

BSc (Hons) Forensic Psychology

Programme Specification

Primary Purpose:

Course management, monitoring and quality assurance.

Secondary Purpose:

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer:

The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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Programme Specification

1. Named Awards

BSc (Hons) Forensic Psychology

2. Course Code (and UCAS Code if applicable)

Course Codes: C0274F/P

UCAS Code: C810

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

British Psychological Society (BPS). The programme is accredited as conferring eligibility for the Graduate Basis for Chartered (GBC) Membership, provided the minimum standard of a Second Class Honours Degree is achieved.

6. QAA Benchmark Groups

QAA Subject Benchmark Statement (SBS) for Psychology (2007)

7. Document Control Information

September 2012

8. Effective Session

2012-13

9. Author

Dr. Mark Turner

10. Faculty

Science

11. Department

Department of Psychology

12. Educational Aims

A. General Aims.

- To provide a challenging and stimulating study environment.
- To provide a framework allowing students to follow a flexible, coherent programme of study.
- To provide students with the opportunity to develop key transferable skills for lifelong learning, employability and flexibility in the context of changing labour markets.
- To provide students with the skills and knowledge required to maximise career and postgraduate study opportunities.

B. Subject Specific Aims.

Where relevant, subject specific aims are derived from Section 2.1a to 2.1f (Defining Principles) of the QAA Subject Benchmark Statement (SBS) for Psychology (2007).

- To produce a scientific understanding of the human mind, brain, behaviour and experience, and of the complex interactions between these.
- To provide a broad education presenting multiple perspectives to meet the needs of a career in any area of psychology but especially forensic psychology and to prepare for postgraduate study.
- To foster knowledge of psychology and its contexts and a critical engagement with its specialised subject areas especially forensic psychology including evaluation of theory, research findings and applications.
- To provide understanding of the role of empirical research in creating theory and also how theory guides collection and interpretation of empirical data via qualitative and quantitative research methodologies.
- To cultivate technical and transferable skills required for professional success.
- To provide course content that includes both a broad base of psychology units (commensurate with BPS requirements) and forensic content at all three levels.
- To encourage an appreciation of the relevance to forensic psychology of theories and findings from a range of other areas of psychology.
- To promote an awareness of ethical issues in relation to research and practice in psychology (with a special focus in forensic psychology).
- To provide an opportunity for students to gain experience and skills relevant to employment (or further study) within forensic psychology or related subject areas by choosing relevant work placement/work based learning/study options.

13. Reference Points

- University of Portsmouth Curriculum Framework Document 2012.
- The scholarship and research expertise of academic members of staff.
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education.
- QAA Framework for Higher Education Qualifications (FHEQ, 2008)
- QAA Subject Benchmark Statement (SBS) for Psychology (2007).
- British Psychological Society Accreditation through Partnership Handbook: Guidance for Undergraduate and Conversion Psychology Programmes (2010).
- National Occupational Standards for Psychology (2002).

14. Learning Outcomes

General Learning Outcomes: Students will be able to demonstrate, at threshold level, the ability to:

- Understand the key aspects of psychology.
- Apply appropriate techniques of analysis to their study.
- Research topics and devise and sustain arguments relating to psychology.
- Discuss current research and scholarship relating to psychology.
- Discuss the current limits of knowledge on psychology.
- Take responsibility for their own learning.
- Carry out an extended piece of independent enquiry in psychology.
- Communicate information in a manner appropriate to the subject and the intended audience.
- Show initiative and be able to make and justify decisions.

Where indicated below, the specific Programme Learning Outcomes relate to Section 7 (Benchmark Standards) of the QAA Subject Benchmark Statement (SBS) for Psychology (2007).

A. Knowledge and Understanding of: [See SBS 7.4]

- A1. Core aspects of psychology including research methods, biological psychology, cognitive psychology, individual differences, developmental psychology and social psychology, conceptual and historical perspectives in psychology.
- A2. Specialised areas of psychology, especially forensic psychology; with reference to the cutting edge of psychology research and theory.
- A3. A range of psychological research paradigms, methods and measurement techniques.
- A4. The inherent variability and diversity of psychological functioning.
- A5. The range of approaches to understand psychological phenomena.
- A6. The style of conventions of writing scientific reports and academic essays.
- A7. Statistical analysis, including computer based programmes, such as SPSS.
- A8. The professions relating to psychology, especially forensic psychology.

Learning and Teaching Strategies and Methods

The Graduate Basis for Chartered Membership (GBC) curriculum of the British Psychological Society (BPS) requires coverage of 6 core (cognate) areas of the discipline including research methods, biological psychology, cognitive psychology, individual differences, developmental psychology and social psychology, although it is expected that students will be exposed to other areas of psychology as well. Pedagogically, a foundation in these core areas is required before more specialised areas of psychology (that integrate across core domains) can be introduced to students. In addition to these core areas, it is expected that students will also gain knowledge of the conceptual and historical issues relevant to each core domain. The central teaching and learning strategy embedded in the Forensic Psychology programme design is therefore to provide a base of core psychological knowledge [A1] commensurate with GBC curriculum requirements such that students obtain a BPS accredited degree, but also to provide strong coverage of more advanced, specialist areas of forensic psychology, in keeping with the scholarship and research expertise of staff within the Department [A2].

At Level 4,

(i) Students are introduced to different psychological paradigms, research methods, measurement techniques and ethical procedures through one analysis-based and two research-based units; research skills and knowledge are delivered through lectures and practical workshops taken by all students involving the conduct of psychological investigations (into forensic psychology topics), analysis and interpretation of data, and use of different scientific presentation and reporting conventions [A3, A6, A7].

(ii) Two lecture-based units introduce students to the study and diversity of psychological functioning [A4, A5]. This includes a general psychology unit examining psychological concepts from different perspectives, including the study of psychological disorders; and an introductory forensic psychology unit, *Forensic Psychology in Context* which provides a foundation for exploring psychological processes relevant to crime and the law as well as broader forensically relevant scientific disciplines.

(iii) An additional Level 4 unit provides students with support and tuition in the development of key skills important in the transition to university life (e.g. information literacy, IT skills, critical thinking). The delivery of the unit incorporates lectures and computer workshops to provide a grounding in these key graduate skills, and regular small group tutorial meetings designed around the in-depth exploration of a psychological topic negotiated with the personal tutor. These sessions support the development of written, verbal, critical thinking and communication skills, and the development of scientific reasoning skills. Students are expected to contribute to tutor group discussions, present short talks to their tutor group, and complete additional formative activities set by their tutor. Individual tutorials are also used for discussion of feedback and reflection on learning. This unit integrates the requirements at Level 4 of the University's Personal Tutor Framework and Framework for Personal Development Planning.

(iv) During the end of year consolidation and examination period, students undertake preparatory assessment workshops for units with coursework-type and/or examination-type assessments. Practice assessments for which formative feedback is provided are also completed in these units

(including in-class essays, a mock examination and online self-tests). A 'presentation day' is held where each student completes an assessed oral presentation associated with a practical assignment they have completed. A mini-conference on careers, vacation work and volunteering opportunities is also held to support Personal Development Planning activities and serve as a foundation for employability and careers management provision at later levels.

At Level 5,

(i) All students study 'core' (i.e. non-optional) units providing coverage of all 'core' aspects of the BPS (GBC) curriculum **[A1]**. Three of these units comprise tuition in the cognate areas of biological psychology, cognitive psychology, individual differences, developmental psychology and social psychology with the consideration of conceptual and historical perspectives, relevant to each cognate area embedded within each unit. Delivery is predominantly through lectures with workshops also being used in some units to support learning on specific topics. Cognate area units are designed to provide an appreciation of the different perspectives from which human and non-human animal behaviour may be viewed; to examine the debates, controversies and diversity of knowledge that surround psychological phenomena; and demonstrate links between research and theoretical development within the discipline **[A4, A5]**.

(ii) Two further Level 5 units provide coverage of more advanced research methods building on the research methods training received at Level 4. These units are delivered through workshops involving the conduct and reporting of practical work in areas of forensic psychology, lectures on quantitative and qualitative data analysis, and computer-based workshops on the use of statistical analysis software (SPSS) for interpreting and presenting data **[A3, A6, A7]**.

(iii) Career development and knowledge of professions related to psychology are considered in an additional Level 5 core unit. This unit is delivered via a combination of lectures providing coverage of career management skills and graduate employability issues, supported by small group tutorial meetings with the student's personal tutor. Tutorial meetings provide a focus for thinking about future prospects in forensic psychology as well as other areas of psychology and integrate the requirements at Level 5 of the University's Personal Tutor Framework and Framework for Personal Development Planning. Students can also choose to follow one of three different work-related learning streams within the unit: (A) "Research-based learning" where students apply for and undertake a research-based employment position, working in collaboration with a member of departmental staff; (B) "Work-based learning" where students undertake an external work experience or voluntary position relevant to the study of psychology; (C) "Applications of Psychology" which provides an in-depth examination of specific vocations available to psychology graduates, and specifically those allied to forensic psychology. Students who elect to follow stream (A) or (B) are expected to complete the equivalent of 40 hours work practice. Students who elect to follow stream (C) receive lectures from professionals, including forensic psychologists, actively engaged in different disciplines, and are required to undertake further reading and investigation into these career pathways. The unit therefore provides an opportunity for experiential learning via hands-on practical experience and/or detailed exploration of different professional work roles allied to forensic psychology **[A8]**.

(iv) Further focus in forensic psychology at Level 5 is provided through a forensic psychology discussion group offered only to students on this programme.

(v) During the end of year consolidation and examination period, students undertake preparatory assessment workshops and/or revision lectures covering core aspects of the BPS (GBC) curriculum. Drop-in surgeries are also provided by unit coordinators. Preparatory work for Level 6 is undertaken through the completion of a research proposal for the final year project. A mini-conference is also held at which information on areas of staff research expertise and other specialised/applied areas of psychology are presented which provides a foundation for students' selection of final year optional units and gives further opportunities to consider potential career pathways and undertake Personal Development Planning within the context of each student's programme of study.

At Level 6,

(i) Students study a range of optional units providing coverage of different specialised and applied areas of psychology. This includes three specialist units relevant to forensic psychology: *Psychology of Offending Behaviour*; *Psychology of Security*; *Investigative Psychology*. Units at this level are delivered by a combination of lectures, seminars and workshops supporting a shift in focus from didactic tuition to learning through discussion and critical evaluation of psychological concepts, theories and findings.

(ii) Students also complete an empirical project unit in which they carry out an in-depth and original piece of independent research. The project unit comprises independent study supported by regular individual meetings with project supervisors. These tutorial meetings are centred on providing support for the student's development of their research idea; the design and ethical review of their study; and the analysis and reporting of the empirical work undertaken. The project unit builds on the knowledge and understanding of research methods gained earlier within the programme and provides a further opportunity to specialise in specific topics within forensic psychology [A2, A3, A4, A5]. Tutorial meetings within the project unit also incorporate the requirements at Level 6 of the University's Personal Tutor Framework and Framework for Personal Development Planning.

(iii) During the end of year consolidation and examination period, revision workshops and/or drop-in surgeries are held to assist with assessment preparation for units with examination-type and/or coursework-type assessments. During this period, students also complete an assessed panel interview as part of the final year project unit which is supported by preparatory sessions with students' personal tutors, designed to assist the development of personal interview skills.

In addition to tutorial support at all levels, all staff have published office hours each week where students can arrange appointments to discuss specific issues and receive support relating to the content of units. For all units, independent learning is progressively encouraged through the forms of assessment and marking criteria used (see below). Independent learning is also promoted via the use of a Virtual Learning Environment (VLE) covering all taught programme units that incorporates online learning materials, student discussion boards and sources of additional information.

Assessment

To ensure that the full range of skills and knowledge being developed by the programme can be demonstrated, a variety of forms of summative assessment are used including: essays; portfolios; practical reports; the final year research project; presentations (oral and poster); interview; examinations incorporating multiple choice, short answer and essay type questions; problem-based examinations requiring analysis, interpretation and application of statistical techniques.

In line with professional body requirements, all core areas of the BPS (GBC) curriculum are: (i) delivered at FHEQ Levels 5 and 6 and non-optional such that achievement in these units can contribute to the final award classification; and (ii) separately assessed (either via different assessment artefacts or through the use of two-part examinations consisting of compulsory sections addressing different core domains) [A1 to A5].

Research work is used as a key form of continuous assessment across the programme allowing learning outcomes related to research and analysis techniques to be evaluated [A6, A7, A8]. The timing and completion of practical assessments are staged and designed to enable students to receive feedback on research work before further similar types of assessment are submitted. This allows the progressive development of research skills and knowledge across the programme to be both supported and demonstrated, culminating in the completion of the independent and substantial empirical research project at Level 6. Research work is also assessed using a range of assessment types including group or individual assessment; written reports, poster or oral presentations, and panel interview. Thus a range of transferable skills are also integrated into the assessment pattern.

B. Cognitive (Intellectual or Thinking) Skills, able to: [See SBS 7.4]

B1. Generate and explore creative and original ideas.

B2. Apply multiple perspectives to psychological issues.

- B3. Think analytically and critically about psychological publications, appreciating differing opinions.
- B4. Select appropriate theories in developing research methodologies to support projects and written work.
- B5. Develop and sustain reasoned argument.
- B6. Identify and focus on pertinent issues.
- B7. Identify and evaluate general patterns of human behaviour.
- B8. Use evidence-based reasoning, to reflect on practical, theoretical and ethical issues involved in psychological research.

Learning and Teaching Strategies and Methods

Psychology (including forensic psychology) has an established tradition of theoretical and conceptual development derived through empirical enquiry. The ability to think scientifically, examine empirical evidence on which psychological knowledge is based and evaluate academic arguments in a critical manner represents an important set of cognitive skills for psychology graduates that underpin the delivery and content of most units on the degree programme.

Tuition in the scientific approach begins at Level 4 where students are introduced to basic information literacy skills for finding and evaluating academic literature [B2, B3, B8] and basic research and analysis skills that enable them to examine trends in human behaviour [B4, B7]. Lectures in the cognate areas and specialised forensic psychology units provide further illustrations of how scientific reasoning is applied to different psychological issues [B2, B8].

The teaching and learning strategy to support the development of cognitive skills evolves as the student moves through the three FHEQ levels. For example, more advanced research methods and methodological issues are considered to expand the student's understanding of the limitations of research findings; greater emphasis is also placed on small group discussion through seminars and tutorials to encourage debate and critical evaluation of academic ideas [B5, B6, B8]; the examination of primary sources is emphasised when undertaking academic work; and more complex practical and/or theoretical work is undertaken where students are expected to generate their own arguments or ideas for research and derive rationales for investigations based on existing literature [B1, B8].

Assessment

Written feedback is provided to students for all coursework-type and examination-type assessments undertaken. Comments on student performance are made on a standard coversheet showing departmental undergraduate marking criteria. These criteria are aligned to the programme learning outcomes, and in particular emphasise the importance of different cognitive skills including quality of argumentation, use of literature and evidence to support argument development, and application of critical thinking. Further marking criteria specific to research work are also included emphasising the generation of ideas, effective justification of research questions and appropriate interpretation of findings [B1 to B8].

Generally, the scope (e.g. duration or word count) and complexity of assessed work required to achieve unit learning outcomes increases through Levels 4 to 6, providing a greater focus on the development of critical reasoning and evaluative skills as the student progresses through the programme. The feedback coversheet specifically requires markers to identify the major strengths and weaknesses of the student's performance, and outline priorities for improving their future work. In this manner, summative feedback is provided that links to the assessment criteria used and which 'feeds forward' to future assessments.

C. Practical (Professional or Subject) Skills, able to: [See SBS 7.6]

- C1. Communicate psychological ideas in both written and oral formats.
- C2. Reason scientifically and understand the role of evidence.
- C3. Pose, operationalise and critique research questions.
- C4. Conduct independent psychological research, through practical activities, under appropriate supervision.

- C5. Reason statistically and use a range of statistical methods with confidence.
- C6. Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study.

Learning and Teaching Strategies and Methods

Programme Learning outcomes specific to the development of psychology specific skills are primarily demonstrated through units providing coverage of methodological and analytical techniques that enable students to practice the application of research skills. During Level 4 and 5, students work on practical assignments completed periodically throughout the academic year. These assignments involve the design of experimental work and application of non-experimental methods; project planning; data collection; data management; and the interpretation and presentation of findings in a range of different professional formats **[C1 to C6]**.

Further opportunities to develop forensic psychology specific practical skills are also provided by optional work-based and placement learning opportunities at Levels 5 and 6.

Assessment

A total of 4 formative and 8 summative practical assignments are completed during Levels 4 and 5. These include a combination of poster and oral presentations, individual and group research reports **[C1 to C6]**. For all summative group assignments, a proportion of the individual grade achieved by each group member is determined through peer evaluation of each student's contribution to the group. The process for judging individual contributions is made clear to students by Unit Coordinators prior to undertaking any summative group work assignments.

Final-year project work is assessed by (i) the completion of an extended research report which provides relevant background literature that informs the research conducted, and which explains the conduct and findings of the study; (ii) the completion of a panel interview in which the student is required to defend the project work undertaken, explaining its scope, outcomes and implications **[C1, C2]**.

D. Transferable (Graduate and Employability) Skills, able to: [See SBS 7.8]

- D1. Gather, retrieve and synthesise information effectively.
- D2. Communicate through a range of media, visually, orally, written.
- D3. Demonstrate a knowledge of IT, including word-processing, spreadsheets, SPSS and electronic bibliographic databases.
- D4. Demonstrate effective team-working skills, being sensitive to environmental and interpersonal aspects.
- D5. Undertake self-directed study.
- D6. Problem solve and reason scientifically.
- D7. Analyse numerical problems.
- D8. Take charge of own learning, reflecting and evaluating personal strengths and weaknesses for future learning.

Learning and Teaching Strategies and Methods

Core research methods and quantitative analysis units in Levels 4 and 5 provide students with training in key number and problem solving skills relevant to psychology and a broad range of other disciplines and career pathways. Through these units, the development of project design, data management and interpretation, and reporting skills are supported, enabling students to demonstrate a range of number and communication skills **[D1, D2, D3, D6, D7]**.

Practical work may be conducted individually, conducted within student groups where design and data collection tasks are shared between the group but work is individually presented, or conducted within student groups where members collaborate on all stages of the conduct and presentation of the work, producing one joint assignment **[D4]**. Practical work becomes increasingly self-directed as the student progresses through the programme, culminating in the completion of an original and independently conducted research project at Level 6 **[D5]**.

Further development of graduate level skills in communication, computing and information literacy **[D1, D2, D3]** are supported through the Level 4 *Exploring Psychology* unit incorporating study skills lectures, computer workshops and regular small group tutorial meetings (see 14A above). This unit is designed to support the development within students of an independent approach to learning, and provides opportunities for discussion, feedback and reflection on learning **[D8]**. Further opportunities for reflective learning in the context of employability and careers management skills are provided through the Level 5 *Employability Skills for Psychologists* unit where students undertake activities designed to identify and evaluate their own personal strengths and weaknesses, motivations and interests and are required to reflect on the experiential learning achieved through optional work-based or research-based placements **[D8]**.

Assessment

Core research methods and quantitative analysis units provide both examination-based and coursework-based assessment of numeracy skills. Practical assignments completed at Levels 4 and 5 and project work at Level 6 provide assessment of the ability to manage projects, communicate effectively in different formats, demonstrate IT skills, and evaluate team-working skills **[D1 to D7]**. Portfolio assessments used in the Level 4 graduate skills unit (*Exploring Psychology*) and Level 5 career management skills unit (*Employability Skills for Psychologists*) also allow the development of independent and reflexive learning skills to be evaluated. For example, the skills audit component of the career management portfolio includes reflection and action planning for future personal development, whilst the optional work and research experience components of this unit, and the optional Level 6 work placement unit also integrate self-appraisal into their assessment **[D8]**.

15. Course Structure, Progression and Award Requirements

The BSc (Hons) Forensic Psychology degree programme is delivered on a full-time basis over three years.

Each level of the programme comprises a minimum of 120 credits. It is also possible to study the programme through a specified part-time route where students are required to complete 60 credits in each academic year, thus students complete the part-time route over six years.

One credit is equivalent to 10 hours of learning. Units are offered as 20 credits, with the final year research project being 40 credits. A total of 360 credits are required for the achievement of an Honours degree. The following Exit Awards are also available:

- Certificate in Higher Education: Providing a minimum of 120 credits have been achieved at FHEQ Level 4 or above.
- Diploma in Higher Education: Providing a minimum of 240 credits have been achieved including no more than 120 credits at FHEQ Level 4.
- Ordinary Degree: Providing a minimum of 300 credits have been achieved, of which no more than 120 credits are at FHEQ Level 4 and at least 60 credits are at FHEQ Level 6.

Standard University rules apply. The regulations must be consulted for a full description of exit awards.

At FHEQ Level 4, students study practical/psychological research methods and analysis units (60 credits), one forensic psychology unit (20 credits), one general psychology unit (20 credits), and one graduate skills based unit (20 credits). All units are compulsory at this level.

At FHEQ Level 5, students study cognate psychology-based units (60 credits), practical/psychological research methods and analysis units (40 credits) and one career management skills based unit (20 credits). All units are compulsory at this level.

At FHEQ Level 6, students select a total of four optional units (80 credits) from a choice of three specialist forensic psychology units unique to this programme of study and seven units drawn from general areas of psychology shared with BSc (Hons) Psychology students. Students also undertake a compulsory empirical research project completed through independent study (40 credits).

An optional work-based learning practice may be completed as part of the Level 5 career management skills unit, and a psychology-related work placement may also be selected as an optional Level 6 unit.

A half-year exchange programme (60 credits) is available to incoming exchange students at Level 6. Exchange students complete the 'Psychology Research Project' unit (40 credits) and a 'Psychology Portfolio' unit (20 credits). To complete the portfolio unit, exchange students attend specified lectures selected from the range of Level 6 specialised and applied psychology units, during weeks 1-12 of the academic year and complete a portfolio assessment to assess their learning on the sessions attended. The sessions attended are agreed in advance with the Exchange Student (Erasmus) Coordinator. The Psychology Portfolio unit acts as a 'shadow' unit and is available only to exchange students entering the Department of Psychology in September and outgoing in January who meet the entry requirements for this level.

16. Employability Statement

Studying for an honours degree in forensic psychology fosters the development of a diversity of skills that prepares students not only to pursue postgraduate studies (which may lead to careers as professional psychologists) but also to enter a range of other employment areas. As well as knowledge specific to forensic psychology, graduates develop skills in communication, numeracy, teamwork, critical thinking, computing, and independent learning; all of which are valued by employers. Many of the subject-specific skills such as research design, methods, data measurement and use of statistics also have direct application in professions outside of psychology.

A. From Entry.

During induction (and in student handbooks) students are introduced to their professional body, the British Psychological Society. The nature of their degree accreditation by this body is explained, as is the process for joining the BPS as an undergraduate member and the implications of professional body accreditation for their future careers.

Students are made aware, before applying for the programme, that training in forensic psychology is acquired, not through an undergraduate degree, but through advanced academic training (at MSc level), professional practice, supervision and experience. The Department of Psychology offers a BPS accredited MSc in Forensic Psychology which offers the next step to becoming a Chartered Forensic Psychologist.

All students have access to Careers Tutor within the Department of Psychology who provides individual support and careers advice for students, liaises with external agencies on employability issues (e.g. Purple Door, Higher Education Academy, British Psychological Society), and promotes external careers events and opportunities to students (e.g. Graduate Careers Fairs, regional professional body careers conferences).

All students also have access to careers support via central university services (Purple Door) and university events. These are publicised within the department by the Careers Tutor, via our Careers and Employability notice board, via Personal Development Planning (PDP) activities within Level 4 and 5 tutorial sessions and through integration with the core Level 5 career management skills unit, *Employability Skills for Psychologists* which is partially delivered by University Careers Service staff. Careers resources are also publicised in student handbooks with further information and resources made available through a dedicated psychology careers website (available to all students via the University's Virtual Learning Environment). This website is updated regularly by the Careers Tutor throughout the year.

B. Throughout the Degree Programme.

Level 4, 5 and 6 undergraduates have regular contact with their personal tutor, part of the remit for which is to help students develop as effective learners, enhance their employability skills and plan for life after university. Personal Development Planning (PDP) and the Independent Learning Profiles (ILP) are incorporated throughout the three years of the undergraduate programme through

this tutorial system, in line with the University's Personal Tutor Framework and Framework for Personal Development Planning.

Graduate Academic & Employability Skills are introduced through the core Level 4 unit, *Exploring Psychology*. This unit is designed to provide tuition and support for the development of graduate skills important in the transition to university life including: *Study and Self-Management Skills, Information Literacy and Research Skills, Problem Solving Skills, IT Skills & Information Literacy Skills, Critical Thinking and Reading Skills, and Communication Skills*. These are achieved through a combination of study skills lectures exploring how academic knowledge is acquired and how it can be researched; computing workshops to introduce the university network, library, and other online resources; and tutorial work to support and provide feedback on the development of study skills. More specifically, the unit provides students with an opportunity to build and put into practice graduate skills through the in-depth study of a psychological topic which is negotiated with the personal tutor and developed through tutorial work.

Coverage of other key transferable skills desired in graduates are also provided and assessed through the core practical-based, research and analysis units at Levels 4 and 5. These skills include team work, communication skills, numeracy skills and research skills where students work together on the conduct, analysis and reporting of psychological investigations which are communicated through written reports, posters and oral presentations. These skills are rehearsed and developed by the completion of multiple practical investigations of increasing complexity throughout the programme, culminating in the completion of an original and independently produced empirical research project at Level 6.

Coverage of career management and awareness skills, postgraduate study and professional development related to psychology, and alternative career pathways for psychology graduates are provided by the core Level 5 unit, *Employability Skills for Psychologists*. This unit incorporates the generic graduate employment syllabus designed by the Department of Employability specifically tailored for psychology students (Route A as defined in Annex 6, Section 4.1.1 of the University's Curriculum Framework Document 2012). This unit is delivered via lectures and workshops to support student career planning, raise awareness of issues relevant to recruitment and selection, and encourage students to develop and reflect on their skills and interests to enable them to make a successful transition to employment, voluntary work or further study. The delivery of the unit is also supported by small group tutorial meetings that provide a focus for thinking about future prospects and undertaking further career management activities (e.g. feedback on CVs, completion of mock interviews).

As part of the *Employability Skills for Psychologists* unit, students can also choose to follow one of three optional work-related learning streams within the unit: (A) "Research-based learning" where students apply for and undertake a research-based employment position, working in collaboration with a member of departmental staff; (B) "Work-based learning" where students undertake an external work experience or voluntary position relevant to the study of psychology; (C) "Applications of Psychology" which provides an in-depth examination of specific vocations available to psychology graduates. Students who elect to follow stream (A) or (B) are expected to complete the equivalent of 40 hours work practice, supported by a Placement Tutor. Students who elect to follow stream (C) receive lectures from professionals actively engaged in different fields within psychology and related disciplines and are required to undertake further reading and investigation into different career pathways. The unit therefore provides an opportunity for experiential learning via hands-on practical experience and/or detailed exploration of different professional work roles allied to psychology.

Several other cognate units throughout the course also provide a strong focus for activities that simulate the real world working practices of psychologists. As well as the conduct and reporting of research, students undertake field work; observation and diagnosis exercises; appraisal of forensic processes in real world settings; the application of investigative techniques; and psychological testing and evaluation exercises during the degree programme. An assessed panel interview is also undertaken as part of the final year project unit.

In addition, the level 6 unit, *Psychology Work Placement* provides an opportunity to undertake a professional work practice organised by the student in an area relevant to psychology. The placement may include time spent in an environment (e.g. prison, probation service, hospital, school, or clinical practice) that enables essential professional competences defined in the National Occupational Standards for Psychology to be demonstrated and developed. Placements may also be undertaken in a wide range of organisations designed to broaden experience and put into practice psychological specific graduate skills. Placement support is provided through a Departmental Placement Tutor who will advise on the suitability of work opportunities and liaise with students and employers over their responsibilities and entitlements.

C. After Graduation

All students are supported beyond graduation via reference writing from personal tutors and access to the Departmental Careers Tutor and University's Careers Service for support. Tutors also continue to provide informal support and advice to ex-students where requested. Graduates of the Department are also able to keep in touch through the university Alumni service. Alumni members are often invited to return to the department to support activities aimed at fulfilling our employability strategy (e.g. by giving talks to current undergraduates).

17. Support for Student Learning

- The Course is managed by a Course Leader.
- An extensive induction programme introduces the student to the University and their course, the University campus, as well as staff and other students (e.g. their personal tutor and tutor group).
- Student course and department handbooks are provided containing information about the course structure, university regulations and details of course units.
- The academic year consists of two 12-week teaching blocks and a 6-week consolidation and examination period. Support activities undertaken in different units during the consolidation period include preparatory assessment workshops, mock assessments (e.g. practice essays, mock exams and/or online self-tests) and support for the development of employability and careers management skills (e.g. a vocation and volunteering mini-conference at Level 4; option and project specialisation talks at Level 5; preparatory interview tutorials and completion of an assessed interview at Level 6).
- Each student has a personal tutor, responsible for their pastoral support and guidance. Tutors meet with their tutor group (of typically 6 to 8 students) regularly throughout the academic year.
- During term time, members of academic staff and personal tutors have weekly fixed 'office hours' when they are available to meet students and provide one-to-one support.
- Feedback is provided for all types of assessments completed by students in the Department (including coursework, examinations, presentations and ethical submissions). Feedback is provided within 20 working days of work being submitted.
- University support services include careers, financial advice, housing, counselling, the Academic Skills Unit (ASK), and the Additional Support and Disability Advice Centre (ASDAC).
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.
- Personal Development Planning (PDP) designed to support the development of graduate, employability and career management skills are integrated into Level 4, 5 and 6 tutorial units.
- The University has excellent Library Resources and facilities with access to over 8000 books, journals and electronic media related to psychology. Tuition and support on how to begin using library resources is provided during Level 4 of the programme.
- The Department has extensive experimental laboratories, observation suites, research cubicles and other specialist technical resources and equipment which are used during teaching and made available to students engaged in practical work at all levels of the programme.
- Students undertaking optional work-based experience or work placement learning units are allocated a Placement Tutor who provides advice on all aspects of the learning to be

undertaken, and the responsibilities and entitlements of students and employers in accordance with the University's Code of Practice for Work-based and Placement Learning.

18. Admissions Criteria

A. Academic Admissions Criteria

Admission to the course is governed by the current Academic Regulations of the University of Portsmouth and Faculty of Science. Entry requirements currently include:

- A/AS levels: 320 points from 3 A levels or equivalent, with 100 points from a Science subject (Biology, Chemistry, Geography, Physics, Mathematics, Psychology or Statistics).
- GCSEs: 7 GCSEs at grade C or above to include Mathematics, English and Science.
- International Baccalaureate: 31 points including 6 points from a Higher Level Science subject and 4 points from Standard Level English and Mathematics. Acceptable Science subjects include Biology, Chemistry, Geography, Physics, Mathematics, Psychology or Statistics.
- Access Courses: Pass Access to Social Science with 42 credits at Merit (12 credits must be Science).
- International Students: English language proficiency at a minimum of IELTS band 6.0 or equivalent.
- Students with formal qualifications different to those listed above or other prior experiential learning are welcome to apply if they can demonstrate suitable experience, motivation and evidence of potential to succeed. If appropriate, prior learning may be assessed and accredited.
- Students undertaking some forms of practical work, research-based, work-based or placement learning during the programme may also be required to undergo Criminal Records Bureau (CRB) checks. Some placement opportunities may not be appropriate for all students.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

Course Leader's Annual Standards and Quality Evaluative Review.

Head of Department's Annual Standards and Quality Evaluative Review.

Unit and Course Level student feedback considered at Board of Studies.

Unit Assessment Board consideration of student performance for each programme.

Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.

Periodic Programme Review.

Student Representatives and Student/Staff Consultative Committees.

National Student Survey.

Staff Performance and Development Review.

Peer Review and Development Framework.

Faculty Learning and Teaching Committee.

B. Responsibilities for Monitoring and Evaluation

Unit Co-ordinators for unit content and delivery.

Course Leader for day-to-day running of course.

Course Management Team.

Board of Studies with overall responsibilities for operation and content of course.

Head of Department.

Associate Dean (Academic).

Associate Dean (Students).

Quality Assurance Committee.

Unit, Award and Progression Board of Examiners.

Assessment Tutor and Assessment Scrutiny Subcommittee.

Placement Tutor for work-based and placement learning.

C. Mechanisms for Gaining Student Feedback

Student Representation on Board of Studies.

Student Staff Consultative Committees.

Unit and Course level student feedback questionnaires.

University participation in external student surveys, e.g. National Student Survey (NSS) and International Student Barometer (ISB).

D. Staff Development Priorities

Academic staff may undertake activities related to research, scholarship, teaching and learning and student support and guidance.

Annual staff performance and development reviews match development to needs.

Managers undertake a variety of management development programmes.

New academic staff required to undertake PgCert Learning and Teaching in Higher Education.

All academic staff encouraged to seek Higher Education Academy membership.

Academic staff new to teaching required to undertake Initial Professional Development Programme (iPROF).

Postgraduate students involved in teaching activity and work as demonstrators and tutors required to undertake Graduate Students Professional Development programme (gPROF).

Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

20. Assessment Strategy

To ensure that the full range of skills and knowledge being developed by the programme can be demonstrated, a variety of forms of summative assessment are used including: essays; portfolios; practical reports; final year research dissertation; presentations (oral and poster); interview; examinations incorporating multiple choice, short answer and essay type questions; problem-based examinations requiring analysis, interpretation and application of statistical techniques. This variety of assessment artefacts anticipates the changing employment arena our graduates enter. We endeavour to maintain a balance between challenging students and consistency in the form of assessments used, such that students can demonstrate new skills whilst also learning from previous assignments. Feedback is provided to students for all coursework-type and examination-type assessments. As well as demonstrating knowledge of psychological issues and theories specific to different units, assessed work at all levels is expected to show evidence of basic skills such as good referencing, accuracy in reporting and presentation, evidence-based argumentation and evaluation. These values are reflected in the published marking criteria against which students are assessed. Standard coversheets showing these marking criteria are used to give feedback on assessed work that requires markers to identify the major strengths and weaknesses of the work and specifically outline the student's main priorities for improving their future work. In this manner, feedback is provided that links to the assessment criteria used and which 'feeds forward' to performance in future assessments.

All units within the programme include opportunities for students to receive formative feedback. These may include, for example; verbal discussion of work with personal tutors, comments on essay

plans, feedback on written drafts of project work, peer assessment of work, completion and discussion of in-class timed essays linked to summative assessments, completion of automated online self-tests linked to summative assessments, portfolio components submitted as staged assessments on which formative feedback is provided.

Level 4

Assessment of cognate areas of psychology at this level primarily focuses on the identification, description, application and rudimentary evaluation of relevant psychological knowledge and material. To achieve this, the assessment approach adopted in the two core cognate units is to use open-book examinations; through these students are able to individually demonstrate their engagement with and understanding of the basic psychological processes and principles that will provide an important foundation for later programme levels. These examinations are favoured at this level to avoid an over reliance on straightforward recall of material, reduce student anxiety, and encourage the application of knowledge through problem-focused questions. In units where examination assessments are used, prior formative assessments focus on the acquisition and rehearsal of relevant knowledge and the preparation of students (e.g. use of in-class practice examination questions, online self-tests).

To balance the use of examination assessments, research work is used as a key form of continuous assessment across the programme beginning at Level 4; students complete a series of practical assignments, the timing and completion of which is staged to enable students to receive feedback on research work before further similar types of assessment are submitted. At level 4, the student typically will not be expected to self-generate research questions or decide on the statistical or analytical techniques to apply. Practical work set at this level is guided, supported and constrained to allow students to develop key skills within clear parameters. Practical support workshops are used as a means to develop a coherent set of standards for the application of research methods, analysis and reporting of data. Formative assessment consists of the completion and submission of practical work of a similar format and style to future summative practical assessments, such that students can practice and receive feedback on their development of core psychological reporting skills.

Variety in practical work is developed through the research topics and methodologies utilised, and via the means by which practical work is assessed which includes group or individual assessment; written reports, poster or oral presentations. A group poster assignment and presentation day is used as the first summative assessment to facilitate social interaction between students, build academic confidence, and help foster a collegiate environment within the department. Formative group practical work is also used to support student engagement and peer-learning in preparation for future summative reports. Where summative group assignments are used, a proportion of the individual grade achieved by each group member is determined through peer evaluation of each student's contribution to the group, to encourage and reward the development of team-working skills.

An assessed oral presentation on research work is used towards the end of Level 4 by which stage students will also have had the opportunity to engage with the discussion and presentation of research in other units (e.g. in personal tutorials). An additional practice-based summative assessment component is also included at this level where by students are able to gain course credit for taking part in real psychological research studies. This allows students to gain insight and experience of studies from the perspective of participants, to further augment their understanding of the research process.

An essay assignment is used within the forensic unit, *Forensic Psychology in Context*. This was selected to allow students to explore in greater depth the specialist focus of their degree programme, and provide a balance with the examination assessments used in the other cognate areas. Formative feedback on this unit consists of an essay plan to assist with the summative assessment, and an appraisal of jury processes based on a field trip to a local court, designed to support student engagement in a real world setting and encourage critical evaluation.

A further form of coursework assessment used at Level 4 is the literature review. This is undertaken as part of the tutorial unit, *Exploring Psychology* and written in an essay format on a psychological topic negotiated and researched under the guidance of the student's personal tutor. A literature review was selected to enable students to start developing the style of essay-writing skills that will be required at subsequent levels of the programme, in a supported small-group environment. The assessment type requires the summary and explanation of the current state of knowledge on a defined topic and constructive analysis of the field explored. Moreover, students are expected to shape their evaluation of the literature to form a central thesis or viewpoint concerning the area reviewed, allowing their ability to form written arguments to be demonstrated. Formative assessments including the presentation and discussion of selected research articles, feedback on review plans, rationale outlines and draft paragraphs are staged throughout the tutorial programme to support students and provide a framework for the preparation of the summative assessment.

Level 5

In line with professional body requirements, the assessment patterns employed at FHEQ levels 5 and 6 are designed so that all BPS (GBC) core curriculum areas are separately assessed and taught in non-optional units that are able to contribute to the final award classification. At Level 5, where two BPS cognate areas are combined within a unit (e.g. *Biological & Cognitive Psychology; Social & Development Psychology*), multi-part examinations are used. These consist of compulsory sections that address each core domain, enabling students to demonstrate breadth of knowledge across different aspects of the professional body curriculum. More substantive essays questions are also introduced within examinations at this level, with a smaller contribution from multiple-choice questions. Students are expected to construct arguments and focus on the illustration, analysis and evaluation of psychological issues within their answers, and demonstrate a range of independent reading that goes beyond basic lecture material.

The assessment model for research work used at Level 4, involving serially completed practical assessments is also followed at Level 5. However both the scope and complexity of the studies undertaken is increased. At Level 5, research work provides more opportunity for creativity in study planning. For example, while the main aim of a psychology practical may be outlined, the specific research questions will not and decisions about study design, what data to collect and how to analyse it are more openly determined by students. Whilst data collection may be completed in groups, reports written at this level are individual. This allows the progressive development of research skills, the application of more advanced analytical techniques and growth in student autonomy and research knowledge to be supported at an individual level, in preparation for the completion of the independent and substantial empirical research project undertaken at Level 6. Formative assignments within core research-based units include the completion of the 'Discussion' section of a research report, and the completion of a research proposal (formed of a literature review plus rationale for future work). These assignments were selected to provide a focus on one of the more difficult aspects of psychological report writing (the interpretation and discursive evaluation of findings) and to assist students in the development of research ideas for final year project work undertaken at Level 6.

Portfolio assessments further provide a balance of continuous assessment at Level 5.

For the *Individual Differences & Psychometrics* cognate area, a portfolio comprising of an academic essay and several further documents relating to the psychological assessment of a test candidate is completed. This assessment was selected to further build academic essay-writing skills in preparation for coursework assessments within the final year; to allow students an opportunity to develop an applied skill of relevance to employability; and to highlight differences between and facilitate practice in writing styles required for different audiences. At level 5, it is expected that essay work should go beyond describing theories or particular empirical studies, placing these within a conceptual framework; the student should show they appreciate the strengths and weaknesses of particular approaches to a topic and should have developed sufficient knowledge such that they are in a position to discuss methodological issues associated with empirical research and how these may impact on academic theory and certainty regarding psychological issues.

An employability portfolio is also completed at this level comprising a diverse range of elements including a personal skills audit, job application, work-role evaluation, and reflexive account of the student's own career planning. In addition, where work-based or research-based learning is undertaken as part of this unit, documents related to the learning contract undertaken, analysis of the role performed, and evaluation of the students' own performance during the work experience (e.g. via an employer pro-forma) will also be included in the portfolio. Formative assessment for this unit will be provided through tutorial sessions (e.g. tutors will provide feedback on students' CVs). In addition, formative feedback to support work-based experience elements of the portfolio will be provided through workshops and one-to-one discussions with research mentors (for research-based learning) and placement mentors (for work-based learning). Departmental assessment criteria will be applied to portfolios where appropriate, although given the unique nature of the assessment students will be advised of any additional criteria that may apply to their employability portfolio in advance. A similar assessment and support strategy is also adopted for the optional work-based placement unit offered at Level 6.

Level 6

Further to the characteristics of assessments described above, Level 6 encourages and rewards greater critical analysis of psychological material. Optional units at this level provide both coursework-type and examination-based assessment opportunities in a range of specialist and applied areas of psychology. Regardless of the form of assessment undertaken, the expectation is that more of the academic material identified as relevant by students will be organised into coherent themes and developed into arguments based on their own interpretation of material that goes beyond ideas presented in lectures.

By Level 6, it is expected that argumentation skills will be better developed such that arguments supported by evidence rather than unsupported assertions are the norm and evident throughout student work. Work is expected to be original rather than purely derivative and show that the student writer has an independent intellectual voice. In order to support the development of these skills, some third year options incorporate 'online conferencing' as part of their formative assessment where students can debate topical issues from a psychological perspective and there is wider use of coursework essays where students are given scope to decide on the nature of a topic or how they choose to interpret and approach specific essay titles. By virtue of encouraging greater autonomy in identifying essay topics and framing arguments, psychological topics assessed at this level are less likely to be mainstream and serviceable by basic textbooks, such that effective assessment performance will also demonstrate the extent to which students' literature search skills are developed.

Independent learning through research work is demonstrated by the final year research dissertation which builds on practical skills at earlier levels of the programme. The student is expected to devise and test their own original research question; decide on a relevant and ethical methodology to address this; use appropriate advanced forms of analysis; and evaluate and present their findings in an extended report. Student project work is also assessed using a panel interview completed at the end of the academic year. This assessment type was selected given its relevance to employability, and to evaluate the student's ability to articulate and engage in a dialogue about their project. By the end of the programme students therefore become competent in conducting research and presenting their findings in a range of different written, visual and oral formats that are integrated into the assessment pattern.

21. Assessment Regulations

Standard university rules apply (see [Assessment and Regulations](#)).

22. Role of Externals

Subject External Examiners who will:

- oversee unit assessment and usually attend Unit Assessment Boards;
- approve unit assessment strategy;

- sample assessment artefacts;
- present reports to Unit Assessment Boards.

Award External Examiners (usually also a Subject External Examiner) who will:

- oversee and attend Award/Progression Boards;
- scrutinise and endorse the outcomes of assessment;
- ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom.

23. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

The programme is accredited as conferring eligibility for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society, provided the minimum standard of a Second Class Honours is achieved.

The programme was last submitted for re-accreditation by the British Psychological Society (BPS) and subject to a site visit on 10th March 2009. On the basis of this visit, the BPS Graduate Qualifications Accreditation Committee recommended that the BSc (Hons) Forensic Psychology programme be accredited for a further five cohorts, with further accreditation being required in the academic session 2013/14.

No specific conditions were placed on the re-accreditation of the programme, and the accreditation team noted five aspects of good practice, commending the programme team for: (i) The clear link established via award structures and delivery patterns between practicals and other elements of core curriculum; (ii) The approachability of the staff and responsiveness to student feedback; (iii) The range of research facilities made accessible to students; (iv) The effort made to create a strong discipline identity for undergraduate students and the high levels of individual student support; (v) The range and diversity of assessment methods. [Source: British Psychological Society Accreditation Report, Psychology Education Board Graduate Qualifications Accreditation Committee (Green, R., 2009); report not available online].

B. Periodic Programme Review (or equivalent)

The Department underwent periodic review of its structures and degree programmes by the University in May 2009. Positive feedback was received with undergraduate degree programmes being praised by the review panel as one that listens to the student voice, is responsive to their needs and has created a supportive learning environment, as well as being open, respectful and responsive to feedback. The links between research and teaching were also noted as evident at all levels within the undergraduate programmes. The review panel also made recommendations regarding the possible introduction of some measures aimed at improving the efficiency with which the undergraduate programmes currently operate.

C. Quality Assurance Agency

QAA Institutional Audit, December 2008, 'broad confidence' (for full report see [QAA Institutional Audit: University of Portsmouth 2008](#)).

D. Others

None

24. Other Sources of Information

Other sources of information may be found in Course Approval Document.

Student Handbook.

University of Portsmouth Curricula Framework.

University of Portsmouth Undergraduate Prospectus.

Assessment Regulations.

University of Portsmouth (<http://www.port.ac.uk/>) and Department of Psychology (<http://www.port.ac.uk/departments/academic/psychology/>) websites.

Unit Assessment Map

UNITS						COURSEWORK				EXAMINATION			
Level	Name	Code	Credit	Delivery	Core/Option	Total %	Type of Artefact	Duration/Length	Weighting %	Total %	Open/Closed	Duration (hrs)	Weighting %
4	APPLYING PSYCHOLOGICAL RESEARCH METHODS 1	U21603	20	Sep-Dec	C	100%	(i) Group Poster Presentation (ii) Individual Research Report	(i) NA (ii) 1500 words	(i) 30% (ii) 70%				
4	APPLYING PSYCHOLOGICAL RESEARCH METHODS 2	U21604	20	Jan-May	C	100%	(i) Individual Research Report (ii) Individual Oral Presentation	(i) 1500 words (ii) 15 minutes	(i) 50% (ii) 50%				
4	EXPLORING PSYCHOLOGY	U21605	20	Sep-May	C	100%	Portfolio	3000 words	100%				
4	FORENSIC PSYCHOLOGY IN CONTEXT	U21606	20	Sep-May	C	100%	Essay	3000 words	100%				
4	THE PSYCHOLOGY OF EVERYDAY LIFE	U21608	20	Sep-May	C					100%	Open	2 Hours	100%
4	QUANTITATIVE & QUALITATIVE DATA ANALYSIS FOR PSYCHOLOGISTS	U21609	20	Sep-May	C					100%	Open	2 Hours	100%
5	RESEARCH METHODS & ANALYSIS 1	U21614	20	Sep-Dec	C	100%	(i) Individual Research Report (ii) Individual Research Report	(i) 2000 words (ii) 2000 words	(i) 50% (ii) 50%				
5	RESEARCH METHODS & ANALYSIS 2	U21615	20	Jan-May	C	100%	(i) Individual Research Report (ii) Individual Research Report	(i) 2000 words (ii) 2000 words	(i) 50% (ii) 50%				
5	BIOLOGICAL & COGNITIVE PSYCHOLOGY	U21610	20	Sep-May	C					100%	Closed	3 Hours	100%
5	EMPLOYABILITY SKILLS FOR PSYCHOLOGISTS	U21611	20	Sep-May	C	100%	Portfolio	4000 words	100%				
5	SOCIAL & DEVELOPMENTAL PSYCHOLOGY	U21612	20	Sep-May	C					100%	Closed	3 Hours	100%
5	INDIVIDUAL DIFFERENCES & PSYCHOMETRICS	U21613	20	Sep-May	C	100%	Portfolio	4000 words	100%				
6	PSYCHOLOGY RESEARCH PROJECT	U21616	40	Sep-May	C	100%	(i) Research Report (ii) Panel Interview	(i) 8000 words (ii) 15 minutes	(i) 90% (ii) 10%				
6	PSYCHOLOGY WORK PLACEMENT	U21617	20	Sep-May	O	100%	Portfolio	4000 words	100%				
6	PSYCHOLOGY OF OFFENDING BEHAVIOUR	U21618	20	Sep-May	O					100%	Closed	3 Hours	100%
6	PSYCHOLOGY OF SECURITY	U21619	20	Sep-May	O	100%	Essay	4000 words	100%				
6	LANGUAGE & COMMUNICATION	U21620	20	Sep-May	O	100%	Assignment	4000 words	100%				
6	PSYCHOLOGY OF INVESTIGATIONS	U21621	20	Sep-May	O					100%	Closed	3 Hours	100%
6	EXPLORING DATA	U21623	20	Sep-May	O	100%	Assignment	4000 words	100%				
6	COGNITIVIST & CONSTRUCTIONIST APPROACHES TO DISABILITY	U21624	20	Sep-May	O					100%	Closed	3 Hours	100%
6	ISSUES IN CLINICAL & HEALTH PSYCHOLOGY	U21626	20	Sep-May	O					100%	Closed	3 Hours	100%
6	SELF & SUBJECTIVITY	U21628	20	Sep-May	O	100%	Portfolio	4000 words	100%				

Unit Learning Outcomes Map¹

UNITS						LEARNING OUTCOMES																																
Level	Name	Code	Credit	Delivery	Core/ Option	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8			
4	APPLYING PSYCHOLOGICAL RESEARCH METHODS 1	U21603	20	Sep-Dec	C	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
4	APPLYING PSYCHOLOGICAL RESEARCH METHODS 2	U21604	20	Jan-May	C	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
4	EXPLORING PSYCHOLOGY	U21605	20	Sep-May	C	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
4	FORENSIC PSYCHOLOGY IN CONTEXT	U21606	20	Sep-May	C	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
4	PSYCHOLOGY OF EVERYDAY LIFE	U21608	20	Sep-May	C	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
4	QUANTITATIVE & QUALITATIVE DATA ANALYSIS FOR PSYCHOLOGISTS	U21609	20	Sep-May	C	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
5	RESEARCH METHODS & ANALYSIS 1	U21614	20	Sep-Dec	C	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
5	RESEARCH METHODS & ANALYSIS 2	U21615	20	Jan-May	C	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5	BIOLOGICAL & COGNITIVE PSYCHOLOGY	U21610	20	Sep-May	C	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
5	EMPLOYABILITY SKILLS FOR PSYCHOLOGISTS	U21611	20	Sep-May	C		✓	✓	✓	✓	✓		✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5	SOCIAL & DEVELOPMENTAL PSYCHOLOGY	U21612	20	Sep-May	C	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5	INDIVIDUAL DIFFERENCES & PSYCHOMETRICS	U21613	20	Sep-May	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	PSYCHOLOGY RESEARCH PROJECT	U21616	40	Sep-May	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	PSYCHOLOGY WORK PLACEMENT	U21617	20	Sep-May	O	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	PSYCHOLOGY OF OFFENDING BEHAVIOUR	U21618	20	Sep-May	O	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	PSYCHOLOGY OF SECURITY	U21619	20	Sep-May	O	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	LANGUAGE & COMMUNICATION	U21620	20	Sep-May	O	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	INVESTIGATIVE PSYCHOLOGY	U21621	20	Sep-May	O	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	EXPLORING DATA	U21623	20	Sep-May	O	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	COGNITIVIST & CONSTRUCTIONIST APPROACHES TO DISABILITY	U21624	20	Sep-May	O	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	ISSUES IN CLINICAL & HEALTH PSYCHOLOGY	U21626	20	YR	O	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	SELF & SUBJECTIVITY	U21628	20	YR	O	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

¹ A = Knowledge and Understanding; B = Cognitive (Intellectual) Skills; C = Practical (Subject Specific) Skills; D = Transferable Skills