

Programme Specification

Programme Title and Name of Award	BSc (Hons) Applied Psychology (with integrated foundation year)		
Academic Level	6	Total Credits	480
Professional Body Accreditation / Qualification	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		
Date of Professional Body Accreditation	May 2016	Accreditation Period	Until 2020-2021
UCAS Code	C811		
HECoS Code	100493		
Criteria for Admission to the Programme	<p>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. Please note that APL will not be permitted at Level 3 on this programme</p> <p>https://www.cumbria.ac.uk/study/courses/foundation-courses/</p> <p>Detailed criteria for admission to this programme can be found on the Applied Psychology programme webpage: http://www.cumbria.ac.uk/study/courses/undergraduate/applied-psychology-with-integrated-foundation-year/</p> <p>The following additional requirements apply for entry to this programme: Students who have studied an alternative Level 3 programme but have a confirmed fail in a core module on that programme with a mark in the range 35-39%, may be considered for transfer onto Level 4 of this programme. In these circumstances, normal university procedures apply and, provided that you meet the entry requirements and any pre-requisites for the alternative programme, then a transfer may be considered subject to space being available on that programme.</p>		
Teaching Institution	University of Cumbria		
Owning Department	Health, Psychology and Social Studies		
Programme delivered in conjunction with	n/a		

Principal Mode of Delivery	Face to Face, Blended learning
Pattern of Delivery	Full Time, Part Time (3 year only)
Delivery Site(s)	All University of Cumbria campuses, gateway sites and approved partner locations (<i>Level 3 to be delivered full time at Carlisle, Fusehill Street only</i>) HM Prison Haverigg, Cumbria (selected modules only)
Programme Length	Full Time: 4 years standard (8 years maximum) Part Time: 6 years standard (8 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. FdCert Social Science (120 credits) Certificate of Higher Education Applied Psychology (240 credits) Diploma of Higher Education Applied Psychology (360 credits) BSc Applied Psychology (420 credits)
Period of Approval	August 2019 to July 2025
<p>This programme has been 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: http://www.cumbria.ac.uk/study/courses/undergraduate/applied-psychology-with-integrated-foundation-year/</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

The integrated foundation year (Year 0) provides the opportunity for you to settle into University life and gain the confidence and skills to succeed in your chosen degree through participating in a supportive academic, personal and professional development programme. One of the key features of the foundation year entry route is its wide applicability to a range of potential careers and/or opportunities for further study. The foundation year modules will serve to provide you with an excellent grounding for work with people of any age across a range of educational, health or research related settings. This foundation year offers opportunities for shared learning with students planning for careers in allied fields, consequently the activities and assessments have been designed to include varying levels of choice when it comes to the focus of the work you undertake, for example: in a number of modules you will have an opportunity to identify a population or contemporary issue of your choice as the focus of your research

Students following this route will take modules in Families, Communities and the Criminal Justice System, Professional Practice in the Community and Contemporary Issues and the Media along with students from other programmes and departments. You will be investigating key contemporary issues relating to your subject area through the lens of the media and analysing the role and influence the media has on societies appreciation of these issues. Through investigating the work of community groups you will gain an appreciation of the roles within and requirements of organisations as well as developing key employability skills such as reflective practice in a work context. There is an opportunity within this module to further enhance key skills though undertaking volunteering with a community group of your choice linked to your degree area. You will also take a subject specific module on Mental Health and Wellbeing along with two further university-wide modules that prepare students for study in Higher Education. The foundation year offers a good introduction to understanding a range of social and community settings in society and contemporary issues. Students will develop problem solving skills, knowledge and a grounding in essential academic skills and nurturing career aspirations.

Throughout the integrated foundation year you will have the opportunity to develop your professional skills by developing key soft skills such as communication, team working, self-management and organisation. During the generic university wide modules, you will make links with the careers team to discuss your skill development and to help you reflect on how these link to your employability and graduateness. This will be accompanied by working on your digital skills profile, ensuring you have access to the universities MOOC's and 'Linked in Learning' to help build upon your current level of IT literacy.

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-psycho-social 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 module choices across a range of 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 zero (**Level 3**) A central feature of this programme is the emphasis on developing academic and employability skills. There are a number of opportunities available to help you develop your skill set in a work based context.

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 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, with the exception of the foundation year (year zero) which is only available on a full 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. 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 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 240 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 360 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 420 credits would receive a BSc Applied Psychology

Dissertation

Two

Students exiting at this point with 480 credits would receive a BSc (Hons) Applied Psychology with integrated foundation year

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:

1. To provide a supportive transitional route into higher education equipping students with the skills essential for successful participation in academic study
2. To develop students' inter-disciplinary knowledge through an exploration of theoretical concepts in a range of contexts applicable to Applied Psychology
3. To develop the academic personal and professional skills required to work in the context of Applied Psychology
4. 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;
5. Develop both quantitative and qualitative research skills and be competent in methodological and analytical decision making;
6. Provide a supportive and responsive learning environment that will enable students with different experiences to develop a flexible and transferable skill set
7. Provide opportunities to learn about a range of career pathways;
8. Ensure that students reflect and act on ethical guidelines as laid down by the British Psychological Society (BPS) and the University of Cumbria;
9. Provide a programme that meets BPS benchmark thresholds for First Qualifications in Psychology;
10. Engage with a range of contemporary debates in psychology

11. 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 3: (Usually Year 0 undergraduate), you will be able to:

- Recognise the breadth of the field of study and apply the skills of manipulation of knowledge to make informed judgements within routine contexts and with guidance.
- Begin to work beyond defined contexts
- Apply established approaches to solving well defined problems, showing emerging recognition of the complexity of associated issues and communicate outcomes effectively in an appropriate format
- Within a defined context and under guidance, evaluate personal and workplace experience and manage information and data from a range of sources appropriate to the field of study.

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 (FdCert) you will be able to demonstrate:

K1. The ability to apply and explain of the theories, models, concepts and principles of human behaviour, organisations and communities that underpin the context of Applied Psychology.

K2. Knowledge of the theories, concepts and contexts of mental health and wellbeing across the lifespan.

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

K3 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;

K4 knowledge and understanding of a range of approaches to psychological research and the rudiments of designing, collecting and analyzing different types of data.

K5 knowledge of factors that influence research, policy and practice within applied psychology settings.

After 360 credits of study (DipHE) you will be able to demonstrate:

K6 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;

K7 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.**

K8 detailed knowledge of factors that influence research, policy and practice within applied psychology settings.

After 420 credits of study (BSc) you will be able to demonstrate:

K9 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

K10 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.

K11 critical and specialist knowledge of factors that influence research, policy and practice within applied psychology settings.

After 480 credits of study (BSc Hons) you will be able to demonstrate:

K9-11 and;

K12 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 (FdCert) you will be able to demonstrate:

S1 Academic, personal and professional skills needed to succeed in higher education

S2 effective problem solving skills for working with people across a range of contexts

S3 specific skills, techniques and competencies needed to work across a range of stakeholders and contexts

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

S4 identify, explain and apply different perspectives on psychological issues and appreciate that psychology involves a range of theories and applications;

S5 assimilate ideas and evidence from the different perspectives in psychology, identifying distinctive psychological approaches to relevant issues;

S6 conduct and participate in empirical studies involving a variety of methods of data collection;

S7 develop hypotheses and research questions and analyse data using appropriate analytic techniques;

S8 present and evaluate research findings;

S9 examine practical, theoretical and ethical issues associated with the use of different methods and approaches in psychology; and

S10 use, with supervision, a variety of psychological tools, including specialist software, equipment and psychometric measurement tools.

S11 demonstrate some competence in a range of academic skills (e.g. communication, IT, literacy, numeracy)

After 360 credits of study (DipHE) you will be able to:

S12 apply and evaluate psychological theory, evidence and research methods.

S13 generate and test hypotheses and/or research questions;

S14 design, conduct and participate in empirical studies involving a range of data collection methods;

S15 analyse data using quantitative and qualitative techniques;

S16 present and evaluate research findings in line with American Psychological Association (APA), standards;

S17 critically discuss practical, theoretical and ethical issues associated with the use of different methods and approaches in psychology; and

S18 use a variety of psychological tools, including specialist software, equipment and psychometric measurement tools.

S19 demonstrate increasing competence in a range of academic and professional skills (e.g. communication, IT, literacy, numeracy, reflection, active listening, negotiation skills).

After 420 credits of study (BSc) you will be able to:

S20 critically discuss psychological theory, evidence and research methods.

S21 present and critically evaluate research findings in line with APA standards using a range of presentation media;

S22 critically discuss a range of practical, theoretical and ethical issues associated with the use of different methods and approaches in psychology; and

S23 competently use a variety of psychological tools, including specialist software, equipment and psychometric measurement tools.

S24 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 480 credits of study (BSc Hons) you will be able to:

S1-24 and,

S25 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:

At the centre of the [University's mission](#) is the provision of an accessible and outstanding student experience and we aim to ensure as many people as possible benefit from the transformational opportunities provided by higher education. Our [Corporate Strategy](#) demonstrates the University's firm commitment to accessible higher education, in terms of widening participation and access. It also recognises that the University has a regional commitment to an area with significant pockets of low participation, low educational aspiration and attainment in higher education.

The Foundation Year is designed for students who have the ability to study for a degree but don't have the qualifications to enter directly onto a three year (FT) honours degree. It therefore attracts many students from non-traditional educational backgrounds and under-represented groups.

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

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

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

Graduate Prospects

Psychology graduates have a wide range of career options open to them.

The Higher Education Careers Services Unit (2010) shows that psychology graduates are highly regarded by employers and have a good chance of finding employment, this is because the skills they acquire are transferable across many careers.

Approximately 25% of psychology graduates go on to further study. Postgraduate study and training is a requirement to become a Chartered Psychologist and to register as a practitioner psychologist with the Health and Care Professionals Council (HCPC).

Psychologists normally specialise in a particular area such as education, health or sport, and the range of accredited postgraduate training programmes available reflects this.

Psychology is a huge scientific discipline and the British Psychology Society confers Chartered status in the following areas:

- Clinical psychologists
- Counselling psychologists
- Educational psychologists
- Forensic psychologists
- Health psychologists
- Neuropsychologists
- Occupational psychologists
- Sport and Exercise psychologists
- Teachers and researchers in psychology

Many psychology graduates who do not want to be a psychologist often choose to do a postgraduate qualification in their chosen area (e.g. employment and selection, advertising, marketing or teaching), either straight after graduation or when returning to education later in their careers.

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 placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Integrated foundation year

We want to motivate you in your foundation year studies through a variety of teaching and learning approaches that support different learners' needs and help to integrate you into university life. Transferable skills are central to learning opportunities and assessment. Students are encouraged to reflect on their skills development in learning and personal contexts so they develop their ability to

make appropriate choices and decisions. Challenging and authentic tasks will be used to stretch your capabilities in real world learning and assessment resulting in a deeper approach to learning. The mode of assessment introduces you to the type of assessments you will encounter as you progress through your degree. You will undertake a range of assessments including written assignments, reports and essays, oral presentations and poster presentations, portfolios and set exercises such as producing a dvd news report. There is a strong emphasis on formative assessment in all modules to assist with the learning process.

The foundation year modules utilise a full range of UoC digital resources and learning technology where suitable; for example, through the University's virtual learning environment (Blackboard). Vocational practice opportunities form an essential part of the programme and encourages you to make meaningful links between the underpinning theoretical concepts within the subject area.

During the integrated foundation year you will be taught with students on a range of programmes within the Department of Health Psychology and Social Science and students from other departments, you will be working in groups and teams to achieve solutions to set problems, researching case studies and delivering events. Each module is led by a module leader which is the lead tutor with over-arching responsibility for that module. However, one of the strengths of this programme is our team-taught approach to delivery, you will be taught on a module by more than one tutor. This ensures you are taught topics by subject specialists, experience the different delivery styles you will encounter as you progress through your programme and on modules that you share with other programmes ensures you will meet staff from your degree programme. In some modules such as Professional Practice in the Community guest speakers from local industry and organisations will give talks on their role and practice within the wider community bridging the link between social theory and practice explored during the module.

Learning and Teaching

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:

The fundamental premise upon which the Teaching, Learning and Assessment Strategy is based is that of developing independence in parallel with academic and professional confidence and competence. These aims are visible in both the teaching philosophy and the assessment strategy. The teaching and learning philosophy is rooted in transformational learning model that involves reflection, problem solving in context, application of theory to practice and team working to develop a meaningful sense of interagency working. The module delivery is, as a result, focused on using strategies that encourage participation, team working, discussion, reflection, case study work and problem solving.

To achieve this end our assessment processes are transparent and students have a role to play in assessing their own performance and that of their peers, using the marking criteria and university grade descriptors to guide their judgements. Whilst the final decisions remain with the academic staff members there are opportunities within some modules to discuss and evidence skills orally through discussion that may have been implicit within the presented work. This process of positively framed, effective negotiation is a powerful workplace skill and whilst the number of marks awarded to these negotiation sessions is nominal (maximum of 10 marks) they demonstrate our commitment to the process of self and peer assessment. Assessment criteria are available at the start of the module and frequently take the form of detailed rubrics which identify the sub-sets of skills being assessed and the weighting afforded to each, this can serve as a powerful guide for focus and emphasis in preparing work for assessment. The task, the LO's and the criteria form pivotal features of workshop sessions. In keeping with independence and professional confidence our assessments seek to provide a range of

transferable skills, skills that will serve transitioning students and then later in workplace settings.

Consequently, the skills assessed vary from practical, communication and traditional academic tasks and are assessed through a range of activities from portfolio building with formative peer assessment, presentations, creating resources and leaflets, and written assessments (Please refer to example assessment matrix at the end of this document). These skills based sessions are also, where possible, supported by external visits to appropriate settings in order for students to gain first hand relevant 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 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*" 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 of the BSc (Hons) Applied Psychology programme 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 Applied Zoology students will have the opportunity to undertake an overseas fieldtrip to observe animal behaviour and conservation work in the field. 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: critical psychology, cross cultural psychology and contemporary issues in human development. Internationalisation 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 option modules cross cultural psychology and contemporary issues in human development explicitly examine issues from a range of international perspectives.

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. After the successful completion of level 3, you will progress to level 4 where we have designed a number of modules (HLLP4003; HLLP4004; HLLP4006) using a portfolio assessment mode which will enable 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

Induction takes place during Welcome Week prior to the start of the programme. All foundation year students will share a common induction programme to provide the opportunity for you to meet with other students in your subject area and those from other level 3 foundation programmes who share common university-wide modules. You will undertake a series of activities designed to form cohesion amongst your peer group, to familiarise you with the University and introduce you to a range of support services who are there to help you settle into university life and help you progress through your studies. You will be shown how to use our Virtual Learning Environment (VLE) which is called 'Blackboard' and how to submit assessments using 'Turn it In'. You will attend centrally organised sessions, Student Life and Help is at Hand.

During the induction week you are allocated a Personal Tutor (PT), as are all students at the University, but in addition foundation year students will also receive dedicated supported from the level 3 Student Transition Advisors.

Transitioning to level 4: Progressing students will not be required to attend all induction activities at level 4, but will be invited to activities that will enable them to meet and feel fully integrated with their new cohort such as introduction to programme structure, modules and assessments and team building activities. In addition, the students will be invited by the programme leader to mentor and support new students in other activities such as campus tours and general tips and guidance on being a UoC student.

The education and families enrichment activity opportunities throughout the year will be available to all students on any of the pathways and at all levels 3-7 which will serve to maximise opportunities for shared learning and create a sense of learning community. These informal opportunities will be augmented by an invite to attend the induction week with the new level 4 students in activities, where transitioning students with expertise will lead/support groups of new students through induction activities.

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.

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your 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 using the University's [online reading and resource list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. 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. Visit [skills@cumbria](#) for more details.

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 [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 [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

Student Support Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. 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 the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

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 professional services advisers:

Student Transition Advisor Support (level 3)

During the first year of your programme (year 0) you will have access to support from dedicated Student Transition Advisors. These advisors will provide you with individual academic and pastoral support alongside the academic team to ensure you reach your full potential whilst you are on this programme. In particular, they will help you to adjust adjustment to university study, assist you in the navigation of the academic environment, policies, expectations and signposting to a wide range of services. They also work with you and your personal tutor to help you to develop your own strategies for effective study and provide additional one-to-one and group support in academic writing and numeracy skills.

A key feature of the foundation year programme is the additional student support that has been built into the modules in particular the Essential University Skills 1 and Essential University Skills 2 modules that have an additional 12 contact hours included to enable staff to provide additional individual and group tutorials facilitated by the Student Transition Advisors.

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.

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.

Peer Mentoring @ Cumbria

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

Mature Students' Events

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

Help is at Hand Events

Keep a look out for these interactive events on campus around October and January. You are

encouraged to attend these as they showcase the range of support available here and give you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

Career Ahead+

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 or visit www.cumbria.ac.uk/careerahead for more information.

Programme Curriculum Map¹					
Academic Level	Module Code	Module Title²	Credits	Module Status^{*3}	Programme Outcomes achieved ⁴
3	UNIF3003	Essential University Skills 1	20	Compulsory	K1, K2, S1
3	UNIF3004	Essential University Skills 2	20	Compulsory	K1, K2, S1
3	UNIF3010	Contemporary Issues and the Media	20	Compulsory	K1, K2, S2
3	UNIF3013	Families, Communities and the Criminal Justice System	20	Compulsory	K1, S2
3	UNIF3014	Professional Practice in the Community	20	Compulsory	K1, S1, S3
3	UNIF3012	Mental Health and Wellbeing	20	Compulsory	K2, S2
4	HLLP4000	Psychology in Action	20	Core Students must pass this module to qualify for eligibility for GBC	K3-5; S4-5, S9-11
4	HLLP4001	Introduction to Psychological Research Methods	20	Core Students must pass this module to qualify for eligibility for GBC	K4-5; S6-8, S10-11

4	HLLP4002	Introduction to Data Analysis	20	Core Students must pass this module to qualify for eligibility for GBC	K4-5; S6-8, S10-11
4	HLLP4003	Perspectives in Psychology	20	Compulsory	K3-5; S4-5, S9-11
4	HLLP4004	Professional and Academic Skills	20	Compulsory	K3,5; S4-8 & S9-11
4	HLLP4005	Introduction to Psychopathology	20	Compulsory	K3,5; S4,5, & 9,11
5	HLLP5000	Research Methods and Statistics	20	Core Students must pass this module to qualify for eligibility for GBC	K6-8; S12-15, S19
5	HLLP5001	Development, Brain and Cognition	20	Core Students must pass this module to qualify for eligibility for GBC	K6-8; S11, S16-19
5	HLLP5002	Psychology and Criminal Justice	20	Optional - Students select 2 Level 5 options	K6-8; S11, 16 & 17,19

5	HLLP5003	Research Methods in Applied Psychology Settings	20	Compulsory	K6-8; S12,13,14 & 15, 19
5	HLLP5004	The Psychology of Teaching and Learning	20	Optional - Students select 2 Level 5 options	K6-8; S11, 16 & 17,19
5	HLLP5005	Mental Health and Well-being	20	Optional - Students select 2 Level 5 options	K6-8; S11, 16 & 17, 19
5	HLLP5006	Environmental Psychology	20	Optional - Students select 2 Level 5 options	K6-8; S11, 16 & 17,19
5	HLLP5007	Political and Cross Cultural Psychology	20	Optional - Students select 2 Level 5 options	K6-8; S11, 16 & 17,19
5	HLLP5008	Independent Study	20	Optional - Students select 2 Level 5 options	K6-8; S11, 16 & 17,19
5	HLLP5009	Psychology of Eating Behaviour and Disorders	20	Optional - Students select 2 Level 5 options	K6-8; S11, 16 & 17,19
5	HLLP5010	Social and Community Psychology	20	Core Students must pass this	K6-8; S11, 16 & 17,19

				module to qualify for eligibility for GBC	
6	HLLP6013	Critical Psychology	20	Core Students must pass this module to qualify for eligibility for GBC	K9-11; S 20-24
6	HLLP6014	Individual Differences: Abilities, Personalities and measuring differences	20	Core Students must pass this module to qualify for eligibility for GBC	K9-11; S 20-24
6	HLLP6015	Dissertation	40	Core Students must pass this module to qualify for eligibility for GBC	K9-12; S20-25
6	HLLP6016	Psychology and Health	20	Optional - Students select 2 Level 6 options	K9-11; S 20-24

6	HLLP6017	Defence, Security and Cyber Psychology	20	Optional - Students select 2 Level 6 options	K9-11; S 20-24
6	HLLP6018	Independent Study	20	Optional - Students select 2 Level 6 options	K9-11; S20-24
6	HLLP6019	Occupational Psychology	20	Optional - Students select 2 Level 6 options	K9-11; S 20-24
6	HSOS6020	Applied Zoology	20	Optional - Students select 2 Level 6 options	K9-11; S20-24
6	HLLP6021	Trauma and Resilience	20	Optional - Students select 2 Level 6 options	K9-11; S 20-24
6	HLLP6008	Psychology of Violent Behaviour	20	Optional - Students select 2 Level 6 options	K9-11; S 20-24
6	HLLP6012	Sport and Exercise Psychology	20	Optional - Students select 2 Level 6 options	K9-11; S 20-24

Notes

Module pass mark: 40% (Undergraduate)

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

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 compensated.

Optional modules may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Optional modules are normally selected 3 - 5 months in advance.

A failed student will not be permitted to re-register on the same programme

* Key to Module Statuses ³

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)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, 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)
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

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.

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	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long		
UNIF3003	Essential University Skills 1	Autumn	Written assignment (50%) Presentation (50%)	Mid Semester 1 End Semester 1
UNIF3004	Essential University Skills 2	Spring	Written assignment (50%) Presentation (50%)	Mid Semester 2 End Semester 2
UNIF3013	Families, Communities and the Criminal Justice System	Spring	Portfolio (100%)	End Semester 2
UNIF3014	Professional Practice in the Community	Spring	Portfolio (100%)	Mid-End Semester 2
UNIF3010	Contemporary Issues and the Media	Autumn	Written Assignment (40%) Set Exercise (DVD News Report) (60%)	Mid Semester 1 End Semester 1
UNIF3012	Mental Health and Wellbeing	Autumn	Written Assignment (50%) Presentation (50%)	Mid Semester 1 End Semester 1
Students exiting at this point with 120 credits would receive a FdCert Social Science				
HLLP4000	Psychology in Action	Autumn	Formative: literature review table	Early semester End of semester

			Summative: Project work 100%	
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 assignment 100%	End of semester Mid semester
Students exiting at this point with 240 credits would receive a CertHE 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	Early semester Mid-semester

			Summative: Report 60% Oral Assessment/Presentation 40%	End of semester
HLLP5002	Psychology and Criminal Justice	Autumn	Formative: Peer Review of of psychological theories Summative: Written assignment 100%	
HLLP5003	Research Methods in Applied Psychology Settings	Spring	Formative: Oral presentation of intervention evidence base and plan Summative: Presentation 50% Written assignment 50%	
HLLP5004	The Psychology of Teaching and Learning	Autumn	Formative: Micro Teaching Summative: Set Exercise 100%	
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	Early semester

			Summative: Written assignment 100%	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 360 credits would receive a DipHE Psychology				
HLLP6013	Critical Psychology	Autumn	Formative: Micro teaching session Summative: Oral assessment/Presentation 50% Written assignment 50%	Early semester 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-long	Formative: Research ethics proposal Summative: Oral assessment /presentation 30% Dissertation 70%	Early Autumn semester Early Spring semester Early Spring semester

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%	Early semester 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%	
HLLP6012	Sport and Exercise Psychology	Spring	Formative: MCQ practice test	

			Summative: Written examination 100%	
Students exiting with 420 credits would receive a BSc Psychology Students exiting at this point with 480 credits would receive a BSc (Hons) Psychology				

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
- Level 3 Management Group

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, 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

	<p>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.</p>
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Date of Programme Specification Production:	February 2019
Date Programme Specification was last updated:	May 2019
<p>For further information about this programme, refer to the programme page on the University website:</p> <p>http://www.cumbria.ac.uk/study/courses/undergraduate/applied-psychology-with-integrated-foundation-year/</p>	

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