ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2023-24

BA (Honours) Human Behavioural Studies

Contents

1. Welcome and Introduction

Welcome to BA (Hons) Human Behavioural Studies one year 'top-up' delivered at North Devon Campus by Petroc.

This opportunity to 'top up' to a full BA (Hons) degree offers a comprehensive and in-depth knowledge of psychology, building on the foundations laid in related FdSc and FdA programmes, and the provision of innovative practice to support students' learning. The programme enables students who are unable to travel long distances to complete their degree studies closer to home in a small group, supportive environment. Students have many opportunities to apply theory to practice and to develop their understanding of key concepts. In addition, students are encouraged to take on work-based learning opportunities alongside their academic studies.

The transferable skills gained through the activities and study programme will enable students to apply for employment in a range of sectors; planning and managing projects, relating academic theory to their own practice, and working in teams are just some of these skills.

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 information on issues such as finance and studying at HE available at: https://my.petroc.ac.uk/moodle/moodle_3/course/view.php?id=3059
- Your Module Guide available at: https://my.petroc.ac.uk/moodle/moodle_3/course/view.php?id=3033
- Your University of Plymouth Student Handbook available at: https://www.plymouth.ac.uk/your-university/governance/student-handbook

2. Programme Specification

3. Programme Specification

Awarding Institution:	University of Plymouth
Partner Institution:	Petroc
Accrediting Body:	N/A
Language of Study:	English
Mode of Study:	Full and Part Time
Final Award:	BA (Honours)
Intermediate Award:	None
Programme Title:	BA (Honours) Human Behavioural Studies 6491/6492
UCAS Code:	BHB1
HECOS Code:	C800
Date of Programme Approval:	31/01/2019 (Date of First Award: June 2020)

This top up degree is not accredited by the British Psychological Society (BPS). As a result, completion of this course does not make students eligible for Graduate Basis for Chartered Membership of the BPS, a qualification that is essential if you want to become a chartered psychologist. If students wish to gain this additional accreditation, they are encouraged to apply to the MSc Psychology conversion degree at Plymouth University after successfully completing this degree.

4. Distinctive Features of the Programme and the Student Experience

This opportunity to 'top up' to a full BA (Hons) degree offers a comprehensive and in-depth knowledge of psychology, building on the foundations laid in related FdSc and FdA programmes, and the provision of innovative practice to support students' learning. The programme enables students who are unable to travel long distances to complete their degree studies closer to home in a small group, supportive environment. This therefore widens the opportunity for more individuals from a variety of backgrounds and differing needs to be able to study at Level 6. Students have many opportunities to apply theory to practice and to develop their understanding of key concepts. In addition, students are encouraged to take on work-based learning opportunities alongside their academic studies and are able to benefit from a programme of talks from visiting subject specialists and local employers. The transferable skills gained through the activities and study programme will enable students to apply for employment in a range of sectors; planning and managing projects, relating academic theory to their own practice, and working in teams are just some of these skills.

A focus on employability and Professional Development is key, with students supported to consider applying to the post-graduate options offered by the University of Plymouth, chiefly the MSc Psychology conversion course that allows BPS accreditation and a range of workplace opportunities.

5.   Relevant QAA Subject Benchmark Group(s):

QAA Subject Benchmark for Psychology (2016): http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-psychology-16.pdf?sfvrsn=af95f781_8

This programme specification and design aligns with recommendations within the UK Quality Code for Higher Education QAA, 2012, UK Quality Code for Higher Education, Chapter B10: Managing higher education provision with others, http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b
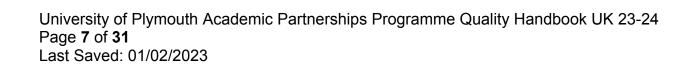
6. Programme Structure

	FHEQ level: **Level Six** For: **BA (Hons) Human Behavioural Studies Full Time 6491**			
F/T Route Year	**When in Year? (i.e. Autumn, Spring etc)**	**Core or Option Module**	**Credits**	**Module**
Year one	Semester 1 (AU)	Core	20	PETR3001 Adolescence
Year one	Semester 2 (SP)	Core	20	PETR3002 Health in the modern world
Year one	Semester 1 (AU)	Core	20	PETR3003 Psycho-Social Criminology
Year one	Semester 1 (SP)	Core	20	PETR3004 Working with people
Year one	All year	Core	40	PETR3011 Dissertation

	FHEQ level: **Level Six** For: **BA (Hons) Human Behavioural Studies Part time 6492**			
P/T Route Year	**When in Year? (i.e. Autumn, Spring etc)**	**Core or Option Module**	**Credits**	**Module**
Year one	Semester 1 (AU)	Core	20	PETR3001 Adolescence
Year one	Semester 2 (SP)	Core	20	PETR3002 Health in the modern world
Year one	Semester 1 (AU)	Core	20	PETR3003 Psycho-Social Criminology
Year two	Semester 1 (SP)	Core	20	PETR3004 Working with people
Year two	All year	Core	40	PETR3011Dissertation

7.   **Programme Aims**

The BA (Hons) Human Behavioural Studies will offer learners:

- **A:1** the opportunity to acquire a variety of skills, concepts and learning experiences to enhance employment potential and opportunities for further study and professional development. Students will be able to demonstrate skills and knowledge through a range of assessments and are given the opportunity to apply theory to real-life contexts.

- **A:2** the ability to apply multiple perspectives to psychological issues, recognising that Psychology involves a range of research methods, theories, evidence and applications

- **A:3** an understanding of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project, and awareness of the ethical context of Psychology as a discipline.

- **A:4** the skills required to demonstrate a critical understanding of contemporary issues and practices within the multidisciplinary field of human behaviour.

- **A:5** the scope to develop as autonomous learners who have appropriate academic and investigatory skills to be adaptable in a range of employment contexts, engaging in academic and vocational research of a contemporary and relevant focus, undertaking self-directed study and project management, in order to meet desired objectives

- **A:6** The ability to recognise the inherent variability and diversity of psychological functioning and its significance

8.   **Programme Intended Learning Outcomes**

8.1.   **Knowledge and understanding**

On successful completion graduates will have developed:

1) a critical understanding of the inherent variability and diversity of psychological functioning and its significance

2) knowledge of a range of influences on psychological functioning, how they are conceptualised across the core areas of individual differences, biological, cognitive, social, developmental psychology, and how they interrelate

3) understanding and knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline

8.2. Cognitive and intellectual skills

On successful completion graduates will have developed:

1) the skills to understand and investigate the role of brain function in human behaviour and experience

2) the ability to apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications

3) an ability to employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis in psychology

8.2. Key and transferable skills

On successful completion graduates will have developed the ability to:

1) communicate effectively, including developing an ability to form a cogent argument supported by relevant evidence and being sensitive to the needs and expectations of an audience. The standard of written language should be at an acceptable standard with respect to grammar, punctuation and spelling

2) think critically, evidencing an ability to handle primary source material, making judgements and evaluations. Acknowledge the need to take different perspectives on issues and problems, and to evaluate them in a critical and sceptical manner to arrive at supported conclusions

3) work independently, using effective personal planning and project management skills, becoming independent and pragmatic as learners

8.4. Employment related skills

On successful completion graduates will have developed:

1) social skills engaging in effective teamwork, being sensitive to, and reacting appropriately to contextual and interpersonal factors in groups and teams

2) problem solving skills: evidencing an ability to problem-solve and reason scientifically to identify and pose research questions, to

3) consider alternative approaches to solutions and to evaluate outcomes

4) an ability to communicate ideas and research findings by written, oral and visual means interpret and use numerical, textual and other forms of data

8.5.   Practical skills

On successful completion graduates will have developed:

1) the ability to carry out an extensive piece of independent and empirical research, including acknowledging current codes of ethics and conduct and obtaining the appropriate ethical approval for their research

2) the skills to use a variety of psychological tools and including specialist software.

3) the ability to reason scientifically, understand the role of evidence, and make critical judgements about arguments in Psychology

9.   Progression:

This top up degree is not accredited by the British Psychological Society (BPS). As a result, completion of this course does not make students eligible for Graduate Basis for Chartered Membership of the BPS, a qualification that is essential if you want to become a chartered psychologist. If students wish to gain this additional accreditation, they are encouraged to apply to the MSc Psychology conversion degree at Plymouth University after successfully completing this degree; https://www.plymouth.ac.uk/courses/postgraduate/msc-psychology

10.   Admissions Criteria, including APCL, APEL and Disability Services arrangements

Qualification(s) Required for Entry to the BA (Hons) Human Behavioural Studies	Comments
Subject Specific	FdSc or FdA in appropriate subject area Diploma in Higher Education The college's standard admissions criteria will apply however all students who are undertaking the award will be entered for a Disclosure and Barring certificate. Students whose application for this certificate is denied will still be able to proceed with the award but where contact with any outside agencies is required staff and the student will negotiate appropriate alternatives.
APEL/APCL possibilities	Applicants for APEL/APCL will be dealt with on an individual basis. Students must apply for this through the Higher Education Office providing full details of the qualifications/experience they wish to be considered. University of Plymouth regulations will apply to all applications.

Interview requirements	In order to continue the ethos of widening participation that is established in our FdA and FdSc programmes of study we feel that applicants with a proven record of experience in related subjects at the correct level, and who can demonstrate relevant experience through portfolio, plus an interview may be eligible to enter the award.
	All relevantly qualified applicants will be interviewed to give them the opportunity to fully present their skills and experience and have accreditation ramifications clearly explained to them.

11. Progression criteria for Final and Intermediate Awards

None

12. Non Standard Regulations

None

13. Transitional Arrangements

This programme is intended to recruit. It does not replace another programme and no transitions need be made.

9. Module Records

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: PETR3001	MODULE TITLE: Adolescence	
CREDITS: 20	FHEQ LEVEL: 6	HECOS CODE: C800
PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module will consider different aspects of a teenager's development from how their underlying Biology affects their behaviour through to the impact of various outside influences such as social media, peer influence and family dynamics.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*

E1 (Examination)	50%	**C1** (Coursework)	50%	**P1** (Practical)	

SUBJECT ASSESSMENT PANEL to which module should be linked: Education, Health, and Life Sciences

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
1. To develop a critical understanding of the physical developmental processes that occur during adolescence.
2. To gain a critical appreciation of the importance of the immediate social context in shaping the adolescent as they make the transition from childhood to adulthood.
3. To develop a critical understanding of the mental health issues experienced by adolescents.
4. To develop a critical understanding of the ways in which contemporary influences and changes in society have impacted on typical adolescent development and how they may continue to do so in the future.

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Demonstrate a critical understanding of the physical developmental processes of adolescence and how it informs the adolescent's thinking and behaviour.	K1, K2, K3, C1, C2, C3, KT1, KT2, KT3, E2, P3,
	K1, K2, K3, C1, C2, C3, KT1, KT2, KT3, E3, P3,

2. Demonstrate a critical awareness of the effect of the immediate social context on the adolescent.	K1, K2, K3, C1, C2, C3, KT1, KT2, E2, E3, P3
3. Demonstrate a critical understanding of the mental health issues experienced by adolescents and the potential treatments available.	K1, K2, K3, C1, C2, C3, KT1, KT2, E2, E3, P3
4. Demonstrate a critical awareness of how contemporary influences and societal changes have impacted on adolescence.	
DATE OF APPROVAL: 31/1/2019	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: September 2019	**SCHOOL/PARTNER:** Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 1 (Autumn)

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/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements
http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- 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: 2023/24	NATIONAL COST CENTRE: 104
MODULE LEADER: Elisha Nicholls	OTHER MODULE STAFF:

Summary of Module Content

Adolescents are not simply mini-adults. This module will consider the world of the teenager. It will begin by considering how biological changes including hormonal changes and continuing brain development affect the adolescent's perception and understanding of the world.

It will then explore the different external forces that influence an adolescent's development. This includes factors in their immediate social environment such as family relationships including divorce, step families and same sex parenting and also the influence of wider factors such as peer pressure and the use of social media.

The increased pressures that living in a modern society brings will be considered including the desire to fit in and the pressures of educational performance imposed by schools and families alike.

Finally, mental health issues common, but not necessarily exclusive, to adolescents will be investigated including self-harming, suicide, drug-taking etc. Using current theories and research potential solutions to such problems will be considered.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	48	Seminars, assignment workshops, lectures, tutorials.
Independent study	152	Students should explore areas of interest and find current research publications
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	Exam addressing issues concerned with the physiology underlying adolescence, and the mental health problems encountered by adolescents LO1 and L03	100%
Coursework	A critical in-depth examination in a relevant format of the effect of external factors on adolescence LO2 and L04	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam (new/different)	Exam addressing issues concerned with the physiology underlying adolescence, and the mental health problems encountered by adolescents LO1 and LO3	100%
Coursework (new/different)	A critical in-depth examination in a relevant format of the effect of external factors on adolescence LO2 and LO4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Elisha Nicholls **Date:** 28/09/2022	**Approved by:** Megan Kavanagh **Date:** 28/09/2022

Core Reading List

Blakemore S., (2018) *Inventing Ourselves: The Secret Life of the Teenage Brain*; London: Transworld

Reyna, V. (2012) *The Adolescent Brain: learning, reasoning and decision making* Washington D.C.: American Psychological Association

Waddell, M. (2018) *On Adolescence (Tavistock Clinic Series)* Abingdon: Routledge

Journal of Adolescence

Journal of Research on Adolescence

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: PETR3002		MODULE TITLE: Health in the Modern World		
CREDITS: 20		FHEQ LEVEL: 6	HECOS CODE: C840	
PRE-REQUISITES: N/A		CO-REQUISITES: N/A	COMPENSATABLE: Yes	

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module will consider three different areas that have a major impact on an adult's health and wellbeing in society today: workplace stress and burnout, chronic pain and addiction. It will further explore the relationship between health behaviours such as physical activity and diet and their impact on a person's health and wellbeing and how health promotion campaigns can both positively and negatively affect health and wellbeing.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*

E1 (Examination)		C1 (Coursework)		50%	P1 (Practical)	50%

SUBJECT ASSESSMENT PANEL to which module should be linked: Education, Health, and Life Sciences

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To develop a critical understanding of how the external environment and a person's own behaviors can have a negative impact on their health.
- To develop a critical understanding of the mechanisms behind the experience of pain and interventions that are used to help manage it.
- To critically consider models of behavioral change and how they could be used to have a positive impact on a person's health.
- To develop a critical understanding of the relationship between health-related behaviors such as diet and exercise and how they can be used to improve a person's health and wellbeing.

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. To critically analyse the complex interaction between physical and mental wellbeing.	K1, K2, K3, C1, C2, C3, KT1, KT2, KT3, E2, E3, P3
2. To demonstrate a comprehensive and critical understanding of factors that have a considerable influence on a person's mental health and wellbeing.	K1, K2, K3, C2, C3, KT1, KT2, KT3, E2, E3, P3
	K1, K2, K3, C2, C3, KT1, KT2, KT3, E2, E3, P3

3. To critically assess the effectiveness of models of behaviour change when used to promote an individual's health and wellbeing 4. To demonstrate a comprehensive and critical understanding of explanations as to why people either engage in behaviors that compromise their health or fail to engage in behaviors that promote good health.	K1, K2, K3, C2, C3, KT1, KT2, KT3, E2, E3, P3
DATE OF APPROVAL: 31/01/2019	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: September 2019	**SCHOOL/PARTNER:** Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 2 Spring

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/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements
http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- 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: 2023/24	NATIONAL COST CENTRE: 140
MODULE LEADER: Steve Berry	OTHER MODULE STAFF:

Summary of Module Content

There are many factors, both intrinsic and extrinsic, that can affect a person's health and wellbeing. This module will consider three areas which can have a negative impact.

Stress accounts for a large proportion of sickness absences from work as does living with chronic pain. In addition, addictive behaviour can have serious negative consequences on a person's life. This module will explore the physiological, psychological and social explanations behind these very different but contemporary issues.

Through successful campaigns in the mass media individuals are well aware of the opportunities available to them in order to improve their health and wellbeing. However, most of us are reluctant to take advantage of such opportunities.

Following on from this, models of behavioural change will be discussed together with the positive relationship that exists between health-related behaviours, such as exercising, dieting and mindfulness.
Can such strategies be effectively applied to stress, addiction and chronic pain? Are health promotion campaigns effective or can they have a negative impact?

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures and seminars	48	Lectures, Workshops, assignment support and tutorial sessions.
Independent study	152	Students should explore areas of interest and find current research publications
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	An in-depth exploration of one of the three areas affecting health and well-being LO1 and LO2	100%
Practical	A 10 minute presentation followed by 5 min viva on the construction of an evidence based intervention to improve the health and wellbeing of a specified population of individuals LO3 and LO4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (new/different)	An in-depth exploration of one of the three areas affecting health and well-being LO1 and LO2	100%
Coursework (in lieu of the original assessment)	A report on the construction of an evidence based intervention to improve the health and wellbeing of a specified population of individuals. LO3 and LO4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Elisha Nicholls **Date:** 28/09/2022	**Approved by:** Megan Kavanagh **Date:** 28/09/2022

Core Reading list

Doleys, D. (2014) *Pain: Dynamics and Complexities Oxford* University Press

Foddy, B., Ahmed, S., Pickard, H. (2015) *Alternative Models of Addiction Frontiers* Media SA

French, D., Vedhara, K., Kaptein, A. and Weinman, J. (2010) *Health Psychology Malaysia: Blackwell*

Maslach, C. (2003) *Burnout: the Cost of Caring Los* Altos: ISHK

British Journal of Pain

Journal of Addiction

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: PETR3003
MODULE TITLE: Psycho-Social Criminology

CREDITS: 20   **FHEQ LEVEL:** 6   **HECOS CODE:** C816

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module aims to introduce students to the discipline of criminology and the influences on criminal and deviant behaviour. It will look at the structure of society and how this may influence an individual's decision to participate in criminal behaviour. The module will further investigate punishments for crime and prevention strategies, looking at the effectiveness of these.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*						
E1 (Examination)		**C1** (Coursework)	50%	**P1** (Practical)	50%

SUBJECT ASSESSMENT PANEL to which module should be linked:
Education, Health and Life Sciences

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To develop a critical understanding of the biological, social and cognitive influences on deviant and criminal behaviours
- To critically explore the effectiveness of different punishment types
- To critically assess the psychological effects of custodial punishment on offenders
- To develop a critical understanding of prevention strategies for reducing deviant and criminal behaviour

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Critically evaluate theoretical explanations of deviant and criminal behaviour from different perspectives	K1, K2, K3, C2, C3, KT1, KT2, KT3, E2, E3, P3
2. Critically evaluate the effectiveness of different punishment types	K1, K2, K3, C2, C3, KT1, KT2, KT3, E2, E3, P3
3. Demonstrate a comprehensive and critical understanding of the psychological effects of custodial punishment on offenders	K1, K2, K3, C2, C3, KT1, KT2, KT3, E2, E3, P3

4. Critically appraise the effectiveness of prevention strategies for reducing criminal and deviant behaviour	K1, K2, K3, C2, C3, KT1, KT2, KT3, E2, E3, P3

DATE OF APPROVAL: 31/1/2019	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: September 2019	**SCHOOL/PARTNER:** Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 1 Autumn

Notes:

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/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Codehttp://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: 2023/24	NATIONAL COST CENTRE: 104
MODULE LEADER: Tara Davies	OTHER MODULE STAFF:

Summary of Module Content
This module will introduce students to the discipline of criminology and the influences on criminal and deviant behaviour, including personal (genetics) and personality factors. It will look at the structure of society; such as class, gender separation and ethnicity and how that may influence an individual's decision to participate in criminal behaviour. The module will further investigate punishments for crime, focusing on custodial sentences and will look at the effectiveness of these. Finally, we will look at prevention methods to attempt to reduce crime, such as CCTV and community interventions to assess their effectiveness and long term implications for criminal behaviour.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	48	Lectures, assignment support sessions, seminars, tutorials and workshops
Independent Study	152	Students should explore areas of interest and find current research publications
Total	200	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	AO1 and AO3 Essay exploring the personal and social influences on crime and punishment	100%
Practical	AO2 and AO4 Poster and viva with a focus on the punishment and prevention strategies used for one chosen crime	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**

Coursework (new/different)	AO1 and AO3 Essay exploring the personal and social influences on crime and punishment	100%
Coursework (in lieu of the original assessment)	AO2 and AO4 Report critically assessing the punishment and prevention strategies used for one chosen crime	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Elisha Nicholls **Date:** 28/09/2022	**Approved by:** Megan Kavanagh **Date:** 28/09/2022

Core Reading List

Chamberlain, J. M. (2015). *Criminological Theory in Context.* Sage Publishing.

Newburn, T. (2017). *Criminology, Third Edition.* Routledge.

Webber, C. (2009). *Psychology and Crime.* Sage.

Journal of criminology

BPS legal and criminological psychology

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: PETR3004   **MODULE TITLE:** Working with People
CREDITS: 20   **FHEQ LEVEL:** 6   **HECOS CODE:** C880
PRE-REQUISITES: N/A   **CO-REQUISITES:** N/A   **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module will offer students an insight into the role psychology plays within the workplace. Topics covered will include group psychology, persuasion, motivation, mediation, whistle-blowing and leadership.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment]*

E1 (Examination)	50%	**C1** (Coursework)	50%	**P1** (Practical)	

SUBJECT ASSESSMENT PANEL to which module should be linked:
Education, Health and Life Sciences

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

● To introduce the theoretical underpinnings and fundamental social psychological processes involved in the understanding of groups and how people act and react within groups
● To develop a critical understanding of the theoretical applications of social psychology topics such as persuasion and motivation
● To develop a critical awareness of the processes involved in leading a team of people.
● To develop a critical understanding of the processes involved in conflicts and knowledge of how to prevent or resolve them constructively.

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
1. Demonstrate a comprehensive and critical understanding of the social processes involved in interpersonal and group interactions.	K1, K2, K3, C2, KT1, KT2, KT3, E1, E2, E3, P3
2. Critically analyse theories of persuasion and motivation	K1, K2, K3, C1, C2, C3, KT1, KT2, KT3, E1, E2, E3, P3
3. Critically evaluate methodological approaches with an awareness of personal and professional	K1, K2, K3, C1, C2, C3, KT1, KT2, KT3, E1, E2, E3, P3

ethical responsibilities within group research. 4. Demonstrate a critical understanding of the processes involved in conflicts and prevention or resolution strategies.	K1, K2, K3, C2, KT1, KT2, KT3, E1, E2, E3, P3

DATE OF APPROVAL: 31/01/2019	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: September 2019	**SCHOOL/PARTNER:** Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 2 Spring
Notes:	

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/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- 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: 2023/24   **NATIONAL COST CENTRE:** 104
MODULE LEADER: Lee Norburn   **OTHER MODULE STAFF:**

Summary of Module Content
This module will help students to focus on knowledge and understanding needed to be able to lead a team of people. There will be a focus on how people think and act when within groups and the implications of this for decision making. The topics of persuasion and motivation will also be considered.
Finally, there will be a look at mediation and the processes involved in appropriate and effective conflict resolution.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	48	Lectures, seminars, workshops
Independent Study	152	Students should explore areas of interest and find current research publications
Total	200	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Written exam	AO1 and AO3 Case study based exam	100%
Coursework	AO2 and AO4 Reflective intervention report on an employment scenario	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Written exam (new/different)	AO1 and AO3 Case study based exam	100%
Coursework (new/different)	AO2 and AO4 Reflective intervention report on an employment scenario	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Elisha Nicholls **Date:** 28/09/2022	**Approved by:** Megan Kavanagh **Date:** 28/09/2022

Core Reading List

Crisp, R. J & Turner, R. (2014). *Essential Social Psychology. 3rd Edition.* Sage Publishing.

Fisher, R. J. (2011). *The Social Psychology of Intergroup and International Conflict Resolution.* Springer.

The Journal of Social Psychology.

Haslam, S. A., Reicher, S. D. & Platow, M. J. (2010). *The New Psychology of Leadership: Identify, Influence and Power.* Psychology Press

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: PETR3011	MODULE TITLE: Dissertation	
CREDITS: 40	FHEQ LEVEL: 6	HECOS CODE(S) [max 3]: C831
PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module will require students to develop a research question based on their own area of interest and develop a research strategy in order to test the question. Data collected will be analysed and the findings of the research will be reported in way relevant to the topic under investigation.

ELEMENTS OF ASSESSMENT – *see [Definitions of Elements and Components of Assessment](#)*

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	

SUBJECT ASSESSMENT PANEL to which module should be linked: Education, Health and Life Sciences

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To allow students to undertake an in-depth examination of a topic of interest through critical
- consideration of current literature.
- To construct and implement an effective research strategy in order to answer the research
- question whilst working within BPS ethical guidelines.
- To analyse data appropriately interpreting findings with respect to the research question posed.
- To effectively communicate the process and findings of the research.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Select effective research methods and techniques to examine a research question	K3, C1, C2, C3, KT1, KT2, KT3, E2, E3, P1, P2, P3
2. Demonstrate a critical awareness of personal responsibility and professional ethical codes of conduct	K3, C2, C3, KT1, KT2, KT3, E2, E3, P1, P2, P3
3. Demonstrates a systematic in-depth understanding of current literature and its relationship to the question set	K1, K2, K3, C2, C3, KT1, KT2, KT3, E2, E3, P1, P2, P3
4. Collect and analyse data using established techniques, including tests for reliability and validity if appropriate, critically	K3, C2, C3, KT1, KT2, KT3, E1, E2, E3, P1, P2, P3

assessing the research process undertaken and suggest improvements	
5. Critically consider the results obtained in the light of previous research and the question that was asked.	K1, K2, K3, C2, C3, KT1, KT2, KT3, E2, E3, P1, P2, P3
6. Demonstrate effective communication of the research undertaken.	K3, C2, C3, KT1, KT2, KT3, E2, E3, P1,P2, P3

DATE OF APPROVAL: 31/1/2019	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: September 2019	**SCHOOL/PARTNER: Petroc**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: AY**
MODE OF DELIVERY: campus taught	
Notes:	

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

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24		**NATIONAL COST CENTRE:** 135
MODULE LEADER: Elisha Nicholls		**OTHER MODULE STAFF:**

Summary of Module Content
- Undertake project management
- Undertake effective literature searches
- Construct and test a research question
- Analyse data drawing relevant conclusions
- Present the findings in appropriate format

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Introductory lectures and topic choosing workshops	10	Lectures/workshops on Advanced Statistics and choosing a subject area to research
Literature review and methodology	10	Supported independent study
Supervision	30	By lecturer with relevant knowledge of the topic chosen
Independent study and data gathering, writing up	350	Students need to conduct study, analyse data and discuss findings
Total	**400**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name & associated ALO**	**Component Weighting**
Coursework	Dissertation (LO1-6)	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Dissertation (LO1-6)	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Elisha Nicholls	**Approved by**: Megan Kavanagh
Date: 01/02/2023	Date: 01/02/2023