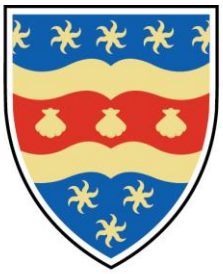
Highlands University College Jersey



UNIVERSITY OF PLYMOUTH

University of Plymouth

Academic Partnerships

University College Jersey

Programme Quality Handbook for

FdSc Psychology with Criminology

2019-20

PROGRAMME SPECIFICATION

Programme Title: **FdSc Psychology with Criminology**

Partner Delivering Institution: **University College Jersey**

Start Date: **September 2017**

First Award Date: **2019-20**

Date(s) of Revision(s) to this Document: **24/09/2018**

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PS1. Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	University College Jersey
Accrediting Body:	University of Plymouth
Language of Study:	English[2]
Mode of Study:	Full Time
Final Award:	FdSc
Intermediate Award:	Certificate in HE
Programme Title:	FdSc Psychology with Criminology
UCAS Code:	N/A
JACS Code:	C800
Benchmarks:	Framework for Higher Education Qualifications (FHEQ) Foundation Degree Characteristic Statement (FDCS). QAA Subject Bench Marks for Psychology and for Criminology
Date of Programme Approval:	June 2017

PS2. Brief Description of the Programme

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation (approx.. 200-250 words):

The Foundation Degree in Psychology with Criminology is a full-time two-year Level 4 and 5 qualification delivered at University College Jersey ('the College') and validated through the University of Plymouth. The programme is designed to provide the knowledge and skills necessary to allow students to continue their studies or secure employment in a wide range of positions locally. Its introduction is in response to students' request for a new course of study that focuses on two of the more popular areas of the College's Social Science Programme.

The modules in the programme are weighted 4:2 in favour of Psychology, but across both subjects the content allows for a full understanding of the theoretical and applied issues that form contemporary debate. The teaching of research skills, data analysis and presentation comprise core modules in Years 1 and 2, and these, coupled with a Work Based Learning

[2] Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee

module in the second year, provide the student with a strong suite of transferable skills and experience upon graduation.

The modules themselves cover all key areas in Psychology, whilst the Criminology material focuses on the causes of criminal behaviour and the treatment of offenders within both England & Wales and local criminal justice systems. The programme aims to provide students with academic perspective. They will learn what is known and what is not known and they will come to appreciate how our present understanding of people and their behaviour, and of offending and its causes, is based on an empirical tradition that emphasises the dispassionate search for truth and its application.

PS3. Details of Accreditation by a Professional/Statutory Body (if appropriate)

N/A

PS4. Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available internally on the intranet: https://staff.plymouth.ac.uk//extexam/academicregs/intranet.htm)

None

PS5. Programme Aims

The programme will deliver:

1. A course of study that will allow students to develop their academic and vocational abilities, which is relevant to the needs of employers and which will support career opportunities in the community

2. A range of modules that will encourage critical thinking and the development of communication skills across a range of media

3. The opportunity to engage in an applied work placement

4. The techniques and skills required to undertake empirical research in the Psychological and Criminological sciences

5. An academic culture that allows students to develop as learners and which encourages a desire to continue education to the honours and postgraduate levels.

PS6. Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

ILO1: Demonstrate knowledge and understanding of the main principles of Psychology and Criminology as evidence-based, scientific disciplines

ILO2: Analyse, appraise and evaluate the causes of crime, reoffending and the effectiveness of the judicial process both in England & Wales and locally

ILO3: Undertake a supervised, ethically compliant work placement

ILO4: Evaluate classic and contemporary theories of cognitive, social and developmental Psychology, of individual differences and of abnormal and criminal behaviour

ILO5: Identify and apply a range of analytical techniques that provide understanding of quantitative and qualitative information

ILO6: Develop an understanding of research design and implement a project in accordance with academic conventions.

ILO7: Communicate and present research findings by written, oral and visual means.

PS7. Distinctive Features

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:

The programme provides the Island's only university-level education in Psychology and Criminology that offers third year and off-Island progression routes as well as a stand-alone, theoretical and applied grounding in the two disciplines. Research methodology and data analysis are integral to the course and are supported by opportunities for practice within an applied WBL module.

This aspect of the programme allows students to establish relations with public and third-sector service providers. A thorough understanding of the local judicial process will be gained through a curriculum delivered by acknowledged experts and leaders in Jersey's

criminal justice system, alongside comparative modules looking at the criminal justice system in the UK.

This programme has been designed with the professional support of police and probation services to provide strong local and vocational relevance, offering a rigorous discipline of core skills development, with particular focus on research methods. The course offers a full understanding of theoretical and applied issues that shape contemporary debate, and covers all areas of Psychology, with Criminology focusing on the causes of criminal behaviour and the treatment of offenders within the UK and Jersey's criminal justice systems.

PS8. Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:

Minimum student numbers per stage = 8

Target student numbers per stage = 12

Maximum student numbers per stage = 20

PS9. Progression Route(s)

Approved 'progression route(s)' are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to 'top-up' to complete a Bachelor degree, but may be employed for other award types.

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3-years.

Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that

complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

BSc (Hons) Social Science, (University of Plymouth) validated), University College Jersey. Direct entry to Year 3.

Single-honours BSc (Hons) Psychology Degree (BPS accredited) delivered at University of Plymouth (direct entry to stage 2). This will involve a further 2 years of full-time study at Plymouth but, on successful completion, leads to a full BSc honours degree with Graduate Basis for Chartership (GBC) with the British Psychological Society (BPS) which is required for many professional psychology careers.

BSc (Hons) Psychological Studies degree (non-BPS accredited) delivered at Plymouth University. This is a one-year top-up which will allow study for a BSc honours degree, but this does not confer GBC.

Students wishing to attain BPS accreditation can apply for the MSc Psychology programme at Plymouth University. This Masters level course takes one year at Plymouth studying full-time, or two years part-time. Applications are welcome for entry following either BSc Psychological Studies or BSc Social Sciences, however, access to this course is not automatic and will be decided on upon application.

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

PS10. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	**Details:**
Level 2: - **Key Skills requirement / Higher Level Diploma:** **and/or** - **GCSEs required at Grade C or above:**	Minimum of 5 GCSEs at Grade C or 4 which must include Maths and English.
Level 3: at least one of the following:	Normally 64 UCAS points from two A Levels at C grade, or equivalent, but subject to interview. When English is not the first language of the applicant they will need to achieve 6.5 in the IELTS examination. At least a merit profile from an Access course

- **AS/A Levels** - **Advanced Level Diploma:** - **BTEC National Certificate/Diploma:** - **VDA: AGNVQ, AVCE, AVS:** - **Access to HE or Year 0 provision:** - **International Baccalaureate:** - **Irish / Scottish Highers / Advanced Highers:**	
Work Experience:	Considered on individual merit
Other HE qualifications / non-standard awards or experiences:	Considered on individual merit
APEL / APCL[3] possibilities:	APL will be considered for all modules on the programme under the appropriate Plymouth University Regulations.
Interview / Portfolio requirements:	Interviews will be required with each applicant to ensure they have the appropriate personal and academic skill set to embark on the course and ensure they are aware of the structure and content of the programme.
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:	Prior to embarking on WBL placements students will be required to undergo a company screening process funded by the company. Alternatively the company may ask the student to complete a Disclosure and Barring Service (DBS) check funded by the student.

PS11. Academic Standards and Quality Enhancement

The Programme Leader/Manager (or other descriptor) leads the Programme Committee in the following of Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed change to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

[3] Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

Subject External Examiner(s):

The list below indicates the modules allocated to the External Examiner for Psychology with Criminology. Remaining modules are allocated to the external examiner for BSc (Hons) Social Science. New and revised modules will be allocated appropriately.

Module Code	Module Title
HIGH1071	Developmental Psychology
HIGH1072	The Psychology of Individual Differences
HIGH2062	Psychology of Abnormal Behaviour
HIGH2063	Cognitive and Biological Psychology
HIGH2065	Work Based Learning

Additional stakeholders specific to this programme:

Students engage with a number of processes to ensure the standards and quality of the programme. These include Programme Committee meetings, the Periodic Review, meetings with the External Examiners, feedback gained through the University SPQ process, Module Evaluation questionnaires, individual academic tutorials and through the class representatives.

Students are encouraged to join the British Psychological Society and the British Society of Criminology as soon as they begin the course. Graduates are invited to join the Alumni Organisation and may be asked to join focus groups and attend individual meetings relating to course development.

Whilst undertaking their Year 2 studies students will be expected to contact and maintain relations with a number of public and third-sector departments and organisations. These include, but are not limited to, the Community and Constitutional Affairs Department, Education Department and the Health and Social Services Department.

PS12. Programme Structure[4]

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The following structure diagram(s) provides the current structure for this programme:

FHEQ level: 4 For: FdSc Psychology with Criminology Full Time				
F/T Route Year	**When in Year? (i.e. Autumn, Spring etc)**	**Core or Option Module**	**Credits**	**Module**
Year 1	All Year	All are Core Modules	20 20 20 20 20 20	HIGH1070: Applied Criminology 1: An Introduction to Criminal Justice and Community Safety HIGH1071: Developmental Psychology HIGH1072: The Psychology of Individual Differences HIGH1066: Criminology and the Problem of Crime HIGH1067: Social Psychology: Theory and Practice HIGH1047: The Research Process in the Social Sciences

[4] The provided table includes only a single line. This should be multiplied by copying and pasting to produce the correct number of modules for the level of the programme. For ease of consideration and clarity, please include a separate table for each level by again copying and pasting this table. Colour coding/ shading may be used to differentiate between new modules and existing approved modules shared with other programmes.

FHEQ level: 5 For: FdSc Psychology with Criminology Full Time				
F/T Route Year	**When in Year? (i.e. Autumn, Spring etc)**	**Core or Option Module**	**Credits**	**Module**
Year 2	All Year	All are core modules	20 20 20 20 20 20	HIGH2061: Applied Criminology 2: Youth Justice, Restorative Justice and Victims of Crime HIGH2062: Psychology of Abnormal Behaviour HIGH2063: Cognitive and Biological Psychology HIGH2065: Work Based Learning HIGH2037: Research Methods in the Social Sciences HIGH2053: Criminal Justice and Penology

PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment[5]

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

[5] For programmes containing more than one FHEQ level of study, i.e. a bachelor programme with levels 4, 5 & 6, a separate map must be provided for each level. The table should be copied and pasted to enable this.

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
Knowledge / Understanding: Describe the underpinnings of Psychology and Criminology as scientific disciplines. Demonstrate a good knowledge and understanding of a range of influences on psychological functioning and how they are conceptualised across social and developmental theory. Describe and examine a number of key concepts and approaches within Criminology,and evaluate their application.					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: QAA Benchmarks: Psychology benchmarks 4.4.1-4.4.9; Criminology Benchmarks 4.2, 1-20; Describe the nature of psychological and criminological thinking. Outline and evaluate theories of social and developmental Psychology. Outline various accounts of criminal behaviour and describe how the criminal justice systems in England & Wales and in Jersey differ in their treatment of offenders.	Primary: Lectures, seminars, workshops, directed independent study, academic tutorials. Secondary/Supplementary: Guest speakers, organisational visits, case studies, individual and group research.	2, 5	ILO1, ILO2, ILO4	Coursework Written Reports Essays Examinations Presentations	HIGH1072 HIGH1071 HIGH1070
An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:					

Knowledge and understanding are developed through lectures, online learning, independent and group study. They are enhanced by guest speakers and the teaching of local experts and public sector leaders in specific modules. Assessment is through a range of methods including course work, examination, and presentations.					
Cognitive and Intellectual Skills: An ability to evaluate, interpret and present qualitative and quantitative information, to reason analytically and demonstrate competence in a range of investigative methods An ability to gather information from defined sources to inform a choice of solutions to standard problems An ability to reflect on practice and experience to justify sound judgement and informed decision making.					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: QAA Benchmarks: Psychology benchmarks 5.5.1-5.5.5; Criminology Benchmarks 5.1-5.4; An ability to identify the basic principles and concepts of theoretical frameworks relating to Psychology and Criminology and begin to identify their strengths and weaknesses An ability to evaluate and interpret psychological and criminological information from known contexts through guided processes An ability to interpret numerical data and carry out simple statistical analyses	Primary: Class exercises, simulations and discussions, workshops, academic tutorials. Secondary/Supplementary: Case studies, literature reviews, problem-based learning	2,4,5	ILO1, ILO2, ILO4, ILO5	Online exercise tasks Examinations Written Reports Essays Presentations	HIGH1047 HIGH1066 HIGH1067 HIGH1070 HIGH1071 HIGH1072

An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: At this level students are supported in developing cognitive skills through in-class exercises including discussion and debate, through reviewing case studies and applied practice and through problem-based learning. These skills are tested in reports, group work, course work and presentations.					
Key Transferable Skills: Effective communication, spoken and in writing, using a range of media Ability to collate and synthesise information from various sources and of varying quality Acquisition of detailed local knowledge in relation to public administration and criminal justice An ability to work effectively with others and recognise the factors that affect team performance Interpersonal skills of effective listening, negotiating, and persuasion Familiarisation with data analysis, research design and presentation across a number of programmes. By the end of this level of this programme the students will be able to demonstrate for a threshold pass: QAA Benchmarks: Psychology benchmarks 5.5.5; Criminology Benchmarks 5.4	Primary: Workshops, In class exercises Course essays and reports Tutorials. Seminars Presentations Secondary/Supplementary:	1, 2, 4	ILO5, ILO6	Reflective reports/ Online exercise tasks Written Reports Presentations	HIGH1047 HIGH1067 HIGH1070 HIGH1071 HIGH1072

Communicate effectively and convincingly in speech and writing Use of a range of media to present ideas and data Have sound IT skills in relation to research design, data analysis, manipulation and presentation Demonstrate interpersonal and team-working skills Have a working knowledge of the local judicial system and its administration.	Role Play Self-directed learning Peer review				
An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Transferable skills are taught in a number of different ways across the programme and in different modules. The student is expected to develop and sustain a portfolio of generic abilities commensurate with Level 4 study and to transfer these to Level 5 and then the workplace.					
Employment-Related Skills: Work effectively with others and recognise the factors that affect team performance. Interpersonal skills including effective listening, negotiating, persuasion and presentation. Effective time management, efficiency in communication and information technology. Self-reflection and self-awareness Generic data analysis and presentation skills, research design and implementation.					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass:	Primary: Workshops Lectures				HIGH1047 HIGH1066 HIGH1070

QAA Benchmarks: Psychology benchmarks 5.5.1-5.5.5; Criminology Benchmarks 5.1-5.3 Work as an effective member of a team, communicate with colleagues, take personal responsibility, be self-aware and self-manage in terms of deadlines and time management. Take on board feedback and suggestions and modify work output accordingly. Demonstrate IT proficiency, high-level data analysis, and research design skills.	Case Studies Group Projects Role Play Lecture Tutorials Secondary/Supplementary: Seminars Discussions Feedback	1, 2, 4	ILO2, ILO5, ILO6		
An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Employment related skills are primarily taught through the research and data analysis module but also across other modules' lectures, workshops and seminars. These are embedded through tutorials and presentations and assessed through student's reflective work for assessment.					
Practical Skills: The comprehension and use of relevant communication and information technologies for application in the workplace and in further study. Numeracy and quantitative skills including data analysis.	Primary: Workshops, Practical tasks, Online learning through VLE Case Studies. Secondary/Supplementary:	1, 2, 4	ILO5, ILO6	Written communication IT exercises to test relevant skills. Case study analysis Numeracy tasks (online) Investigation of data sets	HIGH1047 HIGH1066

By the end of this level of this programme the students will be able to demonstrate for a threshold pass: QAA Benchmarks: Psychology benchmarks 5.5.1-5.5.5; Criminology Benchmarks 5.1-5.3 Use a range of standard IT systems and software within defined contexts to communicate, manipulate data prepare spread sheets, presentations and written reports. Present information to an audience recognising its requirements and the limits of its knowledge	None				
An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Practical skills are taught within workshops, seminars, VLE online exercises, formative assessment and student led feedback. Practical and computer-based assessments of skills gained are then undertaken by students.					

FHEQ level: 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
Knowledge / Understanding: Demonstrate knowledge and critical understanding of the main principles of	Primary: Lectures, seminars, workshops, directed	2, 5	ILO1, ILO2, ILO3, ILO4	Coursework Examinations Written Reports Essays	HIGH2062 HIGH2063 HIGH2061 HIGH2065

abnormal, cognitive and biological Psychology, theories of crime, recidivism, the judicial system and penology. By the end of this level of this programme the students will be able to demonstrate for a threshold pass: QAA Benchmarks: Psychology benchmarks 4.4.1 – 4.4.9, Criminology Benchmarks 6.1 – 6.2 Identify, compare and evaluate key theories, concepts relating to cognitive and biological Psychology, abnormal behaviour, its diagnosis and treatment, recidivism, penology and the local and national judicial systems. Show an appropriate level of critical understanding of academic and sector research, engage in discussion and evaluation of the strengths and weaknesses of these approaches and arrive at an informed opinion as to their viability.	independent study, academic tutorials, learning from work experience. Secondary/Supplementary: Guest speakers, case studies, individual and group research.			Critiques Presentations	HIGH2053

An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:
Core delivery of knowledge and understanding will be through, lecture, seminars, directed reading, independent study and group tutorials. Critical understanding will be tested through the students' ability to critically appraise theories and concepts and best practice. Some of this will include critical appraisal of concepts, policies and practices engaged with during the students' WBL.

Cognitive and Intellectual Skills:

Show detailed knowledge of theories and concepts relating to abnormal Psychology, cognitive and biological Psychology, penology, recidivism and the judicial process.

Use critical thinking, analysis and synthesis to identify assumptions and evaluate evidence. Use appropriate quantitative and qualitative skills to resolve issues relating to applied theory. Understand the limits of current knowledge and the implications on developments in the respective fields.					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: QAA Benchmarks: Psychology benchmarks 5.5.1-5.5.5; Criminology Benchmarks 5.1-5.4; Evaluate and decide between theories and assumptions, assess options and apply ideas in a range of situations outside those in which they were first learned Discriminate between methodologies, extrapolate information and draw conclusions, recognise where the lack of information or knowledge might affect the research design and methodology. Be able to interpret numerical data and carry the appropriate inferential analyses	Primary: Class exercises, seminars, simulations and discussions, workshops, academic tutorials. Secondary/Supplementary: Case Studies, Reviews of applied practice, problem-based learning, structured feedback.	2,4,5	ILO1, ILO2, ILO4, ILO5	Case Studies Examinations Written Reports Research investigations Essays Presentations	HIGH2061 HIGH2062 HIGH2037
An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Cognitive and intellectual skills will be developed in class discussion and debate using case studies, problem based learning and critical appraisal of organisational processes and practices. Assessment will be focussed on students evidencing their critical skills to demonstrate they have achieved the learning outcomes.					
Key Transferable Skills:					

Effective communication using a range of media and forms including the development and presentation of research findings. Use numerical and quantitative methods to analyse and interpret data, to decide between apparent and reliable effects and to evaluate research predictions. Be able to decide between competing methodologies and justify choice. Acquire and utilise advanced IT skills; demonstrate confidence and responsibility in the workplace. By the end of this level of this programme the students will be able to demonstrate for a threshold pass: QAA Benchmarks: Psychology benchmarks 5.5.5; Criminology Benchmarks 5.4 Design, undertake, analyse and present an ethically compliant research project Use IT to decide between real and apparent results, evaluate predictions and communicate results using the appropriate medium and format, Initiate and sustain interpersonal and team-working skills	Primary: Workshops, In class exercises. Course essays and research reports Tutorials. Seminars, Work Based Learning, Role Play, Presentations Secondary/Supplementary: Self-directed learning Peer review	A 3, A4, A5	ILO3, ILO4, ILO5 ILO7	Group task Reflective reports/ In-organisation appraisals Online exercise tasks Written Reports Presentations In-class tests	HIGH2061 HIGH2062 HIGH2065 HIGH2037
An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Key transferable skills are an integral part of the students personal and academic development as well as their engagement with work based learning. These are tested in a range of activities and assessments across a range of modules including WBL.					

Employment Related Skills: Interacts effectively with a team giving and receiving information and ideas and modifying responses where appropriate. Is aware of personal responsibility and professional codes of conduct. Has an interpersonal skill base that includes effective listening, negotiation, persuasion and presentation. Is able to use IT effectively and to the advantage of the employer through data analysis and presentation					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: QAA Benchmarks: Psychology benchmarks 5.5.1-5.5.5; Criminology Benchmarks 5.1-5.3 Can communicate effectively and persuade where necessary, can offer a generic research and data-analysis function to the employer and can use IT to meet the needs of the workplace. Works as an effective member of a team, communicates with colleagues, takes personal responsibility, is self-aware and self-managing in terms of time planning and professional behaviour.	Primary: Workshops, seminars, Work Based Learning, Role Play, Lecture, tutorials, Assessments, Feedback Secondary/Supplementary: Feedback and appraisal with placement organisation	A3, A4, A5	ILO3, ILO4, ILO5, ILO7	Work Based Learning related assignments Written Reports / Essays, Presentation Feedback and appraisal with placement organisation.	HIGH2061 HIGH2062 HIGH2065 HIGH2053
An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Employment related skills are linked to a number of modules which give specific knowledge related to skills for specific areas such as social work, criminology, the honorary system, probation and the courts. The more general employment related skill set is tested through the breadth and types of assessment practiced throughout the programme and through WBL and organisational feedback.					
Practical Skills: Gain generic research, analysis and presentation skills that facilitate investigation into public-sector issues.					

Use established techniques to design and undertake analysis of critical information and to propose solutions to problems arising from that analysis. Effective use of communication and information technology applications. Networking and relationship skills that further the aims of the student on graduation By the end of this level of this programme the students will be able to demonstrate for a threshold pass: QAA Benchmarks: Psychology benchmarks 5.5.1-5.5.5; Criminology Benchmarks 5.1-5.3 Propose and advise on work placement research requirements. Transfer course-taught IT skills to the workplace. Prepare spreadsheets, manipulate data, manage databases and prepare presentations to a high standard using a variety of media and methods Present information to an audience whilst at the same time recognising their requirements and the limits of their knowledge. Initiate and sustain good working relationships with placement sponsors	Primary: Work Based Learning assessments Research projects Secondary/Supplementary: Workshops Practical tasks.	A3, A4, A5	ILO3, ILO4, ILO5 ILO7	Research reports, Online tasks Written Reports	
An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Having established a practical skill set in the first year of their studies this will be further extended in Year 2 specifically through HIGH2037 Research Methods in the Social Sciences but also through workshops when relevant to other modules. The assessment schedule for the programme will be reviewed to identify where students can use and show mastery of the industry required practical skill sets.					

PS14. Work Based/Related Learning[6]

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

FHEQ **level:** 4					
WBL/WRL Activity:	**Logistics**	**Prog Aim**	**Prog Intended LO**	**Range of Assessments**	**Related Core Module(s)**
Work related learning is embedded in the stage 1 modules where appropriate. Lecturer and guest lecturers from the relevant sectors make up the course team.	Teaching and – where appropriate – assessments are designed to develop the necessary work relevant skills such as team work, working to deadlines, following a brief, and the planning, conducting and evaluation of research.	1,2,4	ILO2, ILO5, ILO6		HIGH1047 HIGH1066 HIGH1070

FHEQ **level:** 5

[6] The provided table includes only a single line. This will need replicating for each WBL/WRL activity (I,e, placements / real-world industry provided problems to solve / visits / trade shows etc). Additionally, the table should be replicated for each stage of the programme for clarity.

WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Intensive work-based learning placements in organisations. Sector specialists employed as part-time teaching staff. Guest lecturers Problem-based learning Develop insight from theory that allows for the identification of shortcomings and weaknesses in public- and third-sector practice.	Work Based Learning- students undertake a minimum of 10 days in placement as one block, or over a period of 5-10 weeks Several modules have assessment linked to work placements Qualified part-time lecturing staff are drawn from the sector. Guest lecturers with specialist knowledge contribute teaching in specific modules	1,2,3,4	ILO3, ILO4 ILO5, ILO6	Case Studies and reflective accounts. Critical appraisal of organisational practice. Presentations and reports.	HIGH2065
An explanation of this map: Teaching learning and assessment at Level 5 is focussed on the discussion and analysis of theory and best practice related to the industry practice students see within their placement organisation. Organisational practices, process and literature are used in problem based learning as is case study work.					

PS15. Module Records

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: HIGH1047	**MODULE TITLE:** The Research Process in the Social Sciences	
CREDITS: 20	**FHEQ LEVEL:** 4	**JACS CODE:** X210
PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:

In this module students will examine the key stages in the process of conducting research, including information management and retrieval skills, ICT skills, methodological, technical, political and ethical issues facing researchers. Students will be introduced to the key techniques of descriptive statistics.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
E1 (Examination)	40%	**C1** (Coursework)	60%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical**)**	

SUBJECT ASSESSMENT PANEL to which module should be linked: Cert HE

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to enable students to:

- Identify and practice a variety of ICT processes relevant to the conduct of research;
- Consider a range of ethical and practical issues and their solutions in the design and conduct of research;
- Describe the key elements of design and data collection;
- Describe when to apply a variety of research methods;
- Use descriptive statistics skills;

- Provide the opportunity to work in groups to reflect on and take responsibility for the conduct of their own research.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
1. Identify the main characteristics of scientific thought. 2. Understand how numerical and non-numerical data are measured and described. 3. Describe and evaluate a range of quantitative and qualitative research methods. 4. Appreciate the role of ethics within research. 5. Present research findings and write a report.	Knowledge and Understanding: 1,2 Cognitive and Intellectual Skills: 1,3 Key transferable skills: 2,6,9 Employment related skills: 3, 5,6 Practical skills: 1,2,3

Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

DATE OF APPROVAL: 05/2006	**FACULTY/OFFICE:** UPC
DATE OF IMPLEMENTATION: 09/2006	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: 2006	**SEMESTER: All year**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019-20	**NATIONAL COST CENTRE:** 135
MODULE LEADER: Dr Paul Mahrer	**OTHER MODULE STAFF:**

Summary of Module Content

This module introduces students to the principal methods used in the social sciences to gather numerical and non-numerical data. Quantitative approaches are taught in the first term and more qualitative techniques are included in Term 2. Other items are included alongside the methodology: levels of measurement, central tendency and dispersal are presented and some considerable time is given to an understanding of research ethics. There are a number of Stage 2 topics which are alluded to throughout the module to give a greater understanding of first year material and to provide a link with Level 5 studies. For instance, probability is touched upon when talking about standard deviation and normal distribution. Practical aspects of the module include familiarising students with spreadsheets and data analysis software; again, this is in preparation for Stage 2. All material is given by informal presentation and class discussion and personal contribution is encouraged at all times.

Assessment for this module is by way of two short-answer assignments, an essay and a formal, structured examination. The short-answer assignments cover Term 1 subjects whilst the essay addresses topics delivered in Term 2. The exam can related to any item covered over the course of the module and is divided into two halves: an example of research with some short-answer questions and an additional section that has four essay questions. The module and its assessments aim to teach students to be critical and evaluative and to develop the basics of academic research such that they can continue with confidence into the latter two years of their degree.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Taught lessons	48	Lectures/seminars
Independent study	152	Guided reading/Independent study
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting

Written exam (E1)	Formal exam (LO: 1-5)	100%
Coursework (C1)	A report (LO: 1-5)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Report (LO: 1-5)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Mary Ayling Philip Date: 19/09/2019	**Approved by**: Date: 19/09/2019

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: HIGH1066 **MODULE TITLE:** Criminology and the problem of crime

CREDITS: 20 **FHEQ LEVEL:** 4 **JACS CODE:** M240

PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:

This module introduces students to the subject of criminology. It emphasises criminology's multi-disciplinarity, and the different perspectives, methods and sources of information that it draws upon in developing theories about the different causes and problematizations of crime and deviance.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
E1 (Examination)		**C1** (Coursework)	75%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical**)**	25%

SUBJECT ASSESSMENT PANEL to which module should be linked: Cert.HE

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to enable students to:

- Develop an enquiring perspective concerning the nature and meaning of crime, criminality and crime problems in society;
- Identify 'conventional' images of crime and criminality;
- Review a range of topics that allow students to become familiar with criminological approaches;

Examine crime, criminality and crime problems in contemporary society.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Demonstrate factual and conceptual knowledge of criminological theories and perspectives; 2. Synthesise criminological ideas and information in a predictable and standard format; 3. Evaluate the reliability of criminological data using defined techniques and/or tutor guidance; 4. Apply criminological tools accurately and carefully to a well-defined crime problem and exhibit an appreciation of the complexity of the issues; 5. Carry out group working effectively and meet obligations to others (for example, tutors, peers and colleagues); **6.** Self-evaluate strengths and weaknesses within criteria largely set by others.	Knowledge and Understanding: 1,3 Cognitive and Intellectual Skills: 1-6 Key transferable skills: 1,2,4,5,6,7,8,9,10 Employment related skills: 1-5 Practical skills: 1,3,4

Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

DATE OF APPROVAL: 05/2006	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2006	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019-20	**NATIONAL COST CENTRE:** 130
MODULE LEADER: Danielle Schenk	**OTHER MODULE STAFF:**

Summary of Module Content

Introduction and tools of Criminological Theorists;

Classical Theory; Italian Positivism and Biological Determinism; Durkheim's Criminology; Strain and Subcultural Theories; Urban Ecology Theory; The Labelling Perspective; Conflict Theorising; Control Theory; Left and Right Realism.

From lay knowledge to social science: understanding the construction of crime and crime control;

A history of criminalisation; Official representations of crime: crime statistics, crime surveys, self-report studies and crime 'hotspots'; Unofficial representations: the role of the media; Constructing crime problems: social problems and moral panics; Understanding Governments: crime, legitimacy and party politics; Understanding the state: who does the state represent? Understanding the community: the informal, voluntary and private sectors; Understanding practitioners: the politics of discretion.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	44	To include presentations
Workshops	4	
Tutorials	2	
Guided independent study	150	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (C1)	Report - Who dun It? (LO: 1-5) Report – Newspaper (LO: 1-5)	33.33% 66.6%
Practical (P1)	Who dun It? Presentation (LO: 1-5)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Report (LO: 1-5)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Mary Ayling Phillip Date: 19/09/2019	**Approved by**: Date: 19/09/2019

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: HIGH1067	**MODULE TITLE:** Social Psychology: Theory and practice	
CREDITS: 20	**FHEQ LEVEL:** 4	**JACS CODE:** C880
PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:

This module discusses social psychology as the scientific study of human behaviour, the way behaviour is influenced by others and the social or work context it takes place in. It will provide an introduction to the schools of thought and the central concepts of social psychology including; sense of self, attitudes, social compliance, conformity, obedience to authority, group performance and conflict, interpersonal attraction pro and antisocial behaviour. Additionally, research theories supporting social psychology will be discussed.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
E1 (Examination)	40%	**C1** (Coursework)	60%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical**)**	

SUBJECT ASSESSMENT PANEL to which module should be linked: Cert HE

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module will enable students to:

- Describe core topics and theories within contemporary social psychology;

- Understand how complex social behaviours can be analysed.
- Evaluate a range of research underpinning social psychology.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
1. Describe the main characteristics of social psychological thought; 2. Evaluate a range of theoretical issues within social psychology; including pro and anti-social behaviour, social perception, attitude and behaviours within and between groups. **3.** Discuss research related to social psychology.	Knowledge and Understanding: 1,2 Cognitive and Intellectual Skills: 1-6 Key transferable skills: 2,6,7,9 Employment related skills: 3,5,6,7 Practical skills: 1,2,3

Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

DATE OF APPROVAL: 05/2013	**FACULTY/OFFICE:** UPC
DATE OF IMPLEMENTATION: 09/2015	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: 08/2015	**SEMESTER: All year**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019-20	**NATIONAL COST CENTRE:** 104
MODULE LEADER: Dr Paul Mahrer	**OTHER MODULE STAFF:** Mary Ayling Phillip

Summary of Module Content

This module discusses social psychology as the scientific study of human behaviour, the way behaviour is influenced by others and the social or work context it takes place in. Social psychology is concerned with the way we act and think in groups and the extent to which these groups can dramatically affect our behaviour under certain circumstances. The module will provide an introduction to the central concepts of social psychology such as how individuals develop a sense of self, how people's attitudes are formed, why we tend to conform to group influence and readily obey authority figures and are often reluctant to help others in distress. Topics covered include: attitudes, social compliance, conformity, obedience to authority, group performance and conflict. Research methods used in social psychology will also be taught at a basic level.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	36	
Workshops	12	
Guided independent study	152	This includes directed reading, independent reading, completion of formative assessment tasks and completion of course work, preparation for examination
Total	200	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Written exam (E1)	Formal exam (LO: 1-3)	100%

Coursework (C1)	Essay (LO: 1-3)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Essay (LO: 1-3)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Mary Ayling Phillip Date: 19/09/2019	**Approved by**: Date: 19/09/2019

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: HIGH1070	**MODULE TITLE:** Applied Criminology – An Introduction to Criminal Justice and Community Safety	
CREDITS: 20	**FHEQ LEVEL:** 4	**JACS CODE:** M100
PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The roles and practices of criminal justice institutions in England, Wales and Jersey, are described and students are introduced to sentencing in different jurisdictions, including sentencing objectives, options and patterns. The module also introduces the concept of the honorary system of informal justice that forms the cornerstone of Jersey practice.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
E1 (Examination)		**C1** (Coursework)	75%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical**)**	25%

SUBJECT ASSESSMENT PANEL to which module should be linked: Psychology with Criminology

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module will enable students to:

- Identify and describe the roles and practices of the main criminal justice institutions in England, Wales, Scotland and the Channel Islands;
- Analyse the roles and practices of these main criminal justice institutions;
- Evaluate the objectives and philosophy of the sentencing process;
- Analyse and evaluate sentencing options and patterns;
- Describe the differences between formal and informal justice.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
At the end of the module the learner will be expected to be able to: 1. Describe the operation of the main criminal justice institutions in England & Wales and the Channel Islands and consider comparative elements 2. Discuss the sentencing process and sentencing structure of criminal justice in England & Wales and Jersey 3. Analyse criminal justice institutions and sentencing in practice using an appropriate analytic framework and consider comparative elements **4.** Analyse the impact and effectiveness of alternative methods to deal with offending and anti-social behaviour	Knowledge and Understanding: 1,3 Cognitive and Intellectual Skills: 1,2,3,4,5,6 Key transferable skills: 1,2,3,5,6,7,8,9,11 Employment related skills: 2,3,5 Practical skills: 1,4

Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

DATE OF APPROVAL: 05/2017	**FACULTY/OFFICE:** Academic Partnership
DATE OF IMPLEMENTATION: 09/2017	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019-20	**NATIONAL COST CENTRE:** 104
MODULE LEADER: Mary Ayling-Phillip	**OTHER MODULE STAFF:** Brian Heath, Gillian Hutchinson, Adelaide Ormesher

Summary of Module Content

This module will cover a range of topics such as how Probation tackles offending behaviour in the community and informal mechanisms of crime control. Community justice and the role of the honorary police and the parish hall enquiry system will be examined along with policing and tackling antisocial behaviour. The purposes of prisons and the resettlement of offenders will be explored, as will topics including cyber-crime, youth justice policies and practice, and desistance from crime. In addition, community safety, drugs (substance misuse) and alcohol will be addressed, and also themes with regard to early intervention, prevention, diversion and perceptions of safety. The module will consider issues relating to women, crime and violence, domestic violence in Jersey, VAWG, and the Istanbul Convention. It will also appraise victim services, victimology and restorative justice. Furthermore, students will learn about evidence-based criminal justice policies, community safety strategies and practice, and the role of the voluntary sector in Jersey.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	38	
Tutorials	2	
Guided independent study	160	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**

Coursework (C1)	Essay (LO: 1-4)	100%
Practical (P1)	Presentation (LO: 1-4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Essay (LO: 1-4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Mary Ayling Phillip Date: 19/09/2019	**Approved by**: Ben Bennett Date: 19/09/2019

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: HIGH1071	**MODULE TITLE:** Developmental Psychology	
CREDITS: 20	**FHEQ LEVEL:** 4	**JACS CODE:**
PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR:

This module is concerned with psychological change over time. It looks at cognitive, moral and self-concept development as well as the characteristics and consequences of key life stages from adolescence to old age.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
E1 (Examination)		**C1** (Coursework)	100%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical**)**	

SUBJECT ASSESSMENT PANEL to which module should be linked: Psychology and Criminology

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module will enable students to:

- Understand theories of cognitive and moral development;
- Discuss the development of the self-concept;

- Understand the challenges of passing through adolescence, adulthood and into old age;
- Discuss some of the causes of exceptional development.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
Discuss cognitive and moral development in terms of theoretical assumptions and empirical evidence Evaluate approaches to the development of the self-concept Describe the contribution of Neo-Freudian and biological theories to you understanding of the adolescence Outline some of the psychological and social changes in adulthood and old age Discuss theories of exceptional development	Knowledge and Understanding: 1,2 Cognitive and Intellectual Skills: 1,2,3,4,5,6 Key transferable skills: 1,2,6,7,9 Employment related skills: 3,5,7,8 Practical skills: 1,2,3

Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

DATE OF APPROVAL: 05/2017	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2017	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019-20	**NATIONAL COST CENTRE:**
MODULE LEADER: Dr Paul Mahrer	**OTHER MODULE STAFF:**

Summary of Module Content

This module looks at psychological and social changes over time. It evaluates theories of cognitive and moral development and those relating to the acquisition of the self-concept. The remainder of the module examines the nature of adolescence, adulthood and old age with regard to the difficulties associated with progression through these key life stages. There is support for the first-year research module by reference to longitudinal, cross-sectional and cross-cultural methodologies. There are also links to the second-year abnormal psychology module through consideration of the causes of exceptional development such as autism and giftedness.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	30	
Workshops	10	
Guided Independent study	160	This includes directed reading, independent reading, completion of formative assessment tasks and the development and completion of work.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework (C1)	2 x essays 50% each (LO: 1-5)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Essay (LO: 1-5)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Dr Paul Mahrer Date: 19/09/2019	**Approved by**: Ben Bennett Date: 19/09/2019

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: HIGH1072	**MODULE TITLE:** The Psychology of Individual Differences	
CREDITS: 20	**FHEQ LEVEL:** 4	**JACS CODE:**
PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR:

This module is concerned with the manner in which people differ on characteristics such as personality, intelligence, self-esteem and gender identity. The role of heredity and the environment as casual factors in shaping key facets of our individuality will be examined as will some methodological issues relating to the measurement of these life-long, personal attributes.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
E1 (Examination)	40%	**C1** (Coursework)	60%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical**)**	

SUBJECT ASSESSMENT PANEL to which module should be linked: Psychology and Criminology

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module will enable students to:

- Evaluate theories of personality
- Describe how intelligence is measured, validated and used to predict performance;

- Understand the social nature of gender and self-esteem.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
1. Discuss the development of personality in terms of theoretical assumptions and empirical evidence 2. Evaluate approaches to the conceptualisation and measurement of intelligence 3. Describe the formation of gender identity 4. Outline individual determinants of low and healthy self-esteem	Knowledge and Understanding: 1,2 Cognitive and Intellectual Skills: 1,2,3,4,5,6 Key transferable skills: 1,2,4,5,6,7,8 Employment related skills: 1,2,3,4,5,6,7 Practical skills: 1,3

Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

DATE OF APPROVAL: 05/2017	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: XX/XX/XXXX	**SCHOOL/PARTNER:** University College Jersey
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019-20	**NATIONAL COST CENTRE:**
MODULE LEADER: Christopher Journeaux	**OTHER MODULE STAFF:**

Summary of Module Content

This module will show how people differ from each other in four key areas: personality, intelligence, gender and self-esteem. The material relating to personality will consider how historic and current schools of thought differentiate nomothetic and idiosyncratic theories which in turn allow for the description and measurement of enduring characteristics and traits. This aspect of the module is best seen as a continuation of some of the content of HIGH1067. The inclusion of intelligence in the module will allow an understanding of the role of psychometrics in the measurement of IQ and an appreciation of the influence of genetics and environment on cognitive performance. The final two topics, gender and self-esteem show how individual differences develop in a social context and across the lifespan. Gender dysphoria and the causes of low self-esteem will form subject links to the second-year abnormal psychology module.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	30	
Workshops	10	
Guided Independent Study	160	This includes; directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Written exam (E1)	Formal exam (LO: 1-4)	100%

Coursework (C1)	Essay (LO: 1-4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Essay (LO: 1-4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Christopher Journeaux Date: 19/09/2019	**Approved by**: Ben Bennett Date: 19/09/2019

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: HIGH2037	**MODULE TITLE:** Research methods in the Social Science	
CREDITS: 20	**FHEQ LEVEL:** 5	**JACS CODE:**
PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:

This module extends and develops the key research skills covered in Year 1. It promotes applied research at the intermediate undergraduate level and supports the writing of a substantial honours dissertation

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
E1 (Examination)		**C1** (Coursework)	100%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical**)**	

SUBJECT ASSESSMENT PANEL to which module should be linked: Dip HE

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- This module aims to enable students to:
- Develop key research skills used in the social sciences and the public sector;
- Develop qualitative and quantitative data analysis skills;
- Develop formal academic report writing;
- Provide a basis for 3rd-year dissertations and work-based action research;
- Provide the opportunity for students to collaborate and work in groups.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
1. Distinguish between research design/methods and select those appropriate for investigating issues in the public and community sectors 2. Understand and demonstrate a variety of inferential analysis techniques 3. Interpret and evaluate research findings from a range of contexts **4.** Write a research report using the appropriate academic conventions.	Knowledge and Understanding: 2 Cognitive and Intellectual Skills: 1,2 Key transferable skills: 1,2,3,4,5,6,7 Employment related skills: 1,2 Practical skills: 1,2,3,5,6

Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

DATE OF APPROVAL: 05/2013	**FACULTY/OFFICE:** Academic Partnership
DATE OF IMPLEMENTATION: 03/2013	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: 03/2013	**SEMESTER: All year**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019-20	**NATIONAL COST CENTRE:**
MODULE LEADER: Dr Paul Mahrer	**OTHER MODULE STAFF:**

Summary of Module Content

This module leads on from the first year research methods module and has several key themes. Firstly, students are introduced to the concept of hypothesis testing through inferential statistical analysis. Tests of nominal distribution, difference (both pairwise and single-factor) and association are covered, and students are encouraged to draw upon these in their assessments. Another emphasis is upon formal academic report writing. Students' own research is written according to the conventions found in the literature as this is the format expected of third-year work. Practical aspects of the module include an introduction to specialist analysis software, collaborating and working in groups and the opportunity to work away from College when gathering data.

Assessment for this module is by way of two research assignments and a statistical analysis portfolio. In Term 1, students have to undertake a survey-based investigation whilst in Term 2 they conduct an additional assignment that can be an observation, an experiment or a correlation. A statistics portfolio is also produced by the end of the second term. This involves reporting the analysis of four data sets using the range of techniques mentioned above.

HIGH 2035 is an important module. It provides the basis for final-year dissertation and work-based action research assessments and increases students' analysis, writing and presentation skills. Above all, it encourages students to think and act independently and to progress beyond the standards of their year one studies.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	48	Includes lectures and seminars
Independent study	152	Guided reading and independent study
Total		**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (C1)	**Report-1** (LO: 1-4) Distinguish between research design/methods and select those appropriate for investigating issues in the public and community sectors; Write a research report using the appropriate academic conventions **Report 2** (LO: 1-4) Write a research report using the appropriate academic conventions Understand and demonstrate a variety of inferential analysis techniques; Interpret and evaluate research findings from a range of contexts.	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Report (LO: 1-4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Mary Ayling Phillip Date: 19/09/2019	**Approved by**: Ben Bennett Date: 19/09/2019

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: HIGH2053	**MODULE TITLE:** Criminal Justice and Penology	
CREDITS: 20	**FHEQ LEVEL:** 5	**JACS CODE:** M200
PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:

This module begins with a critical overview of the key socio-political debates and issues which have shaped and informed contemporary theories of criminal justice and punishment. It then moves on to examine how these theories can be used to analyse and evaluate the new governance of crime and punishment and the politics of criminality and penality.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
E1 (Examination)		**C1** (Coursework)	75%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical**)**	25%

SUBJECT ASSESSMENT PANEL to which module should be linked: Dip HE

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to enable students to:

- Provide a critical overview of the main theories of crime and punishment which underlie current criminal justice and penal policies
- Analyse the interrelationship between criminological and penal theory, politics and social change;
- Critically evaluate the impact of contemporary political, criminological and penal thought on criminal justice and penal policy and practice.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
1. Demonstrate a critical knowledge of the main criminological and penal theories which underlie current criminal justice and penal policies; 2. Analyse the interrelationship between criminal justice and penal theory, politics and social change; 3. Analyse criminal justice institutions and sentencing practice using an appropriate analytic framework and consider comparative elements 4. Evaluate the impact of contemporary political, criminological and penal thought on criminal justice and penal policy and practice; 5. Interact effectively within seminars and workshops, by giving and receiving information and ideas and modifying responses where appropriate; **6.** Communicate reflectively and effectively on criminal justice and penal issues and their effects on policy and practice both orally in seminars, workshops and in written assignments.	Knowledge and Understanding: 1,2 Cognitive and Intellectual Skills: 1,2, Key transferable skills: 1,2,4,7 Employment related skills: 1,2 Practical skills: 1,2,3,4,5,6,7

Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

DATE OF APPROVAL: 05/2006	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 05/2006	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019-20	**NATIONAL COST CENTRE:** 130
MODULE LEADER: Adelaide Ormesher	**OTHER MODULE STAFF:**

Summary of Module Content

- During the first term, the roles, practices and key issues surrounding the main institutions of English, Welsh and Jersey criminal justice will be introduced. Issues relating to the various theoretical approaches to criminal justice will be critically examined, with attention to the key socio-political debates and issues that have shaped and informed contemporary theories on crime and punishment. In addition to introducing the key institutions of the criminal justice system, the approaches to criminal justice from the subjects of victimology, policing and restorative justice will be critically examined.

- In term 2, this module will examine issues relating to the delivery of criminal justice, especially the aspects of penal policy and sanctions. It introduces the main theories of penality and the history of punishment, before examining how these theories can be used to analyse and evaluate contemporary penal policies and sanctions. Emphasis will be placed on examining the politics of penality and the key debates and issues which have shaped penal policies.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	44	To include a Parole Board group assessment task and tutorials for feedback.
Workshops	4	
Tutorials	2	
Guided independent study	150	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (C1)	Essay – 66.67% - (LO:1-6) Portfolio- Parole Board – 33.33% (LO:1-6) (written dossier)	100%
Practical (P1)	Parole Board (presentation) (LO:1-6)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Report (LO: 1-6)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Mary Ayling-Phillip Date: 19/09/2019	**Approved by**: Ben Bennett Date: 19/09/2019

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: HIGH2061	**MODULE TITLE:** Youth Justice, Restorative Justice and Victims of Crime	
CREDITS: 20	**FHEQ LEVEL:** 5	**JACS CODE:** M100
PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:

This module will assess key socio-political issues and debates that have shaped youth justice in modern Britain and the Channel Islands. Students will engage with a range of research focusing upon reactions to crime, with specific focus on restorative justice and how governments (including the States of Jersey) are working towards bringing victims and witnesses of crime to the centre of the justice process.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
E1 (Examination)		**C1** (Coursework)	50%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical**)**	50%

SUBJECT ASSESSMENT PANEL to which module should be linked: Psychology and Criminology

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to enable students to:

- To provide a critical overview of youth justice systems, policy and practice in different jurisdictions.
- To analyse the concept of restorative justice as a means for responding to crime within youth justice and mainstream criminal justice systems in England, Wales and the Channel Islands.
- To critically examine a range of cross-cultural case studies relating to youth crimes in terms of societal perceptions, criminal justice reactions and political responses.
- To critically evaluate how different international criminal justice systems deal with issues of youth crime.
- To explore the psychological, emotional and social impact that crime has upon victims and witnesses.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Demonstrate factual and critical knowledge of restorative and youth justice systems and practices. 2. Analyse and critically evaluate different criminal justice processes and approaches in dealing with young offenders. 3. Critically discuss how restorative justice aims to bring victims and witnesses to the centre of the criminal justice process. 4. Analyse the effectiveness of restorative justice in reducing recidivism and empowering victims in the aftermath of a crime.	Knowledge and Understanding: 1,2 Cognitive and Intellectual Skills: 1,2 Key transferable skills: 1,2,3,4,8 Employment related skills: 2 Practical skills: 1,2,3,4,7,8

Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

DATE OF APPROVAL: 05/2017	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2017	**SCHOOL/PARTNER:** University College Jersey
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019-20	**NATIONAL COST CENTRE:** 104
MODULE LEADER: Mary Ayling-Phillip	**OTHER MODULE STAFF:** Dr Helen Miles, Brian Heath, Gillian Hutchinson, Adelaide Ormesher

Summary of Module Content

To review international youth crime case studies in order to analyse the responses of various criminal justice systems in terms of dealing with young offenders.

To develop a comprehensive knowledge of institutional processes including the Parish Hall Enquiry, the purpose of community reparation, and therapeutic approaches aimed at encouraging desistance from crime. Students will discuss and reflect upon their own perceptions of crime and how this has affected them psychologically, emotionally and socially.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	34	To include presentations, guest speakers and off site visits
Workshops	4	
Tutorials	2	
Guided Independent Study	160	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**

Coursework (C1)	Essay (LO: 1-4)	100%
Practical (P1)	Presentation (LO: 1-4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Essay (LO: 1-4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Mary Ayling Phillip Date: 19/09/2019	**Approved by**: Ben Bennett Date: 19/09/2019

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: HIGH2062 **MODULE TITLE:** Psychology of Abnormal Behaviour

CREDITS: 20 **FHEQ LEVEL:** 5 **JACS CODE:**

PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR:

This module will help students understand the theoretical basis, causes, assessment and treatment of a range of psychological difficulties. It provides a degree of continuity to some of the content of the first-year developmental psychology module.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
E1 (Examination)	40%	**C1** (Coursework)	60%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical**)**	

SUBJECT ASSESSMENT PANEL to which module should be linked: Psychology and Criminology

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module will enable students to:

- Describe definitions and theories of abnormality
- Understand how complex abnormal behaviours are caused, diagnosed and treated
- Evaluate a variety of research methods underpinning clinical psychology.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
1. Critically discuss definitions and theories of abnormality 2. Understand and evaluate the diagnostic systems and assessment methods used by clinical psychologists 3. Discuss the causes, clinical features and treatments of a range or psychological disorders **4.** Demonstrate awareness of methodological and ethical issues in clinical psychology.	Knowledge and Understanding: 1,2 Cognitive and Intellectual Skills: 1 Key transferable skills: 1,2,3,4 Employment related skills: 1 Practical skills: 1,2,7

Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

DATE OF APPROVAL: 05/2017	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2017	**SCHOOL/PARTNER:** University College Jersey
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019-20	**NATIONAL COST CENTRE:**
MODULE LEADER: Dr Paul Mahrer	**OTHER MODULE STAFF:**

Summary of Module Content

This module looks at a significant area of theoretical and applied psychology. The module provides an introduction to the concept of abnormal behaviour and the methods and criteria used to define and diagnose a range of psychological conditions. The manner in which schools of thought interpret dysfunction will be examined as will the causes and treatments of a number of neurotic and psychotic conditions. These include phobias, depression, eating disorders and schizophrenia. The various investigative techniques found within the clinic will be evaluated in a manner that supports the Stage 2 research module.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	30	
Workshops	10	
Guided Independent Study	160	This includes; directed reading, independent reading, completion of formative assessment tasks, development and completion of course work, preparation for examination.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Written exam (E1)	Formal exam – (LO: 1-4)	100%
Coursework (C1)	Essay – (LO: 1-4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Essay (LO: 1-4)	% % 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Dr Paul Mahrer Date: 19/09/2019	**Approved by**: Mary Ayling-Phillip Date: 19/09/2019

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: HIGH2063	**MODULE TITLE:** Cognitive and Biological Psychology	
CREDITS: 20	**FHEQ LEVEL:** 5	**JACS CODE:**
PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:

This module will allow students to understand our common cognitive processes. It will also outline the characteristics and functioning of some the biological bases of behaviour. The role of imaging, neurological case studies and localisation of function, common to both areas, will be emphasised.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
E1 (Examination)		**C1** (Coursework)	100%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical**)**	

SUBJECT ASSESSMENT PANEL to which module should be linked: Psychology and Criminology

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module will enable students to:

- evaluate theories of cognitive functioning
- describe how case studies and brain biology underpin cognitive theory
- Understand the biological basis of the stress response

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
1. Critically discuss models of human memory, perception and attention 2. Understand the biological correlates of cognitive functioning and the role of case study methodology in cognitive theorising 3. Describe and evaluate the biology and symptoms of stress 4. Outline individual variance in the stress response and how stress is measured and treated	Knowledge and Understanding: 1,2 Cognitive and Intellectual Skills: 1 Key transferable skills: 1,2,3,4 Practical skills: 1

Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

DATE OF APPROVAL: 05/2017	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 05/2017	**SCHOOL/PARTNER:** University College Jersey
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019-20	**NATIONAL COST CENTRE:**
MODULE LEADER: Dr Paul Mahrer	**OTHER MODULE STAFF:** Christopher Journeaux

Summary of Module Content

This module has two areas of study: cognitive psychology and the biological basis of behaviour. The cognitive aspect will concentrate on models of human memory, and in particular the characteristics of short-term memory, as well as visual perception and attention. The material relating to biological psychology will examine brain structure, localisation of function and the physiological basis of stress and its treatment. The importance of neurological case studies and brain topology and function will provide linkage between the two subjects both in terms of method and theory.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecture	30	
Workshops	10	
Guided independent study	160	This includes; directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework (C1)	Portfolio (LO: 1-4) (To include two essays 50% each essay)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Essay (LO: 1-4)	% % 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Dr Paul Mahrer Date: 19/09/2019	**Approved by**: Mary Ayling-Phillip Date: 19/09/2019

SECTION A: DEFINITIVE MODULE RECORD*. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH 2300	**MODULE TITLE:** Work Based Learning

CREDITS: 20	**FHEQ LEVEL:** 5	**JACS CODE: L900**

PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE: Y *(if No identify programmes in notes box below)***

SHORT MODULE DESCRIPTOR:

This module allows students to experience a short work placement within an organisational setting. The focus is to allow students to carry out work activities using key skills developed both within this and other modules, and to contextualise their experiences within the workplace. To develop an understanding of the links between theory and practice.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		**C1**	100%	**P1**	
E2 (OSCE)		**C2**		**P3**	
T1 (in-class test)		**A1**			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Dip HE

Professional body minimum pass mark requirement: n/a

MODULE AIMS:

This module aims to enable students to enhance their employability and career management skills through a practical work based placement. It will enable students to become familiar with the recruitment processes, to understand the links between academic studies and the workplace and develop career planning skills. The placement will need to satisfy current regulations on risk assessment re: safeguarding procedures, and health and safety.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Demonstrate a key understanding of the recruitment processes;
2. Present key employability skills in written format;
3. Negotiate the content of a work based placement and identify key personal development goals;
4. Demonstrate a critical awareness of the experiential learning process through reflexivity;
5. Demonstrate an informed understanding of what the host organisation does, and how it seeks to operate within society today;
6. Produce written materials in a report format.

DATE OF APPROVAL: 08/06/2017	**FACULTY/OFFICE:** Academic Partnership
DATE OF IMPLEMENTATION: 11/09/2017	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: 04/09/2017	**TERM: Autumn/Spring/Summer**

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019-20	**NATIONAL COST CENTRE: 132**

MODULE LEADER: Mary Ayling-Phillip	**OTHER MODULE STAFF:**

Summary of Module Content

This module is designed to equip students with the necessary employability and career management skills needed on completion of their degree. Lectures and seminars will focus on career management skills, and placement preparation. Support and guidance will be available from the Highlands College Careers and Employability team.

Students will need to be involved in the organisation of a placement of their choice and will normally spend the equivalent to 10 working days on placement with an organisation/ agency.

Students will be working in a setting, on a particular project, conducting a piece of research, or shadowing a member of a team. The Highlands College Careers and Employability team will be available throughout to provide support, and can provide alternative placements if required.

SUMMARY OF TEACHING AND LEARNING ***[Use HESA KIS definitions}***

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	12	
Seminars	12	
Placement	80	Students spend time in placement
Self Directed Learning	96	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**

Category	***Element***	***Component Name***	***Component weighting***	***Comments*** *Include links to learning objectives*
Coursework (100%)	C_	1. Personal skills Portfolio	40%	A.L.O.1 A.L.O.2

		2. Reflective journal on Placement experience	60%	A.L.O.3 A.L.O.4 A.L.O.5 A.L.O.6
Updated by: Mary Ayling-Philip 19/09/2019			**Approved by**: Ben Bennett Date: 19/09/2019	

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: HIGH2065	**MODULE TITLE:** Work based learning	
CREDITS: 20	**FHEQ LEVEL:** 5	**JACS CODE:**
PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module allows students to experience a short work placement within an organisational setting. The focus is to allow students to carry out work activities using key skills developed both within this and other modules, and to contextualise their experiences within the workplace. To develop an understanding of the links between theory and practice.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
E1 (Examination)		**C1** (Coursework)	100%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical**)**	

SUBJECT ASSESSMENT PANEL to which module should be linked: Dip HE

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to enable students to enhance their employability and career management skills through a practical work-based placement. It will enable students to become familiar with the recruitment processes, to understand the links between academic studies and the workplace and
develop career planning skills. The placement will need to satisfy current regulations on risk assessment re: safeguarding procedures, and health and safety.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
At the end of the module the learner will be expected to be able to: 7. Demonstrate a key understanding of the recruitment processes; 8. Present key employability skills in written format; 9. Negotiate the content of a work-based placement and identify key personal development goals; 10. Demonstrate a critical awareness of the experiential learning process through reflexivity; 11. Demonstrate an informed understanding of what the host organisation does, and how it seeks to operate within society today; **12.** Produce written materials in a report format.	Knowledge and Understanding: 2 Cognitive and Intellectual Skills: 1 Key transferable skills: 1,4,7 Employment related skills: 1,2 Practical skills: 1,2,3,4,5,8

Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

DATE OF APPROVAL: 31/10/2013	**FACULTY/OFFICE:** Academic Partnership
DATE OF IMPLEMENTATION: XX/XXXX	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: All year**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019-20	**NATIONAL COST CENTRE:** 132
MODULE LEADER: Mary Ayling-Phillip	**OTHER MODULE STAFF:**

Summary of Module Content

This module is designed to equip students with the necessary employability and career management skills needed on completion of their degree. Lectures and seminars will focus on career management skills, and placement preparation. Students will need to be involved in the organisation of a placement of their choice and will normally spend the equivalent to 10 working days on placement with an organisation/ agency. Students will be working in a setting, on a project, conducting a piece of research, or shadowing a member of a team.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	12	
Seminars	12	
Placement	80	Students spend time in placement
Self-directed learning	96	
Total		**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework (C1)	Portfolio (LO: 1-6)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Resubmission of portfolio with amendments (LO: 1-6)	% % 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Mary Ayling Phillip Date: 19/09/2019	**Approved by**: Ben Bennett Date: 19/09/2019

Appendix:

(To create additional appendices simply copy and paste the above heading.)