

## Course Specification

<b>Published Date:</b>	19-Aug-2019
<b>Produced By:</b>	Oliver Jones
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Institute of Human Sciences		
<b>Course Code(s):</b>	PS007H01UV PS007H31UV	Full-time Part-time	3 Years 6 Years
<b>Course Title:</b>	BSc (Hons) Psychology		
<b>Hierarchy of Awards:</b>	Bachelor of Science with Honours Psychology Bachelor of Science Psychology Diploma of Higher Education Psychology Certificate of Higher Education Psychology University Statement of Credit Undergraduate Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	17/May/2017		
<b>Last Review:</b>	2015/6		
<b>Course Specification valid from:</b>	2009/0		
<b>Course Specification valid to:</b>	2021/2		

## Academic Staff

<b>Course Leader:</b>	Dr Danny Hinton
<b>Head of Department:</b>	Rosalyn Collings Alexandra Forsythe

# Course Information

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Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

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## Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

### 2017 Entry

GCSE Maths grade C+ / 4 or equivalent.

The following are considered equivalent of grade 'C' mathematics:

- OCN Access to HE Core Mathematics
- National Test level 2 Numeracy
- Key Skills L3 Application of number
- Functional Skills L2 Mathematics

The following are not accepted:

- Key Skills L2: Application of number

Should you have not achieved a GCSE Maths grade C or above or equivalent qualification please still apply and we will consider your existing qualifications on an individual basis.

### Plus Either

- Gain CCD with a minimum of DDD from A Levels or equivalent
- BTEC QCF National Diploma DD
- BTEC Extended Diploma MMM
- The Access to HE Diploma requires candidates to accumulate 60 credits, at least 45 of which are at Level 3. To study psychology at the University of Wolverhampton, students must further achieve at least a 'merit' or 'distinction' in at least 18 of their Level 3 credits.
- Successful completion of the [International Foundation Year in Education, Health and Wellbeing](#) guarantees entry on to this course
- International entry requirements and application guidance can be found [here](#)
- If you've got other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.

### Other Requirements

Appropriate reference(s), as indicated in the relevant application form.

Students must have studied a minimum of two years post GCSE level. However, it is expected that some applicants will be mature students with work experience, who wish to further their career development. These applicants will be processed through standard procedures, which may involve an interview as part of the process. Please see <http://wlv.ac.uk/mature> for further information.

Those who do not meet the entry requirements may be offered an alternative course.

### Distinctive Features of the Course:

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This course is more than a collection of modules, it is fully integrated. For example, at level 4 (entry level) you will study 6 modules. One module, Bad Science will investigate the rationale and background to the scientific study of behaviour and how psychology has adapted these schemas. There is an opportunity in this module to examine in detail aspects of experimental design and ethical considerations when conducting research. These principles are applied then in the Basic and Intermediate Research Skills modules and in doing this the study of all three modules informs and supports one another. This is one example and it is an approach which is continued throughout the course.

Furthermore, we have specifically designed this course with your career in mind. You will be encouraged throughout your studies to engage with the modules and to identify how the learning outcomes transfer into employability skills. Indeed, at level 6 there is a core module 'Psychology and Employment' where students will investigate the psychology of identifying their skills and how these relate to the selection criteria for a particular job. Students will also study the psychology of CVs as well as interview techniques and other selection tools such as psychometric testing. In such a competitive work environment we see it as essential to prepare student for their next stage in their career development, whether this be into further studies or a professional career. The inclusion of a core module which specifically focus' on this demonstrates our commitment to a student's development in this area.

Our philosophy regarding the understanding of psychology is heavily based in research and the empirical evidence that this produces. Being able to consider a particular behaviour and then be able to apply psychological theory to the explanation of this behaviour is an approach which is applied throughout the course. A consequence of this approach means that you will develop the necessary skills to be able to question the reliability of theories, put together a convincing evidence based argument, and critically evaluate the arguments of others.

#### Educational Aims of the Course:

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This degree course is designed to provide students with a deep understanding of the applications of psychology and how these interact with our day-to-day lives. By choosing this route students will not be restricting their future career opportunities either within or outside of psychology. This course, if all criteria are met, will bestow upon the student eligibility for Graduate Basis for Chartered Membership with the British Psychological Society. The structure is based very much on learning ethos within which behaviour is used as a framework for applying specific theories and using a problem based learning approach. These will include both day-to-day behaviours, as well as those in more specific situations.

Students will also examine various philosophical approaches to psychology and through this will be able to understand the complexities of human nature. This appreciation is underpinned through the use of various research approaches and methodologies utilised in Psychology. Students will receive support and advice from personal tutors who are expert in the specialist pathway followed, which will enable students to make the best choices with regards to both their studies as well as further career development. This is a truly integrated course and there are many opportunities for students to apply knowledge and skills mastered on one module to other aspects of their learning experience. Indeed, within the personal tutorial system and the high level of small group work, students will receive support in recognising how skills developed in an academic framework are transferable to employability. By the end of this course students will be excellently placed to follow their chosen path, whether this is into either a professional career or further studies.

#### Intakes:

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September

#### Major Source of Funding:

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HE FUNDING COUNCIL FOR ENGLAND (HEFCE)

#### Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

<b>Year</b>	<b>Status</b>	<b>Mode</b>	<b>Amount</b>
2017/8	H	Full Time / Sandwich	£9250.00
2017/8	EU	Full Time / Sandwich	£9250.00
2017/8	Overseas	Full Time / Sandwich	£11475.00
2017/8	H	Part Time	£2835.00
2017/8	EU	Part Time	£2835.00
2017/8	Overseas	Part Time	£5738.00
2018/9	H	Full Time / Sandwich	£9250.00
2018/9	EU	Full Time / Sandwich	£9250.00
2018/9	Overseas	Full Time / Sandwich	£11700.00
2018/9	H	Part Time	£2925.00
2018/9	Overseas	Part Time	£5850.00
2018/9	EU	Part Time	£2925.00
2019/0	H	Full Time / Sandwich	£9250.00
2019/0	EU	Full Time / Sandwich	£9250.00
2019/0	Overseas	Full Time / Sandwich	£12000.00
2019/0	H	Part Time	£2975.00
2019/0	Overseas	Part Time	£6000
2019/0	EU	Part Time	£2975.00
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	EU	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00
2020/1	EU	Part Time	£3050.00

**PSRB:**

PS007H01UV (Full-time)

Professional Accreditation Body:  
British Psychological Society (BPS)

Accrediting Body:  
British Psychological Society (BPS)

Accreditation Statement:  
Accredited against the requirements for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS).

Additional Notes:  
"Graduates who complete an accredited undergraduate degree or postgraduate conversion programme having

passed the empirical psychology project and gained a minimum of a 2:2 overall (or its equivalent) are eligible to apply for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society. GBC is set as a pre-requisite for entry to accredited postgraduate programmes by the majority of training providers. In order to practise as a psychologist offering services to the public, graduates will need to complete further training that is approved by the Health and Care Professions Council."

Approved	Start	Expected End	Renewal
04/Nov/2014	04/Nov/2014	31/Dec/2021	31/Dec/2021

PS007H31UV (Part-time)

Professional Accreditation Body:  
British Psychological Society (BPS)

Accrediting Body:  
British Psychological Society (BPS)

Accreditation Statement:  
Accredited against the requirements for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS).

Additional Notes:

"Graduates who complete an accredited undergraduate degree or postgraduate conversion programme having passed the empirical psychology project and gained a minimum of a 2:2 overall (or its equivalent) are eligible to apply for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society. GBC is set as a pre-requisite for entry to accredited postgraduate programmes by the majority of training providers. In order to practise as a psychologist offering services to the public, graduates will need to complete further training that is approved by the Health and Care Professions Council."

Approved	Start	Expected End	Renewal
04/Nov/2014	04/Nov/2014	31/Dec/2021	31/Dec/2021

Course Structure:

## September (Full-Time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 1

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
4PS001	Bad Science	20	SEM1	Core
4PS002	Historical and Contextual Themes in Theoretical Psychology	20	SEM1	Core
4PS003	Research Methods In Psychology - Basic	20	SEM1	Core
4PS006	Introduction to Historical and Conceptual Issues in Applied Psychology	20	SEM2	Core
4PS005	Research Methods in Psychology - Intermediate	20	SEM2	Core
4PS004	Themes and Practice in Psychology	20	SEM2	Core

## September (Full-Time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 2

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
5PS002	The Development of Personality and Individual Differences	20	SEM1	Core
5PS005	Research Methods in Psychology - Advanced	20	SEM1	Core
5PS001	Cognitive Psychology	20	SEM1	Core
5PS004	Developing Research Skills in Psychology	20	SEM2	Core
5PS006	Psychobiology	20	SEM2	Core
5PS003	Theoretical and Applied Social Psychology	20	SEM2	Core

## September (Full-Time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
6PS014	Psychology Research Project	40	YEAR	Core
6PS019	Psychology and Employment	20	SEM2	Core

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

6PS006	Forensic and Criminal Psychology	20	SEM1
6PS010	Applications of Counselling	20	SEM1

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

6PS015	Applications of Health Psychology	20	SEM1
6PS017	Intellectual and Developmental Disabilities	20	SEM1
6PS012	Cyberpsychology	20	SEM1

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

6PS005	Lifespan Development and Learning	20	SEM2
6PS009	Cognition and Individual Differences	20	SEM2
6PS003	Clinical Psychology	20	SEM2

## Learning, Teaching and Assessment

Academic Regulations Exemption:

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None

Reference Points:

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QAA subject benchmarks for psychology

<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Psychology.pdf>

and BPS

Quality Assurance Policies and Practice for First Qualifications in Psychology 2009

Accreditation through partnership

## Learning Outcomes:

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### CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

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### CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

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### CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

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### CertHE Course Learning Outcome 4 (CHECLO4)

Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

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### CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

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### DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

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### DipHE Course Learning Outcome 2 (DHECLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

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### DipHE Course Learning Outcome 3 (DHECLO3)

Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

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### DipHE Course Learning Outcome 4 (DHECLO4)

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

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### DipHE Course Learning Outcome 5 (DHECLO5)

Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-



specialist audiences, and deploy key techniques of the discipline effectively

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DipHE Course Learning Outcome 6 (DHECLO6)

Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

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Ordinary Course Learning Outcome 1 (ORDCLO1)

Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge

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Ordinary Course Learning Outcome 2 (ORDCLO2)

Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline and apply the methods and techniques that they have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.

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Ordinary Course Learning Outcome 3 (ORDCLO3)

Demonstrate conceptual understanding that enables the student: A. to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline. B. to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.

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Ordinary Course Learning Outcome 4 (ORDCLO4)

Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

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Ordinary Course Learning Outcome 5 (ORDCLO5)

Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem

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Ordinary Course Learning Outcome 6 (ORDCLO6)

Demonstrate the qualities and transferable skills necessary for employment requiring: A. the exercise of initiative and personal responsibility. B. decision-making in complex and unpredictable contexts. C. the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

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Honours Course Learning Outcome 1 (DEGCLO1)

Demonstrate a knowledge and critical understanding of a wide range of psychological perspectives which facilitate the application of theory to the explanation of behaviours.

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Honours Course Learning Outcome 2 (DEGCLO2)

Identify specific behavioural questions and to position these into an appropriate research framework.

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Honours Course Learning Outcome 3 (DEGCLO3)

Apply relevant technologies to both the investigation of psychological perspectives and the communication of their findings

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Honours Course Learning Outcome 4 (DEGCLO4)

To communicate ideas and findings using a diverse set of platforms, both technological and otherwise.

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Honours Course Learning Outcome 5 (DEGCLO5)

Apply critical skills to both scientific claims as well as those experienced in a broader context.

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Honours Course Learning Outcome 6 (DEGCLO6)

Appreciate the complexity of the individual and to critically understand why differences between individuals occur and how these affect aspects of both community and society.

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Overview of Assessment:

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<b>Module</b>	<b>Title</b>	<b>Course Learning Outcomes</b>
4PS001	Bad Science	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4PS002	Historical and Contextual Themes in Theoretical Psychology	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4PS003	Research Methods In Psychology - Basic	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4PS004	Themes and Practice in Psychology	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4PS005	Research Methods in Psychology - Intermediate	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4PS006	Introduction to Historical and Conceptual Issues in Applied Psychology	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
5PS001	Cognitive Psychology	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5PS002	The Development of Personality and Individual Differences	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5PS003	Theoretical and Applied Social Psychology	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5PS004	Developing Research Skills in Psychology	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5PS005	Research Methods in Psychology - Advanced	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5PS006	Psychobiology	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
6PS003	Clinical Psychology	DEGCLO1, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO4, ORDCLO5, ORDCLO6
6PS005	Lifespan Development and Learning	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6PS006	Forensic and Criminal Psychology	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6PS009	Cognition and Individual Differences	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6PS010	Applications of Counselling	DEGCLO4, DEGCLO5, ORDCLO4, ORDCLO5
6PS012	Cyberpsychology	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6PS014	Psychology Research Project	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6PS015	Applications of Health Psychology	DEGCLO1, DEGCLO2, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO4, ORDCLO5, ORDCLO6
6PS017	Intellectual and Developmental Disabilities	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO5, ORDCLO6
6PS019	Psychology and Employment	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6

### Teaching, Learning and Assessment:

Learning activities are focused on problem based learning, whereby students will be presented with an example of a behaviour or cluster of behaviours to which they will then be expected to apply theoretical explanations. To meet this challenge, students will be presented with theoretical information in lecture sessions and then will use further lectures as well as seminars, workshops, group tutorials and technological literacies, and to apply these to explaining human and animal behaviour.

At Level 4, students will look at theoretical applications to psychology and consider how psychology as a discipline has evolved in response to how our understanding of psychological complexities have developed over time. At Level 5, students will investigate more focused disciplines within psychology and will be expected to adopt a more critical approach to research underpinning psychological theory so that they are enabled to question behavioural explanations. These skills will be enhanced by the increased use of online forum discussions and the application of advanced research skills which will provide students, through the use of small group research supervision, with the ability to frame their critiques into testable hypotheses. At level 6, students will apply, and continue to develop, the questioning nature of problem based learning and will be able to apply these to modules which cover areas of contemporary psychology. At this level students will also be able to engage in the study of areas of applied psychology specific to their interests.

Throughout the all the course pathways, students will consider the roles and insights psychology plays in a broader context. The understanding and application of ethical procedures will be considered and especially how these relate to concepts of sameness and otherness. For example, in the designing of psychological research, when framing empirical questions students will be asked to consider perspectives other than their own, be this on the basis of community, culture, religion or nationality. This will be done using lectures to explain the concepts of sameness and otherness and then discussion platforms to further investigate this concept. This is a component at all levels and will be reflected in their Individual Psychology Project.

Students on this course will be assessed using a broad range of strategies from the traditional exam to a variety of on-line tasks. The application of particular assessment strategies has been informed by the learning activities adopted throughout the course and on each module they reflect the modules specific learning environment. Psychology can be defined, in general terms, as the study of mind and behaviour and we have taken this as the starting point in the design of our assessment package. Throughout the course the student will return to theories and their applications developing and building on previous knowledge. Indeed, within each level of study this is also the case, with many modules contributing to the critical understanding of others.

Throughout the course an emphasis is also placed upon the development of analytical and critical skills. These will be fostered in diverse environments such as lectures, seminars, tutorials and on-line discussions. It is anticipated that in doing this students will become expert in expressing their interpretations and explanations for behaviour in a multifaceted way that requires skills which are valuable for the workplace. An example of this the consideration of ethical approaches to research. This is a core consideration which permeates the entire course and while there are formal sessions in the Methodology modules, these issues are relevant, from a critical perspective, throughout the rest of the course and will be examined in many of the small group discussion groups.

There is a strong emphasis on professional development throughout the course and we encourage the students to reflect upon the material they have submitted and the learning outcomes of each module and to consider how these relate to employability skills. There is a specific module at level 6 (Psychology of Employment) which examines the relation between the psychology course and employability. Students are required to reflect upon their learning experience and to extrapolate from this the skills that would make them stand out in their respective career pathways. They will also consider job applications, and how best, from a psychological perspective, to present themselves. Students will also be signposted to the relevant careers support services in the University.

#### Learning and Teaching Methods:

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This data indicates the proportion of time in each year of study that students can expect to engage in the following activities (expressed as a percentage for each level).

Level	Teaching	Independent	Placement
4	25	76	0
5	22	78	0
6	17	83	0

### Assessment Methods:

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This data indicates the proportion of summative assessment in each year of study that will derive from the following: (expressed as a percentage for each level).

Level	Written Exams	Practical Exams	Coursework
4	25	17	58
5	35	17	48
6	8	8	83

### Student Support:

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The advantage of designing the Specialist routes in psychology is to enable students to receive learning support targeted to their needs. There is generic modular support which will be delivered by the module teams in the form of one to one meetings as well as more generic advice and feedback which will be derived from the cohorts assessment feedback as it is perceived that while students only receive the feedback of their own work it is of value to be able to take stock of the feedback other have received. By designing the Psychology routes as integrated routes it will be clear to students that learning support received in one module is applicable to other aspects of their studies.

At all levels, students have access to learning support from our dedicated demonstrator team who are conversant in all aspects of the course and can advise students how best to achieve their goals. There is also considerable support to be sought from the Learning Centre with regards to ongoing study skills as well as accessing research relevant to their studies. During Level 4 studies, students will be exposed to the basic approaches to study skills. These will include online literature searches, guides relating to academic writing, critical reading and referencing skills. These will be supported by academic staff within lectures, small group discussions and personal tutorial sessions. The modules will specifically develop study skills in psychology, with the Bad Science module focusing on research skills and the Themes and Perspectives module developing more diverse academic skills such as critical reading and information sourcing. These skills will be applied in the remaining modules at the appropriate point in the academic calendar. Support, such as seminars, will make it explicit that the skills under development on modules at Level 4 are relevant to their studies in general by discussing assessments and learning outcomes from other modules (both at their present level of study as well as at higher levels) as part of their reflective process. In doing so we are applying a holistic approach to learning support.

Throughout the interaction the student has with their Personal Tutor is central to the development of their learning support. It is during Tutor sessions that the contents of the ePDP will be considered and any threads across modules regarding feedback can be identified. This will enable the tutor to recommend bespoke learning enhancement advice. This process will be continuous throughout the course.

### Employability in the Curriculum:

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A number of our graduates go on to train as Clinical and Counselling Psychologists, to work in the NHS as trainee cognitive behavioural therapists, or to work in other helping professions such as social work.

However, by choosing this psychology course, students will not be restricting their future career opportunities either within or outside of psychology. Each year, our graduates go on to apply the knowledge they have gained with us to a wide range of jobs in the private, public and non-profit sectors. Due to the wide

applicability of the psychological knowledge they will gain and the respect conferred by a BPS-accredited degree many students enter professional work within the business sector, retail management, teaching and the public sector.



THE UNIVERSITY OF OPPORTUNITY