Programme Specification

Programme Title and Name of Award	BSc (Hons) Applied Psychology
Professional Qualifications / Accreditation	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

Academic Level	6	**Total Credits**	360
UCAS Code	C810	**JACS Code**	C810

Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage: http://www.cumbria.ac.uk/Courses/Subjects/LawSocialScience/Undergraduate/AppliedPsychology.aspx
Teaching Institution	University of Cumbria
Owning Department	Health, Psychology and Social Studies
Programme delivered in conjunction with	Not applicable
Principal Mode of Delivery	Blended learning
Pattern of Delivery	Full Time and Part Time routes available
Delivery Site(s)	All University of Cumbria campuses, gateway sites and approved partner locations HM Prison Haverigg, Cumbria (selected modules only)
Programme Length	Full Time: 3 years standard, 7 years maximum; Part Time: 5 years standard, 7 years maximum
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR)
Exit Awards	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 Applied Psychology (120 credits)
	Diploma of Higher Education Applied Psychology (240 credits)
	BSc Applied Psychology (300 credits)

Programme Features

Psychology is a fascinating area of study which spans all areas of human behaviour and experience offering an impressive array of opportunities for its application to real world issues. Our Applied 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. Four 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 and iv) the pivotal role of academic, professional and graduate skills.

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, active listening and negotiation skills, reflective practice; essay, case analysis, laboratory report, conference papers, independent project design and management; working with vulnerable and/or challenging individuals, IT, numeracy, data handling, working with others, designing interventions, 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 chartered psychologist; 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 choices across a range of contemporary fields in psychology whilst simultaneously ensuring 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 Applied Psychology modules each worth 20 credits. All modules are semester long and compulsory. In year two **(Level 5)** you are again required to complete 120 credits in the form of six 20 credit single semester modules, however in this year only four of the modules are compulsory and you may select two options according to availability from a menu of optional modules. In the final year (year three) **Level 6** you are required to take 3 compulsory modules (two single 20 credit modules and one double 40 credit module) and two option modules selected according to availability from a menu of modules. The double module is the dissertation module which is your opportunity to design, execute and report on a psychological question that particularly interests you.

In addition to the flexibility achieved through module and project choices, the programme is offered on both a full and part time basis. An example of how the programme may be delivered on a part time basis is illustrated below: *(a map of the typical full time route can be found on page 10)*

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. However, we do try to organise car sharing with other students.

For students who are unable to travel to Haverigg, or do not wish to work alongside prisoners, there would be an option to engage with these modules by carrying out literature reviews around some of the relevant aspects of this project. Supervision would normally be available for issues such as prison education, prison cultures, rehabilitation, desistance, and resettlement of offenders.

Example Programme Delivery Structure Part Time Route	
Module Title	**Delivery Pattern Semester**
Year One	
Psychology in Action	One
Introduction to Psychological Research Methods	Two
Professional and Academic Skills	Two
Year Two	
Introduction to Data Analysis	One
Perspectives in Psychology	Two
Introduction to Psychopathology	Two
Students exiting at this point with 120 credits would receive a Certificate of Higher Education Applied Psychology	
Year Three	
Research Methods and Statistics	One
Development, Brain and Cognition	Two
Option Module	Two
Year Four	
Social and Community Psychology	One
Research Methods in Applied Psychology Settings	Two
Option Module	Two
Students exiting at this point with 240 credits would receive a Diploma of Higher	

Education Applied Psychology	
Year Five	
Individual Differences: Abilities, Personalities and measuring differences	One
Critical Psychology	Two
Option Module	Two
Year Six	
Option Module	One
Students exiting at this point with 300 credits would receive a BSc Applied Psychology	
Dissertation	Two
Students exiting at this point with 360 credits would receive a BSc (Hons) Applied Psychology	

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.

Aims of the Programme

The overall aims of the Programme are to:

1. Engage students with a variety of learning experiences that build on skills and knowledge at each level of the course to facilitate the development of a critical understanding of the nature of psychology, its practice and its application to a variety of settings;

2. Develop both quantitative and qualitative research skills and be competent in methodological and analytical decision making;

3. Provide a supportive and responsive learning environment that will enable students with different experiences to develop a flexible and transferable skill set

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 BPS benchmark thresholds for First Qualifications in Psychology;

7. Engage with a range of contemporary debates in psychology

8. Prepare you for Level 7 (postgraduate) study in psychology or an allied field; or for employment through the development, practice and assessment of academic, professional and academic transferable skills.

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 a

K1   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 knowledge and understanding of a range of approaches to psychological research and the rudiments of designing, collecting and analyzing different types of data.

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

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

K4   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 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 detailed knowledge of factors that influence research, policy and practice within applied psychology settings.

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

K7   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 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 critical and specialist knowledge of factors that influence research, policy and practice within applied psychology settings.

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

K7-9 and;

K10 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 analyse 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.

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

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

The assessment strategy for the programme reflects the University's Learning, Teaching and Assessment Strategy 2014-17.

The Applied Psychology team, place particular emphasis on the following elements of the teaching, learning and assessment strategy :

- promoting learning partnerships:
- embracing innovative approaches to learning, teaching and assessment:
- ensuring high quality provision through robust review and enhancement processes:

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 public and patients, field trips 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. Co-teaching 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"* (University Strategy 2009-12) 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.

Personal tutors and personal development planning

On arrival at the university to commence the course one of the first things we do is allocate you a personal tutor and assign you to a PASS mentor. 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. The PASS mentor scheme is elaborated on page 12, for our students to date the peer assisted mentoring support scheme has been hugely successful, in year one you have peers from years 2 and 3 working to support your transition to the programme and university more widely and then in year 2 you may elect to participate as a peer mentor yourself.

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, for example, in the module HLLP6020 Offender Management and Applying Psychology to Forensic Practice, enrolled students may have an opportunity to participate in a courtroom activity alongside professionals in order to experience the role of the psychologist in court. HLLP5006 Environmental Psychology you will have the opportunity to explore the impact of the environment on an aspect of health and wellbeing. 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 placements as a vehicle for employability 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 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 political and critical psychology it is a common feature of our module design and expected on a course that encourages 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.

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 applied and 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	*Problem based learning activities*
Case analysis	*Intervention design and evaluation*
Literature review	*Psychometric report*
Research reports (qualitative , quantitative and mixed methods)	*Psychometric practical skills assessment*
Reflective Accounts (debates, meetings, research techniques)	*Oral Presentation conference style*
Portfolio of analyses (qualitative and quantitative exercises)	*Online assessment*
Academic Poster and conference style presentation	*Academic debates*
Web page design/ podcast production	*Research proposal*
Dissertation	

Student Support

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 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. E.g. 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.

Library and Student Services (LiSS)

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you

want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via our help is at hand search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. 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 great electronic and print content using OneSearch and you can find out more about key texts and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading lists will be made available to you electronically using the university's online reading list system.

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:

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 tab in the bottom right hand corner. 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.

Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

PASS

PASS is a group mentoring scheme running in a number of programmes at the university. It matches first year students with second and third year PASS Leaders who are able to offer a unique source of support in helping new students through the transition into university study. PASS Leaders undergo specific training that gives them an excellent opportunity to widen their skill-set, whilst also allowing for student-led study sessions that are mutually beneficial to PASS participants and PASS Leaders alike.

Contact your course tutor to find out if PASS is available on your programme. If you are interested in setting-up PASS on your course or would like to become a PASS Leader then contact

pass@cumbria.ac.uk

Cumbria Mentor Scheme

This is the university's one-to-one voluntary mentoring scheme, traditionally matching individual first year students with second and third year Cumbria Student Mentors; however, any student may request a mentor if needed. This scheme provides unique pastoral support to new students during their transition into university life. It is also a great opportunity for more experienced students to broaden their own skill-set through the specific training all new mentors undergo, and through the practices they will utilise throughout the mentoring process. If you would like to be put in touch with a mentor or are interested in becoming a mentor yourself, contact melanie.bakey@cumbria.ac.uk

Career Ahead

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also   offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk.

Programme Curriculum Map[1]					
Academic Level	Module Code	Module Title[2]	Credits	Module Status[3]	Map to Programme Outcomes[4]
4	HLLP4000	Psychology in Action	20	Core Students must pass this module to qualify for eligibility for GBC	K1-3; S1,2, & 6,8
4	HLLP4001	Introduction to Psychological Research Methods	20	Core Students must pass this module to qualify for eligibility for GBC	K2-3; S3,4, & 5, 7,8
4	HLLP4002	Introduction to Data Analysis	20	Core Students must pass this module to qualify for eligibility for GBC	K2-3; S3,4, & 5, 7,8
4	HLLP4003	Perspectives in Psychology	20	Compulsory	K1-3; S1,2, & 6,8
4	HLLP4004	Professional and Academic Skills	20	Compulsory	K1,3; S1,2,3 4, 5 & 6,8
4	HLLP4005	Introduction to Psychopathology	20	Compulsory	K1,3; S1,2, & 6,8
5	HLLP5000	Research Methods and Statistics	20	Core Students must pass this module to qualify for eligibility	K4-6; S9,10,11 & 12, 16

Programme Curriculum Map[1]					
Academic Level	Module Code	Module Title[2]	Credits	Module Status[3]	Map to Programme Outcomes[4]
				for GBC	
5	HLLP5001	Development, Brain and Cognition	20	Core Students must pass this module to qualify for eligibility for GBC	K4-6; S8, 13 & 14,16
5	HLLP5002	Psychology and Criminal Justice	20	Optional - Students select 2 Level 5 options	K4-6; S8, 13 & 14,16
5	HLLP5003	Research Methods in Applied Psychology Settings	20	Compulsory	K4-6; S9,10,11 & 12, 16
5	HLLP5004	The Psychology of Teaching and Learning	20	Optional - Students select 2 Level 5 options	K4-6; S8, 13 & 14,16
5	HLLP5005	Mental Health and Well-being	20	Optional - Students select 2 Level 5 options	K4-6; S8, 13 & 14, 16
5	HLLP5006	Environmental Psychology	20	Optional - Students select 2 Level 5 options	K4-6; S8, 13 & 14,16
5	HLLP5007	Political and Cross Cultural Psychology	20	Optional - Students select 2 Level 5 options	K4-6; S8, 13 & 14,16

Programme Curriculum Map[1]					
Academic Level	Module Code	Module Title[2]	Credits	Module Status[3]	Map to Programme Outcomes[4]
5	HLLP5008	Independent Study	20	Optional - Students select 2 Level 5 options	K4-6; S8, 13 & 14,16
5	HLLP5009	Psychology of Eating Behaviour and Disorders	20	Optional - Students select 2 Level 5 options	K4-6; S8, 13 & 14,16
5	HLLP5010	Social and Community Psychology	20	Core Students must pass this module to qualify for eligibility for GBC	K4-6; S8, 13 & 14,16
6	HLLP6013	Critical Psychology	20	Core Students must pass this module to qualify for eligibility for GBC	K7-9; S 17-21,
6	HLLP6014	Individual Differences: Abilities, Personalities and measuring differences	20	Core Students must pass this module to qualify for eligibility for GBC	K7-9; S 17-21
6	HLLP6015	Dissertation	40	Core Students must pass this module to	K7-10; S 17-21

Programme Curriculum Map[1]					
Academic Level	Module Code	Module Title[2]	Credits	Module Status[3]	Map to Programme Outcomes[4]
				qualify for eligibility for GBC	
6	HLLP6016	Psychology and Health	20	Optional - Students select 2 Level 6 options	K7-9; S 17-21
6	HLLP6017	Defence, Security and Cyber Psychology	20	Optional - Students select 2 Level 6 options	K7-9; S 17-21
6	HLLP6018	Independent Study	20	Optional - Students select 2 Level 6 options	K7-9; S 17-21
6	HLLP6019	Occupational Psychology	20	Optional - Students select 2 Level 6 options	K7-9; S 17-21
6	HLLP6020	Offender Management and Applying Psychology to Forensic Practice	20	Optional - Students select 2 Level 6 options	K7-9; S 17-21
6	HLLP6021	Trauma and Resilience	20	Optional - Students select 2 Level 6 options	K7-9; S 17-21
6	HLLP6008	Psychology of Violent Behaviour	20	Optional - Students select 2 Level 6 options	K7-9; S 17-21

Programme Curriculum Map[1]					
Academic Level	**Module Code**	**Module Title[2]**	**Credits**	**Module Status[3]**	**Map to Programme Outcomes[4]**
6	HLLP6012	Sport and Exercise Psychology	20	Optional - Students select 2 Level 6 options	K7-9; S 17-21
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. 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.					

[1] This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Process.

[2] Please refer to the relevant programme webpage on the University's website for summaries of the individual Module Aims.

[3] **Core Modules** must be taken and must be successfully passed.

Compulsory Modules must be taken although it may possible to carry as a fail (if the award permits).

Optional Modules are a set of modules from which you will be required to choose to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module as per the Academic Regulations.

Qualificatory Units. These are non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme.

[4] This column references the Programme Outcomes that will be achieved through successful completion of each module (i.e. through successful completion of the module summative assessment)

Core Modules for GBC

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

Programme Delivery Structure				
Module Code	Module Title	Delivery Pattern Autumn Semester / Spring Semester	Method(s) of Assessment	Approximate Assessment Deadline
HLLP4000	Psychology in Action	Autumn	**Formative:** literature review table **Summative:** Project work 100%	Early semester End of semester
HLLP4001	Introduction to Psychological Research Methods	Autumn	**Formative:** literature review **Summative:** Report 90% Set Exercise 10%	Early semester Mid-semester End of semester
HLLP4002	Introduction to Data Analysis	Spring	**Formative:** Analysis workbook **Summative:** Report 100%	Throughout semester End of semester
HLLP4003	Perspectives in Psychology	Spring	**Formative:** Reflective log/presentation **Summative:** Portfolio 100%	Early semester End of semester
HLLP4004	Professional and Academic Skills	Autumn	**Formative:** Reflective Listening triads **Summative:** Portfolio 100%	Mid semester End of semester
HLLP4005	Introduction to Psychopathology	Spring	**Formative:** Class Based Discussions **Summative:** Written	End of semester Mid semester

			assignment 100%	
**Students exiting with 120 credits would receive a CertHE Applied Psychology**				
HLLP5000	Research Methods and Statistics	Autumn	**Formative:** Data analysis exercise workbook **Summative:** Report 90% Set Exercise 10%	Throughout semester Mid-semester End of semester
HLLP5001	Development, Brain and Cognition	Autumn	**Formative:** Present plans for summative work **Summative:** Report 60% Presentation 40%	Early semester Mid-semester End of semester
HLLP5002	Psychology and Criminal Justice	Autumn	**Formative:** Peer Review of of psychological theories **Summative:** Written assignment 100%	Mid semester End of semester
HLLP5003	Research Methods in Applied Psychology Settings	Spring	**Formative:** Oral presentation of intervention evidence base and plan **Summative:** Presentation 50% Written assignment 50%	Early semester End of semester End of semester
HLLP5004	The Psychology of Teaching and Learning	Autumn	**Formative:** Micro Teaching **Summative:** Set Exercise 100%	Mid-semester End of semester

HLLP5005	Mental Health and Well-being	Autumn	**Formative:** Present work in progress **Summative:** Report 100%	Mid-semester End of semester
HLLP5006	Environmental Psychology	Spring	**Formative:** Project Proposal **Summative:** Project Work 100%	Early semester End of semester
HLLP5007	Political and Cross Cultural Psychology	Spring	**Formative:** Plan **Summative:** Written Assignment 60% Oral presentation 40%	Early semester Mid-semester End of semester
HLLP5008	Independent Study	Spring	**Formative:** Written proposal **Summative:** Written assignment 100%	Early semester End of semester
HLLP5009	Psychology of Eating Behaviour and Disorders	Autumn	**Formative:** Micro teaching exercise **Summative:** Presentation 100%	Mid-semester End of semester
HLLP5010	Social and Community Psychology	Spring	**Formative:** Ethics proposal **Summative:** Report 50% Written assignment 50%	Early Semester Mid-semester End of semester
Students exiting with 240 credits would receive a DipHE Applied Psychology				
HLLP6013	Critical Psychology	Autumn	**Formative:** Micro teaching session	Early semester

			Summative: Presentation 50% Written assignment 50%	Mid-semester End of semester
HLLP6014	Individual Differences: Abilities, Personalities and measuring differences	Autumn	**Formative**: Workbook activity **Summative**: Practical Skills Assessment 60% Report 40%	Early semester Mid-semester End of semester
HLLP6015	Dissertation	Year	**Formative:** Research ethics proposal **Summative:** Oral presentation 30% Dissertation 70%	Early semester one End of semester two End of semester two
HLLP6016	Psychology and Health	Spring	**Formative**: Workbook activity **Summative**: Written assignment 50% Oral assessment/presentation 50%	Early semester Mid-semester End of semester
HLLP6017	Defence, Security and Cyber Psychology	Spring	**Formative**: Workbook activities & in class debates **Summative**: Written assignment 50% Set exercise 50%	Mid semester Early Semester End of semester
HLLP6018	Independent Study	Spring	**Formative**: Written proposal **Summative**: Written assignment 100%	End of Semester

HLLP6019	Occupational Psychology	Spring	**Formative**: Selection exercise **Summative**: Portfolio 100%	End of Semester
HLLP6020	Offender Management and Applying Psychology to Forensic Practice	Spring	**Formative**: Written proposal **Summative**: Written assignment 100%	End of Semester
HLLP6021	Trauma and Resilience	Spring	**Formative**: In-group discussions and feedback **Summative**: Portfolio 100%	End of Semester
HLLP6008	Psychology of Violent Behaviour	Spring	**Formative**: peer and self-assessed contribution to a debate **Summative**: Portfolio 100%	End of Semester
HLLP6012	Sport and Exercise Psychology	Spring	**Formative**: MCQ practice test **Summative**: Written examination 100%	End of Semester

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 revalidation • Annual Evaluatory Reports • Peer Review • External Examiner reports • Departmental Quality Committees • British Psychological Society review cycle • Staff-Student Forum Meetings (SSFs) • Academic Quality and Standards Committee (AQSC) • Module Assessment Boards • University Assessment Board
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: **Students, graduates, employers, WBL venues, other stakeholders, etc.**	• Staff Student forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, Penultimate Year Survey • Module/Programme/Personal tutorials • Meetings with External Examiners • 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.

Date of Programme Specification Production:	November 2015
Date Programme Specification was last updated:	July 2016

For further information about this programme, refer to the programme page on the University website
http://www.cumbria.ac.uk/Courses/SubjectAreas/LawSocialScience/Psychology/Home.aspx