PROGRAMME QUALITY HANDBOOK 2023-24

FdSc Psychology and Counselling Skills

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1.   Welcome and Introduction to FdSc Psychology and Counselling

1.1   Welcome

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH, our UCSD interactive website contains our online Handbook to support you with studying at UCSD. A link is available here https://www.ucsd.ac.uk/student-life/student-handbook. It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

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1.2   Programme Management

Role	Person	Email address
Personal Tutor and/or HE lead	Kelly Smith	Kellysmith@southdevon.ac.uk
Programme Coordinator	Lisa Rogers	lisarogers@southdevon.ac.uk
Higher Education Coordinator	Lisa Rogers	lisarogers@southdevon.ac.uk
Curriculum Head	Hannah Davies	hannahdavies@southdevon.ac.uk
Assistant Principal	Maria Woodger	mariawoodger@southdevon.ac.uk

1.3   Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

Kelly Smith is the HE Lead for FdSc Psychology and Counselling. She graduated with a BA (Hons) Child Development and Education and went on to complete her PGCE in Post Compulsory Education and Training. Kelly has worked in Early Years settings and secondary schools supporting literacy skills before joining the UCSD teaching team. Her interests are focused on policy surrounding education and working with families as well as supporting students with their professional development skills.

Kelly's research interests include educational policy on quality assurance and is completing her master's degree in social policy with Marjon University. Kelly is personal tutor for the Level 4 Psychology and Counselling learners and is module leader for the Level 5 Professional Practice shared with FdSc Psychology and Criminology.

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1.4   Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress
3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality.

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and can access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section Student Support Hub below for more information.

The tutorial and personal development curriculum is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor.

More information about the UCSD tutorial commitment and the Learning Outcomes covered by the tutorial and personal development curriculum at Level 4 and above are available on the UCSD website at https://www.ucsd.ac.uk/student-life/support/tutorial/

1.5   Course Contact List

Details of your modules leaders and how and when they can be contacted are below.   You can also view the profile of the teaching team within the curriculum area that your programme is based via this link: Social Sciences and Counselling - University Centre South Devon (ucsd.ac.uk)

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Module Leader	Modules	Contact
Hannah Kam-Radcliffe	UCSD1095 Clinical Psychology	hannahkamradcliffe@southdevon.ac.uk
Asenath Colbourne-Laight	UCSD1094 Psychology of Aggression	acolbournelaight@southdevon.ac.uk
Claire Taylor	UCSD1054 Humanistic Therapy	Clairetaylor@southdevon.ac.uk
Claire Taylor	UCSD1055	Clairetaylor@southdevon.ac.uk

	Psychotherapy and Working with Trauma	
Anne Nevill	UCSD1056 Cognitive and Behavioural Therapies	annenevill@southdevon.ac.uk
Asenath Colbourne-Laight	UCSD1057 Individual Differences and Quantitative Research	acolbournelaight@southdevon.ac.uk
Claire Dahill-Nicholls	UCSD2127 Forensic Psychology: Offender Behaviour and Interventions	cdahillnicholls@southdevon.ac.uk
Hannah Davies & Claire Taylor	UCSD2069 Integrated Counselling and Ethical Practice	hannahdavies@southdevon.ac.uk Clairetaylor@southdevon.ac.uk
Kelly Smith	UCSD2070 Professional Practice*	Kellysmith@southdevon.ac.uk

Claire Dahill-Nicholls	UCSD2106 Applied Psychology: Theories of Gender and Memory*	cdahillnicholls@southdevon.ac.uk
Ezekiel Chattell	UCSD2072 Positive Psychology and Qualitative Research	ezekielchattell@southdevon.ac.uk
Anne Nevill	UCSD2073 Creative Counselling Approaches	annenevill@southdevon.ac.uk

1.6   Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: https://www.ucsd.ac.uk/the-first-year-at-university/.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

Preparatory activities and reading

Clinical Psychology
Davey, G. (2014). *Psychopathology: Research, Assessment and Treatment in Clinical Psychology. (2nd Edn).* Chichester: John Wiley and Sons.
Psychology of Aggression
Hogg, M., Vaughan, G. (2017). *Social Psychology (8th Edn.).* London: Pearson.
Humanistic Therapy
Tolan, J. (2017). *Skills in Person-Centred Counselling and Psychotherapy (3rd Edn.).* London: Sage.
Psychotherapy and Working with Trauma
Murphy, D. (2017) *Counselling Psychology: A textbook for study and practice.* West Sussex: John Wiley and Sons.

Cognitive and Behavioural Therapies
Kennerley, H., Kirk, J., Westbrook, D. (2016). *An Introduction to Cognitive Behaviour Therapy: Skills and Applications (3rd Edn.).* London:
Individual Differences and Quantitative Research
Bourne, V. (2017). Starting out in methods and statistics for psychology: A hands-on guide to doing research. Oxford: Oxford University Press.

Previous editions of core texts are often available second hand, at a much lower cost. There are also a number of books with similar titles, which could be purchased as well as / instead of these recommended texts. First year modules mainly cover classic theory and research, which will be included in earlier editions of texts. Students will also be able to make full use of the South Devon College (SDC) library, which stores core module text books and hard copies of some journals.

Journals:

The SDC library also subscribes to the following journals and journal publishers:
The British Journal of Mental Health Nursing
SAGE Premier
Wiley Online Library
Oxford Academic Journals

The articles discussed in class will come from a wide range of journals. Please see below for some examples:
Journal of Clinical Psychology
Social Psychology Quarterly
Journal of Humanistic Counselling
British Journal of Psychotherapy

Cognitive Behaviour Therapy
Personality and Social Psychology Bulletin

Other materials:
British Association of Counselling and Psychotherapy (2018) Ethical Framework for the Counselling Professions. Retrieved from: https://www.bacp.co.uk/events-and-resources/ethics-and-standards/et#hical-framework-for-the-counselling-professions/
National Counselling Society. (2018) Code of Ethical Practice. Retrieved from: https://nationalcounsellingsociety.org/assets/uploads/docs/National-Counselling-Society-Code-of-Ethics.pdf
The British Psychological Society. (2018) Code of ethics and conduct. Leicester: The British Psychological Society. Retrieved from: https://www.bps.org.uk/news-and-policy/bps-code-ethics-and-conduct

1.7   Curriculum design principles

Programme Rationale (summary)

In 2018 UCSD secured Foundation Degree Awarding Powers and created new programmes in Psychology and Counselling, Sociology and Criminology, awarded by the University Centre South Devon. FdSc Psychology and Counselling is a foundation degree which aims to provide students with a balance of theoretical knowledge and practical skills that can be applied in the workplace. The modules were written to prepare students for future careers in social support, mental health and helping roles, involving social and therapeutic interventions. The majority of our students progress to work or post graduate study in the local area, therefore staff liaised with local organisations, services and education providers during the design process, and aimed to create a programme which enhances employability potential for students.

Context

Creating a workforce that understand the factors underpinning mental health and wellbeing seems imperative in modern society. This programme informs students about the range of influences that contribute to clinical diagnoses and also looks at a range of social and therapeutic approaches that support individuals and groups to thrive. Organisations that support disadvantaged groups, victims, offenders and individuals with poor mental health, have contributed to the development of the programme. These organisations also work in partnership with the team to offer continued professional development and work experience opportunities to our students.

FdSc Psychology and Counselling students also share modules with other groups across the sector, which increases networking opportunities and the sharing of ideas and professional contacts. Collaborative working and peer learning also contributes to a sense of being part of a wider learning community within the sector of 'Social Science and Society' and helps to promote team work, communication and

organisational skills that will be greatly valued by future employers. Annual research showcase events and extra curricular activities further enhance the sense of community and provide staff and students with opportunities to share best practice.

Content

Students will undertake three counselling modules in the first year and two counselling modules in the second year. They can also choose to pursue a counselling-based placement in their second year 'Professional Practice' module, however, some may choose to gain work experience or complete an employability project in another field related to social science. The Counselling modules on the course help students to develop practical skills that can be used to improve interactions and interventions in the workplace and in daily life. Students will learn about the history and underpinning theory of each core approach to Counselling (Humanistic, Psychotherapeutic and Cognitive Behavioural) whilst practising skills in each of these areas. Practising and reflecting on skills helps students to fully engage with and understand the impact of Counselling relationships and ethical working practices. Students will then be able to integrate these skills, in addition to creative ways of working, preparing them for future careers.

Students will undertake three psychology modules in the first year and three psychology modules in the second year. The Psychology modules on the course enable students to develop a broad understanding of the range of factors that can influence human thoughts, feelings and behaviours. Reading specialist texts for written assessments in psychology will help students to learn about classic and cutting edge theory and research, whilst developing academic research and writing skills. One of the first year modules is assessed through a quantitative research project and one of the second year modules is assessed through a qualitative research project, allowing students to develop research skills in a range of approaches, which will inform future research in higher level study and employment.

1.8   Teaching and Learning Strategy

he FdSc Psychology and Counselling Skills programme is designed to be delivered with weekly face-to-face scheduled learning activities and resources on our online learning platforms, guided independent learning in preparation for schedule learning activities, and independent study towards assessments. The teaching and learning strategy builds on the UCSD Teaching, Learning and Scholarship Policy and South Devon College Teaching and Learning Framework. The framework is underpinned by five core principles: the evidence-informed teacher, the evidence-informed learner, the ambitious and inclusive curriculum, the responsive teacher, and the confidence and employable learner.

As evidence-informed teachers, our practice is based on research applying cognitive psychology in the classroom (Rosenshine, 2012), to create learning cultures where students are secure in the key concepts, skills and behaviours. In practice, our schemes of learning are designed to embed daily review, introducing new topic in small steps, using probing questions, offering guided practice, scaffolding new skills development, and opportunities for independent practice and regularly reviews.

We support our students to be evidence-informed learners by prompting the development of study and academic skills, through scaffolding of skills and guided

practice in the classroom, and study skills support from the dedicated [HE Study team](#) at the University Centre. We encourage students to learn the metacognitive skills to reflect on their learning, gather feedback, plan and apply strategies for their learning to promote motivation and persistence in their studies.

The ambitious and inclusive curriculum is designed in response to the needs of our diverse student population, employers and the local community. The modules and assessments allow students to extend their prior knowledge and experience, explore new and emerging topics, and investigate in depth an area of academic and/or professional interest. Creating a flexible and holistic curriculum allows a degree of personalisation for students. Inclusive teaching and learning practices, and the importance of our personal development programme embedded within the tutorial curriculum are designed to enable all students to thrive in their chosen area and develop their employability.

As responsive teachers, we seek to create a learning culture that empowers staff to deliver a curriculum that is student-centred and responsive to prior knowledge, skills and behaviours, and the progress made by individual students. Collaborative learning and group work are incorporated into schemes of learning, enabling students to learn from and with their peers, and practice their thinking for formative feedback.

The final element of the teaching and learning framework champions the need for students to develop confidence, resilience, and independence. Students will be supported to explore alternative and advanced career paths through the tutorial curriculum and module teaching. The tutorial curriculum also includes opportunities for students to recognise and value their developing employability skills including digital skills, citizenship, enterprise, professional behaviours, and networking.

1.9   Research and employment-informed teaching and learning

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

Kelly Smith's research and scholarly activity includes completing her Masters degree in Social Policy. She has a keen interest in policy, surrounding a number of subject areas such as education, working with families, and sociology. Kelly's industry liaison and engagement stems from previously working in both a primary and secondary school and developing contacts in quality assurance.

Hannah Kam-Radcliffe's professional development includes a decade of mentoring members of the community within her field of knowledge and expertise, closely

linked to many of the modules. Her main interest is psychological and sociological explanations for criminal behaviour. Hannah endeavours to undertake a master's research project to follow on from her BA research, which focused on positive intervention effects on recidivism. Hannah's industry liaison and engagement is centred around community groups and organisations which support local people with issues directly linking to this subject area, promoting current links to schools, prisons and health serviced in South Devon.

1.10   Resources to support outstanding teaching and learning

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching spaces in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a reading list that you will be able to undertake additional and further reading to support your learning.

Your programme has access to…

Students will be able to make full use of the South Devon College (SDC) library, which stores core module textbooks and hard copies of some journals. In addition, our students will have online access to some core texts and journals from the following publishers, via SDC subscription:
- SAGE Premier
- Wiley Online Library
- Oxford Academic Journals

1.11   Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy

https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ and the assessment guidance on the UCSD website https://www.ucsd.ac.uk/student-life/support/assessment-guidance/

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on https://www.ucsd.ac.uk/student-life/support/assessment-guidance/ and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course. There are broadly three types of assessment and feedback at UCSD:

- **Formative assessment and feedback** opportunities are embedded into module teaching and assessment for learning. This means your teachers will be continuously assessing you progress and learning towards the modules learning outcomes and giving you verbal feedback, for example in answers to questions, and in response to group activities and your assessment plans.
- **Draft assessment and feedback** are a set time within your module when you can submit a draft version of your assessment for formal feedback. The feedback could be verbal and/or written feedback.
- **Summative assessment and feedback** are the final stages of the assessment cycle. You will formally submit your final assessment task, and receive summative developmental feedback and a grade for the task within 20-working-days.

To ensure inclusivity and the development of a variety of transferable skills, the programme will include a range of assessment methods including: essays, research reports, presentations, skills practice, reflections, completion of work experience, development of training activities and professional practice portfolios.

1.12   Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole

UCSD student body, chairs the Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student body to represent your views in South Devon College's governance structures. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

Below, we outline the recent feedback that has been received from students and how we have developed the programme in response to that feedback.

You said:	We did:
Students reported they would like more opportunities for skills practice and to receive feedback on their skills from their tutor.	In the creative counselling module, we put in more time for students to practice skills and to receive feedback. Students fed back they felt much more confident in their practice.
First year students would have preferred two counselling modules in your first semester and two psychology modules in your second semester.	We have now timetabled two counselling modules in semester 1.
Interesting, interactive delivery, great effort to stay safe and look after students. Lots of opportunities to explore new techniques and topics. Resources have been fantastic, lots of additional resources for individual studies.	We plan to replicate this for our next cohort.

1.13 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/

The UCSD Student Support Hub https://www.ucsd.ac.uk/student-life/support/ is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but we are here to help and can support you to make the right decisions for you and your studies. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

HE Study Team

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge, we are here to support everyone. The team can support you to enjoy and make the most of your

academic studies, that includes students who are doing well and want to do better, and those for whom learning is more challenging. There is a wealth of resources on the UCSD website https://www.ucsd.ac.uk/student-life/support/study-skills/ and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

HE Disability Team

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please visit https://www.ucsd.ac.uk/student-life/support/disability-support

HE Wellbeing Team

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see https://www.ucsd.ac.uk/student-life/support/wellbeing-support/ or contact HEwellbeing@southdevon.ac.uk

HE Employability

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see

https://www.ucsd.ac.uk/employability-and-next-steps/ or contact
HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the online resources on our website https://www.ucsd.ac.uk/stepping-up-to-higher-education/ and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.14 Becoming a South Devon Graduate

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit https://www.ucsd.ac.uk/south-devon-graduate/

Higher-level academic skills

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

Positive personal attributes for your future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment though initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

Work-ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready though work-based learning, placement activities and assessments that reflect the real world of work, a tutorial curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

1.15 Preparation for employment and further academic study

Employability of graduates is a significant driving force in the design of this programme. Students will be required to undertake a 'Professional Practice' module, which includes activities that prepare students for the workplace, such as tailoring CVs and cover letters to job specifications and developing interview skills. Students will also be encouraged to undertake work experience in an appropriate voluntary placement in their 'Professional Practice' module, although some may prefer the alternative option to identify opportunities for future progression and research them through activities such as interviewing or shadowing professionals. Furthermore, students will be invited to attend internal conferences and talks from industry speakers and in the second year, they will have the opportunity to share their own research with other students at the UCSD annual research event, which

showcases student knowledge and understanding, as well as their transferable skills. Speaking at this event also gives our students something special to add to their CV.

The 'Professional Practice module leader will support students as they prepare for, undertake and reflect on their work experience and / or employment research. Module leaders will also assist students with the development of employability skills, embedded in their modules. Some modules, such as 'Clinical Psychology' relate directly to respective fields of employment and will give students an advanced understanding of the work conducted in these areas. Other modules have assessments designed to enhance employability skills, such as oral presentations. The research modules will give students a chance to develop skills in quantitative and qualitative data collection and analysis and will help them to understand the research process, from reviewing literature, to designing and conducting research, to discussing and evaluating findings. These skills will not only underpin our student's undergraduate dissertations at level 6 but will continue to benefit them in the workplace and in post-graduate study, where they may seek to publish research or work in research-based roles.

The Senior Co-ordinator for Higher Education Employability and Enterprise at UCSD makes annual visits to each tutor group and is always available to make one to one appointments with our students in order to provide careers and development advice. She also assists our team to organise employability events and sector focus groups, so that we can gain insight into relevant opportunities for our students. In addition to this, the Higher Education Team recruit student representatives and ambassadors from all programmes, to contribute annually to the student voice and to offer students the opportunity to develop communication, leadership and liaison skills. These students often represent UCSD at internal and external events, developing their employability skills in marketing and customer service. Some of our students have even applied for graduate roles at the end of their degree and we are proud to have lecturers and support staff in the team, who were once outstanding UCSD students.

Students who successfully complete this programme can apply to progress on to the following top up programmes:
- BSc (Hons) Social and Therapeutic Interventions (UCSD)
- BA (Hons) Childhood and Youth Studies (UCSD)

1.17   UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.					UCSD HE Study Skills support
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.					Engagement in UCSD Student Voice activities
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	A4 ILO3.3 ILO4.1,2&3, ILO5.2 &3 A4 ILO3 A5, A2, ILO4, 5	UCSD1054, 1055, 1056, 2069 UCSD2069 UCSD2073 UCSD2070 UCSD1057	Journals reflecting on humanistic, CBT, psychotherapeutic, and integrated skills practice. A2 Recorded skills practice A2 Therapeutic workshop.	Skills practice in all counselling modules. Additional workshops and therapeutic activities. Work experience, mock interviews, CV and cover letter writing SWOT	Tutorial & referral to study skills support.

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
				A1 & A2 Professional practice file A2 Workbook: Research report	analysis, job description analysis, written reflections.	
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	A4 ILO3	UCSD 2070 LO1,2,3,4	Practice file: A1) Preparation for professional practice & A2) Reflection on professional practice	Professional Practice (work experience, mock interviews, CV and cover letter writing SWOT analysis, job description analysis, written reflections)	Tutorial & referral to study skills support.

Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	A5, A2, ILO4, 5	UCSD1057	A2) Workbook: Research report	Learning to use 'R' and SPSS software	Tutorial & referral to study skills support.
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	A5, ILO1 A4 ILO5.2 &3 A4 ILO3 A5, ILO1	UCSD 1056, LO 3&4 UCSD 2127, LO1 & 2 UCSD2069 UCSD2073 UCSD 2127, L01 & 2 UCSD 2070 LO1,2,3,4 UCSD 1095, LO3 and 4.	Presentation Presentation Presentation A2 Recorded skills practice A2 Therapeutic workshop. Practice file: A1) Preparation for professional practice & A2) Reflection on professional practice A2) Treatment report	Skills practice in all counselling modules. UCSD1054 UCSD1055 UCSD1056 UCSD2069 UCSD2073	Tutorial & referral to study skills support.

Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	A4 ILO3	UCSD 2070 LO1,2,3,4	Practice file: A1) Preparation for professional practice & A2) Reflection on professional practice	Professional Practice	Tutorial & referral to study skills support.
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	A4 ILO3 ILO5	UCSD 2072 LO4	A2) Research report		
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	A4 ILO3 A4 ILO3.3 ILO4.1,2&3, ILO5.2 &3	UCSD1054, 1055, 1056, 2069, 2073 UCSD 2070 LO1,2,3,4	Journals reflecting on humanistic, CBT, psychotherapeutic, and integrated skills practice. Recorded skills practice and creative counselling workshops. Practice file: A1) Preparation for professional practice & A2) Reflection on professional practice	Guest speakers from organisations offering work experience and / or sharing sector knowledge and opportunities.	Tutorial & referral to study skills support.
Further information:						Extra employability-related activity will

Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards. Students can record their employability and work-related activity on their Personal Development Plan on Moodle.	be recorded on the Employability Activity Form.

1.18   Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information https://www.ucsd.ac.uk/student-life/student-handbook/

Policy/Procedure/Regulation	Provision	Comments
Regulations	Regulations for UCSD can be found here	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	

Academic Offences Policy	UCSD	
Extenuating Circumstances Policy	UCSD	
Academic Appeals	UCSD	
Assessment Policy	UCSD	
Other – please stipulate		

2.   Programme Specification

2.1   Programme Details

Awarding Institution:	South Devon College
Teaching Institution:	South Devon College
Accrediting Body:	South Devon College
Language of Study:	English
Mode of Study:	Full Time/Part Time
Final Award:	Level 5 FdSc Psychology and Counselling Skills
Intermediate Level 4 Award:	
Programme Title:	FdSc Psychology and Counselling Skills
UCAS Code:	3PWC
Benchmarks:	Foundation Degree Characteristic Statement (2020) QAA Psychology Benchmark Statement (2019) QAA Counselling and Psychotherapy Benchmark Statement (2013)
Date of Programme Approval:	

2.2   Brief Description of the Programme
This programme consists of six core psychology modules and six counselling modules, including a professional practice module.

2.3   Details of Accreditation by a Professional/Statutory Body (if appropriate)
N/A

2.4   Exceptions to Regulations
N/A

2.5   Programme Aims

1. Students will develop knowledge of diverse perspectives in psychology and counselling, and an understanding of how theories can be applied and investigated in practice.
2. Students will develop critical thinking skills in consideration of theory, research and ethical issues in psychology and counselling.
3. Students will plan, undertake and evaluate research, synthesise reliable information and handle data sensitively.
4. Students will identify, develop and reflect on appropriate professional practice.
5. Students will demonstrate skills in data handling, academic writing and counselling.

2.6   Programme Intended Learning Outcomes (ILO)

Knowledge and understanding

On successful completion graduates should have developed:

1. Knowledge of psychological theories and an understanding of their 'real world' applications.
2. An understanding of how to obtain and analyse evidence using qualitative and quantitative research methods.
3. Knowledge of diverse approaches in counselling and an understanding of respective underpinning theory.

Cognitive and intellectual skills

On successful completion graduates should have developed the ability to:

1. Apply and evaluate psychological approaches.
2. Critically consider the extent to which psychological research and / or psychometric testing help to understand human behaviour.
3. Generate appropriate responses and develop professional practice in relation to ethical codes of conduct.

Key and transferable skills

On successful completion graduates should have developed the ability to:

1. Plan and undertake research and interpret and evaluate primary data.
2. Locate, retrieve, synthesise and analyse appropriate secondary data and evidence
3. Actively listen to clients and provide core counselling conditions.

Employment related skills

On successful completion graduates should have developed the ability to:

1. Set and adhere to professional boundaries, work in line with ethical frameworks and follow relevant organisational policies and procedures.
2. Communicate appropriately and effectively with peers, colleagues, service users, teaching staff, supervisors, research participants and organisations.
3. Monitor and reflect on practice, as part of ongoing personal and professional development.

Practical skills

On successful completion graduates should have developed the ability to:

1. Obtain and analyse qualitative and quantitative data.
2. Form supportive relationships with others, so that sensitive personal material can be shared in a challenging yet trusting environment.
3. Develop and utilise a range of practical counselling skills.

2.7   Progression Route(s)

Upon successful completion of the Foundation Degree you may progress to the following;
- BSc (Hons) Social and Therapeutic Interventions (UCSD)

- BA (Hons) Childhood and Youth Studies (UCSD)

- BSc (Hons) Psychological Studies (University of Plymouth)

2.8   Admissions Criteria

Entry Requirements for the Foundation Degree Psychology and Counselling Skills	
We consider a variety of qualifications and relevant experience, and each application is assessed on its own merit.	
Literacy Skills	Literacy skills can be evidenced with a level 2 qualification in English (GCSE grade 4 / C or above), or completion of a controlled entry assessment. If English is not your first language, you will need an IELTS score of 7.0 with a minimum score of 6.5 in each component (Reading, Writing, Listening and Speaking or an equivalent English Language qualification).
A-level/AS-level	Normal minimum entry requirements are 48 UCAS points at A-level
BTEC National Diploma/QCF Extended Diploma	National Certificate / Diploma or Extended Diploma in a related subject
Access to Higher Education at level 3	Diploma achieved in a related subject
Welsh Baccalaureate	24 points from WB
Scottish Qualifications Authority	48 points minimum from Higher Certificate
Irish Leaving Certificate	48 points minimum from Higher Certificate
International Baccalaureate	24 Points
Criminal records	Students undertaking work experience or professional activity may be required to undertake a satisfactory DBS check. Criminal convictions could impact on future employment and study options and should be positively disclosed upon application, in order for applicant suitability to be assessed.

Non-standard entry	Applicants with non-standard entry qualifications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Students with non-standard qualifications may also be asked to complete a controlled entry assessment on a relevant subject as part of the selection process. Assessments will be marked in line with level 3 Diploma standards.
APL / APEL	Applicants wishing to transfer credit from other programmes of study will be required to provide evidence that the relevant FdSc Psychology and Counselling programme learning outcomes are sufficiently covered through accreditation of prior learning (APL) and / or experience (APEL).

2.9 Programme Structure (Please use * to indicate any shared modules)

Level 4					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD1095	Clinical Psychology*	20	2023/24	Semester 1	Core
UCSD1057	Individual Differences and Quantitative research*	20	2023/24	Semester 1	Core
UCSD1054	Humanistic Therapy	20	2023/24	Semester 1	Core
UCSD1055	Psychotherapy and Working with Trauma	20	2023/24	Semester 2	Core
UCSD1056	Cognitive and Behavioural Therapies	20	2023/24	Semester 2	Core

UCSD1094	Psychology of Aggression*	20	2023/24	Semester 2	Core

*Module shared with FdSc Psychology and Criminology and FdSc Psychology and Sociology

Level 5					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD2127	Forensic Psychology: Offender Behaviour and Rehabilitation*	20	2024/25	Semester 1	Core
UCSD2069	Integrated Counselling and Ethical Practice	20	2024/25	Semester 1	Core
UCSD2070	Professional Practice*	20	2024/25	All Year	Core
UCSD2106	Applied Psychology: Theories of Gender and Memory*	20	2024/25	Semester 2	Core
UCSD2072	Positive Psychology and Qualitative Research*	20	2024/25	Semester 2	Core
UCSD2073	Creative Counselling Approaches	20	2024/25	All Year	Core

*Module shared with FdSc Psychology and Criminology and FdSc Psychology and Sociology

	Part Time Structure Level 4/5 – year 1					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional	Part time option
UCSD1095	Clinical Psychology*	20	2023/24	Semester 1	Core	Yr 1
UCSD1054	Humanistic Therapy	20	2023/24	Semester 1	Core	Yr 1
UCSD1055	Psychotherapy and Working with Trauma	20	2023/24	Semester 2	Core	Yr 1
UCSD1056	Cognitive and Behavioural Therapies	20	2023/24	Semester 2	Core	Yr 1

Part Time Structure Level 4/5 – year 2						
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional	Part time option
UCSD1094	Psychology of Aggression*	20	2024/25	Semester 1	Core	Yr 2
UCSD2069	Integrated Counselling and Ethical Practice	20	2024/25	Semester 1	Core	Yr 2
UCSD2106	Applied Psychology: Theories of Gender and Memory	20	2024/25	Semester 2	Core	Yr 2
UCSD1057	Individual Differences and Quantitative Research*	20	2024/25	Semester 2	Core	Yr 2

Part Time Structure Level 4/5 – year 3						
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional	Part time option
UCSD2127	Forensic Psychology: Offender Behaviour and Rehabilitation	20	2025/26	Semester 1	Core	Yr 3
UCSD2070	Professional Practice	20	2025/26	Semester 1	Core	Yr 3
UCSD2072	Positive Psychology and Qualitative Research	20	2025/26	Semester 2	Core	Yr 3
UCSD2073	Creative Counselling Approaches	20	2025/26	Semester 2	Core	Yr 3

2.10   Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)															Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
		Knowledge and understanding 8.1			Cognitive and intellectual skills 8.2			Key and transferable skills 8.3			Employment related skills 8.4			Practical skills 8.5				
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3		
Level 4	1095 Clinical Psychology	/			/	/			/								Y	50% C1 50% T1
	1094 Psychology of Aggression	/			/	/			/								Y	100% C1

Module	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1054 Humanistic Therapy			/			/			/	/	/	/		/	/	Y	100% C1
1055 Psychotherapy and Working with Trauma			/			/			/	/	/	/		/	/	Y	100% C1
1056 Cognitive and Behavioural Therapies			/			/			/	/	/	/		/	/	Y	60% C1 40% P1
1057 Individual Differences and Quantitative Research	/	/		/	/		/		/	/	/	/				Y	100% C1
Level 4 LOs	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)																		Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
		Knowledge and understanding 8.1			Cognitive and intellectual skills 8.2			Key and transferable skills 8.3			Employment related skills 8.4			Practical skills 8.5							
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3		
Level 5	2127 Forensic Psychology: Offender Behaviour and Rehabilitation	/			/	/		/									Y	50% C1 50% P1
	2069 Integrated Counselling and Ethical Practice			/			/			/	/	/	/		/	/	Y	50% C1 50% P1

Module	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Award	Assessment
2070 Professional Practice						/				/	/	/		/		Y	100% C1
2106 Applied Psychology: Theories of Gender and Memory	/			/	/		/									Y	50% C1 50% T1
2072 Positive Psychology and Qualitative Research	/	/		/	/		/			/	/	/	/	/		Y	100% C1
2073 Creative Counselling Approaches		/				/			/	/	/	/		/	/	Y	50% C1 50% P1
Level 5 LOs	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Confirmed Award LOs	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		

2. Reading Lists

Year 1	Clinical Psychology	Psychology of Aggression	Humanistic Therapy	Psychotherapy and Working with Trauma	Cognitive and Behavioural Therapies	Individual Differences and Quantitative Research
Core **(2 resources)**	Davey, G. (2014). *Psychopathology: Research, Assessment and Treatment in Clinical Psychology. (2nd Edn).* Chichester: John Wiley and Sons.	Hogg, M., Vaughan, G. (2017). *Social Psychology (8th Edn.).* London: Pearson.	Tolan, J. (2017). *Skills in Person-Centred Counselling and Psychotherapy (3rd Edn.).* London: Sage.	Murphy, D. (2017) *Counselling Psychology: A textbook for study and practice.* West Sussex: John Wiley and Sons.	Kennerley, H., Kirk, J., Westbrook, D. (2016). *An Introduction to Cognitive Behaviour Therapy: Skills and Applications (3rd Edn.).* London: Sage.	Bourne, V. (2017). *Starting out in methods and statistics for psychology: A hands-on guide to doing research.* Oxford: Oxford University Press.
	Davey, G. (2019). *Clinical Psychology: Revisiting the Classic Studies.* London: Sage	Buss, D, M. (2019) *Evolutionary Psychology: The New Science of the Mind.* 6th Edn. Oxon: Routledge	Joyce, P., Sills, C. (2018). *Skills in Gestalt Counselling and Psychotherapy* (4th Edn.). London: Sage.	Milton, J., Polmear, C., Fabricius, J. (2011) *A Short Introduction to Psychoanalysis.* 2nd	Trower, P., Jones, J., Dryden, W. (2015). *Cognitive Behavioural Counselling in Action*	Cooper, C. (2020). *Individual differences and personality* (4th ed.). London: Routledge.

				Edn. London: Sage Publications	(3rd Edn.). London: Sage	
Further	*Gross, R. (2015). *Psychology: The Science of Mind and Behaviour (7th Edn.).* London: Hodder Education.	Badcock, C. (2013) *Evolutionary Psychology:A Clinical Introduction.* London: Wiley	Murphy, D. (2017) *Counselling Psychology: A textbook for study and practice.* West Sussex: John Wiley and Sons.	Feltham, C., Hanley, T., Winter, L, A. (2017) *The SAGE Handbook of Counselling and Psychotherapy.* 4th Edn. London: Sage Publications	Murphy, D. (2017) *Counselling Psychology: A textbook for study and practice.* West Sussex: John Wiley and Sons.	Corr, P. (2018). *Personality and individual differences: Revisiting the classic studies.* London: Sage.
	Butcher, J. N., Hooley, J. M., Mineka, S. M., Nock M. K. (2016). *Abnormal Psychology,* Global Edition. London: Pearson.	Barrett, D, W. (2016) *Social Psychology: Core Concepts and Emerging Trends.* London: Sage Publications	Mearns, D., Thorne, B.,Mcleod, J. (2013). *Person-Centred Counselling in Action (4th edn.).* London: Sage	Howard, S. (2017) *Skills in Psychodynamic Counselling and Psychotherapy.* 2nd Edn. London: Sage Publications	Davey, G. (2014). *Psychopathology: Research, Assessment and Treatment in Clinical Psychology. (2nd Edn).* Chichester: John Wiley and Sons.	Chamorro-Premuzic, T. (2014). *Personality and individual differences* (3rd ed.). Chichester: Wiley.
	World Health Organization (1992). The ICD-10	Buss, D, M. (2015) The Handbook of Evolutionary Psychology. London:	Clarkson, P. and Cavicchia, S. (2013) Gestalt Counselling	Hough, M. (2014*) Counselling Skills and Theory.* 4th Edn. Oxon: Hodder Education	*Gross, R. (2015). *Psychology: The Science of Mind and*	Haslam, N., Smillie, L. and Song, J. (2017). *An*

	Classification of Mental and Behavioural Disorders : Clinical Descriptions and Diagnostic Guidelines. England. World Health Organisation. ICD-11 – preferable, but not yet available	Wiley	in Action (4th Edn.). London: Sage		*Behaviour (7th Edn.).* London: Hodder Education.	*introduction to personality, individual differences and intelligence.* London: Sage.
	American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders (5th Edn.). England: American Psychiatric Association	Bushman, B. (2016) Aggression and Violence: A Social Psychological Perspective. East Sussex: Psychology Press	Hough, M. (2014*) Counselling Skills and Theory.* 4th Edn. Oxon: Hodder Education	Jacobs, M. (2017*) Psychodynamic Counselling in Action.* 5th Edn. London: Sage Publications	Wills, F. (2014). *Skills in Cognitive Behaviour Therapy (Skills in Counselling and Psychotherapy Series).* London: Sage.	Bors, D. (2018). *Data analysis for the social sciences: Integrating theory and practice.* London: Sage.

Journals	*Journal of Clinical Psychology*	*Social Psychology Quarterly*	*Journal of Humanistic Counseling*	*British Journal of Psychotherapy*	*Cognitive Behaviour Therapy*	*Personality and Social Psychology Bulletin*
	Psychology and Psychotherapy	*Evolutionary Psychology*	*Journal of Counseling and Development*	*Psychology and Psychotherapy*	*Journal of Cognitive Psychotherapy*	*Personality and Social Psychology Review*
	Depression and Anxiety	*Group Processes and Intergroup Relations*	*Journal of College Counseling*	*Counselling and Psychotherapy Research*	*Journal of Clinical Psychology*	*Social Psychology and Personality Science*
	International Journal of Methods in Psychiatric Research	*Aggressive Behaviour*	*Psychology and Psychotherapy*	*Journal of Clinical Psychology*	*International Journal of Methods in Psychiatric Research*	*European Journal of Personality*
Other resources	The British Psychological Society. (2018). *Code of ethics and conduct*. Leicester:		British Association of Counselling and Psychotherapy (2018) *Ethical Framework for the*	British Association of Counselling and Psychotherapy (2018) *Ethical Framework for the*	British Association of Counselling and Psychotherapy (2018) *Ethical Framework for the*	The British Psychological Society. (2018). *Code of ethics and conduct*. Leicester:

| | The British Psychological Society. | | *Counselling Professions.* Retrieved from: https://www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions/ | *Counselling Professions.* Retrieved from: https://www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions/ | *Counselling Professions.* Retrieved from: https://www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions/ | The British Psychological Society. |

Year 2	Forensic Psychology: Offender Behaviour and Rehabilitation	Integrated Counselling and Ethical Practice	Professional Practice	Applied Psychology: Theories of Gender and Memory	Positive Psychology and Qualitative Research	Creative Counselling Approaches
Core **(2 resources)**	Davies, G.M., Beech A.R. (2017). *Forensic Psychology: Crime, Justice, Law, Interventions (3rd Edn.).* West Sussex. Wiley.	Murphy, D. (2017) *Counselling Psychology: A textbook for study and practice.* West Sussex: John Wiley and Sons.	Patton, N., Higgs, J., and Smith, M. (2018). *Developing practice capability: Transforming workplace learning.* Boston: Brill Sense	Brannon, L. (2017) Psychological Perspectives. 7th edn. Oxon: Routledge.	Zelenski, J. (2019). *Positive psychology: The science of wellbeing.* London: Sage.	Treisman, K. (2017). *A Therapeutic Treasure Box for Working with Children and Adolescents with Developmental Trauma.* London: Jessica Kingsley
	Howitt, D. (2018) *Introduction to Forensic and Criminal Psychology (6th*	Bond, T. and Reeves, A. (2021) *Standards and Ethics for Counselling in*	Becher, T. (2018). *Professional practices: Commitment and capability in a*	Baddeley, A., Eysenck, M.W. and Anderson, M.C. (2020)	Braun, V. and Clarke, V. (2013). *Successful qualitative research: A*	Kepner, J. (1993) *Body Process: A Gestalt Approach to Working with the Body in*

	Edn.). London: Pearson.	*Action. 5th Edn.* London: Sage Publications	*changing environment.* Oxon: Routledge	Memory. 3rd edn. Oxon: Routledge.	*practical guide for beginners.* London: Sage.	*Psychotherapy.* Gestalt Press.
Further	Canter, D. (2017). *Criminal Psychology (Topics in Applied Psychology).* London: Routledge.	Feltham, C., Hanley, T., Winter, L, A. (2017) *The SAGE Handbook of Counselling and Psychotherapy.* 4th Edn. London: Sage Publications	Cottrell, S. (2010) *Skills for Success: the Personal Development Planning Handbook 2nd edn* London: Palgrave Macmillan.	Owen Blakemore, J.E., Berenbaum, S.A. and Liben, L.S. (2012) Gender development. Hove: Psychology Press.	Boniwell, I. and Tunariu, A. D. (2019). *Positive psychology: Theory, research and applications* (2nd ed.). Maidenhead: Open University Press.	Homeyer, L. E., Sweeney, D. S. (2016) *Sandtray Therapy.* London: Routledge
	Pakes, F., Pakes, S. (2009) *Criminal Psychology.* Devon: Willan.	Kirkbride, R. (2017) *Counselling Young People: A Practitioner Manual.* London: Sage Publications	Raelin, J. (2008) *Work-based learning: Bridging knowledge and action in the workplace.* London: Wiley and Sons.	Franklin, L. (2012) Gender. Basingstoke: Palgrave Macmillan.	Donaldson, S. I., Csikszentmihalyi, M. and Nakamura, J. (2020). *Positive psychological science: Improving*	Jordan, M. (2014). *Nature and Therapy: Understanding counselling and psychotherapy in outdoor spaces.*

					everyday life, well-being, work, education, and societies across the globe (2nd ed.). London: Routledge.	London: Routledge
	Akerman, G., Needs, A., Bainbridge, C. (2017). *Transforming Environments and Rehabilitation (Issues in Forensic Psychology)* London: Routledge.	McLeod, J., McLeod, J. (2011) *Counselling Skills: A Practical Guide For Counsellors And Helping Professionals.* 2nd Edn. Berkshire: Open University	Sangster, C. (2000). *Planning and organizing personal and professional development.* Oxon: Routledge	Radvansky, G.A. (2017) Human memory. 3rd edn. London: Routledge.	Carr, A. (2011). *Positive psychology: The science of happiness and human strengths* (2nd ed.). London: Routledge.	Edwards, D. (2013). *Art Therapy (Creative Therapies in Practice series).* London: Sage.
	Vossler, A., Havard, C., Pike, G., Barker, M-J.,	McLeod, J. (2019) *An introduction to Counselling and Psychotherapy:*	Cottrell, S. (2017) *Critical thinking skills: Developing*	Schwartz, B.L. (2013) Memory: foundations and	Jarvinen, M. and Nik-Meyer, N. (2020).	Langley, D. (2006). *An Introduction to*

	Raabe, B. (2017) *Mad or Bad?* London: Sage.	*Theory, Research and Practice. 6th Edn.* London: McGraw-Hill	*effective analysis, argument and reflection.* 3rd edn London: Palgrave Macmillan.	applications. London: Sage	*Qualitative analysis: Eight approaches for the social sciences.* London: Sage.	*Dramatherapy (Creative Therapies in Practice series)* London: Sage.
Journals	*Psychological Review*	*Journal of Humanistic Counselling*	*Journal of Teaching and Learning for Graduate Employability*	Memory Studies	*Journal of Humanistic Psychology*	*Counselling and Psychotherapy Research*
	Aggression and Violent Behaviour	*The Counselling Psychologist*	*Journal of Soft Skills*	Gender and Society	*International Journal of Qualitative Methods*	*Journal of Creativity in Mental Health*
	Journal of Child Psychology and Psychiatry	*Professional School Counselling*	*Studies in Higher Education*	Psychological Reports	*International Review of Qualitative Research*	*Counselling, psychotherapy and creativity*

	International Journal of Offender Therapy and Comparative Criminology	*Journal of Counselling and Development*	*Journal of Work-Applied Management*	Psychological Science	*Applied Psychology: Health and Well-Being*	*British Journal of Guidance and Counselling*
Other resources	Prison Reform Trust National Audit Office	British Association of Counselling and Psychotherapy (2018) Ethical Framework for the Counselling Professions. Retrieved from: https://www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions/			The British Psychological Society. (2018). *Code of ethics and conduct.* Leicester: The British Psychological Society.	British Association of Counselling and Psychotherapy (2018) *Ethical Framework for the Counselling Professions.* Retrieved from: https://www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions/

3.   Module Records

<u>**SECTION A: DEFINITIVE MODULE RECORD**</u>.

MODULE CODE: UCSD1095   **MODULE TITLE:** Clinical Psychology

CREDITS: 20   **FHEQ LEVEL:** 4   **HECOS CODE: 100494**

PRE-REQUISITES: **CO-REQUISITES:**   **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Psychological perspectives will be applied to explain mental, behavioural and neurodevelopmental disorders. A range of psychological treatments for psychological disorders will also be reviewed. Students will study a range of psychological theories, conditions and treatments, before selecting the topics that interest them the most for assessment.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL to which module should be linked:

FdSc Psychology and Counselling

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- To introduce mental, behavioural and neurodevelopmental disorders in clinical psychology.
- To introduce the breadth of psychological theory and research that may be applied to explain clinical disorders.
- To develop an understanding of the strengths and limitations of clinical theories and research.
- To develop an understanding of the strengths and limitations of clinical treatments.

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Apply psychological explanations for mental, behavioural and /or neurodevelopmental disorders.	8.1 Knowledge and understanding (1)
2. Evaluate psychological explanations for mental, behavioural and /or neurodevelopmental disorders.	8.2 Cognitive and intellectual skills (1)
3. Explain how clinical treatments can be applied to reduce, control or eradicate mental, behavioural and /or neurodevelopmental characteristics.	8.2 Cognitive and intellectual skills (2)
4. Review the appropriateness and effectiveness of treatments for mental, behavioural and /or neurodevelopmental disorders.	8.3 Key and Transferable Skills (2)

DATE OF APPROVAL: 11/08/2020	**SEMESTER: Semester 1**
DATE OF IMPLEMENTATION: 09/2020	
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023-24

NATIONAL COST CENTRE: 104

MODULE LEADER: Hannah Kam-Radcliffe

OTHER MODULE STAFF: Asenath Colbourne-Laight

Summary of Module Content

In the first half of the module, students will be introduced to the clinical characteristics of cluster B personality disorders and a range of psychological theories that can be applied to understand how these disorders develop. Theories covered stem from developmental, biological and learning approaches in psychology. These will be applied and evaluated in order to better understand personality disorders, and how they differ from other mental health classifications. In the second half of the module, students will be introduced to the clinical characteristics of depressive disorders, schizophrenia, obsessive-compulsive disorder (OCD), post-traumatic stress disorder (PTSD) and eating disorders. They will then choose one disorder to focus on and they will review a range of clinical approaches to treating the disorder. Treatments include: anti-depressants, counselling, antipsychotics, family therapy**,** exposure response prevention, psychosurgery**,** trauma focused cognitive behavioural therapy (CBT), eye movement desensitisation reprogramming (EMDR)**,** psychotherapy and token economy.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecture	26	1 hour per week for 13 weeks
Seminar	13	1 hour per week for 13 weeks

Class based group activities and research tasks	13	1 hour per week for 13 weeks
Formative (draft) assessment review and / or one to one tutorials	8	3 hour window for each assessment task (only 25% or 500 words of each assessment reviewed formatively)
Guided independent study	140	Interactive learning activities, guided reading and facilitated forum discussion
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Psychological theories case report (LO1&2).	50%
Coursework	Clinical treatments case report (LO3&4).	50%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Psychological theories case report (LO1&2).	50%
Coursework	Clinical treatments case report (LO3&4).	50%

To be completed when presented for Minor Change approval and/or annually updated
Updated by: Hannah Kam-Radcliffe

Approved by   Hannah Davies
Date: 11/07/23

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

MODULE CODE: **MODULE TITLE:** Humanistic Therapy
UCSD1054

CREDITS: 20   **FHEQ LEVEL:** 4   **HECOS CODE: 100495**

PRE-REQUISITES: **CO-REQUISITES:**   **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Historical developments in humanistic therapy will be introduced, along with practical counselling skills. The module will include the theory and practice of Person Centred and Gestalt approaches to counselling, before touching on more recent humanistic developments.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – *see* **Error! Hyperlink reference not valid.**	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL to which module should be linked:

FdSc Psychology and Counselling

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- To introduce humanistic therapies.
- To develop an understanding of the theory underpinning humanistic therapies.
- To develop practical skills underpinned by humanistic approaches.
- To develop an understanding of the strengths and limitations of humanistic therapies.

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Discuss historical developments in humanistic therapy.	8.1 Knowledge and understanding (3)
2. Review theoretical and / or practical applications of humanistic therapy.	8.2 Cognitive and intellectual skills (3)
3. Apply humanistic theory and skills in practice.	8.5. Practical skills (3)
4. Reflect on your application of humanistic theory and skills.	8.4. Employment related skills (3)

DATE OF APPROVAL: 11/08/2020	**AWARDING BODY:** South Devon College
DATE OF IMPLEMENTATION: 01/09/2020	**SEMESTER: Semester 1**

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

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

ACADEMIC YEAR: 2023-24   **NATIONAL COST CENTRE:** 104

MODULE LEADER: Claire Taylor   **OTHER MODULE STAFF:** Anne Nevill

Summary of Module Content

This module introduces students to Humanistic counselling therapies, including, Person Centred Therapy, Gestalt and Transpersonal approaches. Students will learn about, and review the theory which underpins Humanistic approaches, specifically the work of Carl Rogers, Fritz Perls and Abraham Maslow.

Students will be introduced to practical counselling skills underpinned by humanistic approaches, with a focus on building the relationship between client and counsellor in the 'here and now', using Rogers core conditions, creative interventions from Gestalt and mindfulness techniques from Transpersonal approaches.

Students will apply Humanistic counselling skills through participation in skills practice in triads, and use peer observation records and feedback to reflect on the strengths and limitations of humanistic therapies.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**

Scheduled activities, Skills Practice & Assessment Support	60	Timetabled sessions are 4 hours per week for 15 weeks. This will include a draft support week for each assignment.
Independent Study	140	Reading will be assigned to enhance learning on each taught week and students will be signposted to additional source material to support independent study.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
C1 Coursework	Essay – developments in humanistic therapy and underpinning theory (2000 LO1&2)	50%
C2 Coursework	Reflective Journal - Humanistic skills practice sessions (200 words: LO 3&4).	50%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
C1 Coursework	Essay – developments in humanistic therapy and underpinning theory (2000 LO1&2)	50%
C2 Coursework	Reflective Journal - Humanistic skills practice sessions (2000 words: LO 3&4).	50%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Hannah Davies Date: 11/07/23	**Approved by:** Lisa Rogers Date: 12/07/2023

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

MODULE CODE: UCSD1055   **MODULE TITLE: Psychotherapy and Working with Trauma**

CREDITS: 20 credits   **FHEQ LEVEL: 4**   **HECOS CODE: 100495**

PRE-REQUISITES: **CO-REQUISITES:**   **COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:

Students will be introduced to the historical and contemporary practice of psychotherapy. Different explanations within the psychodynamic approach will be explored, along with how this has influenced interventions in counselling. Students will also be encouraged to explore interventions for working with trauma and the ethical implications, advantages and disadvantages this work can have for the client.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – *see Definitions of Elements and Components of Assessment*	
C1 (Coursework)	**100%**

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- To introduce psychotherapeutic treatments.
- To develop an understanding of the ethical frameworks and their application to treatments and therapies.
- To develop practical skills underpinned by psychotherapeutic approaches.
- To develop an understanding of the strengths and limitations of psychodynamic and trauma based treatments and therapies.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Describe historical developments in psychotherapy. 2. Evaluate the historical use of psychodynamic treatments. 3. Apply psychotherapeutic theory and skills in practice. 4. Reflect on your application of psychotherapeutic theory and skills.	8.1 Knowledge and understanding (3) 8.2 Cognitive and intellectual skills (3) 8.3 Key and transferrable skills (3) 8.5 Practical skills (2&3) 8.4 Employment related skills (1, 2, 3)

DATE OF APPROVAL: 11/08/2020	AWARDING BODY: South Devon College

DATE OF IMPLEMENTATION: 01/2021	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2023-24   **NATIONAL COST CENTRE: 104**

MODULE LEADER: Claire Taylor   **OTHER MODULE STAFF: Anne Nevill**

Summary of Module Content

In the first half of the module students will be introduced to historical developments in psychotherapy throughout the 1900s and beyond. This will begin with a review of Sigmund Freud's original psychoanalysis, as well as the work of those who shared some of Freud's psychodynamic theories, such as Carl Jung, Melanie Klein and Alfred Adler. Students will be encouraged to think critically and to explore the ethical implications, advantages and disadvantages of psychotherapy for clients. In the second half of the module, more current approaches to working with trauma will be explored and students will gain some first hand experience of working with these techniques in class.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**

Scheduled activities, Skills Practice & Assessment Support	60	Timetabled sessions are 4 hours per week for 15 weeks. This will include a draft support week for each assignment.
Independent Study	140	Reading will be assigned to enhance learning on each taught week and students will be signposted to additional source material to support independent study.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
C1 Coursework	Essay – Historical developments in psychotherapy (2000 words: LO1, 2).	50%
C2 Coursework	Reflective Journal - Psychotherapeutic skills practice sessions (2000 words: LO 3&4).	50%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
C1 Coursework	Essay – Historical developments in psychotherapy (2000 words: LO1&2).	50%

C2 Coursework	Reflective Journal - Psychotherapeutic skills practice sessions (2000 words: LO 3&4).	50%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Hannah Davies Date: 11/07/23	**Approved by**: Lisa Rogers Date: 12/07/2023

MODULE CODE: UCSD1056

MODULE TITLE: Cognitive and Behavioural Therapies

CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE: 100495**

PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Students will be introduced to elements of cognitive and / or behavioural theory and will then be required to practice and reflect on skills informed by these theories. The cognitive and behavioural components of anxiety, phobias, depression, paraphilias, addictions, relationship problems and chronic pain conditions will be explored in class and students will consider how CBT techniques could be applied to support clients with these issues. Historical and current practice in cognitive and behavioural therapies will also be evaluated, in relation to ethical codes of conduct.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*			
C1 (Coursework)	**60%**	P1 (Practical)	**40%**

SUBJECT ASSESSMENT PANEL to which module should be linked:

FdSc Psychology and Counselling

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- To introduce cognitive and behavioural treatments and therapies.
- To develop an understanding of the ethical frameworks and their application to cognitive and behavioural treatments and therapies.
- To develop practical skills underpinned by cognitive and behavioural approaches.
- To develop an understanding of the strengths and limitations of cognitive and behavioural treatments and therapies.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Discuss historical developments in cognitive and behavioural therapies. 2. Evaluate the historical use of cognitive and behavioural treatments in relation to ethical codes of conduct. 3. Apply cognitive and behavioural theory and skills in practice. 4. Reflect on your application of cognitive and behavioural theory and skills.	8.1 Knowledge and understanding (3) 8.2 Cognitive and intellectual skills (3) 8.3 Key and transferable skills (3) 8.4. Employment related skills (1,2,3) 8.5. Practical skills (2,3)
DATE OF APPROVAL: 11/08/2020	**AWARDING BODY:** South Devon College
DATE OF IMPLEMENTATION: 01/09/2020	**SEMESTER: Semester 2**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2023-24   **NATIONAL COST CENTRE: 104**

MODULE LEADER: Anne Nevill   **OTHER MODULE STAFF: Claire Taylor**

Summary of Module Content

Students will be introduced to elements of cognitive and / or behavioural theory and will then be required to practice and reflect on skills informed by these theories. The cognitive and behavioural components of anxiety, phobias, paraphilias and addictions will be explored in class and students will consider how CBT techniques could be applied to support clients with these issues. Historical and current practice in cognitive and behavioural therapies will also be evaluated, in relation to ethical codes of conduct.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities, Skills Practice & Assessment Support	60	Timetabled sessions are 4 hours per week for 15 weeks. This will include a draft support week for each assignment.

	140	Reading will be assigned to enhance learning on each taught week and students will be signposted to additional source material to support independent study.
Independent Study		
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Practical 40%	Presentation - Historical use of cognitive and / or behavioural therapies (LO1&2).	100%
Coursework 60%	Reflective Journal - CBT skills practice sessions (2000 words: LO3&4).	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical 40%	Presentation - Historical use of cognitive and / or behavioural therapies (LO1&2).	100%
Coursework 60%	Reflective Journal - CBT skills practice sessions (2000 words: LO3&4).	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Anne Nevill Rossiter Date: 11/07/23	**Approved by**: Hannah Davies Date: 11/07/23

MODULE CODE: UCSD2069 **MODULE TITLE:** Integrated Counselling and Ethical Practice

CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE: 100495**

PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Theoretical counselling approaches and skills, introduced in year one, will be integrated in order to prepare students for professional practice. Students will also be introduced to client issues or themes that are frequently explored in counselling. They will be expected to practice integrating their skills whilst demonstrating an awareness of ethical frameworks and appropriate working practice.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*			
C1 (Coursework)	**50%**	**P1** (Practical)	**50%**

SUBJECT ASSESSMENT PANEL to which module should be linked:

FdSc Psychology and Counselling

Professional body minimum pass mark requirement: NA

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1.Critically reflect upon the use of integrated theory in practice.	8.1 Knowledge and understanding (3)
2. Summarise issues or barriers that could arise during practice and explain how you could overcome them	8.2 Cognitive and intellectual skills (3)
3. Illustrate the ability to contract, set boundaries and adhere to ethical frameworks in practice	8.5 Practical skills (2)
4. Apply integrated theory and skills in practice to support client issues.	8.5. Practical skills (3)
	8.4 Employment related skills (1, 2, 3)

DATE OF APPROVAL: 11/08/2020	**AWARDING BODY:** South Devon College
DATE OF IMPLEMENTATION: 01/09/2020	**SEMESTER: 2**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2023-24   **NATIONAL COST CENTRE:** 104

MODULE LEADER: Hannah Davies &   **OTHER MODULE STAFF:** Anne Nevill
Claire Taylor

Summary of Module Content

Preparing for integrated practice

- Introduction to integrated and ethical working practice
- Safeguarding, child-protection and equality and diversity
- Record keeping, legal responsibilities & supervision

Applying and evaluating integrated practice

- Meaning, purpose and passion
- Inner child
- Families and patterns of relating
- Self-harm and suicide
- Grief and anger
- Sex and relationships
- Clients with Autistic Spectrum Condition

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities, Skills Practice and Assessment Support	45	Timetabled sessions are 3 hours per week for 15 weeks. This will include a draft support week for each assignment.

Independent Study	155	Reading will be assigned to enhance learning on each taught week and students will be signposted to additional source material to support independent study.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Reflective journal – 2000 words (LO1, 2)	100%
Practical	Recorded session of skills practice – 30 minutes (LO3, LO4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Reflective journal (LO1, 2,)	100%
Practical	Recorded session of skills practice – 30 minutes (LO3, 4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Hannah Davies Date: 11/07/23	**Approved by**: Lisa Rogers Date: 12/07/2023

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD1094   **MODULE TITLE:** Psychology of Aggression

CREDITS: 20 credits   **FHEQ LEVEL: 4**   **HECOS CODE: 100497**

PRE-REQUISITES: **CO-REQUISITES:**   **COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:

This module will focus on aggression. One half of the module will focus on social influence as an explanation of aggression. Theories will be applied to explain examples of genocide, organised crime, and war. The other half of the module will focus on evolution as an explanation of aggression. There will be an exploration of how humans have evolved and whether or not aggression is caused by an evolutionary instinct.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*	
C1 (Coursework)	**100%**

SUBJECT ASSESSMENT PANEL to which module should be linked:

FdSc Psychology and Counselling

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- To develop theoretical knowledge of social influence.
- To develop knowledge of evolutionary theories.
- To have the ability to apply theory to real life.
- To evaluate theoretical explanations for aggression.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1) Describe theories from the field of social psychology. 2) Evaluate theories from the field of social psychology. 3) Describe evolutionary theories of behaviour. 4) Evaluate evolutionary theories of behaviour.	8.1 Knowledge and understanding (1) 8.2 Cognitive and intellectual skills (1) 8.2 Cognitive and intellectual skills (2) 8.3 Key and transferrable skills (2)
DATE OF APPROVAL: 11/08/2020	**AWARDING BODY:** South Devon College
DATE OF IMPLEMENTATION: 09/2020	**SEMESTER:** Semester 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2023/24   **NATIONAL COST CENTRE:104**

MODULE LEADER: Asenath Colbourne-Laight   **OTHER MODULE STAFF: Hannah Kam-Radcliffe**

Summary of Module Content

This module will focus on the various explanations for aggression. One half of the module will focus on social influence as an explanation of aggression. Theories will be applied to explain examples of genocide, organised crime, war and gangs. The other half of the module will focus on evolution as an explanation of aggression. There will be an exploration of how humans have evolved and whether or not aggression is caused by an evolutionary instinct.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecture	26	1 hour per week for 13 weeks
Seminar	13	1 hour per week for 13 weeks
Class based group activities and research tasks	13	1 hour per week for 13 weeks

Formative (draft) assessment review and / or one to one tutorials	8	3 hour window for each assessment task (only 25% or 500 words of each assessment reviewed formatively)
Guided independent study	140	Interactive learning activities, guided reading and facilitated forum discussion
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Case Analysis Report: Outline and evaluation of social psychological explanations of aggression – 2000 words. (LO1, 2)	50%
Coursework	Essay: Discussion of evolutionary theories as an explanation of aggression - 2000 words (LO3, 4).	50% **Total: 100%**

REFERRAL ASSESSMENT

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

Coursework	Case Analysis Report: Outline and evaluation of social psychological explanations of aggression – 2000 words. (LO1, 2)	50%
Coursework	Essay: Discussion of evolutionary theories as an explanation of aggression - 2000 words (LO3, 4).	50% **Total: 100%**

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Asenath Colbourne-Laight Date: 10/07/2023	**Approved by**: Hannah Davies Date: 11/07/23

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:
UCSD1057

MODULE TITLE: Individual Differences &
Quantitative Research

CREDITS: 20   **FHEQ LEVEL:** 4   **HECOS CODE: 100498**

PRE-REQUISITES: **CO-REQUISITES:**   **COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces the rationale for scientific research in psychology and the use of computer based statistical analysis. Additionally, this module examines theories of individual differences and how instruments for measuring personality are constructed and used. Students will construct their own personality scale and use this within a research study. This module also provides guidance in the writing of research reports.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL to which module should be linked:

FdSc Psychology and Counselling

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- To introduce the scientific rationale and the importance of ethics in research.
- To investigate approaches to the study of personality, with an emphasis on psychometric testing.
- To develop skills associated with research practice (design, implementation, analysis, reflection, report writing).
- To introduce the capabilities and use of statistical computer software analysis.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Describe and evaluate models and measures of human personality. 2. Review literature relevant to your chosen topic and explain how your research question arises from this. 3. Explain the process of ethical data collection using a psychometric test. 4. Analyse quantitative data and discuss method and results.	8.1 Knowledge and understanding (1) 8.2 Cognitive and intellectual skills (1&2) 8.1 Knowledge and understanding (2) 8.4 Employability related skills (1 & 2) 8.3 Key and transferable skills (1) 8.4 Employability related skills (3) 8.5 Practical skills (1 & 2)
DATE OF APPROVAL: 11/08/2020	**AWARDING BODY:** South Devon College

DATE OF IMPLEMENTATION: 09/2020	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2022/23   **NATIONAL COST CENTRE: 104**

MODULE LEADER: Asenath Colbourne-Laight

OTHER MODULE STAFF: Hannah Kam-Radcliffe

Summary of Module Content

- Introduction to personality models and measures.
- Evaluating personality models and measures.
- Designing a quantitative research project and writing a literature review.
- Applying for ethical approval.
- Constructing a personality test.
- Administering tests and collecting data.
- Analysing data using SPSS.

Writing up a quantitative research project.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecture	26	1 hour per week for 13 weeks
Seminar		1 hour per week for 13 weeks

Class based group activities and research workshops	26	1 hour per week for 13 weeks
Formative (draft) assessment review and / or one to one tutorials	8	3 hour window for each assessment task (only 25% or 500 words of each assessment reviewed formatively)
Guided independent study	140	Interactive learning activities, guided reading and facilitated forum discussion
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Workbook Part 1: Research Theory & Literature (LO1)	30%
Coursework	Workbook Part 2: Research Report (LO2,3&4)	70% Total:100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting

Coursework	Workbook Part 1: Research Theory & Literature (LO1)	30%
Coursework	Workbook Part 2: Research Report (LO2,3&4)	70% Total:100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Asenath Colbourne-Laight Date: 10/07/2023	**Approved by**: Hannah Kam-Radcliffe Date 11/07/23

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD1063   **MODULE TITLE:** Forensic Psychology: Offender Profiling & Detection

CREDITS: 20 credits   **FHEQ LEVEL: 4**   **HECOS CODE: 100484**

PRE-REQUISITES: **COREQUISITES:**   **COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:

A range of detection methods will be explored and evaluated in relation to their effectiveness in criminal investigations. Certain techniques will be analysed in their role of causing miscarriages of justice, both in the UK and elsewhere. Methods of offender profiling will then be introduced and applied to explain how arsonists, rapists, and serial murderers can be detected and profiled.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*	
C1 (Coursework)	100%
SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Psychology and Criminology	

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- ·   Identify a range of detection methods and analyse their usefulness in criminal investigations.

- ·   Explain and evaluate a criminal profiling method

- ·   Apply relevant methods to produce a criminal profile for a case study involving either arson, rape or serial murder.

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Describe a range of detection methods. 2. Analyse the usefulness of a range of detection methods used within the criminal justice system. 3. Describe and apply a criminal profiling method to produce a criminal profile. 4. Analyse the usefulness of a criminal profiling method within the criminal justice system.	8.1 Knowledge and Understanding (4) 8.2 Cognitive and intellectual skills (1) 8.1 Knowledge and Understanding (1) 8.2 Cognitive and intellectual skills (2) 8.3 Key and transferrable skills (2 & 3)

DATE OF APPROVAL: 11/08/2020	**AWARDING BODY: South Devon College**
DATE OF IMPLEMENTATION: 09/2020	**SEMESTER: Semester 2**
DATE(S) OF APPROVED CHANGE: 06/2022	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2023-2024

NATIONAL COST CENTRE:104

MODULE LEADER: Hannah Kam-Radcliffe

OTHER MODULE STAFF: Asenath Colbourbe-Laight

Summary of Module Content

Students will be introduced to the purpose of detection and criminal profiling methods, such as a need to link crimes to suspects, the importance of assessing risk and the ability to predict or prevent re-offending. A range of detection methods will be explored and evaluated in relation to their effectiveness in criminal investigations. Certain techniques will be analysed in their role of causing miscarriages of justice, both in the UK and elsewhere. Methods of offender profiling will then be introduced and applied to explain how arsonists, rapists, and serial murderers can be detected and profiled.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecture	26	1 hour per week for 13 weeks
Seminar	13	1 hour per week for 13 weeks
Class based group activities and research tasks	13	1 hour per week for 13 weeks
Formative (draft) assessment review and / or one to one tutorials	8	3 hour window for each assessment task (only 25% or 500 words of each assessment reviewed formatively)
Guided independent study	140	Interactive learning activities, guided reading and facilitated forum discussion
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Detection Essay (2000 words) Explain a range of detection methods and consider their usefulness in the criminal justice system (LO1, 2).	50%
	Profiling Report (2000 words) Explain, apply and analyse a criminal profiling method (LO3, 4).	50% **Total: 100%**

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	(LO 1, 2) 2000-word report discussing methods of detection and usefulness in the criminal justice system	50%
Coursework	(LO 3, 4) 2000-word report comparing offender profiling approaches	50%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Hannah Kam-Radcliffe Date: 16/06/23	**Approved by:** Hannah Davies Date: 11/07/23

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:
UCSD2127

MODULE TITLE: Forensic Psychology: Offending Behaviour and Rehabilitation

CREDITS: 20   **FHEQ LEVEL:** 5   **HECOS CODE: 100387 / 100498**

PRE-REQUISITES: N/A   **CO-REQUISITES:** N/A   **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Psychological perspectives will be applied to explain offending behaviour and students will review research supporting and refuting these theoretical explanations. Students will study a range of psychological theories and offending behaviours, before selecting the topics that interest them the most for assessment. Students will then examine penal theories that underpin various punishments within the criminal justice system and evaluate their effectiveness in reducing offending behaviour.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*			
C1 (Coursework)	50%	**P1** (Practical)	50%

SUBJECT ASSESSMENT PANEL to which module should be linked:

FdSc Psychology and Counselling

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- To introduce offending behaviours.
- To introduce the breadth of psychological theory and research that may be applied to explain offending behaviour.
- To develop an understanding of the strengths and limitations of psychological theories and research.
- To develop an understanding of penal theories and how they underpin punishment policy in the Criminal Justice System.

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Apply psychological theories to explain offending behaviours. 2. Critically evaluate psychological explanations for offending behaviours. 3. Explain penal theories underpinning criminal justice interventions. 4. Critically discuss penal theories underpinning criminal justice interventions.	8.1 Knowledge an understanding (1) 8.2 Cognitive and intellectual skills (1 & 2) 8.3 Key and transferable skills (2)

DATE OF APPROVAL: 11/08/2020	**AWARDING BODY:** South Devon College
DATE OF IMPLEMENTATION: 01/09/2020	**SEMESTER:** Semester 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

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. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023-24   **NATIONAL COST CENTRE:** 104

MODULE LEADER: Claire Dahill-Nichols

OTHER MODULE STAFF: Hannah Kam-Radcliffe

Summary of Module Content

In the first half of the module, students will be introduced to a range of psychological theories that can be applied to explain offending behaviours. Theories are informed by cognitive, biological, learning and social approaches, which will also be evaluated. Students will choose an offender and apply theory and research to explain their offending behaviour. In the second half of the module, students will be introduced to penal theories and will examine where they are implemented in the Criminal Justice System. Students will then examine their effectiveness in reducing offending behaviour.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecture	19.5	1 hour per week for 13 weeks
Seminar	19.5	1 hour per week for 13 weeks
Class based group activities and research tasks		1 hour per week for 13 weeks

Formative (draft) assessment review and / or one to one tutorials	6	3 hour window for each assessment task (only 25% or 500 words of each assessment reviewed formatively)
Guided independent study	155	Interactive learning activities, guided reading and facilitated forum discussion
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Presentation: Theories of offending (LO1&2)	100%
Coursework	Essay: Critically discuss penal theories (LO3&4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Presentation: Theories of offending (LO1&2)	100%
Coursework	Essay: Critically discuss penal theories (LO3&4)	100%
To be completed when presented for Minor Change approval and/or annually updated		
Updated by: Claire Dahill-Nichols Date: 11/07/23	**Approved by**: Hannah Kam-Radcliffe Date: 11/07/23	

MODULE CODE: **MODULE TITLE: Professional Practice**

UCSD2070

CREDITS: 20   **FHEQ LEVEL: 5**   **HECOS CODE: 101278**

PRE-REQUISITES: **CO-REQUISITES:**   **COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is aimed at helping you develop and reflect on your professional skills and is organised around engagement in your chosen work experience or employability project. This will provide you with an understanding of the importance of reflection, as well as preparing you for future employment.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL to which module should be linked:

FdSc Psychology and Counselling

Professional body minimum pass mark requirement: NA

MODULE AIMS:

To enable students to produce a practice file of evidence that supports their career and personal development.

To support students in developing, reflecting on and demonstrating skills relevant to employability.

To emphasise the visibility, relevance and importance to students of engagement in professional practice in terms of personal development, as well as ongoing employability and career development.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Research and prepare to undertake a suitable voluntary work experience or employability project.	8.4 Employment related skills (2)
2. Demonstrate an awareness of professional codes of practice.	8.4 Employment related skills (1)
3. Analyse professional development.	8.4 Employment related skills (3)
4. Demonstrate knowledge of professional boundaries and explain how to work in line with organisational policies and procedures	8.2 Cognitive and Intellectual Skills (3)
	8.4 Employment related skills (1)
	8.5 Practical Skills (2)

DATE OF APPROVAL: 11/08/2020	**AWARDING BODY:** South Devon College
DATE OF IMPLEMENTATION: 09/2020	**SEMESTER: Semester 1 & 2**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24   NATIONAL COST CENTRE:104

MODULE LEADER: Kelly Smith   OTHER MODULE STAFF: Ezekiel Chattell

Summary of Module Content

This module is aimed at helping you develop and enhance your professional skills. You will develop knowledge and skills relating to professional practice, helping you to build your expertise in preparation for your chosen career. The first part of the module will focus on preparing for professional practice. The second half requires you to reflect on the learning opportunities and employability skills gained from your engagement with professional practice.

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	13	1 hour per week for 13 weeks
Seminar		1 hour per week for 13 weeks
Professional practice	26	1 hour per week for 13 weeks
Formative (draft) assessment review and / or one to one tutorials	6	3 hour window for each assessment task (only 25% or 500 words of each assessment reviewed formatively)
Guided independent study	155	Interactive learning activities, guided reading and facilitated forum discussion

Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Professional Portfolio: Preparation for Professional Practice (LO1 &2)	50%
	Practice File: Reflecting on Professional Practice (LO3&4) (Including evidence of work experience / shadowing / research)	50% Total 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Professional Portfolio: Preparation for Professional Practice (LO1 &2) Reflecting on Professional Practice (LO3&4)	50% 50%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Hannah Davies Date: 11/07/23	**Approved by:** Lisa Rogers Date : 12/07/2023

South Devon College Module Record

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

MODULE CODE: UCSD2106   **MODULE TITLE:** Applied Psychology: Theories of Gender and Memory

CREDITS: 20   **FHEQ LEVEL:** 5   **HECOS CODE: 100494**

PRE-REQUISITES: **CO-REQUISITES:**   **COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module enables students to develop an understanding of the different models of memory and how they can be applied to different topics. Gender theories will be explored and evaluated through research of case studies.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL to which module should be linked:

FdSc Psychology and Counselling

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- Understand theories of memories and their applications.
- Identify the strengths and limitations of memory theory.
- Understand theories of gender and their applications.
- Identify the strengths and limitations of gender theory.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes).

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Review and apply psychological theories of gender.	8.1 Knowledge an understanding (1)
2. Critically analyse psychological theories of gender.	8.2 Cognitive and intellectual skills (1)
3. Explain and apply psychological theories of memory.	8.1 Knowledge and understanding (1)
4. Evaluate psychological theories of memory.	8.2 Cognitive and intellectual skills (2)
	8.3 Key and transferrable skills (2)

DATE OF APPROVAL:	**AWARDING BODY:** South Devon College
DATE OF IMPLEMENTATION: 09/2022	**SEMESTER: Semester 1**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24   **NATIONAL COST CENTRE:104**

MODULE LEADER: Claire Dahill-Nichols   **OTHER MODULE STAFF: Asenath Colbourne-Laight**

Summary of Module Content

This module enables students to develop an understanding of the different models of memory and how they can be applied to different topics. Gender theories will be explored and evaluated through research of case studies.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	19.5	1 hour per week for 13 weeks
Seminar	19.5	1 hour per week for 13 weeks
Class based group activities and research tasks		1 hour per week for 13 weeks
Formative (draft) assessment review and / or one to one tutorials	6	3 hour window for each assessment task (only 25% or 500 words of each assessment reviewed formatively)
Guided independent study	155	Interactive learning activities, guided reading and facilitated forum discussion
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay – Psychological Theories of Gender (LO1&2)	50%
Coursework	Case Report– Psychological Theories of Memory (LO3 & 4)	50%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting

Coursework	Essay – Psychological theories of Gender (LO1&2)	50%
Coursework	Case Report– Psychological Theories of Memory (LO3 & 4)	50%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Claire Dahill-Nichols Date: 11/07/23	**Approved by**: Hannah Kam-Radcliffe 11/07/23

South Devon College Module Record

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

MODULE CODE: UCSD2072 **MODULE TITLE:** Positive Psychology & Qualitative Research

CREDITS: 20   **FHEQ LEVEL:** 5   **HECOS CODE: 100494**

PRE-REQUISITES: **CO-REQUISITES:**   **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module explores the use of qualitative research methodologies within positive psychology. Students will identify topics within positive psychology that they wish to investigate. They will then design, carry out, analyse and report on a small-scale qualitative research project.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL to which module should be linked:

FdSc Psychology and Counselling

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- To plan and undertake a qualitative research project within the area of positive psychology.
- To work in accordance with ethical guidelines.
- To gather and analyse data using appropriate qualitative techniques.
- To report and discuss findings according to academic convention.

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Explain psychological theories and research associated with positive psychology. 2. Critically discuss psychological theories and research associated with positive psychology. 3. Explain how data was gathered in an appropriate and ethical manner. 4. Analyse qualitative data and critically discuss findings.	8.1 Knowledge and understanding (1) 8.2 Cognitive and intellectual skills (1 & 2) 8.1 Knowledge and understanding (2) 8.3 Key and transferable skills (1) 8.4 Employability related skills (1 & 2& 3) 8.5 Practical skills (1 & 2)

DATE OF APPROVAL: 11/08/2020	**AWARDING BODY:** South Devon College
DATE OF IMPLEMENTATION: 09/2020	**SEMESTER: Semester 1 & 2**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2023/24   NATIONAL COST CENTRE: 104

MODULE LEADER: Ezekiel Chattell   OTHER MODULE STAFF: Kelly Smith

Summary of Module Content

- Introduction to positive psychology.
- Evaluating approaches in positive psychology.
- Designing a qualitative research project and writing a literature review.
- Applying for ethical approval.
- Collecting qualitative data.
- Analysing qualitative data.
- Writing up a qualitative research project.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecture	19.5	1 hour per week for 13 weeks
Seminar	19.5	1 hour per week for 13 weeks
Class based group activities and research tasks		1 hour per week for 13 weeks
Formative (draft) assessment review and / or one to one tutorials	6	3 hour window for each assessment task (only 25% or 500 words of each assessment reviewed formatively)

Guided independent study	155	Interactive learning activities, guided reading and facilitated forum discussion
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Research Proposal (LO1&2) Research Report (LO3&4)	50% 50% Total:100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Research Proposal (LO1&2) Research Report (LO3&4)	50% 50% Total:100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ezekiel Chattell **Date**: 20/06/2023	**Approved by**: Hannah Kam-Radcliffe **Date**; 11/07/23

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:
UCSD2073

MODULE TITLE: Creative Counselling Approaches

CREDITS: 20   **FHEQ LEVEL:** 5   **HECOS CODE: 100495**

PRE-REQUISITES: **CO-REQUISITES:**   **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:

Students will be introduced to a range of creative counselling techniques, by participating in workshops, using resources such as sand-tray, art equipment, expressive writing and music. They can also explore more physical forms of therapeutic work such as dramatherapy, somatic experiencing, eco therapy and animal therapy. They will then be able to select a specific form of creative work to focus on for their literature review. Finally, students will prepare and facilitate their own skills practice workshop for a small group.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
C1 (Coursework)	**50%**	Practical	50%

SUBJECT ASSESSMENT PANEL to which module should be linked:

FdSc Psychology and Counselling

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- To explore creative approaches in counselling.
- To develop personal interests in preparation for professional practice.
- To further develop practical skills.
- To evaluate creative approaches in counselling.

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Explain the history and practice of a creative counselling approach.	8.1 Knowledge and understanding (3)
2. Critically evaluate the use of a creative counselling approach.	8.2 Cognitive and intellectual skills (3)
3. Apply creative counselling theory and skills in practice.	8.5. Practical skills (3)
4. Use appropriate communication and relational skills and work within ethical guidelines.	8.4. Employment related skills (3)

DATE OF APPROVAL: 11/08/2020	**AWARDING BODY:** South Devon College
DATE OF IMPLEMENTATION: 01/09/2020	**SEMESTER: Semester 1**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023-24   **NATIONAL COST CENTRE:104**

MODULE LEADER: Anne Nevill   **OTHER MODULE STAFF:**

Summary of Module Content

Creative counselling approaches

Students will be introduced to a range of creative counselling techniques, by participating in workshops, using resources such as sand-tray, buttons and art equipment. They can also explore more physical forms of therapeutic work such as tapping, music therapy, drama therapy, body process, eco therapy and animal therapy. They will then be able to select a specific form of creative work to focus on for their literature review. Finally, students will prepare and facilitate their own skills practice workshop for a small group.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities, Assessment Support	45	Timetabled sessions are 3 hours per week for 15 weeks. This will include a draft support week for each assignment.
Independent Study	155	Reading will be assigned to enhance learning on each taught week and students will be signposted to additional source material to support independent study.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Literature review – creative counselling approaches (LO1&2)	100%
Practical	Creative counselling workshop (LO3&4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Literature review – creative counselling approaches (LO1&2)	100%
Practical	Creative counselling workshop (LO3&4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Anne Nevill Rossiter Date: 11/07/23	**Approved by**: Hannah Davies Date: 11/07/23l