow: Pearson

Updated by: Gwyneth Tonkin Date: Sept 2021	Updated by: Stacey Tanton Date: Sept 2020
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: PETR1148	MODULE TITLE: Applying Psychology
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CREDITS: 20	FHEQ LEVEL: 4	JACS CODE:
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module is concerned with enabling the individual to look at real world problems in light of psychological knowledge and understanding. The module will outline a number of different psychological approaches to real world problems and how this understanding may have an impact on how these issues are viewed.

ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions]</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	60%	P1	40%
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked:
 Business, Health & Education

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- To examine how psychological theories and approaches can aid our understanding of the social world and problems which are faced.
 - To encourage students to think theoretically in applied psychological contexts.
 - To consider the positive and negative impact of psychological exploration and explanation of the social world.
 - To consider the key debates within psychology.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
1. Demonstrate an understanding of the key debates within psychological theory.
 2. Explore and challenge the ways in which psychology addresses real world problems.
 3. Examine the advantages and disadvantages of psychological theories and approaches both theoretically and methodologically
 4. Participate in seminars and work with others to apply psychological theory to real world problems.

DATE OF APPROVAL:	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: September 2017	SCHOOL/PARTNER: Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: All Year

Additional notes (for office use only):

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE:
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MODULE LEADER: Elisha Nicholls	OTHER MODULE STAFF:
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<p>Summary of Module Content</p> <p>A range of psychological theories and approaches will be introduced for example ideas of cognitive, biological, developmental psychology, learning theory. These theories will then be applied to various different real-world problems such as aggression, special educational needs, gender differences and gambling. The exact syllabus will vary from year to year allowing for a focus on topical issues.</p>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	22	
Seminars	8	
Self-directed Study	170	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E		0%	
	T		0%	
Coursework	C1		100%	LO 1&3
	C_		Total = 100%	
Practice	P1		100%	LO 2&4
			Total = 100%	

Recommended Reading:

Gross, R. (2015) *Psychology: The Science of Mind and Behaviour* 7th Edition, London; Hodder

Eysenck, M and Keane, M. (2015) *Cognitive Psychology: A Student's Handbook*, London; Psychology Press

Kalat, J. (2014) *Biological Psychology* 11th Edition, Cengage

Updated by: Gwyneth Tonkin Date: Sept 2021	Updated by: Stacey Tanton Date: Sept 2020
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: PETR1149	MODULE TITLE: Psychology and Crime
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CREDITS: 20	FHEQ LEVEL: 4	JACS CODE:
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module will provide an introduction to the relationship between Psychology and Crime. Students will consider psychological explanations of offender behaviour, aspects of the legal process, including police investigations and court procedures, and the effectiveness of offender programmes.

ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions]</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	50%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	50%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked:
 Business, Health & Education

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- Develop knowledge and a critical understanding of psychological factors in the explanation of crime
 - Develop knowledge and understanding of psychological theory and research relating to aspects of the legal process, including police investigations and court procedures
 - Develop an ability to critically evaluate psychological theory and research relating to aspects of the legal process, including police investigations and court procedures
 - Develop a critical awareness of the effectiveness of offender programmes

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
1. Critically evaluate psychological factors in the explanation of crime
 2. Demonstrate knowledge and understanding of psychological theory and research relating to aspects of the legal process, including police investigations and court procedures
 3. Demonstrate an ability to critically evaluate psychological theory and research relating to aspects of the legal process, including police investigations and court procedures
 4. Demonstrate a critical awareness of the effectiveness of offender programmes

DATE OF APPROVAL:	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: September 2017	SCHOOL/PARTNER: Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: All Year

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE:
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MODULE LEADER: Gwyneth Tonkin	OTHER MODULE STAFF:
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Summary of Module Content
<ul style="list-style-type: none">• Psychological explanations of offender behaviour from biological, cognitive, social and psycho-dynamic approaches• Aspects of the legal process, including the accuracy of eye witness testimony and potential jury bias• The effectiveness of offender programmes such as custodial sentencing, restorative justice and desistance

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	22	
Seminars	8	
Self-directed Study	170	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E1		0%	
	T		0%	
Coursework	C1		50%	LO 2&3
	C2		50%	LO 1&4
			Total = 100%	
Practice	P_		0%	

Recommended reading:

The recommended texts for the course are:

Course Text – David Canter *Criminal Psychology* from the Topics in Applied Psychology series. Routledge

Britton, Paul – *The Jigsaw Man*. Corgi

Britton, Paul – *Picking Up the Pieces*. Corgi

Canter, David *Forensic Psychology – A Very Short Introduction* Oxford University Press

Updated by: Gwyneth Tonkin Date: Sept 2021	Updated by: Stacey Tanton Date: Sept 2020
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: NORD1082	MODULE TITLE: Research Methods
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CREDITS: 20	FHEQ LEVEL: 4	JACS CODE: X210
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PRE-REQUISITES: None	CO-REQUISITES:None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module introduces the rationale for scientific research in psychology. It also introduces a range of approaches and research methodologies, together with their benefits and drawbacks. Basic aspects of experimental design are covered, together with statistical analysis and the use of computers for basic data manipulation and analysis. The module also provides training in the writing of research reports.

ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions]</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	50%	C1	40%	P1	0% or Pass/Fail
T1 (in-class test)	10%	C2	0%	P3	0% or Pass/Fail
T2 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked:
 Business, Health & Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 To introduce scientific thinking and practice as applied to psychological research, provide the basic skills required for classifying and organizing data, and develop an understanding of simple experimental and correlational designs, including the role and use of inferential statistics in psychological research. Emphasis will be placed on the need for systematic methodologies, and on providing an outline of the most common research methods. Each of the theoretical lectures will be backed by laboratory exercises to provide experience in carrying out psychological experiments and a basic level of skill and confidence in computer analysis of data, and by tutorials designed to consolidate learning.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
 At the end of the module the learner will be expected to be able to:

1. Organise, classify and analyse data
2. Describe and discuss the use of different methods in psychology
3. Demonstrate understanding of the key issues in psychological research methods
4. Conduct guided research using experimental or correlational designs
5. Understand the expectations of writing up research reports in psychology

DATE OF APPROVAL: June 2012	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: September 2012	SCHOOL/PARTNER: Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: All Year

Additional notes (for office use only):

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE:
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MODULE LEADER: Gwyneth Tonkin	OTHER MODULE STAFF:
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<p>Summary of Module Content</p> <p>This module will begin by examining the scientific method and the scientific status of psychology, including the status of psychological terms, validity and reliability, and an introduction to major research styles in psychology. Issues and techniques in data collection and representation will then be examined, followed by an examination of the logic of the experimental method, of hypothesis testing, and of inferential statistics. Special attention will be paid to the selection and control of independent variables and to the selection of appropriate dependent variables. The emphasis will then shift to an examination of the non-parametric and simple parametric statistical analyses appropriate to different types of design and data. Ethical considerations will be highlighted throughout. Understanding of the conceptual elements of the course will be reinforced in tutorials, and by practical exercises in laboratory workshops in which experiments using the techniques covered in the lectures will be carried out. Students will be trained in the use of statistical software to a level where appropriate analyses can be run on the data collected.</p>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	
Workshops	15	
Self-directed Study	155	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E1		100% Total = 100%	LO 2-3
	T1		100% Total = 100%	LO 1
Coursework	C1_		100% Total = 100%	LO 4-5
Practice	P_		0%	

Recommended reading:

The recommended texts for the course are:

Allen, P. & Bennett, K. (2010). *PASW statistics by SPSS: a practical guide version 18.0*. South Melbourne, Australia: Cengage Learning

Coolican, H. (2009). *Research methods and statistics in psychology*. 5th edn. London: Hodder Education

Dancey, C. & Reidy, J. (2002). *Statistics without maths for psychology*. Harlow: Prentice Hall

Hinton, P., Brownlow, C., McMurray, I. & Cozens, B. (2004). *SPSS explained*. Hove: Routledge

Updated by: Gwyneth Tonkin Date: Sept 2021	Updated by: Stacey Tanton Date: Sept 2020
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: NORD2052	MODULE TITLE: Social Development of Children
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CREDITS: 20	FHEQ LEVEL: 5	JACS CODE:
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: (max 425 characters)
 This module will explore the social development of children and adolescents. It will build upon previous broad knowledge of both developmental and social psychology in order to explore topics in more depth. These topics will be taken from different aspects of child development with the aim to explore and challenge commonly held beliefs with the use of relevant psychological research.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	50%	C1	50%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked:
 Business, Health & Education

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- To expand and build upon previously gained knowledge in the fields of social and developmental psychology
 - To allow for the consideration of advanced topics within the field of developmental psychology
 - To develop a deeper understanding of the impact of relationships on child development

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
- Demonstrate knowledge and understanding of advanced topics within the field of developmental psychology
 - Critically consider topics within developmental psychology
 - Recognise and assess the strengths and limitations of research in the field of child social development

DATE OF APPROVAL: June 2012	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: September 2013	SCHOOL/PARTNER: Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: Semester 1 - Autumn

Additional notes (for office use only):

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE:
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MODULE LEADER: Silvia Panella-Peral	OTHER MODULE STAFF:
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<p>Summary of Module Content</p> <ul style="list-style-type: none"> • Topics will include things such as: play, developmental disorders, social development in different family arrangements, parent-child relationships, peer relationships • These will be examined in the light of previous knowledge from developmental and social psychology and through looking at relevant, up to date research
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SUMMARY OF TEACHING AND LEARNING <i>[Use HESA KIS definitions]</i>		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	22	
Seminars	8	
Self-directed Study	170	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E1		100% Total = 100%	LO 2
	T		0%	
Coursework	C1		100% Total = 100%	LO 1&3
Practice	P		0%	

Recommended reading:

The recommended texts for the course are:

Smith, Peter K. and Craig H. Hart (eds). (2010). *Blackwell Handbook of Childhood Social Development*. Blackwell Publishing. Blackwell Reference Online.

Hewstone, M., Stroebe, W., and Stephenson, G. (1996). *Introduction to Social Psychology*, 2nd edition. Oxford: Blackwell

Usha, G. (2004). *Blackwell Handbook of Children Cognitive Development*. Oxford: Blackwell Publishing

Wood, D. (1998). *How children think and learn: The social contexts of cognitive development*. 2nd Ed. Oxford: Blackwell.

Shaffer, D. R. (2002). *Developmental Psychology: Childhood and Adolescence 6th Ed*. Belmont: Wadsworth/Thomson Learning.

Bee, Helen and Boyd D. (2010) *The Developing Child 12th Edition*. Boston: Pearson

British Journal of Developmental Psychology (available from the university of Plymouth).

Updated by: Gwyneth Tonkin Date: Sept 2021

Updated by: Stacey Tanton Date: Sept 2020

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: NORD2054

MODULE TITLE: Individual Differences

CREDITS: 20

FHEQ LEVEL: 5

JACS CODE:

PRE-REQUISITES: None

CO-REQUISITES:None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module examines research into individual differences. Theories of personality and intelligence are critically considered. Personality and IQ tests construction and use are considered. Students will construct their own scale and use this within a research study.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	50%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	50%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked:
Business, Health & Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To develop an understanding of the way psychological tests and scales are constructed and used, and deepen this understanding through a practical scale construction exercise.
- To consolidate and extend competence in research design, and provide experience of translating research ideas into research proposals.
- Review research literature to plan and prepare a plan for a research investigation.
- Extend research methods training to an advanced level, to include factor analysis, regression analyses, multivariate analyses and a range of qualitative data analysis techniques.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Critically consider theories of personality
2. Critically consider theories of human intelligence
3. Develop, test and evaluate a measurement scale or psychological test
4. Conduct a literature review, critiquing a range of research literature

DATE OF APPROVAL: June 2012

FACULTY/OFFICE:
Academic Partnership

DATE OF IMPLEMENTATION: September 2013

SCHOOL/PARTNER: Petroc

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX

TERM: Semester 2 - Spring

Additional notes (for office use only):

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE:
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MODULE LEADER: Silvia Panella-Peral	OTHER MODULE STAFF:
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<p>Summary of Module Content</p> <p>To explore key issues and approaches to the study of personality and human abilities, and their relevance to applied settings. To critically consider the development and changes in theories of personality and intelligence over time. To present the basic concepts and principles of psychometrics and explain how these impact on the selection and interpretation of tests. To develop an understanding of the way psychological tests and scales are constructed and used, and deepen this understanding through a practical scale construction exercise.</p>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	22	
Seminars	8	
Self-directed Study	170	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_		0%	
	T_		0%	
Coursework	C1		50%	LO 1-3
	C2		50%	LO 1,2&4
Practice	P_		0%	

Recommended reading:

The recommended texts for the course are:

Cooper, C. (2002). *Individual Differences*. London: Arnold.

Gardner, H. (2006). *Multiple intelligences: New horizons in theory and practice*. Basic Books.

Kring, A., Davison, G., Neale, J. & Johnson, S. (2009). *Abnormal psychology*. Hoboken, NJ: John Wiley & Sons.

Maltby, J., Day, L. & Macaskill, A. (2006). *Personality, individual differences and intelligence*. Prentice Hall.

Flynn, J. (2009). *What is intelligence? Beyond the Flynn effect*. Cambridge: Cambridge University Press.

Chamorro-Premuzic, T. (2007). *Personality and individual differences*. London: Blackwell.

Rust, J. & Golombok, S. (2007). *Modern Psychometrics*. London: Routledge.

Updated by: Gwyneth Tonkin Date: Sept 2021	Updated by: Stacey Tanton Date: Sept 2020
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: NORD2055	MODULE TITLE: Psychopathology
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CREDITS: 20	FHEQ LEVEL: 5	JACS CODE:
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: (max 425 characters)
 This module covers the main approaches to psychology (biological, cognitive, behavioural and psychodynamic) by addressing the question of abnormality, how it is defined and diagnosed, its aetiology and how it is treated according to these approaches.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	50%	C1	50%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked:
 Business, Health & Education

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- To introduce students to the study of abnormality through looking at its definitions and history.
 - To introduce different models of abnormality and their explanations of cause and treatment of abnormality.
 - To allow students to look at specific disorders such as schizophrenia, mood disorders and anxiety disorders, and to understand their explanations according to the models discussed.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
1. Demonstrate knowledge and understanding of the range of perspectives within psychology.
 2. Demonstrate an appreciation of the range of disorders and treatments used within clinical psychology.
 3. Describe and critically evaluate the main concepts, approaches and models of clinical psychology.
 4. Further develop own appropriate research strategies and reading and writing skills whilst exploring different theories and disorders.

DATE OF APPROVAL: June 2012	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: September 2013	SCHOOL/PARTNER: Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: Semester 2 - Spring

Additional notes (for office use only):

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE:
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MODULE LEADER: Gwyneth Tonkin	OTHER MODULE STAFF:
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<p>Summary of Module Content</p> <ul style="list-style-type: none"> Definitions and history of abnormality: varying definitions depending on time and culture and differing views. Models of abnormality: e.g. medical model, Cognitive model, Behavioural model, Psychodynamic approach Treatments which relate to each of the models/approaches studied. Disorders: a range of 'core' disorders and conditions will be considered from both theory and practice perspectives, for example: anxiety disorders, mood disorders, schizophrenia. These will be considered in the light of the model's explanations and treatments of them. Discussion of prevalence.
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	22	
Seminars	8	
Self-directed Study	170	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E1		100%	LO 1,2&4
	T		Total= 0%	
Coursework	C1		100%	LO 2&3
			Total= 100%	
Practice	P		Total= 0%	

Recommended Texts and Sources

The recommended texts for the course are:

Kring, A, Davison, GC, Neale, JM & Johnson, S (2012). *Abnormal psychology 12th Ed.* Hoboken, NJ: John Wiley and Sons

Bennett, P. (2006). *Abnormal and clinical psychology: an introductory text.* Maidenhead: Open University Press

Davey, G. (2008). *Psychopathology: Research, assessment and treatment in clinical psychology.* UK: John Wiley and Sons

Barlow, D. H., & Durand, M. (2011). *Abnormal psychology: An integrative approach.* Cengage.

Comer, R. J. (2010) *Abnormal psychology 7th Ed.* New York: Worth Publishers

Updated by: Gwyneth Tonkin Date: Sept 2021	Updated by: Stacey Tanton Date: Sept 2020
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: PETR2144	MODULE TITLE: Counselling Studies
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CREDITS: 20	FHEQ LEVEL: 5	JACS CODE:
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: (max 425 characters)
 This module aims to introduce students to the key mainstream approaches within counselling and enable them to explore counselling and counselling skills within the social and political context. The module will have a focus on the ethics and practice of counselling.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	60%	P1	40%
E2 (OSCE)	0%	C2	xx%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	xx%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked:
 Business, Health & Education

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- to enhance students' ability to link concepts and evidence in social science and within a broadly comparative framework
 - To explore some of the key ethical and practice issues relevant to the counselling field
 - To heighten awareness of social and political context of counselling and to explore anti-oppressive practice
 - to introduce students to two of the key mainstream approaches to counselling: Person-Centred Approach and Cognitive Behavioural Approach

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
- Demonstrate a sound understanding of some of the key ethical and practice issues relevant to the counselling field
 - Show awareness of the social and political context of counselling and of anti-oppressive practice
 - Demonstrate an understanding and ability to evaluate key approaches within counselling
 - Explain the difference between counselling and counselling skills, and to have gained an understanding of how to establish a helping relationship

DATE OF APPROVAL:	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: September 2017	SCHOOL/PARTNER: Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: All Year

Additional notes (for office use only):

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE:
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MODULE LEADER: Silvia Panella-Peral	OTHER MODULE STAFF:
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<p>Summary of Module Content Counselling is a term frequently used in contemporary society, but what does it really mean? what do counsellors really do? When is a person being counselled, and when might they be helped by the use of counselling skills? What are some of the most common ethical issues within counselling practice, and how might these issues be resolved? Different types of counselling/approaches to counselling will be examined.</p>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	22	
Seminars	8	
Self-directed Study	170	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_		Total =0%	
	T_		Total =0%	
Coursework	C1		100% Total =100%	LO 2&3
Practice	P1		100% Total =100%	LO 1&4

Recommended reading:

The recommended texts for the course are:

Bond, T. (2010) *Standards and ethics for counselling in action*. 3rd edn. London: Sage Publications.

Hough, M. (2014) *Counselling skills and theory*. 4th edn. Oxfordshire: Hodder Education.

McLeod, J. (2013) *An introduction to counselling*. 5th edn. Buckingham: Open University Press.

Sanders, P. (2011) *First steps in counselling: a students' companion for introductory courses*. 4th edn. Ross-on-Wye: PCCS Books.

www.bacp.co.uk - The British Association for Counselling and Psychotherapy

Counselling Psychology Quarterly

Journal of Counselling and Development

Journal of Counselling Psychology

Journal of Humanistic Counselling

Therapy Today (BACP magazine) - available at: www.therapytoday.net

Updated by: Gwyneth Tonkin Date: Sept 2021

Updated by: Stacey Tanton Date: Sept 2020

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: PETR2120 | **MODULE TITLE:** Research Methods II

CREDITS: 20 | **FHEQ LEVEL:** 5 | **JACS CODE:** 100959 Research Methods in Psychology

PRE-REQUISITES: None | **CO-REQUISITES:** None | **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module extends training in experimental research methods as well as covering the design, running, analysing and reporting of qualitative research. The ethical implications of psychological research are considered. It aims to consolidate and extend competence in statistical analysis, and covers a range of psychometric principles, inferential statistical techniques and the use of statistical software.

ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions]</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (in-class test)		C3			

SUBJECT ASSESSMENT PANEL Group to which module should be linked:
 Business, Health & Education
 Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To build on technical and conceptual knowledge gained in Stage 1 and to gain experience of design decisions made when planning psychological research.
- To develop wider experience of research methods and statistics, with further training in a range of inferential statistical techniques and the use of statistical packages.
- To consolidate and extend competence in reporting psychological research.
- To develop awareness of the particular ethical considerations related to research in psychology. Tutorials and workshops will be used to support students as they design, run and analyse their research projects.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
 At the end of the module the learner will be expected to be able to:

- Identify practical and ethical considerations in research design decisions
- Design, run, analyse, evaluate, and report qualitative psychological research.
- Use statistical procedures appropriately to analyse psychological data
- Demonstrate knowledge and application of psychometric principles and ethical considerations.

DATE OF APPROVAL: May 2020	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: Sept 2021	SCHOOL/PARTNER: Petroc
DATE(S) OF APPROVED CHANGE: May 2020	TERM: All Year
Additional notes (for office use only):	

Additional Guidance for Learning Outcomes:
To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE: 104
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MODULE LEADER: Elisha Nicholls	OTHER MODULE STAFF:
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<p>Summary of Module Content</p> <p>In addition to providing coverage of experimental design and analysis, this module will explore some of the techniques, practical and ethical considerations that are particularly important in qualitative research. The issues of reliability, validity, bias and error will be covered, as will survey construction and analysis. Various statistical procedures will be introduced at points appropriate to the research methods content, including simple analysis of variance and corresponding non-parametric techniques. The practical aspects of statistical analysis will be explored in student-centred workshops, and will cover the use of statistical software for analysis of student's data.</p>
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SUMMARY OF TEACHING AND LEARNING <i>[Use HESA KIS definitions]</i>		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	22	
Seminars	8	
Self-directed Study	170	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Test		
Coursework		100%
Practical		
Clinical Examination		
Generic Assessment		

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Test		
Coursework		100%
Practical		
Clinical Examination		
Generic Assessment		

Recommended reading:

The recommended texts for the course are:

Allen, P. & Bennett, K. (2010). *PASW statistics by SPSS: a practical guide version 18.0*. South Melbourne, Australia: Cengage Learning

Coolican, H. (2009). *Research methods and statistics in psychology*. 5th edn. London: Hodder Education

Dancey, C. & Reidy, J. (2002). *Statistics without maths for psychology*. Harlow: Prentice Hall

Hinton, P., Brownlow, C., McMurray, I. & Cozens, B. (2004). *SPSS explained*. Hove: Routledge

Updated by: Gwyneth Tonkin Date: Sept 2021	Updated by: Stacey Tanton Date: Sept 2020
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: PETR2119	MODULE TITLE: Psychology of Health and Illness
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CREDITS: 20	FHEQ LEVEL: 5	JACS CODE:
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: (max 425 characters)
 This module will explore the psychological and behavioural processes in health, illness and healthcare. Health Psychologists use their knowledge of theory and practice to promote wellbeing and healthier lifestyles and to understand physical illness. This module will provide a basic introduction to these areas and professions related to health and illness.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	60%	P1	40% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked:
 Business, Health & Education

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- Develop knowledge and understanding of theory and research as applied to Health and Illness.
 - Develop an ability to critically evaluate theory and research as applied to Health and Illness.
 - Develop knowledge and a critical understanding of how human behaviour is influenced by other people and the *social* context in which it occurs.
 - Develop a critical awareness of health care practices and interventions

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
1. Demonstrate knowledge and understanding of theory and research as applied to Health and Illness.
 2. Critically consider evaluate theory and research as applied to Health and Illness.
 3. Demonstrate a critical understanding of how human behaviour is influenced by other people and the *social* context in which it occurs.
 4. Demonstrate a critical awareness of health care practices and interventions

DATE OF APPROVAL:	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: September 2017	SCHOOL/PARTNER: Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: All Year

Additional notes (for office use only):

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020/21	NATIONAL COST CENTRE:
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MODULE LEADER: Liz Hall	OTHER MODULE STAFF:
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Summary of Module Content
<ul style="list-style-type: none"> • Topics will include things such as: different long-term conditions such as cancer, heart disease, diabetes, AIDs and the determinants of the individual's health experience and behaviour • The behavioural and psychological interventions within the psychology of health and illness.

SUMMARY OF TEACHING AND LEARNING <i>[Use HESA KIS definitions]</i>		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	22	
Seminars	8	
Self-directed Study	170	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E1		Total=0%	
	T		Total=0%	
Coursework	C1		100% Total=100%	LO 3&4
Practice	P_		100% Total=100%	LO1&2

Recommended reading:

Banyard, P. (1999) Applying Psychology to Health. London: Hodder & Stoughton.

Dobson, M. (2013) The Story of Medicine; From Bloodletting to Biotechnology. London: Quercus Books.

Marks, D., Murray, M., Evans, B. and Estacio, E.M. (2015) Health psychology: theory, research and practice. Fourth edition. Los Angeles: SAGE.

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(Other health psychology texts are available in Petroc library and these will be useful)

Journal:

Applied Psychology: Health and Well-being (Full Text available via Plymouth University)

(Other related journals are available via Plymouth and these will be useful)

Updated by: Stacey Tanton Date: Sept 2020	Updated by: Megan Kavanagh Date: Jan 2021
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