

## Contents

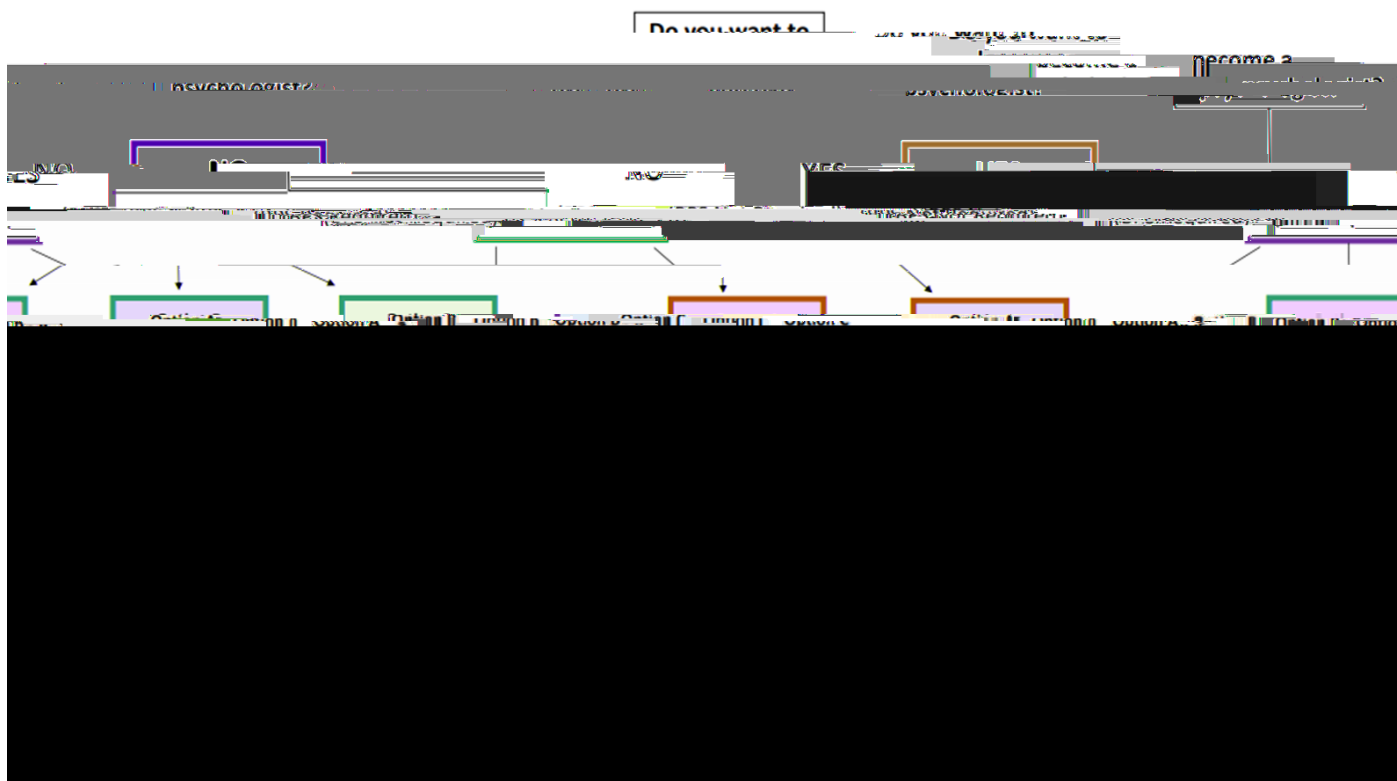
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Welcome to the Foundation Degree in Psychological Studies delivered at North Devon Campus by Petroc.

The FdSc in Psychological Studies offers students the opportunity to study the science of the mind and behaviour. Over the two years students will gain knowledge in a variety of diverse subjects including social psychology, developmental psychology, behaviourism and abnormality. In addition, students will learn how to carry out their own psychological research.

Students can then progress to study on the BA (Hons) Human Behavioural Studies programme here at Petroc or transfer to the University of Plymouth on the BSc Psychological Studies programme. If they wish to have a BPS accredited degree, they can transfer into Year 2 of the BSc Psychology programme at the University of Plymouth. Please see BPS table below -



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. During your first year of study you will be required to take 37 hours of Work Based Learning in an appropriate setting of your choice.

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

Not applicable

The programme will deliver:

1. Be informative and challenging and to establish a knowledge base suitable for a future career and provide students with a variety of entry qualifications an opportunity to be skilled and knowledgeable for the workplace.
2. Encourage and support students whilst they develop and supply subject specific and generic skills, knowledge and understanding that will facilitate lifelong learning and continuing professional development.
3. Provide students with a qualification that will allow progression to an honour's degree programme, and to develop the underpinning skills required for students to become independent learners in the constantly evolving field of psychology.

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

1. Discuss psychological theory and method showing an awareness of a variety of perspectives, contexts/frameworks and potential applications.
2. Identify and demonstrate knowledge of a range of research techniques appropriate psychology investigation and be able to evaluate the usage of these.
3. Interact effectively within a team/learning group, showing an awareness of the contextual and interpersonal factors that influence teamwork.
4. Adopt a systematic approach to problem solving and be able to synthesise different areas of psychology and apply these to real world issues.
5. Demonstrate the ability to plan for the development of key skills essential to the workplace, to continuing professional development and to life-long learning.
6. Reflect upon their own learning and experiences and devise reasoned and justified solutions for problems.

Teaching group sizes are small which means students can benefit from more individual attention. Questions can be answered and problems solved more quickly and effectively both within and outside the teaching environment. As class sizes are small this facilitates a variety of teaching styles including outside

University of Plymouth programme then your stage two marks (level 5 modules) will be taken into account in your final degree classification. If you progress to the final stage of a Plymouth University programme then your stage two aggregate mark (from your level 5 modules) will account for 30% and your progression stage (level 6 modules) aggregate mark will account for 70% of your final degree classification.

Alternatively, you can choose to study at Petroc and complete stage 6 and achieve a BA (Hons) in Human Behavioural Studies. If you progress to this final stage of a University of Plymouth programme then your stage two marks (level 5 modules) will be taken into account in your final degree classification. If you progress to the final stage of a Plymouth University programme then your stage two aggregate mark (from your level 5 modules) will account for 30% and your progression stage (level 6 modules) aggregate mark will account for 70% of your final degree classification.

If you need to gain a BPS accredited degree in order to get GBC (graduate basis for chartership and therefore train as a psychologist or work within an area of psychology) you can choose to progress to level 5 at Plymouth University and therefore complete two years. If you progress to level 5 then the marks you achieve in Plymouth University in level 5 and level 6 will be used for your final degree classification. If you have aspirations to be a psychologist at any point in the future then it is essential that you gain GBC.

Please note there is a deadline for progression applications (circa mid-January with the actual date determined annually) and places may be subject to availability.

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

Qualification(s) Required for Entry to this Programme:	Details:
Level 2:	
1. Key Skills requirement / Higher Level Diploma: and/or	
2. GCSEs required at Grade C or above:	English and Maths at C or above preferred
Level 3: at least one of the following:	
3. A Levels required to meet AS/A2/UCAS Points Tariff:	120 UCAS points
4. Advanced Level Diploma:	
5. BTEC National Certificate/Diploma:	PPP
6. HNC/D:	
7. VDA: AGNVQ, AVCE, AVS:	
8. Access to HE or Year 0 provision:	
9. International Baccalaureate:	
10. Irish / Scottish Highers / Advanced Highers:	
Work Experience:	
Other non-standard awards or experiences:	Mature students (over 21 years) considered on an individual basis.
APEL / APCL possibilities:	<a href="http://www.plymouth.ac.uk/pages/view.asp?page=28823">http://www.plymouth.ac.uk/pages/view.asp?page=28823</a>
Interview / Portfolio requirements:	ALL applicants are to be interviewed <sup>2</sup>
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:	Yes Student

The Programme Leader and their Programme Committee will follow Plymouth University's current annual monitoring process for partnership programmes to complete evaluation of and planning for maintá:



The following

<sup>n</sup> Developing graduate attributes and skills, at

For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s):  
Students will be able to

1) e q b

1)

Interact effectivel

For this sub-bachelor level program

knowledge, and how this influences analyses and interpretations based on that knowledge..

Discuss psychological theory and method showing an awareness of a variety of perspective, contexts/frameworks and potential applications. Identify and demonstrate knowledge of a range of research techniques appropriate to psychology investigation and be able to evaluate the usage of these

Lectures, Seminars, Workshops

1 & 2

LO1 & 2

Essays, Reports, Exams, Presentations

NORD2055, NORD2052, PETR2132, NORD2054

Guided individual study

Our embedding of Knowledge and Understanding is assessed formatively through weekly tutorials, question and answer, peer discussion and feedback.

For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s):

University of  
Studentz



Qual

Demonstrate the ability to plan for the development of key skills essential to the



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

					—
Work Placement which lends itself to the development of a psychological research proposal	Students source own relevant experience, for at least a week	2 and 3	1,2,3,4,5 and 6	Reflective Report	PETR1081









## SECTION A: DEFINI

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

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

British Journal of Developmental Psychology (available from Plymouth University).

Hewstone, M. & Stroebe, W. (2001). *Introduction to social psychology: A European perspective* 3rd Edn. Oxford: Blackwell

Smith, E. & Mackie, D. (2007) *Social psychology*. 3<sup>rd</sup> Edn. Hove: Psychology Press

British Journal of Social Psychology (available from the university of Plymouth)

Powell, R., Sybaluk, D.G. & Honey, P. L. (2009). *Introduction to learning and behaviour – 3<sup>rd</sup> Ed.* Belmont: Wadsworth

Pierce, W. D. & Cheney, C. D. (2004). *Behaviour analysis and learning*. 3<sup>rd</sup> Ed. New Jersey: Lawrence Erlbaum Associates.



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

MODULE CODE: NORD1054

MODULE TITLE: Cognitive and Biological Psychology

CREDITS: 20

FHEQ LEVEL: 4

JACS CODE:

PRE-REQUISITES:  
None

CO-REQUISITES:  
None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module aims to allow students to acquire a broad foundation of knowledge of the core areas of cognitive psychology and biological psychology. It will investigate specific areas and allow students to interpret findings from studies to enhance understanding of the brain and nervous system and how it works.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK			PRACTICE
E1 (Formally scheduled)	50%	C1	50%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked:  
Business, Health & Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

To allow students to acquire a broad foundation of knowledge in the core areas of cognitive and PRODUCE

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

ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE:

MODULE LEADER: Samantha Dart

OTHER MODULE STAFF:

Summary of Module Content

An understanding of the brain and the nervous system, how these work and the ways in which psychology investigate them.

Hidden processes, the ideas of cognitive psychology as investigating hidden processes will be discussed and the importance of these.

Cognitive psychology; a variety of topics will be looked at such as memory, language and attention. Both theoretical aspects and key historical and recent studies will be examined.

Biological psychology; topics such as stress, how the brain works, vision. Both theoretical aspects and key historical and recent studies will be examined.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	22	
Seminars	8	
Self-directed Study	170	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E1		100%	LO 1&3
			Total=100%	
Coursework	T_	C1	0%	LO 2&4
			100%	
Practice	P_		Total = 100%	
			0%	

The recommended texts for the course are:

Baddeley, A.D. (2002). *Human Memory: theory and practice* rev.edn. Sussex: Psychology Press

Carlson, N.S.R., Sudds, H., Heth, D. C., Danilov, J. W. & Martin, G. N. (2011). *Psychology* Press

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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be*

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ACADEMIC YEAR: 2023/24

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

PETR1149

Psychology and Crime

CREDITS: 20

FHEQ LEVEL: 4

JACS CODE:

PRE-REQUISITES:  
None

CO-REQUISITES:  
None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will provide an introduction to the relationship between Psychology and Crime. Students will consider psychological explanations of offender behaviour, aspects of the legal process, including police investigations and court procedures, and the effectiveness of offender programmes.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	50%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	50%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked:  
Business, Health & Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Develop knowledge and a critical understanding of psychological factors in the explanation of crime
- Develop knowledge and understanding of psychological theory and research relating to aspects of the legal process, including police investigations and court procedures
- Develop an ability to critically evaluate psychological theory and research relating to aspects of the legal process, including police investigations and court procedures
- Develop a critical awareness of the effectiveness of offender programmes

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Critically evaluate psychological factors in the explanation of crime
2. Demonstrate knowledge and understanding of psychological theory and research relating to aspects of the legal process, including police investigations and court procedures
3. Demonstrate an ability to critically evaluate psychological theory and research relating to aspects of the legal process, including police investigations and court procedures
4. Demonstrate a critical awareness of the effectiveness of offender programmes

DATE OF APPROVAL:

FACULTY/OFFICE:

Academic Partnership

DATE OF IMPLEMENTATION: September 2017

SCHOOL/PARTNER: Petroc

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX

TERM: All Year

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2023/24	NATIONAL COST CENTRE:
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MODULE LEADER: Polly Kinnear	OTHER MODULE STAFF:
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<p>Summary of Module Content</p> <p>Psychological explanations of offender behaviour from biological, cognitive, social and psycho-dynamic approaches</p> <p>Aspects of the legal process, including the accuracy of eye witness testimony and potential jury bias</p> <p>The effectiveness of offender programmes such as custodial sentencing, restorative justice and desistance</p>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	22	
Seminars	8	
Self-directed Study	170	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E1		0%	
	T_		0%	
Coursework	C1		50%	LO 2&3
	C2		50%	LO 1&4
			Total = 100%	
Practice	P_		0%	

The recommended texts for the course are:

Course Text – David Canter *Criminal Psychology* from the Topics in Applied Psychology series. Routledge

Britton, Paul – *The Jigsaw Man*. Corgi

Britton, Paul – *Picking Up the Pieces*. Corgi

Canter, David *Forensic Psychology – A Very Short Introduction* Oxford University Press

Elisha Nicholls 28/09/2022	: Elisha Nicholls 28/09/2022
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

NORD1082

Research Methods

CREDITS: 20

FHEQ LEVEL: 4

JACS CODE: X210

PRE-REQUISITES: None

CO-REQUISITES:None

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces the rationale for scientific research in psychology. It also introduces a range of approaches and research methodologies, together with their benefits and drawbacks. Basic aspects of experimental design are covered, together with statistical analysis and the use of computers for basic data manipulation and analysis. The module also provides training in the writing of research reports.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	50%	C1	40%	P1	0% or Pass/Fail
T1 (in-class test)	10%	C2	0%	P3	0% or Pass/Fail
T2 (in-class test)					

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

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ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE:

MODULE LEADER: Samantha Dart

OTHER MODULE STAFF:

### Summary of Module Content

This module will begin by examining the scientific method and the scientific status of psychology, including the status of psychological terms, validity and reliability, and an introduction to major research styles in psychology. Issues and techniques in data collection and representation will then be examined, followed by an examination of the logic of the experimental method, of hypothesis testing, and of inferential statistics. Special attention will be paid to the selection and control of independent variables and to the selection of appropriate dependent variables. The emphasis will then shift to an examination of the non-parametric and simple parametric statistical analyses appropriate to different types of design and data. Ethical considerations will be highlighted throughout. Understanding of the conceptual elements of the course will be reinforced in tutorials, and by practical exercises in laboratory workshops in which experiments using the techniques covered in the lectures will be carried out. Students will be trained in the use of statistical software to a level where appropriate analyses can be run on the data collected.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	
Workshops	15	
Self-directed Study	155	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E1		100%	LO 2-3
	T1		100%	LO 1
Coursework	C1		100%	LO 4-5
	-		Total = 100%	
Practice	P_		0%	

The recommended texts for the course are:

Allen, P. & Bennett, K. (2018)



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

MODULE CODE: NORD2052

MODULE TITLE: Social Development of Children

CREDIT VALUE:

FHEQ LEVEL: 5

JACS CODE:

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module will explore the social development of children and adolescents. It will build upon previous knowledge of both developmental and social psychology in order to explore topics in more detail. These topics will be taken from different aspects of child development with the aim to explore and challenge commonly held beliefs with the use of relevant psychological research.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	50%	C1	50%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business, Health & Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:   
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## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2023/24	NATIONAL COST CENTRE:
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MODULE LEADER: Samantha Dart	OTHER MODULE STAFF:
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Summary of Module Content Topics will include things such as: play, developmental disorders, social development in different family arrangements, parent-child relationships, peer relationships These will be examined in the light of previous knowledge from developmental and social psychology and through looking at relevant, up to date research
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	22	
Seminars	8	
Self-directed Study	170	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E1		100% Total = 100%	LO 2
	T		0%	
Coursework	C1		100% Total = 100%	LO 1&3
Practice	P		0%	

The recommended texts for the course are:

Smith, Peter K. and Craig H. Hart (eds). (2010). *Blackwell Handbook of Childhood Social Development*. Blackwell Publishing. Blackwell Reference Online.

Hewstone, M., Stroebe, W., and Stephenson, G. (1996). *Introduction to Social Psychology*, 2<sup>nd</sup> edition. Oxford: Blackwell

Usha, G. (2004). *Blackwell Handbook of Children Cognitive Development*. Oxford: Blackwell Publishing

Wood, D. (1998). *How children think and learn: The social contexts of cognitive development*. 2<sup>nd</sup> Ed. Oxford: Blackwell.

Shaffer, D. R. (2002). *Developmental Psychology: Childhood and Adolescence 6<sup>th</sup> Ed*. Belmont: Wadsworth/Thomson Learning.

Bee, Helen and Boyd D. (2010) *The Developing Child 12<sup>th</sup> Edition*. Boston: Pearson

British Journal of Developmental Psychology (available from the university of Plymouth).

Elisha Nicholls 28/09/2022	: Elisha Nicholls 28/09/2022
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SECTION A: Di

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ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE:

MODULE LEADER: Samantha Dart

OTHER MODULE STAFF:

Summary of Module Content

To explore key issues and approaches to the study of personality and human abilities, and their relevance to applied settings. To critically consider the







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

PETR2144

Counselling Studies

CREDITS: 20

FHEQ LEVEL: 5

JACS CODE:

PRE-REQUISITES:  
None

CO-REQUISITES:  
None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module aims to introduce students to the key mainstream approaches within counselling and enable them to explore counselling and counselling skills within the social and political context. The module will have a focus on the ethics and practice of counselling.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE
E1 (Formally scheduled)	0%	C1	60%	P1 40%
E2 (OSCE)	0%	C2	xx%	P3 0% or Pass/Fail
T1 (in-class test)	0%	A1	xx%	

SUBJECT ASSESSMENT PANEL Group to which module should be linked:  
Business, Health & Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To enhance students' ability to link concepts and evidence in social science within a broadly comparative framework
- To explore some of the key ethical and practice issues relevant to the counselling field
- To heighten awareness of social and political context of counselling and to explore anti-oppressive practice

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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

2 *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*








Scheduled Activities	Hours	Comments/Additional Information
Lectures	22	
Seminars	8	
Self-directed Study	170	



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

PETR2119

Psychology of Health and Illness

CREDITS: 20

FHEQ LEVEL: 5

JACS CODE:

PRE-REQUISITES:  
None

CO-REQUISITES:  
None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(me/*

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: All Year
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Additional notes (for office use only):
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## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE:

MODULE LEADER: Samantha Dart

OTHER MODULE STAFF:

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