

# **ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2026-27**

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**BSc (Hons)  
Psychology of Human Behaviour  
Level 6 only**

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## Welcome and Introduction

Welcome to BSc (Hons) Psychology of Human Behaviour, Level 6 Only delivered by Strode College in Partnership with and validated by, the University of Plymouth.

Strode College's excellent record of partnership working with the University of Plymouth ensures a very positive Higher Education experience is provided for students on the BSc (Hons) Psychology of Human Behaviour Level 6 Only. The programme includes a wide range of learning experiences to provide opportunities for students with different backgrounds and strengths to engage with confidence.

Strode College is located in an area that has been identified by the government as a "Higher Education Cold Spot" with concentrated areas of low participation in HE and some of the least well-served wards in Britain in terms of accessing higher-level study. The course has been developed in part in response to students demanding an opportunity to study closer to their home.

The qualities evidenced in the teaching team through lesson observation and student comment correspond well with the high academic standards demanded of a Higher Education course. The ability and commitment of staff in part, led to the development of the BSc (Hons) Psychology of Human Behaviour Level 6 Only.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:  
The approved programme specification  
Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your University Student Institution Handbook which contains student support-based information on issues such as finance and studying at HE available on UCS student support website
- Your Module Guides available on Teams
- Your University of Plymouth Student Handbook available at:  
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

# Programme Specification

## 1. Relevant QAA Subject Benchmark Group(s):

**QAA Subject Benchmark for Psychology (2019)** [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-psychology.pdf?sfvrsn=6935c881\\_13](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-psychology.pdf?sfvrsn=6935c881_13)

At Strode College, it is our conviction that excellence can be evidenced across the full spread of our Higher Education provision. With careful attention to the Framework for Higher Education Qualifications (FHEQ) and the QAA Quality Code in the development of this programme, as well as the Subject Benchmark for Psychology, it is our belief that a similarly high level of quality and student outcomes is achievable on the proposed degree BSc (Hons) Psychology of Human Behaviour Level 6 Only.

The Subject Benchmark for Psychology identifies the knowledge, understanding and skills that should be displayed at different educational levels. Subject contextualised descriptors articulate the need for increasing degrees of academic challenge and present expectations of analytical skills as students make progress. In addition, it is anticipated that students will extend their ability to construct arguments and to reach sound judgements and they should also develop the ability to transfer knowledge and skills to other contexts.

In preparing this L6 programme, all of the above aspects of academic advancement were carefully considered. As the intention is that most students will progress onto the course from a Psychology Foundation degree, the appropriate reference would be the Subject Benchmark for Psychology. Indeed, the Defining Principles 1.1 of The Subject Benchmark for Psychology (November 2019) recognises that:

*“Psychology may be located in a variety of different schools or faculties in different higher education providers, aligning it with social, natural or biological sciences or with business, health or education, for example. This may lead to different emphases or ‘flavours’ while still delivering the core areas required for accreditation by the professional body.”*

Furthermore, although we are not offering a British Psychological Society accredited degree, Defining Principle 1.3 states that the Psychology Subject Benchmark Statement, “sets out academic standards for all bachelor's degrees with honours whether these are accredited by The British Psychological Society or not.”

A range of external and internal frameworks helps shape the Aims and Intended Learning Outcomes of the programme. The curriculum of the programme follows the content set out by the QAA Subject Benchmark Statement Psychology 2019 and the BPS ‘Accreditation through Partnership’ handbook: Guidance for undergraduate and conversion psychology programmes. Although not accredited by the BPS, the BSc (Hons) Psychology of Human Behaviour L6 programme at Strode College has a syllabus covering the core areas specified within the BPS ‘Accreditation through Partnership’ handbook (i.e. biological psychology, cognitive psychology, developmental psychology, individual differences, social psychology, conceptual and historical issues, and research methods).

This award is located at Level 6 of the FHEQ and provides a range of more advanced modules building on the knowledge and skills developed on L4/5 programmes, so enabling students to demonstrate progression.

Both directly and indirectly, students, staff and other stakeholders have contributed to the creation of these approval papers, which evidence how there can be confidence in the academic rigour of HE provision at Strode College. Key aspects to be considered, as set out in the FHEQ, are how we ensure our HE qualifications are robust and meet national standards. These documents seek to give assurance, within the FHEQ guidelines, that the proposed course can clearly demonstrate:

- that there is a sufficient volume of assessed study to evidence that the learning outcomes have been achieved at the right level
- that the design of the programme and assessments is such that all students have the opportunity to achieve and show the intended outcomes
- a recognised and appropriate title according to the level
- the relationship between the intended outcomes of the programme and the expectations set out in the qualification descriptors

Having worked with the Academic Partnerships team at the University of Plymouth for the past 13 years delivering both Foundation Degrees and our existing BA (Hons) L6 course, we have developed a confident professional relationship that provides ongoing monitoring of academic standards in the qualifications we deliver to our students.

This well-established qualification approval process mirrors the rigorous internal procedures at the University and takes the College on a journey overtly adhering to the FHEQ academic standards. Following this process, the College and the team are well positioned to offer a programme with full understanding of the academic responsibilities regarding level of qualification, delivery, assessment, and standardisation.

The aim of this programme is to equip learners with the skills and knowledge relevant to employment and contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher level qualification. From the information included in these approval documents, it is clear that the proposed BSc (Hons) Psychology of Human Behaviour Level 6 Only programme corresponds to all these characteristics, particularly in the context of delivery at Strode College with its highly successful record of delivering both Foundation Degrees and a L6 degree programmes.

BSc (Hons) Psychology of Human Behaviour Level 6 Only will have the following characteristics:

- the programme provides the knowledge and transferable skills needed for employment
- effective communication skills are developed for a range of audiences
- students are given the skills and knowledge to apply to a range of higher education courses at the University of Plymouth or elsewhere
- support is provided through a range of valuable partnerships with employers and employer representative bodies, professional organisations and the partner University
- lifelong learning is actively promoted as part of widening participation
- students are encouraged to develop personal development action plans to assist the learning process and demonstrate that their learning outcomes have been achieved
- assessment includes a variety of formal and informal, and formative and summative, techniques, whilst the outcomes are rigorously tested and independently verified

## 2. Programme Structure

In developing the programme outline and individual module titles for the structure of the BSc (Hons) Psychology of Human Behaviour Level 6 Only programme, the Strode College Psychology team consulted with Higher Education colleagues, students and those working locally in the sector in order to determine the most effective way to create a coherent course.

The programme as set out in this document is intended to function as a valuable qualification in its own right that can enrich the knowledge and understanding of students, whilst enhancing their employment prospects at an operational level in sectors, such as health, education, business and the charitable sector. Critically, however, the BSc (Hons) Psychology of Human Behaviour Level 6 Only programme will also act as an excellent preparation for students to apply to postgraduate courses at the University of Plymouth or elsewhere.

Following discussions with the University, the course would equip students to apply to study on the one-year conversion MSc Psychology qualification, at for example the University of Plymouth, which would confer Graduate Basis for Chartered Membership (GBC) with the British Psychological Society (BPS), the professional accreditation required for many psychology-based careers, as well as for advanced professional training in psychology.

The course will cover contemporary areas and issues within Psychology, there will be an emphasis on a critical approach to theory, empirical research, and methodology. The course is designed not only to give students the opportunity to engage critically with a wide range of psychological research, but also to develop their own research skills and ultimately to produce a substantial piece of original research.

The assessment of the course has been designed to offer students choice in how they demonstrate learning, with both analytical and creative responses available as options. Nonetheless, the primary driver has been to establish a programme that fully prepares students for higher-level study or as a means of successfully entering graduate level careers.

The programme is structured to be delivered, full-time over 2 days a week or part-time one day a week to enable students to work whilst studying. This has proved invaluable for mature students on other Foundation or Level 6 programmes as this provides an opportunity to enhance their skills and either progress in their current employment or change career.

Tables providing an overview of the programme structure (full time and part time) can be found in Appendix 3 below.

## 3. Programme Aims

The BSc (Hons) Psychology of Human Behaviour Level 6 Only programme offers learners:

**A1:** the opportunity to acquire a variety of skills concepts and learning experiences to enhance employment potential and opportunities for further study and professional development. Students will be given the opportunity to apply theory to real-life contexts and demonstrate skills and knowledge through a range of assessments.

**A2:** the ability to apply multiple perspectives to psychological issues, through a recognition that Psychology involves a range of theories, research methods, evidence, and applications.

**A3:** an awareness of the ethical context of Psychology as a discipline, and an understanding of ethical principles and approval procedures in relation to personal study, particularly in relation to the research project.

**A4:** the skills required to demonstrate a critical understanding of contemporary issues and practices with the multidisciplinary field of the psychology of human behaviour.

**A5:** the scope to become independent, effective and adaptable learners, with appropriate learning experiences and support.

**A6:** the knowledge and the acquisition of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently

**A7:** a high-quality, local opportunity to study a subject in an intellectually stimulating environment that adds significantly to regional and national understanding and also makes a contribution to wider social life

#### **4. Programme Intended Learning Outcomes**

The Programme Intended Learning Outcomes (PILOs) set out below represent the skills and capabilities students will have developed by the end of the course. Measured by different aspects of programme assessment, the broadly generic PILOs reflect the minimum standard required for a pass (threshold standard) and are deliberately linked to the more specific Assessed Learning Outcomes (ALOs) for each module in order to ensure they are fully met by all graduates. The mapping in brackets refers to the Psychology Subject Benchmarks.

On completion of the programme students will be expected to be able to demonstrate the following competences:

##### **4.1 Knowledge and understanding**

On completion of the programme the student will have developed the ability to:

- 1) Describe and evaluate relevant research methods, theories and concepts in major topic areas of psychology, including ways in which theories and approaches can complement one another. [3.1, 3.2, 3.3, 3.4, 3.5]
- 2) Identify and evaluate the contribution of psychological theory and research to real-world problems. [3.1, 3.2, 3.3, 3.4]
- 3) Critically evaluate a range of contemporary research in specialised and/or applied areas of psychology.[3.1, 3.2, 3.3, 3.4]

##### **4.2 Cognitive and intellectual skills**

On completion of the programme the student will have developed the ability to:

- 1) Apply multiple perspectives to psychological issues recognising that psychology involves a range of research methods, theories, evidence, and applications. [4.1, 4.2, 4.3, 4.4, 4.5]
- 2) Use scientific and evidence-based reasoning to critically evaluate psychological arguments by the systematic analysis of multiple perspectives, their interrelationships, and their ethical, cultural, and contextual underpinnings in order to draw appropriate conclusions about theoretical questions and practical problems. [4.1, 4.2, 4.3, 4.4, 4.5]

- 3) Problem solve by using a critical understanding of research design, and methods to obtain and analyse evidence in order to develop and evaluate research questions. [4.1, 4.2, 4.3, 4.4, 4.5]

### **4.3 Key and transferable skills**

On completion of the programme the student will have developed the ability to:

- 1) Communicate effectively, including developing the ability to form a cogent argument supported by relevant evidence, and be able to present information and data in different formats to a range of audiences. [4.2, 4.4, 4.5]
- 2) Access and manage systematically information from a variety of learning and information technology resources. [4.5]
- 3) Work independently using effective personal planning and project management to set goals, integrate information and achieve sound decisions. [4.2, 4.5]

### **4.4 Employment related skills**

On completion of the programme the student will have developed the ability to:

- 1) Appraise the diverse range of skills needed for effective work, including understanding team working, managing workload to appropriate standards within a suitable timeframe, and understanding the ethical and professional issues appropriate to a working environment. [4.2, 4.5]
- 2) Problem solve and reason scientifically, in order to identify and pose research questions, consider alternative approaches to solutions and to arrive at outcomes. [4.1, 4.2, 4.3, 4.4, 4.5]
- 3) Critically appraise the contribution of psychology to the work of a public or commercial organisation. [4.4, 4.5].

### **4.5 Practical skills**

On completion of the programme the student will have developed the ability to:

- 1) Carry out an extensive piece of independent and empirical research demonstrating obtaining appropriate ethical approval for research and demonstrating an ability to give the findings due consideration and present the findings effectively. [4.4, 4.5]
- 2) Use a variety of psychological tools including specialist software. [4.4, 4.5]
- 3) Retrieve, organize, and evaluate information effectively in order to reason scientifically and make critical judgements about arguments in Psychology. [4.1, 4.4, 4.5]

## 5 Admissions Criteria, including APCL, APEL and Disability Service arrangements

The following table shows entry requirements for the programme

<b>Entry Requirements for BSc (Hons) Psychology of Human Behaviour Level 6 Only</b>	
Subject Specific	FdSc or FdA in appropriate subject area Diploma in Higher Education
GCSE Maths and English Language	Level 4/Grade C or above (or equivalent)
APEL/APCL possibilities	These are considered on an individual basis and are dependent on relevant experience and any qualification equivalencies not covered in other sections on this list. Candidates will undertake an interview and other interview-based tasks, where appropriate and in line with UoP Regulations.
Other HE qualifications/non-standard awards or experiences:	These are considered on an individual basis and are dependent on relevant experience and qualification equivalencies as appropriate.
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:	Any student undertaking work experience with children or vulnerable adults will be required to undertake a DBS check for clearance at their own expense.

## 6 Progression routes/criteria for progression to Final and Intermediate Awards

On completing the course, students will be in a position to pursue further their academic study of psychology and behavioural sciences, whilst also enhancing their employment prospects at an operational level in sectors such as education, health and business including market research and human relations. The course would equip students to apply to study for a one-year conversion MSc Psychology qualification, at for example the University of Plymouth, which would confer Graduate Basis for Chartered Membership (GBC) with the British Psychological Society (BPS), the professional accreditation required for many psychology-based careers, as well as for advanced professional training in psychology.

Advice and guidance is available to students throughout their study programme to ensure that they are fully informed about the most appropriate choices for their individual ambitions and personal circumstances.

**7 Non Standard Regulations**                      N/A

## 8 Transitional Arrangements for existing students looking to progress onto the programme

The BSc (Hons) Psychology of Human Behaviour Level 6 Only programme constitutes a new development for Strode College Higher Education. It does not replace any existing programme, as such, no specific transitional arrangements are required.

**Appendix 1:**

**Programme Specification Mapping (Full time UG): module contribution to the meeting of Programme Learning Outcomes**

CORE MODULES: tick those Programme Learning Outcomes the module contributes to through its assessed learning outcomes.

All modules are 'core'		C R E D I T S	Programme Learning Outcomes contributed to (for more information see Section 8)															Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
			Knowledge & understanding 8.1			Cognitive & intellectual skills 8.2			Key & transferable skills 8.3			Employment related skills 8.4			Practical skills 8.5				
			1	2	3	1	2	3	1	2	3	1	2	3	1	2	3		
Level 6	<b>STRO3101</b> The Mind-Body Connection	20	X	X	X		X		X			X	X				X	Yes	C1 50% P1 50%
	<b>STRO3102</b> Organisational Psychology and Coaching	20		X	X	X	X		X		X	X	X	X			X	Yes	C1 50% P1 50%
	<b>STRO3103</b> Language Acquisition	20	X	X	X	X			X	X		X	X				X	Yes	C1 100%
	<b>STRO3104</b> Psychology of Education	20	X	X	X	X	X		X	X			X	X			X	Yes	C1 100%
	<b>STRO3105</b> Dissertation	40		X	X	X		X	X	X	X		X		X	X	X	No	C1 80% P1 20%
<b>Level 6 LOs</b>		<b>120</b>	3	5	5	4	3	1	5	3	2	3	5	2	1	1	5		
<b>Confirmed Programme LOs</b>			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		

**Appendix 2: Assessment against Modules Mapping [indicative]**

Week	STRO3101 The Mind-Body Connection	STRO3102 Organisational Psychology and Coaching	STRO3103 Language Acquisition	STRO3104 Psychology of Education	STRO3105 Dissertation
Semester 1					
1					
2					
3					
4					
5					
6				Assign. 2 Blog Post [1000 words]	
7		Assign.1 Case study [2000 words]			
8					
9					
10					
11					
12					
13					
14				Assign. 1 Critical review of Literature [2000 words]	
15		Assign. 2.1 Presentation [10 minutes] 2.2 Coaching Video			
Semester 2					
16					
17					
18					
19					
20					
21			Assign. 1 Portfolio of work [3,000 words]		
22	Assign 1. Essay [2000 words]				
23					
24					Assign 1. Dissertation [10,000 words]
25					
26					
27					
28					
29	Assign. 2.1 Group presentation [10 minutes]		Assign 2 Essay		Assign 2. Poster Presentation Create poster based on dissertation, present and answer questions
30					

### Appendix 3 Indicative Programme Structure

FHEQ level: Level Six For: BSc (Hons) Psychology of Human Behaviour, L6 only Full Time				
F/T Route Year	When in year? (i.e. in First or Second semester, or all year)	Core or Optional Module	Credits	Module
1	Semester 2	Core	20	STRO3101 The Mind-Body Connection
1	Semester 1	Core	20	STRO3102 Organisational Psychology and Coaching
1	Semester 2	Core	20	STRO3103 Language Acquisition
1	Semester 1	Core	20	STRO3104 Psychology of Education
1	All Year	Core	40	STRO3105 Dissertation
<b>BSc = 120 L6 credits (full time study)</b>				

FHEQ level: Level Six For: BSc (Hons) Psychology of Human Behaviour, L6 only Part Time				
P/T Route Year	When in year? (i.e. in First or Second semester, or all year)	Core or Optional Module	Credits	Module
1	Semester 2	Core	20	STRO3101 The Mind-Body Connection
<b>2</b>	<b>Semester 1</b>	<b>Core</b>	<b>20</b>	<b>STRO3102 Organisational Psychology and Coaching</b>
1	Semester 2	Core	20	STRO3103 Language Acquisition
1	Semester 1	Core	20	STRO3104 Psychology of Education
<b>2</b>	<b>All Year</b>	<b>Core</b>	<b>40</b>	<b>STRO3105 Dissertation</b>
<b>BSc = 120 L6 credits, with 60 credits at each stage of the part time route</b>				

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

<b>MODULE CODE:</b> STRO3101		<b>MODULE TITLE:</b> The Mind-Body Connection		
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>HECOS CODE:</b> 100493 Applied Psychology; 100985 Health Psychology		
<b>PRE-REQUISITES:</b> none	<b>CO-REQUISITES:</b> none	<b>COMPENSATABLE:</b> Y		
<b>SHORT MODULE DESCRIPTOR:</b> (max 425 characters) This module critically explores the relationship between the mind and body. Students will be introduced to a variety of topics, ranging from psychoneuroimmunology to body adornment. Students will investigate current research into the mind-body connection from diverse fields. They will participate in a small group project researching a chosen facet of this bi-directional relationship and share their findings with the class.				
<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>				
<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%	
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Psychology				
<b>Professional body minimum pass mark requirement:</b> N/A				
<b>MODULE AIMS:</b> This module is intended to: 1. Promote an understanding of the bi-directional relationship between the mind and the body. 2. Provide a critical understanding of mind-body interventions 3. Provide an opportunity to cooperate with other students to research a facet of the mind-body connection and present findings to the class 4. Develop skills in research and scholarship, including skills in retrieving, organising, synthesising and presenting information				
<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below; please refer to the Programme Specification for relevant award/ programme 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 knowledge and understanding of the mind-body relationship		<b>8.1. Knowledge and understanding</b> 1) Describe and evaluate relevant research methods, theories and concepts in major topic areas of psychology, including ways in which theories and approaches can complement one another.		
2. Critically evaluate psychological theories and research in relation to the mind-body relationship		2) Identify and evaluate the contribution of psychological theory and research to real-world problems.		
3. Critically evaluate mind-body interventions		3) Critically evaluate a range of contemporary research in specialised and/or applied areas of psychology.		
4. Participate in a small group project to explore the mind-body connection in a novel situation		<b>8.2. Cognitive and intellectual skills</b> 2) Use scientific and evidence-based reasoning to critically evaluate psychological arguments by the systematic		

<p>analysis of multiple perspectives, their interrelationships, and their ethical, cultural and contextual underpinnings in order to draw appropriate conclusions about theoretical questions and practical problems.</p> <p><b>8.3. Key and transferable skills</b> 1) Communicate effectively, including developing the ability to form a cogent argument supported by relevant evidence, and be able to present information and data in different formats to a range of audiences.</p> <p><b>8.4. Employment related skills</b> 1) Appraise the diverse range of skills needed for effective work, including understanding team working, managing workload to appropriate standards within a suitable timeframe, and understanding the ethical and professional issues appropriate to a working environment  2) Problem solve and reason scientifically, in order to identify and pose research questions, consider alternative approaches to solutions and to arrive at outcomes.</p> <p><b>8.5. Practical skills</b> 3) Retrieve, organize, and evaluate information effectively in order to reason scientifically and make critical judgements about arguments in Psychology.</p>	
<b>DATE OF APPROVAL:</b> 4 March 2021	<b>FACULTY:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 1 Sep 2021	<b>PARTNER:</b> Strode College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> Semester 1 & 2
Notes:	

**Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT STRO3101**

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.

<b>ACADEMIC YEAR: 2026-27</b>	<b>NATIONAL COST CENTRE: 104</b>
<b>MODULE LEADER: Christina Packer</b>	<b>OTHER MODULE STAFF:</b>
<b>Summary of Module Content</b> This module uses psychological theory and research evidence to investigate the mind-body relationship. Topics covered will include psychoneuroimmunology, the body and trauma, and adornment and body modification. The relationships between emotions and health will be examined and evaluated. Students will be encouraged to build on their knowledge of the effect of exercise and nutrition on the brain and to critically explore mindfulness. This module will allow students to critically investigate the power of placebo/nocebo and mindsets as well as body therapies and mind-body interventions. To facilitate the development of employability skills, students will work in small groups investigating a mind-body interaction of their choosing and professionally present their findings.	

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	20	Taught sessions
Seminars	15	Groups discussions on specific topics
Tutorial	5	Group and 1:1 tutorial sessions
Practical classes and workshops	10	Application of theory workshops Feedback and guidance on group-work project
Guided independent study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay: (3000 words) LO 1.3.	50%
Practical	Presentation – students participate in a small group project to explore the mind-body connection in a novel situation. They will discuss their findings in an individual presentation to the class. (10-minute presentation) LO 1.2.4.	50%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (new assignment)	Essay critically evaluating a mind-body intervention LO 1.3. [2000 words]	50%
Coursework in lieu of practical (new assignment)	Write a 1000- word reflective essay covering participation in group work and the novel situation discussed in the group. LO 1.2.4	50%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Christina Packer Date: 16 <sup>th</sup> June 2026	<b>Approved by:</b> Kate Frapwell Date: 22/06/2026

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

<b>MODULE CODE:</b> STRO3102		<b>MODULE TITLE:</b> Organisational Psychology and Coaching	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>HECOS CODE:</b> 100954 Business Psychology; 100493 Applied Psychology	
<b>PRE-REQUISITES:</b> none	<b>CO-REQUISITES:</b> none	<b>COMPENSATABLE:</b> Y	
<b>SHORT MODULE DESCRIPTOR:</b> (max 425 characters) This module introduces students to organisational psychology. Students will learn about person-job interaction, organisational processes and strategies to improve employees' performance and well-being. There will be a special focus on coaching in the workplace. Students will analyse and evaluate theory and apply their new learning to real-world examples of organisational behaviour.			
<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>			
<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Psychology			
<b>Professional body minimum pass mark requirement:</b> N/A			
<b>MODULE AIMS:</b> This module is intended to: 1. Provide a critical understanding of organisational processes and how these impact upon human behaviour at the level of the organisation, the group and the individual 2. Examine research and theory into worker wellbeing and develop strategies to improve wellbeing and productivity 3. Introduce students to coaching psychology 4. Develop skills in research and scholarship, including skills in retrieving, organising and 5. synthesising information 6. Develop employability skills of communicating recommendations to an audience			
<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes. At the end of the module the learner will be expected to be able to:			
<b>Assessed Module Learning Outcomes</b>		<b>Award/ Programme Learning Outcomes contributed to</b>	
1. Evaluate approaches to the study of work and organisational psychology and translate these approaches into organisational practice		<b>8.1. Knowledge and understanding</b> 2) Identify and evaluate the contribution of psychological theory and research to real-world problems.  3) Critically evaluate a range of contemporary research in specialised and/or applied areas of psychology.	
2. Demonstrate a critical understanding of how theory and practice can inform		<b>8.2. Cognitive and intellectual skills</b> 1) Apply multiple perspectives to psychological issues recognising that psychology involves a range of research methods, theories, evidence and applications  2) Use scientific and evidence-based reasoning to critically evaluate psychological arguments by the systematic analysis of	

<p>understanding of human behaviour at the level of the individual, the group and the organisation</p> <p>3. Understand and apply theoretical ideas to develop strategies to improve behaviour and productivity at work</p> <p>4. Draw on research and theory to make persuasive recommendations for promoting well-being at work</p> <p>5. Understand and evaluate basic coaching techniques</p>	<p>multiple perspectives, their interrelationships, and their ethical, cultural and contextual underpinnings in order to draw appropriate conclusions about theoretical questions and practical problems.</p> <p><b>8.3. Key and transferable skills</b></p> <p>1) Communicate effectively, including developing the ability to form a cogent argument supported by relevant evidence, and be able to present information and data in different formats to a range of audiences.</p> <p>3) Work independently using effective personal planning and project management to set goals, integrate information and achieve sound decisions.</p> <p><b>8.4. Employment related skills</b></p> <p>1) Appraise the diverse range of skills needed for effective work, including understanding team working, managing workload to appropriate standards within a suitable timeframe, and understanding the ethical and professional issues appropriate to a working environment.</p> <p>2) Problem solve and reason scientifically, in order to identify and pose research questions, consider alternative approaches to solutions and to arrive at outcomes.</p> <p>3) Critically appraise the contribution of psychology to the work of a public or commercial organisation.</p> <p><b>8.5. Practical skills</b></p> <p>3) Retrieve, organise, and evaluate information effectively in order to reason scientifically and make critical judgements about arguments in Psychology.</p>
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<b>DATE OF APPROVAL:</b> 4 March 2021	<b>FACULTY:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 1 Sep 2021	<b>PARTNER:</b> Strode College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> Semester 1
Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT **STRO3102**

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.

<b>ACADEMIC YEAR:</b> 2026-27	<b>NATIONAL COST CENTRE:</b> 104
<b>MODULE LEADER:</b> Christina Packer	<b>OTHER MODULE STAFF:</b>
<b>Summary of Module Content</b> Students will learn about traditional and contemporary approaches to organisational psychology. This module will introduce students to theory and research in areas such as leadership, teamwork and communication in the workplace. Students will explore organisational culture and will be encouraged to further explore topics such as diversity and gender in the workplace. Occupational stress will be examined with strategies to improve wellbeing at work considered. This module has a special emphasis on coaching; students will be introduced to some basic coaching techniques and approaches and encouraged to participate in coaching triads. This module could include visits from professionals from a range of organisations to encourage students to consider vocational possibilities as outcomes of this course.	

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	20	Taught sessions
Seminar	15	Groups discussions on specific topics
Tutorial	5	Group and 1:1 tutorial sessions
Practical	10	Application of theory workshops Coaching triads workshops
Guided independent study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Case study: a consultancy project for a hypothetical organisation. LO 1.2. [3000 words]	50%
Practical	Pitch: consultancy pitch – presentation LO 3.4	40%
	Video demonstration of a short coaching session LO5	10%
		<b>Total 100%</b>

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (new assignment)	Essay LO 1.2. [2000 words]	50%
Coursework in lieu of Practical (new assignment)	Create 10 minute PowerPoint presentation with voice over LO 3.4.5	50%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Christina Packer  
Date: 16th June 2026

**Approved by:** Kate Frapwell  
Date: 22/06/2026

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

<b>MODULE CODE:</b> STRO3103		<b>MODULE TITLE:</b> Language Acquisition	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>HECOS CODE:</b> 101035 Psycholinguistics	
<b>PRE-REQUISITES:</b> none	<b>CO-REQUISITES:</b> none	<b>COMPENSATABLE:</b> Y	
<b>SHORT MODULE DESCRIPTOR:</b> (max 425 characters) This module explores language acquisition of children from 0 - 11 years. It critically assesses the stages children go through to acquire language, and the key studies associated with these stages. The module examines the Critical Period, and the impact if a child misses this key developmental stage. Students will use case studies to critically assess the role of social interaction and gesture in language acquisition.			
<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>			
<b>C1</b> (Coursework)	100%		
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Psychology			
<b>Professional body minimum pass mark requirement:</b> N/A			
<b>MODULE AIMS:</b> <b>This module is intended to:</b> 1. Provide critical understanding of the early stages of language development in children. 2. Explore the importance of social interaction and the development of communication skill 3. Examine the major theories of language acquisition and their role in understanding how children acquire language. 4. Develop skills in research and scholarship, including skills in retrieving, organising and synthesising information.			
<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below; please refer to the Programme Specification for relevant award/ programme 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. Outline and critically evaluate the theories of language acquisition. Including: Piaget, Vygotsky and Chomsky.  2. Examine the main milestones in Language acquisition.  3. Understand and apply phonological, syntactical and lexical development.  4. Critically evaluate the innate nature of language development.	<p><b>8.1. Knowledge and understanding</b></p> 4) Describe and evaluate relevant research methods, theories and concepts in major topic areas of psychology, including ways in which theories and approaches can complement one another. 5) Identify and evaluate the contribution of psychological theory and research to real-world problems. 6) Critically evaluate a range of contemporary research in specialised and/or applied areas of psychology.
	<p><b>8.2. Cognitive and intellectual skills</b></p> 4) Apply multiple perspectives to psychological issues recognising that psychology involves a range of research methods, theories, evidence and applications

<p>5. Critically assess the role of social interaction and gesture in language acquisition.</p> <p>6. Evaluate the Critical Period Hypothesis.</p>	<p><b>8.3. Key and transferable skills</b></p> <p>4) Access and manage systematically information from a variety of learning and information technology resources.</p> <p>5) Work independently using effective personal planning and project management to set goals, integrate information and achieve sound decisions.</p> <p><b>8.4. Employment related skills</b></p> <p>4) Appraise the diverse range of skills needed for effective work, including understanding team working, managing workload to appropriate standards within a suitable timeframe, and understanding the ethical and professional issues appropriate to a working environment.</p> <p>5) Problem solve and reason scientifically, in order to identify and pose research questions, consider alternative approaches to solutions and to arrive at outcomes.</p> <p><b>8.5. Practical skills</b></p> <p>6) Retrieve, organise, and evaluate information effectively in order to reason scientifically and make critical judgements about arguments in Psychology.</p>
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<b>DATE OF APPROVAL:</b> 4 March 2021	<b>FACULTY:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 1 Sep 2021	<b>PARTNER:</b> Strode College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> Semester 1
Notes:	

**Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT **STRO3103**

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.

<b>ACADEMIC YEAR:</b> 2026-27	<b>NATIONAL COST CENTRE:</b> 104
<b>MODULE LEADER:</b> Gill Humphrey	<b>OTHER MODULE STAFF:</b>
<b>Summary of Module Content</b> This module uses psychological theory and research evidence to understand and interpret human language acquisition. The module will critically examine contemporary research in child language acquisition. The module examines key theories in language acquisition and explores the key stages children go through to develop language and the Critical Period Hypothesis. This module could include visits from education professionals from a range of institutions to encourage students to consider vocational possibilities as outcomes of this course.	

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	30	Taught sessions
Seminars	15	Group discussion on specific topics
Tutorial	5	Group and 1:1 tutorial sessions
Guided independent study	150	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Portfolio: i) podcast (5-10 minutes) 25% ii) Case study (1000 words) 25% ALO 2,3,5,6	50%
	Essay (2000 words): 50% ALO 1,4	50%
		Total 100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay (1000 words) + blog post (800 words) ALO 1,2,3,4,5,6	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Christina Packer Date: 16 <sup>th</sup> June 2026	<b>Approved by:</b> Kate Frapwell Date: 22/06/2026

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

<b>MODULE CODE:</b> STRO3104		<b>MODULE TITLE:</b> Psychology of Education	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>HECOS CODE:</b> 100496 Educational Psychology, 100493 Applied Psychology	
<b>PRE-REQUISITES:</b> none	<b>CO-REQUISITES:</b> none	<b>COMPENSATABLE:</b> Y	
<b>SHORT MODULE DESCRIPTOR:</b> (max 425 characters) This module uses psychological theory and research evidence to understand and interpret social and human behaviour in the context of education, across the lifespan. It will critically explore the relationship between contemporary perspectives on learning, theories of cognition, cognitive neuroscience, and classroom practice.			
<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>			
C1 (Coursework)	100%		
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Psychology			
<b>Professional body minimum pass mark requirement:</b> N/A			
<b>MODULE AIMS:</b> <b>This module is intended to</b>			
<ol style="list-style-type: none"> <li>Promote a critical understanding of the potential contribution that psychological theory can make to educational theory and practice</li> <li>Develop an understanding and critical appreciation of the relationship between current psychological theory and empirical research, focusing particularly upon those issues pertinent to learning in educational contexts.</li> <li>Develop skills in research and scholarship, including skills in retrieving, organising and synthesising information</li> <li>Provide opportunities to produce scientific output in a style relevant for a range of audiences.</li> </ol>			
<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes. At the end of the module the learner will be expected to be able to:			
<b>Assessed Module Learning Outcomes</b>		<b>Award/ Programme Learning Outcomes contributed to</b>	
<ol style="list-style-type: none"> <li>Demonstrate knowledge and understanding of psychological theories and research in relation to education</li> <li>Critically evaluate psychological theories and research in educational contexts.</li> </ol>		<b>Knowledge and Understanding (8.1)</b> <ol style="list-style-type: none"> <li>Describe and evaluate relevant research methods, theories, and concepts in major topic areas of psychology, including ways in which theories and approaches can complement one another.</li> <li>Identify and evaluate the contribution of psychological theory and research to real-world problems.</li> <li>Critically evaluate a range of contemporary research in specialised and/or applied areas of psychology.</li> </ol>	

<p>3. Assess the implications of recent research in psychology for classroom practice.</p> <p>4. Present information and data in different formats to a range of audiences.</p>	<p><b>Cognitive and Intellectual Skills (8.2)</b></p> <ol style="list-style-type: none"> <li>1) Apply multiple perspectives to psychological issues recognising that psychology involves a range of research methods, theories, evidence and applications</li> <li>2) Use scientific and evidence-based reasoning to critically evaluate psychological arguments by the systematic analysis of multiple perspectives, their interrelationships, and their ethical, cultural and contextual underpinnings in order to draw appropriate conclusions about theoretical questions and practical problems.</li> </ol> <p><b>Key and transferable skills (8.3)</b></p> <ol style="list-style-type: none"> <li>1) Communicate effectively, including developing the ability to form a cogent argument supported by relevant evidence, and be able to present information and data in different formats to a range of audiences.</li> <li>2) Access and manage systematically information from a variety of learning and information technology resources.</li> </ol> <p><b>Employment related skills (8.4)</b></p> <ol style="list-style-type: none"> <li>2) Problem solve and reason scientifically, in order to identify and pose research questions, consider alternative approaches to solutions and to arrive at outcomes.</li> <li>3) Critically appraise the contribution of psychology to the work of a public or commercial organisation.</li> </ol> <p><b>Practical skills (8.5)</b></p> <ol style="list-style-type: none"> <li>3) Retrieve, organise, and evaluate information effectively in order to reason scientifically and make critical judgements about arguments in Psychology.</li> </ol>
<p><b>DATE OF APPROVAL:</b> 4 March 2021</p>	<p><b>FACULTY:</b> Academic Partnerships</p>
<p><b>DATE OF IMPLEMENTATION:</b> 1 Sep 2021</p>	<p><b>PARTNER:</b> Strode College</p>
<p><b>DATE(S) OF APPROVED CHANGE:</b></p>	<p><b>SEMESTER:</b> Semester 2</p>
<p>Notes:</p>	

**Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT STRO3104

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.

<b>ACADEMIC YEAR:</b> 2026-27	<b>NATIONAL COST CENTRE:</b> 104
<b>MODULE LEADER:</b> Gill Humphrey	<b>OTHER MODULE STAFF:</b>
<b>Summary of Module Content</b> This module uses psychological theory and research evidence to understand and interpret social and human behaviour in the context of education, across the lifespan; to provide a critical understanding of the potential contribution that psychological theory and research can make to educational theory and practice. The module will critically examine the relationship between contemporary research in learning, cognition and classroom practice. The module will also examine the implications on learning and education for those with neurodiversity and/or specific learning difficulties. The module will allow students to develop a thorough understanding, in the applied setting of education, of the role of empirical evidence in the formation of theory and how theory guides the collection and interpretation of empirical data. This module could include visits from education professionals from a range of institutions to encourage students to consider vocational possibilities as outcomes of this course.	

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	20	Taught sessions
Seminar	15	Group discussion on specific topics
Tutorial	5	Group and 1:1 tutorial sessions
Practical classes and workshops	10	<ul style="list-style-type: none"><li>Application of psychological theory workshops</li><li>Feedback workshops</li></ul>
Guided independent study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, revision
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Write a blog post (1000 words) showing how psychological theory can be applied to classroom practice, LO 1.2.3.4.	30%
	Produce a critical review of current research on a topic in psychology and its application to education. [2500 words] LO 1.2.3.4	70%
		100%

### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (new assignment)	Written assignment on an applied topic in the psychology of education. [2000 words] LO 1.2.3.4	100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Christina Packer  
Date: 16<sup>th</sup> June 2026

Approved by: Kate Frapwell  
Date: 22/06/2026

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

<b>MODULE CODE:</b> STRO3105		<b>MODULE TITLE:</b> Dissertation	
<b>CREDITS:</b> 40	<b>FHEQ LEVEL:</b> 6	<b>HECOS CODE:</b> 100959 Research Methods in Psychology	
<b>PRE-REQUISITES:</b> none	<b>CO-REQUISITES:</b> none	<b>COMPENSATABLE:</b> N (if No identify in notes box below)	

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

Students, supported by academic supervisors and specialist workshops, will conduct a complete piece of research, from establishing a research area, formulating a research question, conducting a literature search, designing and conducting a study that meets appropriate ethical standards, analysing the data and communicating the research to a variety of audiences.

**ELEMENTS OF ASSESSMENT** [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

<b>C1</b> (Coursework)	80%	<b>P1</b> (Practical)	20%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Psychology

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

1. To support the development of a research topic and to locate it within the appropriate research literature.
2. To produce a coherent research design, critically justifying the selection of appropriate methods for collecting or creating data as a basis for drawing conclusions
3. To analyse data and employ appropriate methods for presentation
4. To conduct research that is ethically mindful and conforms to the BPS ethical guidelines
5. To construct a complex and coherent argument in terms which can be understood by a range of audiences

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme 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
<ol style="list-style-type: none"> <li>1. Design and undertake a critical and ethical investigation to examine a research question</li> <li>2. Locate the investigation within a broader context usually through critical engagement with appropriate literature</li> <li>3. Select and justify the use of appropriate methodologies and use them competently</li> <li>4. Collect and analyse data, critically assessing the</li> </ol>	<p><b>8.3. Knowledge and understanding</b></p> <ol style="list-style-type: none"> <li>2) Identify and evaluate the contribution of psychological theory and research to real-world problems.</li> <li>3) Critically evaluate a range of contemporary research in specialised and/or applied areas of psychology.</li> </ol> <p><b>8.4. Cognitive and intellectual skills</b></p> <ol style="list-style-type: none"> <li>1) Apply multiple perspectives to psychological issues recognising that psychology involves a range of research methods, theories, evidence and applications.</li> <li>3) Problem solve by using a critical understanding of research design, and methods to obtain and analyse evidence in order to develop and evaluate research questions.</li> </ol>

<p>research process undertaken and suggesting improvements.</p> <p>5. Critically consider the results obtained in the light of previous research and the question asked.</p> <p>6. Show understanding of writing conventions, styles and presentation of evidence to ensure work is readable, accessible to the intended audience and communicates meaning clearly</p>	<p><b>8.3. Key and transferable skills</b></p> <ol style="list-style-type: none"> <li>1) Communicate effectively, including developing the ability to form a cogent argument supported by relevant evidence, and be able to present information and data in different formats to a range of audiences.</li> <li>2) Access and manage systematically information from a variety of learning and information technology resources.</li> <li>3) Work independently using effective personal planning and project management to set goals, integrate information and achieve sound decisions.</li> </ol> <p><b>8.4. Employment related skills</b></p> <ol style="list-style-type: none"> <li>2) Problem solve and reason scientifically, in order to identify and pose research questions, consider alternative approaches to solutions and to arrive at outcomes.</li> </ol> <p><b>8.5. Practical skills</b></p> <ol style="list-style-type: none"> <li>1) Carry out an extensive piece of independent and empirical research demonstrating obtaining appropriate ethical approval for research and demonstrating an ability to give the findings due consideration and present the findings effectively.</li> <li>2) Use a variety of psychological tools including specialist software.</li> <li>3) Retrieve, organize, and evaluate information effectively in order to reason scientifically and make critical judgements about arguments in Psychology.</li> </ol>
<b>DATE OF APPROVAL:</b> 4 March 2021	<b>FACULTY:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 1 Sep 2021	<b>PARTNER:</b> Strode College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> Semester 1 & 2
Notes: This module is non-compensatable as it is essential that the students meet the award learning outcomes in this module. Two Programme Learning Outcomes are only covered in this module.	

**Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT STRO3105**

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.

<b>ACADEMIC YEAR: 2026-27</b>	<b>NATIONAL COST CENTRE: 104</b>
<b>MODULE LEADER: Christina Packer</b>	<b>OTHER MODULE STAFF: Georgia Davies</b>
<b>Summary of Module Content</b>	
<p>This module provides students with experience of using research and theoretical literature to inform research design through designing and conducting a small-scale research project, which is ethically mindful and conforms to BPS ethical guidelines.</p> <p>Students will also learn to communicate their research in a coherent and cogent manner, which is appropriate for different audiences.</p> <p>Students will draw on previous research methods modules in the design, implementation, data collection and analysis of their research. This module will enable students to become critical readers of research literature and to generate research ideas independently.</p> <p>The research project is an opportunity to carry out an independent piece of research with individual supervision from a member of academic staff with expertise in the research area.</p>	

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	20	Introductory lectures and workshops on choosing a dissertation topic, literature review and methodology, advanced analytic techniques
Workshops	20	Workshop sessions for analysis; supported independent study
Supervision	30	By lecturer with relevant knowledge of the topic chosen. To include formative assessment
Independent Study	330	Independent study, data collection and analysis and writing up of findings
<b>Total</b>	<b>400</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Research Dissertation (10,000 words) LO 1.2.3.4.5.6.	100 %
Practical	Poster Presentation LO 5, 6.	100 %

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (continuation of coursework)	Research Dissertation (10,000 words) LO 1.2.3.4.5.6.	100%
Coursework in lieu of Practical (new)	Poster – students to create poster based on their dissertation. LO 5,6.	100%

### To be completed when presented for Minor Change approval and/or annually updated

Updated by: Christina Packer

Date: 16<sup>th</sup> June 2026

Approved by: Kate Frapwell

Date: 22/06/2026

### University of Plymouth website

Learning with University of Plymouth: <http://www.plymouth.ac.uk/learn>

This links to study guides on UoP website – see particularly:

Writing Reports

<https://www.plymouth.ac.uk/uploads/production/document/path/1/1718/Reports.pdf>

Referencing <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations/referencing>

APA7 Referencing: <https://apastyle.apa.org/>