

## Course Specification

<b>A. Course Information</b>			
<b>Final award title(s)</b>	BSc (Hons) Psychology with Criminology		
<b>Intermediate exit award title(s)</b>	University Certificate CertHE Psychology DipHE Psychology		
<b>UCAS Code</b>		<b>Course Code(s)</b>	FT: 5263 4.5 Yr PT: 5221 6 Yr PT: 5255
	London South Bank University		
<b>School</b>	<input checked="" type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS		
<b>Division</b>	Psychology		
<b>Course Director</b>	Serra Tekin Eriksson		
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify		
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify		
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>
	Full time	3	September
	Full time with placement/ sandwich year		
	Part time	4.5	September
	Part time	6	September
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	Please complete the International Office questionnaire <b>Yes</b> Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.		
<b>Approval dates:</b>	Course(s) validated	October 2011	
	Course review date	October 2016	
	Course specification last updated and signed off	September 2023	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	British Psychological Society (students are eligible for graduate Basis for Chartership with the BPS provided they complete the full award, with a classification of 2:2 or above).		
<b>Reference points:</b>	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations	

	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications 2018 Psychology Subject Benchmark Statements (2019) PSRB: British Psychological Society Standards and Guidelines <a href="https://www.bps.org.uk/our-members/standards-and-guidelines">https://www.bps.org.uk/our-members/standards-and-guidelines</a> Competitions and Markets Authority SEEC Level Descriptors 2021 Office for Students (OfS) Guidance
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### B. Course Aims and Features

<b>Distinctive features of course</b>	<p>The Psychology component of this course is, to our knowledge, the first in the UK, that teaches the core curriculum from a holistic perspective so students fully appreciate how different areas of psychology (biological, cognitive, individual differences, developmental, social and conceptual and historical issues) integrate to facilitate greater understanding of human behaviour by exploring themes such as feelings, behaviour with others, thinking and communication and learning and memory.</p>
<b>Course Aims</b>	<p>The BSc (Hons) Psychology with Criminology aims to:</p> <ol style="list-style-type: none"> <li>1. Provide students with a grounding in the empirical study of behaviour and of psychological processes and to acquaint them with the major facts, theories and debates in contemporary Psychology;</li> <li>2. Provide students with a grounding in the study of crime, criminal justice, and criminological research, and to acquaint them with the major facts, theories and debates in contemporary Criminology;</li> <li>3. Provide an up-to-date curriculum that is delivered to a high quality and is informed by scholarship and research;</li> <li>4. Provide students with the knowledge, skills and techniques to identify and investigate psychological issues and problems empirically and ethically;</li> <li>5. Support and meet the needs of students from varied educational and personal backgrounds so that they have the best opportunity to meet the demands of degree-level education;</li> <li>6. Ensure students develop the core skills of critical thinking, communication, and employability, which provide a sound basis for progression into work and/or further study.</li> <li>7. Provide a programme of study that leads to Graduate Membership and eligibility for the Graduate Basis for Chartered membership with the BPS</li> </ol>
<b>Course Learning Outcomes</b>	<p><b>a) Students will have knowledge and understanding of:</b></p> <p>A1 Biological psychology including evolutionary approaches and genetics, the biological basis of perception, learning and behaviour, brain functioning and neuroanatomy, synaptic transmission, neuropsychology and hormones.</p> <p>A2 Cognitive psychology including perception, attention, memory, language, thinking, reasoning and decision-making.</p> <p>A3 Social psychology including social cognition, critical approaches to understanding social behaviour, interpersonal behaviour intrapersonal behaviour, group processes, social communication, social development, and intergroup relations and conflict.</p> <p>A4 Developmental psychology including cognitive and language development, social behaviour, emotional development and attachment.</p> <p>A5 Individual differences including personality, intelligence, psychological testing, emotions and feelings, abnormal psychology and mental health.</p> <p>A6 Research methods and statistics including research design, quantitative methods, statistical analysis, inference and interpretation, qualitative analysis, and ethics in research design and conduct.</p>

A7 Conceptual and historical issues in psychology including locating current approaches in the developing history of the discipline, defining principles of psychology, approaches to the study of behaviour and experience, and conceptual debates.

A8 Applied psychology encompassing principles of application to real world issues.

**A. Knowledge and understanding of the following core domains (each domain is taught in more than one module):**

A1 *The importance of the social in the explanation of crime.*

A2 *The importance of theory and its diversity within criminology.*

A3 *The multi-disciplinary character of the criminological enterprise.*

A4 *The character of criminal justice policy and its construction.*

**b) Students will develop their intellectual skills such that they are able to:**

B1 Demonstrate familiarity with a broad spectrum of crime and criminal justice related issues and debates.

B2 Show a critical understanding of the key theoretical approaches to the academic study of crime and criminal justice.

B3 Demonstrate an understanding of the protocols for initiating and carrying through criminological research in an analytical and theoretical way, whilst making appropriate and critical use of evidence.

B4 Demonstrate the cognitive skills necessary to review and evaluate argument, evidence and texts in the field of criminology and beyond.

B5 Demonstrate a fluent and critical understanding of the character of crime and criminal justice in a comparative, theoretical and historical way.

B6 Demonstrate the ability to apply complex theoretical knowledge and ideas in the analysis of crime and criminal justice

**c) Students will acquire and develop practical skills such that they are able to:**

C1 Communicate with others, in a variety of ways, their critical and theoretically informed understanding of the character of crime and criminal justice.

C2 Demonstrate an ability to use skills of comparative analysis, both historical and contemporaneous.

C3 Retrieve, sift, synthesise and analyse material from a wide range of sources and present their findings in a clear and balanced manner.

**d) Students will acquire and develop transferrable skills such that they are able to:**

D1 Initiate, manage and organise tasks both undertaken independently and as part of a group, and within constraints of time.

D2 Retrieve information and ideas effectively and critically from a variety of primary and secondary sources.

D3 Present in written and oral form, complex information and ideas in a variety of contexts and in a balanced fashion.

D4 Make effective use of information technology skills.

### C. Teaching and Learning Strategy

- A1, A2, A3, A4, A5, A7 and A8 are all introduced in level 4. These core domains are delivered via a combination of lectures plus seminars or workshops in all levels. Topic areas are added and developed in level 5. In level 6 students specialise through a number of optional modules. In most level 4 seminars practical and/or interactive exercises that either support learning or enhance study skills are used. In levels 5 and 6 a variety of seminar, workshop, presentation, interactive and e-learning activities aim to help students develop their critical and analytical skills.
- A6 is covered in a spine of modules running through levels 4 and 5. Topics are covered in a combination of lectures, seminars and practical classes. A major piece of empirical work, requiring working knowledge of this domain, is carried out in level 6.
- Directed reading is an important aspect of teaching and learning in all domains. The amount, sophistication and primary nature of the directed reading increases from level 4 through level 6.
- Acquisition of A1-A4 is through a combination of lectures, seminars and workshops supported by feedback on student performance in class and coursework throughout the course.
- A1-A4 are woven into criminology modules at all levels. Level 4 modules are introductory and lay the foundation for all learning outcomes. Level 6 modules extend the critical and analytical learning outcomes.
- Acquisition of B1 – B5 is at both levels 4 and 6 for criminology modules, through a combination of lectures, seminars, and workshops, as well as through coursework feedback and the use of online sources and the VLE.
- Critical thinking is developed in a scaffolded manner, such that students are provided with level appropriate guidance and signposting as outlined in the table below. Module outcomes have been developed to reflect these stepping stones.

<b>Stepping Stones in the Development of Critical Thinking Skills</b>			
	Level 4	Level 5	Level 6
Knowledge and understanding	<ul style="list-style-type: none"> <li>• Awareness that knowledge base is open to ongoing debate and reformulation</li> <li>• Understands the difference between primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises the weight of evidence in supporting perspectives</li> <li>• Recognises that perspectives/approaches can differ in the quality of evidence used to support them</li> </ul>	<ul style="list-style-type: none"> <li>• Can relate the knowledge base to other fields of study</li> </ul>
Conceptualisation	<ul style="list-style-type: none"> <li>• Identifies key concepts</li> <li>• Identifies strengths and weaknesses of above</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises competing perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Can argue from competing perspectives</li> </ul>
Synthesis	<ul style="list-style-type: none"> <li>• Collects information from a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesises information from a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Applies knowledge in unfamiliar contexts</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Judges the reliability of data</li> </ul>	<ul style="list-style-type: none"> <li>• Compare methods and techniques</li> <li>• Can select appropriate methods for evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Sophisticated explanation for contradictory data/evidence</li> </ul>

- Acquisition of C1 – C3 is again generally through the medium of lectures, seminars and workshops as well as class and coursework feedback. The burden of their acquisition, as with practical skills, tends to shift towards practical work.
- Acquisition of D1 – D4 again takes place through the mix of lectures, seminars, workshops, individual tutorials and feedback on student performance in class and coursework. However, as befits such skills, the burden of their acquisition, as with practical skills, tends to shift towards practical work. The process is initiated with

student performance in skills workshops at level 1 and continues with assessed and non-assessed oral and written student presentations throughout the course. Students at all levels are expected to make full use of information technology and the LRC.

- There is a focus on the explicit teaching of written, spoken, and listening based communication skills at level 4. This is then further developed at levels 5 and 6.
- We have placed employability at the heart of our psychology courses. To this end, the teaching and learning strategy will ensure that students are aware of skills development in relation to future employment (e.g. through personal developmental programmes, academic tutoring, clear signposting of skills development within modules, career and skills development opportunities from the Division and central services).

#### **D. Assessment**

- Assessment is varied. Summative assessments at levels 5 and 6 are generally assessed with a combination of examination and coursework. Coursework activities vary from essays through to a commentary on a persuasive communication, applied reports and research reports.
- Examination formats vary. Some use multiple choice questions, short answer questions, essays and tests of statistical knowledge and reasoning
- Formative assessment using traditional and e-learning tools are built in to all modules.
- Critical thinking is assessed in all modules, at the appropriate level (see above table). Summative assessment of critical thinking only occurs after formative assessment; therefore, a large component of formative assessment of critical thinking takes place at level 4, with summative assessment taking place increasingly at levels 5 and 6.
- Communication skills are assessed in all modules, at the appropriate level. Summative assessment of communication skills only occurs after formative assessment; therefore, a large component of formative assessment of communication skills takes place at level 4, with summative assessment taking place increasingly at levels 5 and 6.
- Assessment of employability skills is a mixture of formative and summative assessment in modules across all levels. Employability skills are also supported and developed via academic tutoring, and as such are formatively assessed outside taught modules.

#### **E. Academic Regulations**

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

<https://www.lsbu.ac.uk/about-us/policies-regulations-procedures>

#### **F. Entry Requirements**

The standard entry requirement for students (under 21 years old on Sept 1st) is 120 UCAS points plus 5 passes at GCSE level at grade C or above (reformed GCSEs Grade 4 or above) which must include English Language and Mathematics.

Applicants can be admitted if they pass the Access to HE Diploma with a minimum of 24 Distinctions and 21 Merits

Credit may be given for prior learning via APL at level 4 only and in accordance with the policies set by LSBU.

#### **G. Course structure(s)**

## **Course overview**

Awards are given in accordance with current London South Bank University Academic Regulations for Taught Programmes. Students are required to do four psychology modules and two criminology modules at Level 4 and 6, and six psychology modules at Level 5. All psychology modules in Levels 4 and 5 are compulsory. At Level 6 there is a combination of compulsory and optional modules depending on route. See below. The programme confers professional certification by the British Psychological Society (GBC) on graduates and the modules required for GBC are indicated below.

The Empirical Project module is exempt from the compensated pass regulation. To obtain GBC students have to pass the modules indicated in the curriculum below, with an overall degree classification of 2:2 or above:

The structure of the degree is as follows:

Level 4: 4 modules in Psychology, 2 modules in Criminology = 120 CATS credits

Level 5: 6 modules in Psychology = 120 CATS credits

Level 6: 4 modules in Psychology including the Empirical Project (double module), 2 modules in Criminology = 120 CATS credits.

The Empirical Project module is exempt from the compensated pass regulation.

BSc (Hons) Psychology with Criminology – **Full time**

Level	Semester 1	Semester 2
<b>4</b>	Psychological Research Methods 1	Psychological Research Methods 2 (GBC)
	Introducing Psychological Approaches	Exploring Psychological Approaches
	Deconstructing the Crime Problem	Understanding Crime: Criminological Theory in Context
<b>5</b>	Psychological Research Methods 3 (GBC)	Psychological Research Methods 4 (GBC)
	The Psychology of Learning and Memory (GBC)	The Psychology of Behaviour with Others (GBC)
	The Psychology of Feelings (GBC)	The Psychology of Thinking and Communicating (GBC)
<b>6</b>	Empirical Project (GBC)	Empirical Project (GBC)
	One option from: <ul style="list-style-type: none"> <li>• Psychology of Mental Health and Distress</li> <li>• Psychology of the Performing Arts</li> <li>• Thinking: Past, Present and Future</li> <li>• Psychology of Judgement and Decision Making</li> <li>• Psychopharmacology</li> <li>• Sex Gender Relationships</li> <li>• Professional Placement in Psychology</li> </ul>	One Option from: <ul style="list-style-type: none"> <li>• Psychology of Addictive Behaviours</li> <li>• Lifespan Development</li> <li>• Neuropsychology</li> <li>• Counselling Psychology and Psychotherapy</li> <li>• Psychology in the Workplace</li> <li>• Health Psychology</li> <li>• Clinical Approaches in Forensic Psychology</li> <li>• Applied Psychometrics</li> <li>• Professional Placement in Psychology</li> </ul>
	Gender, Crime, and Justice (CORE)	Contemporary Criminology (CORE)

BSc (Hons) Psychology with Criminology – **Part time 6 years' option**

Level	Yr	Semester 1	Semester 2
<b>4</b>	<b>1</b>	Psychological Research Methods 1	Exploring Psychological Approaches.
		Introducing Psychological Approaches	
	<b>2</b>	Deconstructing the Crime Problem	Psychological Research Methods 2 (GBC)
			Understanding Crime: Criminological Theory in Context
<b>5</b>	<b>3</b>	Psychological Research Methods 3 (GBC)	The Psychology of Thinking and Communicating (GBC)
		The Psychology of Learning and Memory (GBC)	
	<b>4</b>	The Psychology of Feelings (GBC)	Psychological Research Methods 4 (GBC)
			The Psychology of Behaviour with Others (GBC)
<b>6</b>	<b>5</b>	Gender, Crime and Justice (CORE)	One Option from: <ul style="list-style-type: none"> <li>• Psychology of Addictive Behaviours</li> <li>• Lifespan Development</li> <li>• Neuropsychology</li> </ul>

		<ul style="list-style-type: none"> <li>• Counselling Psychology and Psychotherapy</li> <li>• Psychology in the Workplace</li> <li>• Health Psychology</li> <li>• Clinical Approaches in Forensic Psychology</li> <li>• Applied Psychometrics</li> <li>• Professional Placement in Psychology</li> </ul>
		Contemporary Criminology (CORE)
<b>6</b>	Empirical Project (GBC)	Empirical Project (GBC)
	One option from: <ul style="list-style-type: none"> <li>• Psychology of Mental Health and Distress</li> <li>• Psychology of the Performing Arts</li> <li>• Thinking: Past, Present and Future</li> <li>• Psychology of Judgement and Decision Making</li> <li>• Psychopharmacology</li> <li>• Sex Gender Relationships</li> <li>• Professional Placement in Psychology</li> </ul>	

**BSc (Hons) Psychology with Criminology -Part time mode: 4.5 years option**

Level	Yr	Semester 1	Semester 2
<b>4</b>	<b>1</b>	Deconstructing the Crime Problem	Understanding Crime: Criminological Theory in Context
		Introducing Psychological Approaches	Exploring Psychological Approaches
<b>4/5</b>	<b>2</b>	Psychological Research Methods 1	Psychological Research Methods 2 (GBC)
		The Psychology of Learning and Memory (GBC)	The Psychology of Behaviour with Others (GBC)
<b>5</b>	<b>3</b>	Psychological Research Methods 3 (GBC)	Psychological Research Methods 4 (GBC)
		The Psychology of Feelings (GBC)	The Psychology of Thinking and Communication (GBC)
<b>6</b>	<b>4</b>	Empirical Project (GBC)	Empirical Project (GBC)
		One option from: <ul style="list-style-type: none"> <li>• Psychology of Mental Health and Distress</li> <li>• Psychology of the Performing Arts</li> <li>• Thinking: Past, Present and Future</li> <li>• Psychology of Judgement and Decision Making</li> <li>• Psychopharmacology</li> <li>• Sex Gender Relationships</li> <li>• Professional Placement in Psychology</li> </ul>	One option from: <ul style="list-style-type: none"> <li>• Psychology of Addictive Behaviours</li> <li>• Lifespan Development</li> <li>• Neuropsychology</li> <li>• Counselling Psychology and Psychotherapy</li> <li>• Psychology in the Workplace</li> <li>• Health Psychology</li> <li>• Clinical Approaches in Forensic Psychology</li> <li>• Applied Psychometrics</li> <li>• Professional Placement in Psychology</li> </ul>
		Gender, Crime and Justice (CORE)	Contemporary Criminology (CORE)
	<b>5</b>	Two options from: <ul style="list-style-type: none"> <li>• Psychology of Mental Health and Distress</li> <li>• Psychology of the Performing Arts</li> <li>• Thinking: Past, Present and Future</li> </ul>	

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|  | <ul style="list-style-type: none"><li>• Psychology of Judgement and Decision Making</li><li>• Psychopharmacology</li><li>• Sex Gender Relationships</li><li>• Professional Placement in Psychology</li></ul> |  |
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### **Placements information**

Students have the option of taking the placement module at level 6. Students will find their own placements.

### **H. Course Modules**

- Level 6 optional modules are subject to change depending on staffing and availability.
  - Should an optional module need to be changed, students will be notified by email and also in person at lectures as appropriate. If the change occurs after students have selected their module options, students will be offered the opportunity to switch to another module of their choice.

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credit value</b>	<b>Assessment</b>
DSS_4_DC P	Deconstructing the Crime problem	4	1	20	Online Crime statistics quiz (30%) 1500-word essay (70%)
DSS_4_UC C	Understanding Crime: criminological theory in context	4	2	20	2-hour seen exam (100%)
PSY_4_RM 1	Psychological Research Methods 1	4	1	20	- Practical Report (60%) - Exam (40%)
PSY_4_PR M	Psychological Research Methods 2	4	2	20	- Practical Report (50%) - Practical Report (50%)
PSY_4_IPA	Introducing Psychological Approaches	4	1	20	- Portfolio (2 essays) (100%)
PSY_4_EP A	Exploring Psychological Approaches	4	2	20	- Exam (100%)
PSY_5_ER M	Psychological Research Methods 3	5	1	20	- Practical report (40%) - Exam (60%)
PSY_5_PB O	Psychology of Behaviour with Others	5	2	20	- Portfolio (persuasive communication essay 50%, 1 mini essay 50%) (100%)
PSY_5_PO F	Psychology of Feelings	5	1	20	- Portfolio (PPT slides 70%, annotated bibliography 30%) (100%)
PSY_5_PR M	Psychological Research Methods 4	5	2	20	- Practical report (qualitative or quantitative) (40%) - Specialised research practical report (60%)

PSY_5_PT K	Psychology of Thinking and Communication	5	2	20	- Portfolio (essay 50%, exam 50%) (100%)
PSY_5_PL M	Psychology of Learning and Memory	5	1	20	- Essay (100%)
PSY_6_HT P	Health Psychology	6	2	20	- Coursework essay (100%)
PSY_6_AP M	Applied Psychometrics	6	2	20	- Performance in administering tests (20%) - Exam (80%)
PSY_6_DB B	Development of Brain and Behaviour in Infancy	6	1	20	- Poster portfolio (poster 80%, annotated bibliography 20%) (100%)
PSY_6_EP P	Empirical Project	6	1+2	40	- Empirical project (100%)
PSY_6_EP F	Empirical Project (Fast Track)	6	1	40	- Empirical project (100%)
PSY_6_NR P	Neuropsychology	6	2	20	- Coursework essay (40%) - Exam (60%)
PSY_6_LS D	Lifespan Development	6	2	20	- Coursework essay (100%)
PSY_6_PA B	Psychology of Addictive Behaviour	6	2	20	- Technical report (100%)
PSY_6_PII	Psychology of Inter- and Intra-Group Processes	6	1	20	- Portfolio (essay 50%, mini essays 50%) (100%)
PSY_6_PP F	Thinking: Past, Present & Future	6	1	20	- Portfolio (Group oral poster presentation 40%, 2 mini essays 60%) (100%)
PSY_6_PY P	Psychopharmacology	6	1	20	- Technical report (50%) - Exam (50%)

PSY_6_PP_P	Professional Placement in Psychology	6	1 or 2	20	- Reflective essay (100%)
PSY_6_PW_K	Psychology in the Workplace	6	2	20	- Portfolio of work (group oral PPT presentation 60%, reflective essay 40%) (100%)
PSY_6_CP_P	Counselling Psychology and Psychotherapy	6	2	20	- Coursework essay (100%)
PSY_6_PM_H	Psychology of Mental Health and Distress	6	1	20	- Coursework essay (100%)
PSY_6_PP_A	Psychology of the Performing Arts	6	1	20	Portfolio (100%)
PSY_6_PS_R	Psychology of Sex Gender Relationships	6	1	20	Coursework essay (50%) Portfolio (50%)
PSY_6_PC_J	Psychology in the Criminal Justice System	6	1	20	Coursework essay (100%)
PSY_6_PJ_D	Psychology of Judgement and Decision	6	2	20	Coursework essay (60%) Technical report (40%)
PSY_6_CA_F	Clinical Approaches in Forensic Psychology	6	2	20	Coursework essay (comprised of two elements at 40% and 60%, totalling 100%)
DSS_6_CC_R	Contemporary Criminology	6	2	20	2000-word essay (50%) 2000-word essay (50%)
DSS_6_GC_J	Gender, Crime and Justice	6	1	20	3-hour seen exam (100%)

### I. Timetable information

Exact timetables will be communicated to students before each semester starts.

- The full-time course is taught over three half days per teaching week

- The part-time 4.5 year course is taught over 2 half days per teaching week
- The part-time 6 year course is taught over 1 or 2 half days per teaching week

## **J. Costs and financial support**

### **Course related costs**

- There are no specific additional course-related costs for this course

### **Tuition fees/financial support/accommodation and living costs**

Information on tuition fees/financial support can be found by clicking on the following link:

<http://www.lsbu.ac.uk/study/undergraduate/fees-and-funding> or

<http://www.lsbu.ac.uk/study/postgraduate/fees-and-funding>

<https://www.lsbu.ac.uk/international/fees-and-funding>

Information on living costs and accommodation can be found by clicking the following link:

<https://www.lsbu.ac.uk/student-life/our-campuses/southwark/cost-of-living>

### **List of Appendices**

Appendix A: Curriculum Map

Appendix B: Terminology

## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Level	Module Title	A1 Biological	A2 Cognitive	A3 Social	A4 Developmental	A5 Individual Differences	A6 Research Methods	A7 Conceptual and	A8 Applied	B1 Critical thinking	C1 Communication	D1 Employability
4	Psychological Research Methods 1	-	-	-	-	-	TDA	TD	-	TDA	TDA	TD
4	Introducing Psychological Approaches	TDA	-	TDA	TDA	TDA	-	TDA	-	TDA	TDA	TDA
4	Deconstructing the Crime Problem**	TDA	TDA	TDA	TDA	DT	DT	-	-	TDA	TD	TD
4	Psychological Research Methods 2	-	-	-	-	-	TDA	TD	-	TDA	TDA	D
4	Exploring Psychological Approaches	-	TDA	TDA	TD	TDA	-	-	TD	TDA	TDA	DA
4	Understanding Crime: criminological theory in context***	TDA	TDA	TDA	TDA	TD	TDA	-	-	TDA	TD	TD
5	Psychological Research Methods 3	-	-	-	-	-	TDA	TD	-	TDA	TDA	D
5	The Psychology of Learning and Memory	TDA	TDA	TDA	TDA	-	-	TD	-	TDA	TDA	DA
5	The Psychology of Feelings	TDA	TDA	TDA	TDA	TDA	-	TD	TD	TDA	TDA	DA
5	Psychological Research Methods 4	-	-	-	-	-	TDA	TD	-	TDA	TDA	D
5	The Psychology of Behaviour with Others	TDA	TDA	TDA	TDA	-	-	TD	TDA	DA	TDA	D
5	The Psychology of Thinking and Communication	-	TDA	TDA	TDA	TDA	TD	TD	TD	DA	TDA	TD
6	Health Psychology	D	TDA	TDA	TD	TDA	DA	TD	TDA	TDA	DA	-
6	Development of Brain and Behaviour in Infancy	TDA	TDA	D	TDA	TDA	DA	TD	TDA	TDA	DA	D
6	Eyewitness Psychology	-	TDA	TDA	TDA	TDA	-	T	TDA	TDA	DA	-
6	Psychology of Mental Health and Distress	TDA	TDA	TDA	TDA	-	TDA	TDA	DA	TDA	DA	D
6	Psychology of Addictive Behaviour	TA	TDA	D	D	TDA	D	DA	TDA	TDA	DA	-
6	Psychopharmacology	TDA	D			TDA	DA	D	TDA	TDA	TDA	-
6	Psychology of intra and inter group processes	TDA	TDA	TDA	-	TDA	TDA	TDA	TDA	TDA	DA	-
6	Thinking: Past, Present, and Future	TDA	TDA	-	TDA	TDA	TD	TDA	TDA	TDA	DA	-
6	Psychology of the Workplace	-	TDA	TDA	-	-	-	TDA	TDA	TDA	TDA	-
6	Lifespan Development	TD	TDA	TDA	TDA	TDA	TDA	-	-	TDA	DA	-

6	Counselling Psychology and Psychotherapy	-	-	TD	TD	TDA	-	TDA	TDA	TDA	D A	-
6	Neuropsychology	T D A	T D A	-	-	T D	T D	T D	T D A	T D A	TD A	D
6	Applied Psychometrics	-	TDA	TDA	-	TDA	TDA	TDA	TDA	D	TDA	TDA
6	Empirical Project	-	-	-	-	-	D A	-	DA	DA	DA	DA
6	Professional Placement in Psychology	DA*	DA*	DA*	DA*	DA*	-	-	DA	DA	DA	DA
6	Gender, Crime and Justice****	TDA	TDA	TDA	TDA	-	TDA	-	-	TDA	TD	TD
6	Contemporary Criminology*****	TDA	TDA	TDA	TDA	D	TDA	-	-	TD	TD	TD
6	Psychology in the Criminal Justice System	-	TDA*	TDA*	-	-	TD	TDA	TDA	DA	DA	Da
6	Psychology of Judgment and Decision-Making	TDA*	TDA	TDA*	-	TDA*	TD	TD	TDA	TDA	DA	DA
6	Psychology of Sex, Gender and Relationships #	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
6	Psychology of the Performing Arts#	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
6	Clinical Approaches in Forensic Psychology#	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC

A = Assessed (Summative), T = Taught, D = Developed. Note: All modules are 20 credits except the Empirical Project which is 40 credits.

Development of knowledge and understanding of distinct areas will vary as a function of the placement type.

\*\* Additional learning outcomes addressed are: TDA (B2, B3, B5); TD (C2-C5, D2-D4); D (B4, D5)

\*\*\*Additional learning outcomes addressed are: TDA (B2,B3); TD (C2-C4, D3, D4); D (D5)

\*\*\*\*Additional learning outcomes addressed are: TDA (B2,B3,B5); TD (C2-C4, D2, D4, D5); D(D3)

\*\*\*\*\*Additional learning outcomes addressed are: TDA (B2,B3,B5) TD (C2-C4, D2, D4, D5); D (B4,D3)

# = new modules in 21/22 awaiting verification of outcomes which are taught, developed, and assessed.

## Appendix B: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions