

PROGRAMME QUALITY HANDBOOK 2026-27

FdSc Psychology

1. **FdA/FdSc/BA/BSc**

Final Award Title:	FdSc Psychology
UCAS code:	not applicable (direct entry to Strode College)
HECOS code	100497

2. **Awarding Institution:** University of Plymouth

Teaching institution(s): Strode College

3. **Accrediting body(ies)**

Not applicable

4. **Distinctive Features of the Programme and the Student Experience**

The programme includes a wide range of learning experiences to provide opportunities for students with different backgrounds and strengths to engage with confidence. It will appeal to students interested in acquiring the knowledge and skills necessary to establish a career in many of the diverse areas of employment associated with Psychology.

This course can enrich the knowledge and understanding of students, whilst enhancing their employment prospects in areas as health, education, business and the charitable sector. We aim to deliver the programme full-time over 2 days a week or part-time one day a week to enable students to work, volunteer, or manage other commitments whilst studying. This provides a valuable opportunity to enhance skills and either progress in the students' current employment or change career.

The course outline and individual module titles have been designed to form a coherent, 'stand-alone' qualification, yet also one that prepares students fully for progression to undergraduate top-up courses at University of Plymouth and/or the Level 6 BSc (Hons) Psychology of Human Behaviour at Strode College. Our Programme Intended Learning Outcomes align with the BPS standards to enable a smooth progression to the University of Plymouth BPS accredited courses.

A distinctive feature of our programme is the support we offer to students along with an ethos of wanting to make a difference. From developing critical thinking skills beyond the classroom to actively participating in projects that can change people's lives, our programme aims to equip learners with the skills and knowledge relevant to both employment and lifelong learning.

5. **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>

6. **Programme Structure**

Tables providing an overview of the programme structure (full time and part time) can be found in Appendix 2 below.

7. Programme Aims

The FdSc Psychology programme offers learners:

- A1:** A scientific understanding of the mind, brain, behaviour and experience and the complex interactions between these
- A2:** Multiple psychological perspectives in a way that fosters critical evaluation
- A3:** A critical appreciation of real-life applications of theory to the full range of experience and behaviour and real-world questions.
- A4:** An understanding of empirical evidence in the creation and constraint of theory and consideration as to how theory guides the collection and interpretation of empirical data
- A5:** Knowledge of a range of research skills and methods that will culminate in the ability to conduct research independently
- A6:** The ability to develop knowledge that allows for the appreciation and critical evaluation of theory, research findings and applications, including relevant ethical and sociocultural issues
- A7:** Skills development in communication, numeracy, teamwork, critical thinking, computing and independent learning
- A8:** A high-quality, local opportunity to acquire a variety of skills, concepts and learning experiences to enhance employment potential and opportunities for further study and professional development. And the opportunity to contribute to wider social life.

8. 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:

8.1. Knowledge and understanding

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

- 1) Recognise that psychology involves a range of research methods, theories, evidence and applications [3.1]
- 2) Demonstrate a conceptual knowledge within all core areas of psychology including the empirical basis of the discipline [3.1]
- 3) Describe and evaluate relevant 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]
- 4) Identify and evaluate the contribution of psychological theory and research to real-world problems, and apply research methods and psychological theories to real world questions [3.1, 3.2, 3.3, 3.4]
- 5) Understand the ethical, conceptual and cultural context of both historical and contemporary psychological research [3.3, 3.4]
- 6) Critically evaluate a range of contemporary research in specialised and/or applied areas of psychology. [3.1, 3.2, 3.3, 3.4]
- 7) Demonstrate knowledge and critical understanding of a range of qualitative and quantitative research methods and the basic principles of sound data collection [3.4, 3.5]

8.2. Cognitive and intellectual skills

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

- 1) Apply a range of psychological theories, evidence and research methods to psychological issues. [4.4.1]
- 2) Integrate ideas and findings across the multiple perspectives in psychology and recognise distinctive psychological approaches [4.4.2]
- 3) Identify and evaluate patterns in behaviour, psychological functioning and experience [4.4.3]
- 4) Generate and explore hypotheses and research questions, carry out empirical studies involving a variety of methods and analyse data using both quantitative and qualitative methods [4. 4.4, 4.4.5, 4.4.6]
- 5) Comprehend, use and present data effectively, including being able to use specialist software and psychometric instruments [4.4.6, 4.4.8]
- 6) Employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis in psychology [4.4.7]
- 7) 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. [4.4.9, 4.4.10]
- 8) 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. [4.4.11]

8.3. Key and transferable skills

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

- 1) Communicate effectively through written essays and scientific-style reports by developing cogent arguments supported by relevant evidence. [4.2, 4.4, 4.5]
- 2) Use effectively personal planning and project management skills, becoming more independent and pragmatic [4.2, 4.5]
- 3) Be sensitive to contextual and interpersonal factors and sensitive to the importance of enhancing cooperation to maximise the effectiveness of individual skills as shown through group work and team building [4.2, 4.5]
- 4) Communicate ideas and arguments effectively with oral presentations, showing a sensitive approach to the needs and expectations of the audience [4.2, 4.5]

8.4. 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, and managing workload to appropriate standards within a suitable timeframe [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]

8.5. Practical skills

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

- 1) Carry out independent empirical research and present findings in a report [4.4, 4.5]
- 2) Use analytic software packages [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]

9. Admissions Criteria, including RPL and Disability Service arrangements

The following table shows entry requirements for the programme

ENTRY REQUIREMENTS	
<p>1. All applicants should have GCSE (or equivalent) Maths and English at Grade 4 / C, or above or be working towards achieving GCSE Maths and English during the course of the FdSc.</p> <p>2. All candidates will have an interview with a programme tutor and undertake other tasks as appropriate and in line with UoP Regulations.</p>	
A-level/AS-level	Normal minimum entry requirements are 64 UCAS points or above achieved at A-level/Extended Diploma L3/T Levels in a relevant subject (plus 1, as above)
BTEC National Diploma/QCF Extended Diploma	
Access to Higher Education at level 3	Pass an Access to HE Diploma with 64 UCAS points or above at L3 (plus 1, as above)
Welsh Baccaulaureate	64 UCAS points or above (plus 1, as above) – plus 120 points from WB
Scottish Qualifications Authority	64 UCAS points or above (plus 1, as above)
Irish Leaving Certificate	64 UCAS points or above at Higher Level to include a relevant subject (plus 1, as above)
International Baccaulaureate	Equivalent of 64 UCAS points overall (plus 1, as above) to include GCSE Maths and English equivalence at Grade 4 or C or a relevant subject at HL If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.
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. All internal and external candidates will undertake an interview and other interview-based tasks, where appropriate and in line with UoP Regulations.
Work Experience	Work experience will be considered on an individual basis
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.
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 cost.

10. Progression routes/criteria for progression to Final and Intermediate Awards

On successfully completing the FdSc Psychology programme, students will be in a position to pursue further their academic study of psychology. They have five potential progression choices available to them:

1. Level 6 of the BSc (Hons) Psychology of Human Behaviour programme at Strode College (non BPS accredited – 3 years study, full time).
2. Level 6 of the BSc (Hons) Psychological Studies programme at the University of Plymouth (non BPS accredited – 3 years study, full time)
3. Level 5 and Level 6 of the BSc (Hons) Psychology programme at the University of Plymouth (BPS accredited – 4 years study full time)
4. Level 5 and Level 6 of the BSc (Hons) Psychology with Sociology programme at University of Plymouth. (BPS accredited – 4 years study, full time)
5. Level 5 and Level 6 of the BSc (Hons) Psychology with Criminology programme at University of Plymouth. (BPS accredited – 4 years study, full time)

Students will receive advice and guidance throughout the Foundation Degree regarding the available routes and which are most appropriate choices for their individual ambitions and personal circumstances. Following completing an undergraduate programme, students may wish to apply for post-graduate study (e.g., to Master's degree level).

Graduates of the FdSc Psychology programme have entered into employment working in different roles. Examples include: Mind, Healthcare Assistant and Recovery Navigator. Two graduates are now teaching at Strode College; one on the FdSc Psychology programme and another is teaching on the Access to HE course.

Other graduates have gone on to study on a number of different courses such as MSc Psychology at the University of Plymouth.

11. Non Standard Regulations N/A

12. Transitional Arrangements for existing students looking to progress onto the programme

Full-time and part-time students who commenced FdSc Psychology before September 2023 will transition to this award. A mapping exercise has been completed to ensure students can meet the Programme Intended Learning Outcomes.

Appendix 2 Indicative Programme Structure

FHEQ level: Level 4: FdSc Psychology, Full Time				
F/T Route Year	When in year? (i.e. S1, S2 or all year)	Core or Optional Module	Credits	Module
1	All year	Core	20	STRO1121 Introduction to Biological Psychology
1	All year	Core	20	STRO1122 Cognitive Psychology and Psychology as a Science
1	All year	Core	20	STRO1123 Developmental Psychology and Learning Psychology
1	All year	Core	20	STRO1124 Social Psychology and Classic Studies
1	All year	Core	20	STRO1125 Individual Differences and Clinical Psychology
1	All year	Core	20	STRO1126 Research Methods 1
FHEQ level: Level 5: FdSc Psychology, Full Time				
2	S2	Core	20	STRO2121 Contemporary Topics in Biopsychology
2	S1	Core	20	STRO2122 Contemporary Topics in Cognitive Psychology
2	All Year	Core	20	STRO2123 Contemporary Topics in Developmental Psychology
2	All Year	Core	20	STRO2124 Social Psychology and Health Psychology
2	All Year	Core	20	STRO2125 Clinical Psychology and Positive Psychology
2	All Year	Core	20	STRO2126 Research Methods 2
FdSc = 240 L4 & L5 credits, with 60 credits at each stage of the part time route				

FHEQ level: Level 4: FdSc Psychology, 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	All year	Core	20	STRO1121 Introduction to Biological Psychology
2	All year	Core	20	STRO1122 Cognitive Psychology and Psychology as a Science
1	All year	Core	20	STRO1123 Developmental Psychology and Learning Psychology
2	All year	Core	20	STRO1124 Social Psychology and Classic Studies
2	All year	Core	20	STRO1125 Individual Differences and Clinical Psychology
1	All year	Core	20	STRO1126 Research Methods 1

FHEQ level: Level 5: FdSc Psychology, Part Time

3	S2	Core	20	STRO2121 Contemporary Topics in Biopsychology
4	S1	Core	20	STRO2122 Contemporary Topics in Cognitive Psychology
3	All year	Core	20	STRO2123 Contemporary Topics in Developmental Psychology
4	All year	Core	20	STRO2124 Social Psychology and Health Psychology
4	All year	Core	20	STRO2125 Clinical Psychology and Positive Psychology
3	All year	Core	20	STRO2126 Research Methods 2

FdSc = 240 L4 & L5 credits, with 60 credits at each stage of the part time route

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

MODULE CODE: STRO1121	MODULE TITLE: Introduction to Biological Psychology		
CREDITS: 20	FHEQ LEVEL: 4	HECOS CODE: 100497 Psychology; 101345 Evolutionary Psychology	
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes	

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module is designed to provide an introduction to biological psychology. It introduces the key concepts and methodologies used and provides historical context for the approach. Topics covered include brain structure and organisation, the nature nurture perspective and pharmacology.

ELEMENTS OF ASSESSMENT see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	50%	E1 (Examination)	50%
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SUBJECT ASSESSMENT PANEL to which module should be linked: Psychology

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To provide a detailed introduction to key theories, concepts and methodologies within biological psychology
- To develop an understanding of the brain and its structure and processes
- To develop understanding of evolutionary theory and the nature nurture debate

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes (PILOs))

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

Module Assessed Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to:
1) Demonstrate an understanding of the key concepts in biological psychology.	8.1.1, 8.1.2, 8.1.4
2) Demonstrate an understanding of the role of brain structure and organisation.	8.1.1, 8.1.4, 8.2.1,
3) Discuss the nature-nurture debate.	8.1.2, 8.1.3, 8.1.5, 8.2.2, 8.2.7,
4) Discuss methodologies used in biological psychology.	8.1.1, 8.1.4, 8.2.6,
5) Communicate effectively through written essays by developing cogent arguments	8.3.1, 8.3.2, 8.4.1

DATE OF APPROVAL: 19 April 2023

DATE OF IMPLEMENTATION: September 2023

DATE(S) OF APPROVED CHANGE:

Notes:

FACULTY/OFFICE: Partnerships

SCHOOL/PARTNER: Strode College

SEMESTER (INDICATIVE): All year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT (STRO1121)

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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026-27
MODULE LEADER: Christina Packer

NATIONAL COST CENTRE: 104
OTHER MODULE STAFF:

Summary of Module Content

- Brain structure and organisation to include the structure and function of the nervous system, synaptic transmission and the endocrine system.
- Evolutionary psychology and behavioural genetics.
- Psychopharmacology including drugs of abuse and for therapeutic use.
- Techniques in psychobiology
- Research methods including twin/adoption studies and animal experimentation.
- The nature-nurture debate

SUMMARY OF TEACHING AND LEARNING

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Taught sessions
Seminars	15	Group discussion on specific topics
Tutorials	5	Group and 1:1 tutorial sessions
Guided independent study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Coursework	Essay 1600 word written assignment ALO 1,2,5	100%
Exam	2-hour Exam Short and long answer questions ALO 1,2,3,4	100%

REFERRAL ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Coursework	Essay 1600 word written assignment ALO: 1,2,5	100%
Coursework in lieu of exam	Assignment Shorter and longer answer questions ALO 1,2,3,4	100%

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

Updated by: Christina Packer
Date: 16/06/2026

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

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

MODULE CODE: STRO1122		MODULE TITLE: Cognitive Psychology and Psychology as a Science	
CREDITS: 20	FHEQ LEVEL: 4	HECOS CODE: 100497 Psychology; 100993 Cognitive Psychology	
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes	

SHORT MODULE DESCRIPTOR: (max 425 characters)

The first part of this module introduces students to why psychology is a science and the challenges psychology faces in this field. Students are then introduced to the application of science to understand how we think – the cognitive approach. Here the module covers core areas of cognitive psychology and the methodologies used within this approach.

ELEMENTS OF ASSESSMENT see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	50%	E1 (Examination)	50%
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SUBJECT ASSESSMENT PANEL to which module should be linked: Psychology

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To provide a detailed introduction to key psychological theories and concepts within cognitive psychology
- To investigate and explore psychology as a science, including the study of pseudoscience, and develop an understanding of the hypothetico-deductive method.
- To provide and introduction to the basic methodologies used in cognitive psychology.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes (PILOs))

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 an understanding of the key concepts in cognitive psychology and methodologies used.	8.1.1, 8.1.2, 8.1.3,
2) Demonstrate understanding of the study of psychology as a scientific discipline.	8.1.1, 8.1.5, 8.2.2
3) Discuss the difficulties facing psychology as a science.	8.1.5, 8.2.6, 8.2.7, 8.5.3
4) Discuss research evidence in cognitive psychology and be able to relate this to topics in cognitive psychology.	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2
5) Communicate effectively through written essays by developing cogent arguments	8.3.1, 8.3.2, 8.4.1

DATE OF APPROVAL: 19 April 2023	FACULTY/OFFICE: Partnerships
DATE OF IMPLEMENTATION: September 2023	SCHOOL/PARTNER: Strode College
DATE(S) OF APPROVED CHANGE:	SEMESTER (INDICATIVE): All year

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT (STRO1122)

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process.

ACADEMIC YEAR: 2026-27	NATIONAL COST CENTRE: 104
MODULE LEADER: Christina Packer	OTHER MODULE STAFF:
Summary of Module Content	
This module consists of two parts, the first Psychology as a Science, introduces the student to science as a discipline – what makes a science and the difficulties facing Psychology as a science. This will include the reading and reviewing of the book 'Bad Science' by Ben Goldacre. This section includes:	
<ul style="list-style-type: none">• Pseudoscience• Difficulties facing psychology as a science• Hypothetico-deductive method	
The second part of this module introduces cognitive psychology, what makes this approach scientific and includes core topics such as:	
<ul style="list-style-type: none">• Introduction to the information processing approach.• Attention.• Perceptual processes.• Memory and forgetting.• Methodologies involved in cognitive psychology	

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Taught sessions
Seminars	15	Group discussion on specific topics
Tutorials	5	Group and 1:1 tutorial sessions
Guided independent study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element category	Component Name and associated ALOs	Component Weighting
Coursework	Book Review 1600 words ALO 3,5	100%
Exam	2-hour Exam Short and long answer questions ALO 1,2,3,4	100%

REFERRAL ASSESSMENT

Element category	Component Name and associated ALOs	Component Weighting
Coursework	1600 word written assignment ALO 2,3,5	100%
Coursework in lieu of Exam	Assignment Shorter and longer answer questions ALO 1,2,4	100%

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

Updated by: Christina Packer	Approved by: Kate Frapwell
Date: 16/06/2026	Date: 22/06/2026

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

MODULE CODE: STRO1123	MODULE TITLE: Developmental Psychology and Learning Psychology	
CREDITS: 20	FHEQ LEVEL: 4	HECOS CODE: 100497 Psychology; 100952 Developmental Psychology;
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module introduces students to the major themes and theoretical approaches in developmental psychology. The module also introduces the basic concepts of learning and how these shape peoples' lives and experiences.

ELEMENTS OF ASSESSMENT see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	50%	P1 (Practical)	50%
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SUBJECT ASSESSMENT PANEL to which module should be linked: Psychology

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Introduce students to the key theories, studies and methodologies in developmental psychology
- Introduce key theories and concepts in the psychology of learning
- To present multiple perspectives in developmental psychology and the psychology of learning in order to develop evaluation skills

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes (PILOs))

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) Explain and evaluate different theoretical approaches to developmental psychology.	8.1.1, 8.1.2, 8.1.3, 8.1.5,
2) Discuss the research methods used in developmental psychology.	8.1.1, 8.1.5, 8.2.6
3) Explain the procedures and concepts of learning and the theories underpinning learning.	8.1.1,8.1.2, 8.1.3, 8.1.5, 8.2.2,
4) Apply knowledge of learning to a range of real-life situations.	8.1.4, 8.1.6, 8.2.1, 8.2.6, 8.2.7, 8.2.8, 8.4.2, 8.5.2
5) Communicate ideas and arguments effectively through an oral presentation	8.3.2, 8.3.4,
6) Work effectively as a member of team	8.3.2, 8.3.3, 8.4.1

DATE OF APPROVAL: 19 April 2023

DATE OF IMPLEMENTATION: September 2023

DATE(S) OF APPROVED CHANGE:

Notes:

FACULTY/OFFICE: Partnerships

SCHOOL/PARTNER: Strode College

SEMESTER (INDICATIVE): All year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT (STRO1123)

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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026-27	NATIONAL COST CENTRE: 104
MODULE LEADER: Christina Packer	OTHER MODULE STAFF:

Summary of Module Content

Developmental Psychology:

- Introduction to developmental psychology
- Introduction to roles of biology and environment in development
- Introduction to theories of development (e.g. ethological, social learning and cognitive developmental)
- Attachment theory
- Introduction to research methods in developmental psychology (e.g. cross sectional and longitudinal)

Psychology of Learning:

- Introduction to learning
- Terminology and procedures of learning
- Non-associative, classical and operant conditioning
- The role of cognition in learning
- Application to real life situations, including phobias and behaviour modification

SUMMARY OF TEACHING AND LEARNING

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Taught sessions
Seminars	15	Group discussion on specific topics
Tutorials	5	Group and 1:1 tutorial sessions
Guided independent study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Coursework	Essay 1600 words ALO 1,2,3	100%
Practical	Oral Presentation as a member of a small group ALO 4,5,6	100%

REFERRAL ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Coursework	1600 word written new assignment ALO 1,2,3	100%

Practical	PowerPoint presentation with voice over which includes reflection on class group work ALO 4,5,6	100%
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To be completed when presented for Minor Change approval and/or annually updated

Updated by: Christina Packer
Date: 16/06/2026

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

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

MODULE CODE: STRO1124	MODULE TITLE: Social Psychology and Classic Studies	
CREDITS: 20	FHEQ LEVEL: 4	HECOS CODE: 100497 Psychology; 100498 Social Psychology
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module introduces students to the core topics in Social Psychology and to key psychological studies in human behaviour. The Social Psychology aspect develops students understanding of the social behaviour of individuals in terms of both internal characteristics of the person (e.g. cognitive mental processes) and external influences (the social environment).

ELEMENTS OF ASSESSMENT see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	50%	T1 (in class test)	50%
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SUBJECT ASSESSMENT PANEL to which module should be linked: Psychology

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To provide a detailed introduction to key psychological theories and studies to explain human social behaviour.
- To develop an understanding of ways in which the social environment influences human behaviour
- To introduce students to seminal studies in psychology and develop their understanding and awareness of socially sensitive research

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes (PILOs))

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 and discuss key theories and studies in conformity and obedience.	8.1.1, 8.1.2, 8.1.3, 8.2.6, 8.2.7
2) Evaluate theories on relationship formation, maintenance, and breakdown	8.1.2, 8.1.3, 8.2.7
3) Outline and evaluate seminal psychological studies	8.1.1, 8.1.2, 8.1.4, 8.1.5, 8.2.6, 8.5.3
4) Assess the usefulness of psychological theories in explaining human social behaviour	8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.6, 8.2.7
5) Knowledge and understanding of social sensitivity in research	8.1.5, 8.3.3
6) Communicate effectively through written essays by developing cogent arguments	8.3.1, 8.4.1

DATE OF APPROVAL: 19 April 2023

FACULTY/OFFICE: Partnerships

DATE OF IMPLEMENTATION: September 2023

SCHOOL/PARTNER: Strode College

DATE(S) OF APPROVED CHANGE:

SEMESTER (INDICATIVE): Semester 1

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT (STRO1124)

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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026-27	NATIONAL COST CENTRE: 104
MODULE LEADER: Gill Humphrey	OTHER MODULE STAFF:
Summary of Module Content	
This module introduces the student to key studies in psychology and uses these as an entry point for learning about socially sensitive research and issues and debates in the field.	
The second part of the module introduces students to social psychology. Here they will learn about:	
<ul style="list-style-type: none">• Conformity (majority influence) and minority influence• Obedience and resistance to orders from authority figures• Relationships• Introduction to group behaviour	

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Taught sessions
Seminars	15	Group discussion on specific topics
Tutorials	5	Group and 1:1 tutorial sessions
Guided independent study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Coursework	Essay 1500 words LO 3,5,6	100%
In class test	In-Class test Short and long answer questions LO 1,2,3,4,5	100%

REFERRAL ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Coursework	1500 word written new assignment LO: 3,5,6	100%
Coursework in lieu of In-class test	1600 word written assignment Shorter and longer answer questions LO:1,2,3,4,5	100%

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

Updated by: Christina Packer Date: 16/06/2026	Approved by: Kate Frapwell Date: 22/06/2026
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Academic Registry Quality Procedures for approval and issue of new module code.*

MODULE CODE: STRO1125		MODULE TITLE: Individual Differences and Clinical Psychology	
CREDITS: 20	FHEQ LEVEL: 4	HECOS CODE: 100497 Psychology; 100494 Clinical Psychology; 100493 Applied psychology	
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes	
SHORT MODULE DESCRIPTOR: (max 425 characters) The module examines theories of individual differences related to personality and intelligence. Students learn about instruments for measuring personality and ability and how these are constructed and used. Students are introduced to psychological disorders- characteristics, explanation and treatment. The module will look at resilience and how students can use new research and understanding to develop their resilience.			
ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment			
P1 (Practical)	50%	T1 (in class test)	50%
SUBJECT ASSESSMENT PANEL to which module should be linked: Psychology			
Professional body minimum pass mark requirement: N/A			
MODULE AIMS:			
1. To provide an introduction to the key issues and approaches to the study of personality and intelligence			
2. To present the concepts and principles of psychometrics and explain how these impact on the selection and interpretation of tests.			
3. To develop an understanding of key clinical characteristics, aetiology and treatment of psychological disorders.			
4. To introduce students to concept of resilience and foster ability to develop theirs			
ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes (PILOs)			
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 contributing factors to resilience.		8.1.4, 8.1.6, 8.2.3	
2) Discuss and apply the theory of resilience to a work-related organisation		8.1.1, 8.1.4, 8.2.1, 8.2.2, 8.2.6, 8.4.1	
3) Outline and Evaluate theories of human intelligence and personality.		8.1.1, 8.1.3, 8.1.5, 8.2.2,8.2.3, 8.2.6, 8.5.3	
4) Outline and evaluate the problems of defining psychopathology.		8.1.4, 8.1.5, 8.2.7	
5) Critically evaluate theories of psychopathology.		8.1.1, 8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.2.1, 8.2.2,8.2.3, 8.2.6, 8.2.7	
6) Communicate ideas and arguments effectively through an oral presentation		8.3.2, 8.3.4	
DATE OF APPROVAL: 19 April 2023		FACULTY/OFFICE: Partnerships	
DATE OF IMPLEMENTATION: September 2023		SCHOOL/PARTNER: Strode College	
DATE(S) OF APPROVED CHANGE:		SEMESTER (INDICATIVE): Semester 2	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT (STRO1125)

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process.

ACADEMIC YEAR: 2026-27	NATIONAL COST CENTRE: 104
MODULE LEADER: Christina Packer	OTHER MODULE STAFF:
Summary of Module Content:	
This module looks at some of the ways in which humans differ from each other. It takes students on a journey, teaching them about the human experience at different ends of the spectrum. From mental health to personality and intelligence and on again to resilience.	
Topics to be covered include:	
<ul style="list-style-type: none"> • Definitions and clinical characteristics of psychopathology, diagnosis and classification • Approaches to explaining psychopathology • Theories of personality • Theories of intelligence • Psychometric testing • Resilience • Grit • Post traumatic growth • Presentation skills • Psychological employability 	

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Taught sessions
Seminars	15	Group discussion on specific topics
Tutorials	5	Group and 1:1 tutorial sessions
Guided independent study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Practical	Oral Presentation – 10 minutes ALO 1,2,6	100%
In-class test	2-hour In-Class Test Short and long answer questions ALO 3,4,5	100%

REFERRAL ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
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Practical	PowerPoint presentation with voice-over recording ALO:1,2,6	100%
Coursework in lieu of in-class test	1600 word written assignment Shorter and longer answer questions ALO: 3,4,5	100%

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

Updated by: Christina Packer

Approved by: Kate Frapwell

Date: 16/06/2026

Date: 22/06/2026

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

MODULE CODE: STRO1126		MODULE TITLE: Research Methods 1	
CREDITS: 20	FHEQ LEVEL: 4	HECOS CODE: 100497 Psychology; 100959 Research Methods in Psychology; 100406 Statistics	
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No	
SHORT MODULE DESCRIPTOR: (max 425 characters)			
This module is designed to provide an introduction to research methods in psychology. Basic aspects of experimental design and non-experimental research methods are covered as well as an introduction to the use of computer based statistical analysis. This module also provides guidance on writing research reports.			
ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment			
C1 (Coursework)	50%	E1 (Examination)	50%
SUBJECT ASSESSMENT PANEL to which module should be linked: Psychology			
Professional body minimum pass mark requirement: N/A			
MODULE AIMS:			
<ul style="list-style-type: none"> To introduce the skills of research design and to be able to implement an experimental investigation. To classify and organise data using descriptive and inferential statistics in order to answer research questions. To introduce conventions of research reporting in Psychology 			
ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes (PILOs))			
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) Apply an understanding of experimental research design and be able to implement simple research project		8.1.1, 8.1.4, 8.1.7, 8.2.1, 8.2.4, 8.2.6, 8.2.8, 8.4.1, 8.4.2, 8.5.1	
2) Demonstrate an understanding of non-experimental research design		8.1.1, 8.1.7	
3) Demonstrate knowledge and understanding of ethical guidelines and be able to apply them in the implementation of simple research projects		8.2.6, 8.3.3	
4) Interpret data sets using simple statistical techniques and analytic software packages to analyse data		8.2.5, 8.5.2, 8.5.3	
5) Demonstrate the ability to write psychological reports in an appropriate format		8.3.1, 8.3.2	
DATE OF APPROVAL: 19 April 2023		FACULTY/OFFICE: Partnerships	
DATE OF IMPLEMENTATION: September 2023		SCHOOL/PARTNER: Strode College	
DATE(S) OF APPROVED CHANGE:		SEMESTER (INDICATIVE): All year	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT (STRO1126)

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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026 -27	NATIONAL COST CENTRE: 104
MODULE LEADER: Georgia Davies	OTHER MODULE STAFF:

Summary of Module Content

- Empiricism
- Experimental methods; experimental design; hypotheses; independent and dependent variables; operationalisation; sampling methods
- BPS ethical guidelines
- Peer review
- Non-experimental methods e.g. correlation, surveys,
- Data representation; descriptive statistics; computer-based data analysis; inferential statistics (e.g. the sign test, Wilcoxon matched-pairs signed ranks test, Mann Whitney tests, z-tests and t-tests of means for single sample, and correlation coefficients ie Spearman's).
- Issues of reliability and validity
- Conventions of report writing in psychology

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	20	Taught sessions
Seminars	15	Group discussion on specific topics
Tutorials	5	Group and 1:1 tutorial sessions
Practical classes and workshops	10	Guided use of statistical software Research methods writing and feedback sessions
Guided independent study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Coursework	Report 2000-word experimental research (group) LO 1,3,4,5	100%
Exam	Exam 2 hours Short and long answer questions LO 1,2,3,4	100%

REFERRAL ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Coursework	(Continuation of original coursework based on research) Report 2000-word experimental research report LO 1,3,4,5	100%

Coursework in lieu of Exam	Shorter and longer answer questions which address the assessed module learning outcomes ALO:1,2,3,4	100%
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To be completed when presented for Minor Change approval and/or annually updated

Updated by: Christina Packer Date: 16/06/2026	Approved by: Kate Frapwell Date: 22/06/2026
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Academic Registry Quality Procedures for approval and issue of new module code.*

MODULE CODE: STRO2121		MODULE TITLE: Contemporary Topics in Biopsychology	
CREDITS: 20	FHEQ LEVEL: 5	HECOS CODE: 100497 Psychology; 100272 Neuroscience	
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes	
SHORT MODULE DESCRIPTOR: (max 425 characters) This module enables students to extend material covered in year one and develop a greater understanding by encouraging a critical awareness of biopsychology and neuroscience and applying the research material to contemporary issues and debates.			
ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment			
C1 (Coursework)	50%	E1 (Examination)	50%
SUBJECT ASSESSMENT PANEL to which module should be linked: Psychology			
Professional body minimum pass mark requirement: N/A			
MODULE AIMS:			
<ul style="list-style-type: none"> To develop an in-depth understanding of biopsychology To develop a critical understanding of the role of neuroscience within biopsychology To apply previous knowledge to a wider contemporary context in biopsychology 			
ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes (PILOs) 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) Evaluate biopsychological theories of human behaviour		8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.6, 8.2.7	
2) Critically compare competing biological theories of behaviour on the basis of research evidence.		8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.8	
3) Critically review contemporary applications of biopsychological research		8.1.4, 8.1.6, 8.2.1,	
4) Consider different perspectives within the nature-nurture debate and systematically critically analyse the relationship between them in the light of the evidence from biopsychological research		8.1.2, 8.1.3, 8.2.1, 8.2.6, 8.2.7, 8.4.1	
5) Communicate effectively through written essays by developing cogent arguments		8.3.1, 8.3.2, 8.4.1, 8.5.3	
DATE OF APPROVAL: 19 April 2023		FACULTY/OFFICE: Partnerships	
DATE OF IMPLEMENTATION: September 2023		SCHOOL/PARTNER: Strode College	
DATE(S) OF APPROVED CHANGE:		SEMESTER (INDICATIVE): All year	
Notes:			

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT (STRO2121)

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process.

ACADEMIC YEAR: 2026-27	NATIONAL COST CENTRE: 104
MODULE LEADER: Gill Humphrey	OTHER MODULE STAFF:
Summary of Module Content	
Biopsychology and Neuroscience:	
<ul style="list-style-type: none">• The embedding of psychological behaviour in biological structures and functions• Comparison of brain scanning techniques for understanding biological processes underpinning behaviour• Hemispheric lateralisation and specialisation of function• Brain plasticity and functional recovery after trauma.	
Applications of Biopsychology:	
<ul style="list-style-type: none">• Biological processes involved in a range of human behaviours and how those biological processes interact with each other and with psychological aspects of behaviour.• Application of biopsychological research to a variety of contemporary topics, including world-wide levels of obesity and shift work.• Biopsychology and the nature-nurture debate within different application topics.• The role of biopsychology in society.	

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Taught sessions
Seminars	15	Group discussion on specific topics
Tutorials	5	Group and 1:1 tutorial sessions
Guided independent study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Coursework	Essay 2,000 word written assignment ALO 1,2,3,5	100%
Exam	Exam 2 hours Short and long answer questions ALO 1,2,3,4,5	100%

REFERRAL ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Coursework	2,000 word written assignment ALO:1,2,3,5	100%
Coursework in lieu of Exam	Coursework, short and long answer questions ALO 1,2,3,4,5	100%

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

Updated by: Christina Packer Date: 16/06/2026	Approved by: Kate Frapwell Date: 22/06/2026
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Academic Registry Quality Procedures for approval and issue of new module code.*

MODULE CODE: STRO2122		MODULE TITLE: Contemporary Topics in Cognitive Psychology	
CREDITS: 20	FHEQ LEVEL: 5	HECOS CODE: 100998 Psychology; 101381 Cognitive neuroscience 100989 Cognitive modelling	
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes	
SHORT MODULE DESCRIPTOR: (max 425 characters) This module enables students to extend material covered in year one and develop a greater understanding by encouraging a critical awareness of cognitive psychology and applying the research material to contemporary issues and debates.			
ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment			
C1 (Coursework)	100%		
SUBJECT ASSESSMENT PANEL to which module should be linked: Psychology			
Professional body minimum pass mark requirement: N/A			
MODULE AIMS:			
<ul style="list-style-type: none"> To develop an in-depth understanding of cognitive psychology To develop a critical understanding of the role of cognitive neuroscience To apply previous knowledge to a wider contemporary context in cognitive psychology 			
ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes (PILOs))			
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) Evaluate cognitive theories of human behaviour		8.1.1, 8.1.2, 8.1.3, 8.1.5, 8.2.3,	
2) Critically judge between competing cognitive theories of behaviour on the basis of research evidence.		8.1.4, 8.1.5, 8.2.1, 8.2.6, 8.2.7, 8.4.2, 8.5.3	
3) Critically review contemporary applications of cognitive psychological research		8.1.4, 8.1.5, 8.2.1, 8.2.2, 8.2.6, 8.2.7	
4) Work effectively as a member of team on a class project		8.2.4, 8.2.5, 8.2.8, 8.3.3, 8.4.1,	
DATE OF APPROVAL: 19 April 2023		FACULTY/OFFICE: Partnerships	
DATE OF IMPLEMENTATION: September 2023		SCHOOL/PARTNER: Strode College	
DATE(S) OF APPROVED CHANGE:		SEMESTER (INDICATIVE): All year	
Notes:			

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT (STRO2122)

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process.

ACADEMIC YEAR: 2026-27	NATIONAL COST CENTRE: 104
MODULE LEADER: Gill Humphrey	OTHER MODULE STAFF:
Summary of Module Content	
<ul style="list-style-type: none">• Introduction to cognitive neuroscience, including the concept of brain mapping and use of neural correlates to infer cognitive function.• Explaining cognitive processes, including perception, attention and consciousness, problem solving, reasoning and judgement, and memory.• Applying cognitive psychology to real-world topics, such as face perception disorders and cognitive decline with age and dementia.• Considering the role of cognitive psychology in society by exploring a real-world application through a group research project.	

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	25	Taught sessions
Seminars	10	Group discussion on specific topics
Workshops	10	Practical lessons
Tutorials	5	Group and 1:1 tutorial sessions
Guided independent study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Coursework	Essay [2000 words] ALO 1, 2, 3	50%
	Portfolio Part a) Individual contribution and participation in group review of contemporary evidence to a chosen topic ALO 4	20%
	Part b) (1500 words) Individual research proposal for a potential study based on the group project evidence. ALOs 1, 2, 3	30%
		Total - 100%

REFERRAL ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Coursework	2,000 word written assignment: Essay (1700 words) Reflection (300 words) ALO 1,2,3,4	100%

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

Updated by: Christina Packer
Date: 16/06/2026

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

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

MODULE CODE: STRO2123	MODULE TITLE: Contemporary Topics in Developmental Psychology		
CREDITS: 20	FHEQ LEVEL: 5	HECOS CODE: 100497 Psychology; 100952 Developmental Psychology; 100493 Applied Psychology	
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes	
SHORT MODULE DESCRIPTOR: (max 425 characters) This module will build on the knowledge acquired in the Level 4 module Developmental Psychology and the Psychology of Learning. Students will deepen their understanding of the theories and methods used in developmental psychology and the psychology of learning and apply it to a range of contemporary issues.			
ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment			
C1 (Coursework)	70%	P1 (Practical)	30%
SUBJECT ASSESSMENT PANEL to which module should be linked: Psychology			
Professional body minimum pass mark requirement: N/A			
MODULE AIMS:			
<ul style="list-style-type: none"> • To develop an in-depth critical understanding of theories and methods in developmental psychology. • To apply knowledge of learning theory to a range of situations and assess the effectiveness of the explanation • To extend understanding of the relationship between empirical evidence and construction of theory 			
ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes (PILOs) 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) Compare the different theoretical approaches in developmental psychology and critically evaluate them		8.1.1, 8.1.3, 8.1.5, 8.2.2,	
2) Assess the effectiveness of different research methods used in developmental psychology		8.1.1,8.2.5, 8.2.6, 8.2.7, 8.4.2	
3) Analyse the role of empirical evidence plays in the construction of psychological theory and explain how theory guides the collection and interpretation of data		8.1.4, 8.2.2, 8.2.5,8.4.2	
4) Apply critically knowledge of learning theory to a range of real-life situations		8.1.2, 8.1.3, 8.1.4, 8.1.6, 8.2.1, 8.2.6, 8.5.3	
5) Communicate ideas and arguments effectively through an oral presentation		8.3.2, 8.3.4, 8.4.1	
DATE OF APPROVAL: 19 April 2023		FACULTY/OFFICE: Partnerships	
DATE OF IMPLEMENTATION: September 2023		SCHOOL/PARTNER: Strode College	
DATE(S) OF APPROVED CHANGE:		SEMESTER (INDICATIVE): All year	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT (STRO2123)

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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026-27	NATIONAL COST CENTRE: 104
MODULE LEADER: Gill Humphrey	OTHER MODULE STAFF:

Summary of Module Content

Biological basis of learning and development

Cognitive, social and emotional development, including moral and gender development

Individual differences in development, including ASD and effects of trauma

Development in context:

- Learning and performance
- Learning in the classroom
- Learning and creativity

Development throughout life.

The Role of developmental psychology in society.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Taught sessions
Seminars	15	Group discussion on specific topics
Tutorials	5	Group and 1:1 tutorial sessions
Guided independent study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Coursework	Literature review 2500 words ALO 2,3,4	100%
Practical	Poster presentation ALO 1,4,5	100%

REFERRAL ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Coursework	Essay (2000 words) ALO: 2,3,4,	100%
Practical	Video Presentation (10 minutes) ALO:1,4,5	100%

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

Updated by: Christina Packer

Approved by: Kate Frapwell

Date: 16/06/2026

Date: 22/06/2026

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

MODULE CODE: STRO2124		MODULE TITLE: Social Psychology and Health Psychology	
CREDITS: 20	FHEQ LEVEL: 5	HECOS CODE: 100497 Psychology; 100498 Social Psychology; 100985 Health Psychology	
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes	
SHORT MODULE DESCRIPTOR: (max 425 characters)			
This module develops students' knowledge and understanding of social psychology, exploring social processes involved in group and individual behaviour. Students will be introduced to health psychology and learn how knowledge of social aspects of behaviour can be used to bring about healthy change. Students will be introduced to the mind-body connection and consider the topic of stress in depth.			
ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment			
C1 (Coursework)	50%	T1 (in class test)	50%
SUBJECT ASSESSMENT PANEL to which module should be linked: Psychology			
Professional body minimum pass mark requirement: N/A			
MODULE AIMS:			
<ul style="list-style-type: none"> • To develop an in-depth understanding of stress and its psychological and physiological consequences. • To develop an in-depth understanding of the role of food and exercise on wellbeing. • To develop an in-depth critical understanding of key areas of social psychology. • To apply theories and knowledge to real life situations. 			
ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes (PILOs))			
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 effect of food and exercise on the body and brain		8.1.4, 8.1.6, 8.2.1, 8.2.3, 8.3.1, 8.3.2	
2) Critically evaluate the psychological and physiological effects of stress		8.1.3, 8.1.4, 8.1.6, 8.2.2, 8.2.3, 8.2.6, 8.5.3	
3) Discuss theories and research in social cognition and attitudes.		8.1.3, 8.1.5, 8.2.2, , 8.2.6	
4) Critically evaluate the social processes involved in group behaviour		8.1.3, 8.1.5, 8.2.2, 8.2.3, 8.2.6, 8.5.3	
5) Apply theories in social psychology to real life scenarios		8.1.4, 8.1.5, 8.1.6, 8.2.1, 8.2.3, 8.2.7, 8.4.2	
DATE OF APPROVAL: 19 April 2023		FACULTY/OFFICE: Partnerships	
DATE OF IMPLEMENTATION: September 2023		SCHOOL/PARTNER: Strode College	
DATE(S) OF APPROVED CHANGE:		SEMESTER (INDICATIVE): Semester 2	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT (STRO2124)

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process.

ACADEMIC YEAR: 2026-27	NATIONAL COST CENTRE: 104
MODULE LEADER: Christina Packer	OTHER MODULE STAFF:
<p>Summary of Module Content This module further develops students' knowledge of social psychology and then introduces them to the applied science of health psychology – looking at how society's understanding of health has changed and how health psychologists can use knowledge of social aspects of behaviour to bring about healthy change.</p> <p>Social Psychology</p> <ul style="list-style-type: none"> • Self and Identity including self-determination and self-regulation theory • Attitudes including attribution, bias and prejudice • Intergroup behaviour • Aggression vs prosocial behaviour • Bystander behaviour • The use of cross-cultural research in social psychology <p>Health Psychology</p> <ul style="list-style-type: none"> • Models of health behaviour • Food • Exercise • Stress • Health Risk Behaviour • The role of health psychology in society 	

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Taught sessions
Seminars	15	Group discussion on specific topics
Tutorials	5	Group and 1:1 tutorial sessions
Guided independent study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Coursework	Case Study 2000 words ALO 1,2	100%
In-class test	In Class test 2 hours ALO 3,4,5	100%

REFERRAL ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Coursework	2000 word written assignment ALO:1,2	100%

Coursework in lieu of In-class test	Assignment Shorter and longer answer questions ALO: 3,4,5	100%
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To be completed when presented for Minor Change approval and/or annually updated

Updated by: Christina Packer

Approved by: Kate Frapwell

Date: 16/06/2026

Date: 22/06/2026

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

MODULE CODE: STRO2125		MODULE TITLE: Clinical Psychology and Positive Psychology
CREDITS: 20	FHEQ LEVEL: 5	HECOS CODE: 100497 Psychology; 100494 Clinical Psychology; 100493 Applied Psychology
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: (max 425 characters)

Historically Psychology focused on understanding and treating disorders with little attention to human flourishing. This module addresses this imbalance; the clinical element builds on level 4, exploring psychological disorders in more depth. Students are then introduced to positive psychology; here they will have the opportunity to apply theories of wellbeing and optimal functioning to their own lives.

ELEMENTS OF ASSESSMENT see [Definitions of Elements and Components of Assessment](#)

E1 (Examination)	50%	P1 (Practical)	50%
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SUBJECT ASSESSMENT PANEL to which module should be linked: Psychology

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To develop an in-depth understanding of issues relating to diagnosis of mental disorders and an understanding of the context in which they occur
- To introduce and explore the concepts of 'wellbeing' and happiness
- To critically reflect on individual aspirations and apply new knowledge to develop this

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes (PILOs))

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 theories and models of positive psychology	8.1.3, 8.1.5, 8.1.6, 8.2.2, 8.2.7, 8.5.3
2) Apply and evaluate a positive psychology intervention in an action plan to achieve individual aspirations	8.1.4, 8.2.1, 8.2.5, 8.3.2, 8.3.3, 8.4.1, 8.5.3
3) Discuss issues of classification and diagnosis	8.1.4, 8.1.5, 8.2.3, 8.2.6, 8.5.3
4) Evaluate the usefulness of psychological theories in explaining and treating psychopathology.	8.1.3, 8.1.4, 8.1.6, 8.2.1, 8.2.2, 8.2.3, 8.2.6, 8.2.7, 8.5.3
5) Understand mental health in a range of real-life contexts	8.1.4, 8.1.6, 8.2.3
6) Communicate ideas and arguments effectively through an oral presentation	8.3.2, 8.3.4, 8.4.1

DATE OF APPROVAL: 19 April 2023

FACULTY/OFFICE: Partnerships

DATE OF IMPLEMENTATION: September 2023

SCHOOL/PARTNER: Strode College

DATE(S) OF APPROVED CHANGE:

SEMESTER (INDICATIVE): Semester 1

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT (STRO2125)

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process.

ACADEMIC YEAR: 2026-27	NATIONAL COST CENTRE: 104
MODULE LEADER: Christina Packer	OTHER MODULE STAFF:
Summary of Module Content	
The first part of the module covers Clinical Psychology and includes: <ul style="list-style-type: none">• Issues with classification and diagnosis• Anxiety disorders• Mood disorders• Case studies• Clinical psychology in context: impact on economy• Risk prediction• Mental illness and crime• A day in the life of a clinical psychologist	
Historically Psychology has focused on human experience from the perspective of languishing – seeking to understand and treat disorders of mental health. This module seeks to address this imbalance and therefore the second part of this module will introduce students to the other side of the spectrum – what makes people happy, how do we encourage flourishing?	
The second part of the module introduces Positive Psychology and includes: <ul style="list-style-type: none">• Models of wellbeing• Interventions• Facets of positive psychology ie optimism gratitude• Strengths• Cross cultural positive psychology	

SUMMARY OF TEACHING AND LEARNING

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Taught sessions
Seminars	15	Group discussion on specific topics
Tutorials	5	Group and 1:1 tutorial sessions
Guided independent study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours)

SUMMATIVE ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Practical	Video Diary ALO 1, 2, 6	100%
Exam	Exam 2 hours Short and long answer questions ALO 3,4,5	100%

REFERRAL ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Practical	Video Diary ALO:1,2,6	100%
Coursework in lieu of Exam	Assignment: Short and long answer questions ALO 3,4,5	100%

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

Updated by: Christina Packer
Date: 16/06/2026

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

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

MODULE CODE: STRO2126		MODULE TITLE: Research Methods 2	
CREDITS: 20	FHEQ LEVEL: 5	HECOS CODE: 100497 Psychology; 100959 Research Methods in Psychology; 100406 Statistics	
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No	
SHORT MODULE DESCRIPTOR: (max 425 characters)			
This module is designed to consolidate and extend competence in research design by using qualitative techniques and quantitative statistical analysis techniques.			
ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment			
C1 (Coursework)	100%		
SUBJECT ASSESSMENT PANEL to which module should be linked: Psychology			
Professional body minimum pass mark requirement: N/A			
MODULE AIMS:			
<ul style="list-style-type: none"> To develop advanced skills of research design with qualitative methods and analysis of qualitative data. To enable the use of appropriate statistical tests for inferential data analysis. To consider methodological problems in research design and strategies to address them 			
ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes (PILOs))			
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 an understanding of non-experimental research design: implement simple research project and present findings in a scientific-style report		8.1.1, 8.1.4, 8.1.7, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.5.1, 8.5.2, 8.5.3	
2) Demonstrate an understanding of research design with qualitative methods		8.1.1, 8.1.4, 8.2.6, 8.2.8, 8.3.1, 8.3.2, 8.4.1, 8.4.2, 8.5.1, 8.5.3	
3) Critically analyse qualitative data to answer research questions		8.1.4, 8.2.3, 8.2.4, 8.2.5, 8.2.8, 8.5.1, 8.5.3	
4) Interpret, analyse and present quantitative data, using an analytic software package to answer research questions		8.2.3, 8.2.4, 8.2.5, 8.5.2, 8.5.3	
5) Evaluate methodological problems with psychological methods and be able to construct strategies to overcome this		8.2.6, 8.2.8, 8.4.2, 8.5.1	
6) Apply psychological theory and research to work-based learning		8.2.4, 8.3.2, 8.3.3, 8.4.1	
DATE OF APPROVAL: 19 April 2023		FACULTY/OFFICE: Partnerships	
DATE OF IMPLEMENTATION: September 2023		SCHOOL/PARTNER: Strode College	
DATE(S) OF APPROVED CHANGE:		SEMESTER (INDICATIVE): All year	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT (STRO2126)

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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026-27	NATIONAL COST CENTRE: 104
MODULE LEADER: Georgia Davies	OTHER MODULE STAFF:

Summary of Module Content

- Data analysis methods including regression, ANOVA, content and thematic.
- Appropriate statistical tests for inferential data analysis.
- Self-report research methods including questionnaires and interviews.
- Research methods using case studies and observations.
- Identifying methodological problems and strategies to address them.
- Principles of test construction.
- Reflexivity in research.
- The role of psychological research in society.

SUMMARY OF TEACHING AND LEARNING

Scheduled Activities	Hours	Comments/Additional Information
Lectures	20	Taught sessions
Seminars	15	Group discussion on specific topics
Tutorials	5	Group and 1:1 tutorial sessions
Practical classes and workshops	10	Guided use of statistical software Research methods writing and feedback sessions
Guided independent study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name and associated ALOs	Component Weighting
Coursework	Report Quantitative non-experimental report 2000 words ALO 1,3,4,5	50%
	Report Thematic analysis of qualitative data and reflectivity statement 2000 words ALO 2,3,5,6	50%
		Total = 100%

REFERRAL ASSESSMENT

Element Category	Component Name and associated ALOs and associated ALOs	Component Weighting
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Coursework	<p>Report 3000 word non-experimental report</p> <p>A mixed methods report where a qualitative element is added to a non-experimental report. This includes 500 word reflection on work-related learning</p> <p>LO 1,2,3,4,5,6</p>	100%
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To be completed when presented for Minor Change approval and/or annually updated

Updated by: Christina Packer
Date: 16/06/2026

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