

# Programme Specification

<b>Programme Title and Name of Award</b>	BSc (Hons) Psychology		
<b>Academic Level</b>	6	<b>Total Credits</b>	360
<b>Professional Qualifications / Accreditation</b>	Accredited by the British Psychological Society (BPS), eligibility to apply for Graduate Basis for Chartership (GBC) with the BPS provided a minimum of a lower second class (2.2) honours degree is attained		
<b>Date of Professional Body Accreditation</b>	7 <sup>th</sup> July 2020	<b>Accreditation Period</b>	Open ended approval (next partnership visit 2024/2025)
<b>UCAS Code</b>	C800		
<b>HECoS Code</b>	100497		
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:  <a href="https://www.cumbria.ac.uk/study/courses/undergraduate/psychology/">https://www.cumbria.ac.uk/study/courses/undergraduate/psychology/</a></p>		
<b>Teaching Institution</b>	University of Cumbria		
<b>Owning Institute</b>	Health		
<b>Programme delivered in conjunction with</b>	Not applicable		
<b>Principal Mode of Delivery</b>	Blended learning		
<b>Pattern of Delivery</b>	Full Time and Part Time routes available		
	Total weeks of study:	24 weeks	
	Delivery pattern:	2x 12 week semesters	
	Standard semester dates:	Yes	
<b>Delivery Site(s)</b>	Fusehill Street, Carlisle		

	HM Prison Haverigg, Cumbria (selected modules only)
<b>Programme Length</b>	Full Time: 3 years standard, 7 years maximum Part Time: 5 years standard, 7 years maximum
<b>Exit Awards</b>	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme:- Certificate of Higher Education Psychology (120 credits) Diploma of Higher Education Psychology (240 credits) BSc Psychology (300 credits)
<b>Period of Approval</b>	August 2022
<p>This programme is approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:  <a href="https://www.cumbria.ac.uk/study/courses/undergraduate/psychology/">https://www.cumbria.ac.uk/study/courses/undergraduate/psychology/</a></p>	

### Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

### Programme Features

Psychology is a vibrant and fast moving area of study which spans all areas of human behaviour and experience offering a host of research opportunities. Defined as the study of mind and human behaviour it is easy to see why the range of topics psychologists explore is vast, from understanding how our brain processes information to exploring the impact of social media on children's experience.

Our Psychology programme has been designed with innovation, flexibility and employability in mind. The innovative curriculum has been encouraged by our professional body's recent guidance around

curriculum development "*The Society encourages programmes to deliver core content across modules within an integrated curriculum that offers a pedagogical development of students' knowledge and understanding*" (British Psychological Society, 2014). In response, our programme is underpinned by the principles of a spiral curriculum, where those elements deemed to form the foundations of good practice are embedded throughout the programme, revisited, challenged and explored from a variety of perspectives across a range of contexts. Five key themes spiral within the curriculum: i) The contextualised bio-psychosocial nature of human development and experience; ii) ethical decision making and professional values; iii) gathering and analysing evidence using robust, population relevant and ethical research techniques; iv) the pivotal role of academic, professional and graduate skills and v) experiential problem-based learning.

A degree in psychology will provide you with a broad range of competencies that are transferable and possess currency in the workplace. The skill set comprises the overlapping categories of academic, practical and professional skills (e.g., research techniques, qualitative, quantitative and mixed methods; data handling and analysis skills, communication skills, essay, case analysis, laboratory report, conference papers, independent project design and management; IT, numeracy, data handling, working with others, conference presentations). On graduation the emergent skill set may be used to support an application for postgraduate study with the intent to pursue a career as a researcher in psychology or it may be used in a variety of ways for a career in an alternate field (e.g. occupations within legal, social and welfare settings, business, HR, marketing or financial contexts; or childcare, health and education professions, to identify but a few of the possibilities).

In recognition of the breadth of interests our applicants come to our programme with, we offer opportunities to explore areas of your choice through negotiated learning and the dissertation module. This model ensures that the expectations of our internal and external stakeholders (e.g. university regulations, your future employers and our professional body) are met. The programme is structured as follows:

In year one (**Level 4**) you are required to complete 120 credits in the form of six Psychology modules each worth 20 credits. All modules are semester long and compulsory.

In year two (**Level 5**) you are required to complete 120 credits in the form of six Psychology modules each worth 20 credits. All modules are semester long and compulsory with the exception of the work experience module which is year long. In the final year (year three) **Level 6** you are required to take 5 compulsory modules (four single 20 credit modules and one double 40 credit module) The double module is the dissertation module which is your opportunity to design, execute and report on a psychological question that particularly interests you.

An important feature of this programme is the built-in capacity to tailor your learning opportunities to suit your interests and career goals. Psychology is a discipline that attracts students with a range of interests, career goals, skills, and so we build in elements throughout the programme that allow you to explore these. This can be seen specifically at Level 5 through HLLP5016 Work Experience module where students are able to choose an opportunity to gain experience that fits with the development of their own career trajectory. It can also be seen through the HLLP5015 Negotiated Learning: Psychology and You module which allows you to pursue an independent piece of work of your own choose related to psychology, and work with a supervisor to tailor it to your own specific interests. This can further be seen at Level 6 where you can expand on these in HLLP6015 dissertation and HLLP6025 Psychological Literacy module.

In addition to the flexibility achieved through the negotiated learning module and project choices, the programme is offered on both a full and part time basis.

For certain modules you may be offered the option to study at Haverigg prison. If you take this option, you will be expected to travel to Haverigg to study alongside prisoners. You should make this choice based upon the knowledge that you have to make your own travel arrangements and to cover the costs yourself, and upon the understanding that it may sometimes be possible that sessions are

cancelled at the last-minute due to issues beyond our control, such as incidents within the prison etc.

### **Professional Body**

The programme is accredited by the [British Psychological Society \(BPS\)](#). The British Psychological Society is our Professional Body and their role broadly speaking is to "*develop, promote and apply psychology for the public good. Enhance the efficiency and usefulness of psychologists by setting high standards of professional education and knowledge. Cover all areas of psychological research and practice.*" We encourage students to consider student membership of the BPS, there are a number of benefits to joining the society, details of which can be found on their [webpages](#) and in our laboratories and intranet pages.

It is important to note that your eligibility to Graduate Basis for Chartership (GBC), which is the first step on your path to becoming a professional psychologist is not an automatic outcome of your degree. There are a number of conditions that you need to meet for eligibility:

### **To qualify for eligibility for Graduate Basis for Chartership (GBC) with the British Psychological Society (BPS) students must\*:**

1. pass all of the accreditation modules at Levels 5 and 6 including the dissertation module and;
2. graduate with a minimum of a lower second class (2.2) honours degree.

(\* Failure to meet conditions 1. and 2. will prevent you from achieving an accredited degree)

### **Programme Learning Outcomes**

By the end of this Programme learners will be able to:

1. Provide a supportive and responsive learning environment that will enable students with different experiences to develop a flexible and transferable skill set
2. Engage students with a variety of learning experiences that build on skills and knowledge at each of the three levels of the course to facilitate the development of a critical understanding of the nature of psychology;
3. Develop scientific thinking to produce competence in methodological and analytical decision making;
4. Provide opportunities to learn about a range of career pathways;
5. Ensure that students reflect and act on ethical guidelines as laid down by the British Psychological Society (BPS) and the University of Cumbria;
6. Provide a programme that meets subject benchmark thresholds for First Qualifications in Psychology;
7. Engage students in decolonised contemporary debates in psychology with an emphasis on developing analytical skills that enable robust evidenced based theoretical challenge;
8. Prepare students for Level 7 (postgraduate) study in psychology or an allied field; or for employment

### **Level Descriptors**

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement.

The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

## **Programme Outcomes – Knowledge and Understanding**

The programme provides opportunities for you to develop and demonstrate the following:

**After 120 credits of study (CertHE) you will be able to demonstrate:**

**K1** a knowledge and understanding of a range of influences on psychological development, functioning and behaviour and how these are theorised across the core domains of biological psychology, cognitive psychology, developmental psychology, individual differences, social psychology and conceptual and historical issues in psychology;

**K2** a knowledge and understanding of a range of approaches to psychological research and the rudiments of designing, collecting and analyzing different types of data.

**K3** a knowledge of factors that influence research, policy and practice within psychology settings.

**After 240 credits of study (DipHE) you will be able to demonstrate:**

**K4** a detailed knowledge and critical understanding of a range of influences on psychological development, functioning and behaviour and how these are theorised and applied across the core domains of biological psychology, cognitive psychology, developmental psychology, individual differences, social psychology and conceptual and historical issues in psychology;

**K5** a detailed knowledge and critical understanding of a range of approaches to psychological research and competence in the design, collection and analysis of different types of psychological data.

**K6** a detailed knowledge of factors that influence research, policy and practice within psychology settings.

**After 300 credits of study (BSc) you will be able to demonstrate:**

**K7** a detailed and expert knowledge of a range of specialist areas and applications in psychology, knowledge that is situated at the leading edge of the discipline; and

**K8** a specialist knowledge and a critical understanding of a range of approaches to psychological research and competence in the design, collection, analysis and application of different types of psychological data.

**K9** a critical and specialist knowledge of factors that influence research, policy and practice within psychology settings.

**After 360 credits of study (BSc Hons) you will be able to demonstrate:**

**K7-9** and;

**K10** a detailed knowledge and specialist understanding of an area of psychology that forms the basis of your empirical dissertation.

**Programme Outcomes – Skills and other Attributes (including Employability Skills)**

The programme provides opportunities for you to develop and demonstrate the following:

**After 120 credits of study (CertHE) you will be able to:**

**S1** identify, explain and apply different perspectives on psychological issues and appreciate that psychology involves a range of theories and applications;

**S2** assimilate ideas and evidence from the different perspectives in psychology, identifying distinctive psychological approaches to relevant issues;

**S3** conduct and participate in empirical studies involving a variety of methods of data collection;

**S4** develop hypotheses and research questions and analyses data using appropriate analytic techniques;

**S5** present and evaluate research findings;

**S6** examine practical, theoretical and ethical issues associated with the use of different methods and approaches in psychology; and

**S7** use, with supervision, a variety of psychological tools, including specialist software, equipment and psychometric measurement tools.

**S8** demonstrate some competence in a range of academic skills (e.g. communication, IT, literacy, numeracy)

**After 240 credits of study (DipHE) you will be able to:**

- S9** apply and evaluate psychological theory, evidence and research methods.
- S10** generate and test hypotheses and/or research questions;
- S11** design, conduct and participate in empirical studies involving a range of data collection methods;
- S12** analyse data using quantitative and qualitative techniques;
- S13** present and evaluate research findings in line with American Psychological Association (APA), standards;
- S14** critically discuss practical, theoretical and ethical issues associated with the use of different methods and approaches in psychology; and
- S15** use a variety of psychological tools, including specialist software, equipment and psychometric measurement tools.
- S16** demonstrate increasing competence in a range of academic and professional skills (e.g. communication, IT, literacy, numeracy, reflection, active listening, negotiation skills).

**After 300 credits of study (BSc) you will be able to:**

- S17** critically discuss psychological theory, evidence and research methods.
- S18** present and critically evaluate research findings in line with APA standards using a range of presentation media;
- S19** critically discuss a range of practical, theoretical and ethical issues associated with the use of different methods and approaches in psychology; and
- S20** competently use a variety of psychological tools, including specialist software, equipment and psychometric measurement tools.
- S21** demonstrate increasing sophistication in academic, professional and graduate skills (e.g. communication, IT, literacy, numeracy, reflection, active listening, negotiation skills, decision making, problem solving and critical thinking).

**After 360 credits of study (BSc Hons) you will be able to:**

- S1-21** and,
- S22** design and conduct an extensive piece of independent empirical research using appropriate psychological methods and techniques. Present and critically evaluate the findings from the research adopting evidence-based reasoning to examine pertinent practical, theoretical and ethical issues.

**External and Internal Reference Points**

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

HEA report: The Future of Undergraduate Psychology in the United Kingdom

<https://www.heacademy.ac.uk/resource/future-undergraduate-psychology-united-kingdom>

British Psychological Society Handbook for undergraduate and conversion programmes (2012) – presents new accreditation standards

HEA Psychology Student Employability Guide (2011)

<https://www.heacademy.ac.uk/resources/detail/subjects/psychology/Employability-guide-0>

QAA Framework for Higher Education Qualifications

<http://www.qaa.ac.uk/en/Publications/Documents/The-framework-for-higher-education-qualifications->

[in-England-Wales-and-Northern-Ireland.pdf](#)

CBI (2009) Future Fit Report Graduate employability.

[http://www.cbi.org.uk/media/1121435/cbi\\_uuk\\_future\\_fit.pdf](http://www.cbi.org.uk/media/1121435/cbi_uuk_future_fit.pdf)

UK Quality Code for Higher Education. Subject Benchmark Statements for Psychology (2016).

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Psychology-16.pdf>

[UoC Strategic Plan](#)

[UoC Learning, Teaching and Assessment Strategy](#)

UoC Institutional Business Plans

[UoC Academic Regulations and Academic Procedures and Processes](#)

## Graduate Prospects

Students graduating with GBC will be prepared for further study towards a career as professional psychologist (e.g. Clinical, Educational, Forensic, Counselling, Health, Occupational, and Sport).

All graduates undertaking this programme will find it valuable in future careers within a range of sectors. Within each of these sectors there are employers who provide statutory services, voluntary and charitable services and private services. These sectors can include education, social care, health and well-being, working with young people, the criminal justice system and many more. This provides you with a wide range of job opportunities where you will find the content and skills developed on this programme will be useful. Our recent graduates from our pathways tell us that they enjoy working in a number of professions including working with children and young people, working within mental health settings, engaging in further research training (e.g., doctoral study), research assistant work, project managers and working within the criminal justice system (e.g., probation, victim support and prison services). Within this programme, we offer a range of teaching and assessment activities that allow you to develop a wide range of skills and subject content.

## Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on work experience or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

### Learning and Teaching

In line with UoC Learning, Teaching and Assessment Strategy 2017-22, our learning and teaching methods:

- Promote the development of inclusive practice and address a range of learner types through a wide range of teaching and learning activities.
- Use learning technology to promote student learning and achievement.
- Provide active learning and social learning opportunities through a range of extracurricular



activities offered within the department.

- Embed principles of internationalisation and draw on global perspectives across the range of disciplines covered across these pathways.
- Embed principles of employability skills development in all modules on the BSc.
- Utilise research informed teaching in a department that includes a range of subject specialists and research active staff.
- Foster aspiration and career readiness through work-based, experiential and inter-professional learning.
- Foster interdisciplinary learning across all our core modules.
- Are relevant to the needs of the workplace, emphasising problem-solving and the interaction of theory and practice.
- Use research-informed teaching, drawing on industry-based knowledge and expertise.

This programme has been designed to be flexible, utilising a full range of UoC digital resources and supported communication through learning technology as appropriate. Use will be made of UoC learning technology such as Blackboard Collaborate, Microsoft Teams and Pebblepad and the availability of resources suitable for mobile learning (such as downloadable video's podcasts and associated transcripts, discussion boards, wiki's and blogs). Learning will be based on academic study. Students are actively facilitated to use, apply and integrate their developing knowledge within their employment contexts. In adopting a reflective approach, we endorse an enquiring, evaluative style to academic study. Learning and assessment are considered to be interrelated. Everything that the student undertakes – and the products of that learning – are embedded through active participation and formative opportunities for dialogue and feedback throughout. Modules include formative activity 'specifically intended to generate feedback on performance to improve and accelerate learning' (Nichol & McFarlane-Dick, 2006). Summative assessment is authentic, in that assessment clearly aligns to programme and module level learning outcomes, encourages and enables progressive development through feedback, and is of relevance to either further academic progression or their current and future employment needs. Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. Students are encouraged to critically reflect on their skill development in their learning and where relevant employment contexts in order to develop their ability to make sound professional judgments.

The BSc follows a series of key principles of teaching and learning and it is important to note that all modules consider formative assessment to be of considerable benefit. The formative work is developmental in nature and prepares students for the summative assessment work. Blended learning is a feature of all modules, by this we refer to the use of face to face lectures, seminars and workshops online activities. The online activities supplement and support the face to face work that we do. Regardless of whether the face to face work is intensively delivered over days or a weekly commitment, the online activities will serve to prepare, supplement and add value to the learning experience.

### **Promoting learning Partnerships**

The design of the curriculum and the modes of delivery and assessment coupled with our extra curricula programme seek to reflect the ethos of learning partnerships within a learning community context. What this means in real terms is that we seek to involve students in activities that promote engagement with a range of challenges and opportunities that extend beyond the classroom. We achieve this by organising guest speakers, liaising with our professional body, staff- student research participation projects, evening seminars, psychology film clubs, student-staff conferences, critical reading groups, engagement with stakeholders, and through the continued development and nurturance of community links where volunteering and other opportunities arise for our students.

Certain modules present valuable volunteering opportunities, such as Learning Together at HMP

Haverigg. Volunteering on this programme of modules usually involves mentoring prisoner students who do not have access to the internet, and therefore the wider reading and opportunities for the same in-depth critical understanding. It is anticipated that student learning mentors would share their knowledge and understanding through discussion with their prisoner mentees. As with all volunteer opportunities on our programmes, travel costs need to be covered by students opting to volunteer.

Synchronous to this, the programme has been designed to maximise **participation, flexibility** and **inclusion** and to this end you will be engaged with the University intranet and website from the point of application. In recognition of the need to *"meet the needs of diverse learners and enabling them to succeed in a higher education environment"* the course uses a range of Blackboard and pebble pad tools to allow you and your tutors to collaborate remotely. If you do not have internet access at home, you can access materials onsite or from any public internet provider. We have psychology focused twitter and facebook feeds/groups and an active psychology society.

### **Blended learning**

The delivery mode we adopt is referred to as blended learning and in our experience this adds significant value to the teaching and learning process. Blended learning refers to the combination of face to face and online learning. It empowers you to collaborate remotely, share materials and discuss your work with your peers and tutors. For example, wiki tools are a particularly effective way of helping you add materials to module sites, share good practice and experiences. They encourage discussion and debate over the resources that you and others have identified. Blended learning equally provides lecturers with opportunities to review your progress, to add tasks, for example, non-credit bearing tests for revision purposes, podcasts, videos and other materials between lectures, keeping sites up to date and interactive. Through blending the learning we are able to respond to the range of learning needs and preferences expressed by our student groups. Blended learning also refers to the inclusion of tasks and opportunities that add value by offering exceptional opportunities for learning. The range and nature of the opportunities vary across modules but there is an emphasis and commitment across the academic team to identify and provide these opportunities where we are able.

### **Employability (academic, professional and graduate skills)**

There is a particular emphasis in the course on employability using volunteering in appropriate work experience settings as a vehicle for employability skill development. The work experience module is a formal opportunity to explore and evidence this skill development. To provide you with the opportunities to compete effectively at the next stage of your career, the team actively promote volunteering and have made a variety of links in the local community to support you to take up these opportunities. This philosophy is in keeping with the University Strategy (*"Providing learning opportunities that enhance employability, build capability for employment and contribute to the regeneration of Cumbria and the region"*).

### **Internationalisation of the curriculum**

In keeping with our context, UK based laws, policies and regulations do dominate some parts of the curriculum however it is important to acknowledge the internationalisation and decolonisation of our curriculum. Throughout the programme we reflect and make comparisons across and within cultures and geographical locations drawing on theory, research, policy and practice from across the globe. Whilst this is explicitly evidenced in some of our modules e.g. the modules: critical psychology, Brain, development and cognition and social and community psychology. Internationalisation and decolonisation is a central feature of our module design as would be expected on a course that teaches and assesses critical thinking and reflection on human behaviour and experience. **The delivery and assessment of teaching and learning**

The teaching and learning strategy is developmental and cumulative and as such includes formative (opportunities to practice new skills) and summative assignments (assessments that contribute to your progression through the programme). These assessments are structured to promote self-efficacy, confidence and enhance performance.

The delivery of the programme is varied and increasingly innovative. Student participation is considered synonymous with success and attendance is closely monitored. We have an expectation that attendance will be 100% and a failure to attend will be followed up by personal tutors. Non-attendance is a breach of the [Student Code of Conduct](#) (B1) and will be monitored and followed up using adjudication processes should the need arise.

The key aim for all assessments in the programme is to enable you to demonstrate that you have achieved the intended learning outcomes of the programme and each contributory module. The assessment strategy also seeks to:

- facilitate your learning experience through a varied range of assessment methods
- develop assessment skills that foster independent and reflective learning
- encourage engagement in group activities and private study
- foster a range of generic and key skills

All assessments occur during or upon completion of modules, and will include a range of both summative and formative tasks (see below). Marks are awarded for assessments within each module and aggregated to identify a module mark. These module marks remain provisional until confirmed by the appropriate Assessment Board. The programme is designed on a 'credit accumulation and transfer' basis, where transfer from one level to the next is conditional on accumulating the required credit for each level (normally 6 modules x 20 credits = 120 credits/level).

### **Methods of assessment**

The assessment throughout the programme will include a blend of typical assessment activities such as written assignments, unseen in-class tests, presentations and reports, alongside innovative and employability focused tasks such as case study analysis, problem based activities and reflective logs. These methods are chosen to encourage knowledge development, practitioner skills, and a range of transferable and professional capabilities such as communication and presentation skills, problem-solving, team work, numeracy and IT skills. At level 4 several modules (HLLP4003; HLLP4004; HLLP4006) involve the portfolio assessment mode which enables you to develop and evidence a range of skills critical to your success at levels 5 and 6. Portfolios are designed with flexibility in mind and may require you to include evidence from a wide variety of activities including: essay plans; essays; report sections from a range of laboratory based activities; critical writing exercises, oral or poster presentations.

### **Forms of assessment**

In each module, you have the opportunity to engage in summative and formative assessments.

**Summative** assessment refers to work submitted for module and programme credit, and is used to assess whether you have achieved the relevant learning outcomes in a module. Summative assessment is captured in the overall mark awarded for each module. **Formative** assessments occur in each of the modules to scaffold future summative assessments.

**Indicative Range of Assessment Methods:** The breadth of assessment methods acknowledges that graduate and employability skills are many and varied and so you need opportunities to develop, practice and be assessed on as full a range of skills as possible. The traditional methods (e.g. essay) are supplemented by ecologically valid methods (portfolio, case analysis, intervention design and evaluation, multi-agency style meeting planning and execution) for the workplace. Some examples of the assessment styles used on the programme are tabulated below:-

- Academic essay
- Case analysis
- Literature review
- Research reports (qualitative , quantitative and mixed methods)

- Reflective Accounts (debates, meetings, research techniques)
- Portfolio of analyses (qualitative and quantitative exercises)
- Academic Poster and conference style presentation
- Web page design/ podcast production
- Dissertation
- Problem based learning activities
- Intervention design and evaluation
- Psychometric report
- Psychometric practical skills assessment
- Oral Presentation conference style
- Online assessment
- Academic debates
- Research proposal
- Objective tests

## Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

### Initial and ongoing induction

An undergraduate induction is timetabled for the week before the programme delivery starts. The Induction week includes a series of bespoke sessions on information literacy (appropriate for undergraduate students), library induction, study skills and time management sessions.

### Personal Development Planning

**Personal Development Portfolio** all students have the opportunity to complete a PDP this is a facilitated process and is embedded within the course and available through Pebblepad.

**General/specialist teaching accommodation and equipment** available to students.

There are a range of specialist rooms that may be booked by students including an observation laboratory, a psychometric testing laboratory and computer suites all equipped with specialist data analysis software. Whilst different sites possess different facilities, students may access any UoC site and/or where travel is not feasible alternative equipment may be identified eg. the observation suite is based at Fusehill Street but a portable alternative is available.

### Tutorials

Within the programme there are opportunities for individual and group tutorials embedded. However, you are encouraged to book appointments if and when you feel in need of some support.

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials and other support as outlined in the Personal Tutor Policy.

### **Personal Tutoring**

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. On arrival at the university to commence the course one of the first things we do is allocate you a personal tutor. Your personal tutor is an academic member of staff from the psychology team and normally this person will work with you over the three years of the programme and for those who progress to postgraduate / doctoral research with us potentially considerably longer. The personal tutor role is to support you across the provision, help you manage some of the challenges that academic study often brings, serves as a point of contact for you irrespective of the modules you are studying and will signpost you to additional support services if required and/or opportunities that may be of interest to you. Tutorials may take place online, via the telephone or face to face.

### **Library Services and Academic Skills**

Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically on Blackboard using the University's [online reading and resource list system](#).

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. Additional skills support for students is offered via:

- [Workshops](#)
- Email: [skills@cumbria.ac.uk](mailto:skills@cumbria.ac.uk)
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

**Headstart:** Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [IT facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all University systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [IT Services website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **Student Support Services**

[Accommodation](#): Information for all our residential students and advice for those looking to rent private accommodation. You can follow the team via Instagram: [UoC Accommodation](#)

[Careers and Employability](#): The Careers and Employability team is here to help you with all things career-related. Through the career hub [My Career Enriched](#), you can:

- find graduate jobs, part-time work, work experience, industry placements and paid internships;
- book one-to-one careers advice appointments with one of the team;
- book onto careers fairs and employability events where you can meet employers;
- attend practical workshops on CVs, applications, interviews, success in your chosen sector; options with your degree, job search skills and more;
- send in your CV or application form for tailored feedback;
- complete mini online courses in Pathways to improve your employability skills.

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk) or visit [www.cumbria.ac.uk/careerahead](http://www.cumbria.ac.uk/careerahead) for more information.

[Chaplaincy](#): Our chaplaincy provides a safe place, a listening ear and personal support to all students and staff, regardless of beliefs.

[Disability and Specific Learning Needs](#): The University is committed to ensuring you are able to participate effectively in your chosen programme of study and all areas of University life. The University defines disability broadly, including:

- mobility impairments
- sensory impairments
- medical conditions
- autism (ASD)
- specific learning difficulties (SpLD's such as Dyslexia or Dyspraxia)

- mental health conditions.

[Health and wellbeing](#): Our team forms part of Student Services. Your physical, emotional and psychological well-being are key aspects of living and learning well. The Health and Wellbeing page links to various sources of support, including how to self-refer to the mental health and well being service for appointments. We've highlighted a couple of specifics to get started:

- Register for [Together All](#) an anonymous and stigma free environment where you map your own path to well-being with peer support.
- Sign up to our health and well-being blog: [Live Well at Cumbria](#).

[UoC Active](#): Staying physically fit and well makes a huge difference to psychological wellbeing and to our abilities to study. Check out Sport facilities at UoC Active.

[International Student Support](#): Finding your way in a new country or culture can be challenging. International Student Support welcomes you and will be in touch throughout your stay. We encourage you to contact us if you have any questions or need support: [intss@cumbria.ac.uk](mailto:intss@cumbria.ac.uk)

[Money Advice](#): The Money Advice Service are here to help you plan your finances and manage your money whilst studying. We also provide information to help you to manage your money more effectively. Our Advisers are based across the University and are here to help with money issues. We run workshops as well as offering one-to-one advice via telephone on taking control of your finances and gaining financial skills which can last for life.

**Further support and guidance, including EDI and Safeguarding:** We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

### **Student Voice**

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at [www.ucsu.me](http://www.ucsu.me).

You can email at any time on [studentvoice@cumbria.ac.uk](mailto:studentvoice@cumbria.ac.uk).

### **University Cumbria Students' Union (UCSU) Student Support**

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at [www.ucsu.me/support](http://www.ucsu.me/support).



<b>Programme Curriculum Map</b>					
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>
4	HLLP4000	Psychology in Action	20	Core Students must pass this module to qualify for eligibility for GBC	K1-3; S1-2, S6-8
4	HLLP4001	Introduction to Psychological Research Methods	20	Core Students must pass this module to qualify for eligibility for GBC	K2-3; S3-5, S7-8
4	HLLP4002	Introduction to Data Analysis	20	Core Students must pass this module to qualify for eligibility for GBC	K2-3; S3-5, S7-8
4	HLLP4003	Perspectives in Psychology	20	Compulsory	K1-3; S1-2, S6-8
4	HLLP4104	Professional and Academic Skills	20	Compulsory	K1,3; S1-5 & S6-8
4	HLLP4005	Introduction to Psychopathology	20	Compulsory	K1,3; S1-2, S6-8
5	HLLP5000	Research Methods and Statistics	20	Core Students must pass this module to qualify for eligibility	K4-6; S9-12, S16



<b>Programme Curriculum Map</b>					
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>
				for GBC	
5	HLLP5001	Development, Brain and Cognition	20	Core Students must pass this module to qualify for eligibility for GBC	K4-6; S8, S13-16
5	HLLP5003	Research Methods in Applied Psychology Settings	20	Compulsory	K4-6; S9-12, S15-16
5	HLLP5016	Work Experience	20	Compulsory	K4-6; S8, S13-14, S16
5	HLLP5015	Negotiation Learning Project	20	Compulsory	K4-6; S8, S13-14, S16
5	HLLP5010	Social and Community Psychology	20	Core Students must pass this module to qualify for eligibility for GBC	K4-6; S8, S13-14, S16
6	HLLP6013	Critical Psychology	20	Core Students must pass this module to qualify for eligibility for GBC	K7-9; S17-21,
6	HLLP6014	Individual Differences: Abilities, Personalities and measuring differences	20	Core Students must pass this module to	K7-9; S17-21

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
				qualify for eligibility for GBC	
6	HLLP6015	Dissertation	40	Core Students must pass this module to qualify for eligibility for GBC	K7-10; S17-22
6	HLLP6025	Psychological Literacy and Careers	20	Compulsory	K7-9; S17-21
6	HLLP 6024	Introduction to Counselling and Coaching	20	Compulsory	K7-9; S17-21

#### Notes

**Notes:** Module pass mark: 40% (Undergraduate)

Please see the Academic Regulations <http://www.cumbria.ac.uk/Public/AQS/Documents/AcademicRegulations/AcRegs.pdf> Section G for guidance on progression and the carrying of fails.

Where a student has not succeeded in their programme, they will not be permitted to re-register on the same programme

Core modules are a requirement of the accreditation awarded by the British Psychological Society (BPS) and therefore cannot be condoned.

All optional modules offered will be subject to a viable student cohort.

Work experiences modules will be assessed as per module assessment and by review with course team, mentor/supervisor and work experience provider.

#### \* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed.
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).

**Core Modules for GBC**

<b>Module Code</b>	<b>Title</b>	<b>Year of Delivery</b>	<b>Credit Value</b>
<b>HLLP4000</b>	Psychology in Action	One	20
<b>HLLP4001</b>	Introduction to Psychological Research Methods	One	20
<b>HLLP4002</b>	Introduction to Data Analysis	One	20
<b>HLLP5010</b>	Social and Community Psychology	Two	20
<b>HLLP5000</b>	Research Methods and Statistics	Two	20
<b>HLLP5001</b>	Development, Brain and Cognition	Two	20
<b>HLLP6013</b>	Critical Psychology	Three	20
<b>HLLP6014</b>	Individual Differences: Abilities, Personalities and measuring differences	Three	20
<b>HLLP6015</b>	Dissertation	Three	40

Programme Delivery Structure - Full Time (FT)					
Module Code	Module Title	Delivery Pattern		Method(s) of Assessment	Indicative week number of Summative Assessment Deadline
		Sept – Dec	Jan – May		
HLLP4000	Psychology in Action	Sept - Dec		<b>Formative:</b> literature review table <b>Summative:</b> Project work 100%	End of semester Week 12 of Module
HLLP4001	Introduction to Psychological Research Methods	Sept - Dec		<b>Formative:</b> literature review <b>Summative:</b> Report 90% Set Exercise 10%	End semester Assessment Weeks
HLLP4002	Introduction to Data Analysis	Jan- May		<b>Formative:</b> Analysis workbook <b>Summative:</b> Report 100%	Assessment Weeks
HLLP4003	Perspectives in Psychology	Jan- May		<b>Formative:</b> Reflective log/presentation <b>Summative:</b> Portfolio 100%	Week 12 of Module
HLLP4104	Professional and Academic Skills	Sept - Dec		<b>Formative:</b> Reflective Listening triads <b>Summative:</b> Portfolio 100%	Assessment Weeks
HLLP4005	Introduction to Psychopathology	Jan- May		<b>Formative:</b> <b>Summative:</b> Essay	Assessment Weeks

**Students exiting with 120 credits would receive a CertHE Psychology**

HLLP5000	Research Methods and Statistics	Sept - Dec	<p><b>Formative:</b> Data analysis exercise workbook</p> <p><b>Summative:</b> Report 90% Set Exercise 10%</p>	Assessment Weeks
HLLP5001	Development, Brain and Cognition	Sept-Dec	<p><b>Formative:</b> Present plans for summative work</p> <p><b>Summative:</b> Report 60% Oral Assessment/Presentation 40%</p>	Week 7 and Week 12 of the Module
HLLP5015	Negotiated Learning Project	Jan-May	<p><b>Formative:</b> Proposal</p> <p><b>Summative:</b> Coursework 100%</p>	Assessment Weeks
HLLP5010	Social and Community Psychology	Jan - May	<p><b>Formative:</b> Ethics proposal</p> <p><b>Summative:</b> Report 50% Written assignment 50%</p>	Week 7 and Assessment Weeks
HLLP5016	Work Experience	YEAR	<p><b>Formative: Skills Audit</b></p> <p><b>Summative: Reflective Diary (100%)</b></p>	Assessment Weeks
HLLP5003	Research Methods in Applied Psychology Settings	Jan - May	<p><b>Formative: Project Proposal</b></p> <p><b>Summative: Presentation (50%) and Research Ethics Proposal (50%)</b></p>	Week 12 & Assessment Weeks

**Students exiting with 240 credits would receive a DipHE Psychology**

HLLP6013	Critical Psychology	Sept - Dec	<b>Formative:</b> Micro teaching session <b>Summative:</b> Oral assessment/Presentation 50% Written assignment 50%	Week 12 and Assessment Weeks
HLLP6014	Individual Differences: Abilities, Personalities and measuring differences	Jan- May	<b>Formative:</b> Workbook activity <b>Summative:</b> Practical Skills Assessment 60% Report 40%	Week 9 and Assessment Weeks
HLLP6015	Dissertation	Year-long	<b>Formative:</b> Research ethics proposal <b>Summative:</b> Oral assessment /presentation 30% Dissertation 70%	Sem 2 Week 10 and Assessment Weeks
HLLP6025	Psychological Literacy and Careers	Jan - May	<b>Formative:</b> Portfolio Plan Summative: Portfolio	Week 11
HLLP6024	Introduction to Counselling and Coaching	Sept - Dec	<b>Formative:</b> Practical skills <b>Summative:</b> Reflection on coaching skills and oral presentation	Week 11

Programme Delivery Structure – Part Time (PT)					
Module Code	Module Title	Delivery Pattern		Method(s) of Assessment	Indicative week number of Assessment Deadline
		Sept – Dec	Jan – May		
<b>Year 1</b>					
HLLP4000	Psychology in Action	Sept - Dec		<b>Formative:</b> literature review table <b>Summative:</b> Project work 100%	Week 12 of module
HLLP4001	Introduction to Psychological Research Methods	Sept - Dec		<b>Formative:</b> literature review <b>Summative:</b> Report 90% Set Exercise 10%	Assessment weeks
HLLP4002	Introduction to Data Analysis	Jan - May		<b>Formative:</b> Analysis workbook <b>Summative:</b> Report 100%	Assessment weeks
<b>Year 2</b>					
HLLP4104	Professional and Academic Skills	Sept - Dec		<b>Formative:</b> Reflective Listening triads <b>Summative:</b> Portfolio 100%	Assessment weeks
HLLP4003	Perspectives in Psychology	Jan - Dec		<b>Formative:</b> Reflective log/presentation <b>Summative:</b> Portfolio 100%	Week 12 of Module



HLLP4005	Introduction to Psychopathology	Jan - Dec	<b>Formative:</b> <b>Summative:</b> Essay	Assessment weeks
<b>Students exiting with 120 credits would receive a CertHE Psychology</b>				
<b>Year 3</b>				
HLLP5000	Research Methods and Statistics	Sept - Dec	<b>Formative:</b> Data analysis exercise workbook <b>Summative:</b> Report 90% Set Exercise 10%	Assessment Weeks
HLLP5001	Development, Brain and Cognition	Sept - Dec	<b>Formative:</b> Present plans for summative work <b>Summative:</b> Report 60% Oral assessment/Presentation 40%	Week 7 and Week 12 of the Module
HLLP5015	Negotiated Learning Project	Jan - May	<b>Formative:</b> Proposal <b>Summative:</b> Coursework 100%	Assessment Weeks
<b>Year 4</b>				
HLLP5010	Social and Community Psychology	Jan - May	<b>Formative:</b> Ethics proposal <b>Summative:</b> Report 50% Written assignment 50%	Week 7 and Assessment Weeks
HLLP5016	Work Experience	YEAR	<b>Formative: Skills Audit</b> <b>Summative: Reflective Diary (100%)</b>	Assessment Weeks

HLLP5003	Research Methods in Applied Psychology Settings	Jan - May	<b>Formative: Project Proposal</b> <b>Summative: Presentation (50%) and Research Ethics Proposal (50%)</b>	Week 12 & Assessment Weeks
<b>Students exiting with 240 credits would receive a DipHE Psychology</b>				
<b>Year 5</b>				
HLLP6014	Individual Differences: Abilities, Personalities and measuring differences	Spring	<b>Formative:</b> Workbook activity <b>Summative:</b> Practical Skills Assessment 60% Report 40%	Week 9 and Assessment Weeks
HLLP6013	Critical Psychology	Sept - Dec	<b>Formative:</b> Micro teaching session <b>Summative:</b> Oral assessment/Presentation 50% Written assignment 50%	Week 12 and Assessment Weeks
HLLP6025	Psychological Literacy and Careers	Jan - May	<b>Formative:</b> Portfolio Plan <b>Summative:</b> Portfolio	Week 11
<b>Year 6</b>				
HLLP 6024	Introduction to Counselling and Coaching	Sept - Dec	<b>Formative:</b> Practical skills <b>Summative:</b> Reflection on coaching skills and oral presentation	Week 11
<b>Students exiting with 300 credits would receive a BSc Psychology</b>				

HLLP6015	Dissertation	Year-Long	<b>Formative:</b> Research ethics proposal <b>Summative:</b> Oral assessment/presentation 30% Dissertation 70%	Sem 2 Week 10 and Assessment Weeks
<b>Students exiting with 360 credits would receive a BSc (Hons) Psychology</b>				

## Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes and with the requirements of the British Psychological Society (BPS).

## Methods for Evaluating and Improving the Quality and Standards of Learning

### Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review
- External Examiner reports
- Academic Quality and Student Success Committee
- British Psychological Society review cycle
- Staff-Student Forum Meetings (SSFs)
- Student Voice Year Group Forums
- Module Assessment Boards
- University Assessment Board
- Student Success and Quality Assurance Committee

### Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Staff Student forum
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, UK Engagement Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners
- Student Voice Year Group Forums
- Online Forums (Blackboard etc)
- Personal Tutor meetings with feedback to Module and Programme Leads
- Informal discussion with students
- Career pathways and post graduate opportunities are wide and varied and so we garner feedback at all possible opportunities on our student skill sets, their currency in the workplace and their preparedness for progression, this data is collected via a number of routes:
- Stakeholder engagement via e-communications with postgraduate providers and potential employers from a small range of settings.
- We have ongoing relationships with voluntary work experience providers, on-going relationships with current

employers and extensive professional networks, feedback from these sources on developments in the field, performance of our students and their employability skill sets and the readiness of employers and other institutions to accept our graduates all informed the redesign of the programme. E.g. a number of our graduates have secured research positions and their grasp of methodology, report writing and data analysis has received high praise consequently whilst we have reconfigured these modules to meet a changing landscape within the broader field of methodology we have not reduced the intensity of delivery or prominence within the provision. Similarly from the NSS and external organisations we have learned that whilst our students possess well developed skill sets they are not always confident in their own abilities, in response we have introduced skills based reflective challenges throughout the programme but commencing at level 4 to help students appraise their competence more accurately/effectively.

<b>Date of Programme Specification Production:</b>	March 2017
<b>Date Programme Specification was last updated:</b>	December 2021
<b>For further information about this programme, refer to the programme page on the University website</b> <a href="http://www.cumbria.ac.uk/Courses/SubjectAreas/LawSocialScience/Psychology/Home.aspx">http://www.cumbria.ac.uk/Courses/SubjectAreas/LawSocialScience/Psychology/Home.aspx</a>	

<b>The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK</b>	
<b>Is the placement requirement more than 50% of the programme?</b>	No
<b>If yes, what % of the programme is the placement requirement?</b>	
<b>If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?</b>	