



**UNIVERSITY
CENTRE**
SOUTH DEVON

PROGRAMME QUALITY HANDBOOK 2021-2022

FdSc Psychology and Sociology

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1. Welcome and Introduction to FdSc Psychology and Sociology

Welcome to the Foundation Degree Psychology and Sociology

The Foundation Degree in Psychology and Sociology is underpinned by psychological and sociological theory, with an emphasis on developing an understanding of inequalities within society, as well as research and employability skills. Students will experience a range of approaches to programme delivery, as their psychology modules will usually involve large group lectures and seminars, whereas their sociology modules will be taught in small groups, with more input from professionals who have experience of working with social inequality in practice. Sociology as a discipline is concerned with human societies, their interactions, and the processes that preserve and change them. The course aims to cultivate a critical knowledge of major sociological themes and perspectives and an awareness of different social factors and policies. Exploration of topics and issues conveys the diversity debate that is so prominent within the sociological sphere. There are different ways of theorising or researching the same issue, epistemologies and ontologies are deployed and work can be analysed at using different methods and conceptual tools. To a great extent the vitality and purposefulness of sociology and its insightfulness for students and practitioners is underpinned by this continued cross-play of tensions and critical pedagogies.

Students from the Criminology and Counselling Foundation Degrees will join Sociology students for their Psychology and Professional Practice modules. These shared modules will provide students with opportunities for collaborative working and peer learning, and will also contribute to a sense of being part of a wider learning community within the sector of 'Social Science and Society'. In psychology students will gain an understanding of: psychological disorders and treatments, personality traits, and psychological theories that can be applied to explain: aggression, offending behaviour, gender and human memory. Students will also undertake a quantitative research project in year one and a qualitative research project in year two, allowing them to develop research skills in a range of approaches, which will inform future research in higher level study and employment. In the 'Professional Practice' module, students will be required to organise work experience or complete a relevant employability project. Working with students across the sector, will increase networking opportunities, allowing students to share ideas and professional contacts with one another.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

1.1. Programme Management

This programme is managed by Jodie Culley who is the Programme Co-ordinator for all of the Psychology Foundation Degrees and Katrina Perkins who is the Programme Lead for FdSc Psychology and Sociology.

1.2. Personal Tutor

Personal tutors are designated as a sustained and first point of reference for individual students on personal, domestic or academic matters; detailed information will be available in your teaching, learning and assessment handbooks. Katrina Perkins will be your personal tutor. Further information about personal tutoring at UCSD can be found by following this link to the [Student Development](#) policy.

1.3. Course Contact List

Name:	Modules	Emails:
Programme Lead & Personal Tutor:	Introduction to Sociological Theory	
Katrina Perkins	Social Change Professional Practice	Katrinaperkins@southdevon.ac.uk
Module Leaders:	Psychology of Aggression	
Hannah Davies	Applied Psychology: Gender and Memory Forensic Psychology: Offending Behaviour and Rehabilitation	Hannahdavies@southdevon.ac.uk
Katrina Perkins	Introduction to Sociological Theory Social Change Professional Practice	katrinaperkins@southdevon.ac.uk
Samantha Smith	Individual Differences and Research Positive Psychology & Qualitative Research	samanthasmith@southdevon.ac.uk
Peter Boffey	Sociological Applications: Social Policy Youth & Deviant Identities	pboffey@southdevon.ac.uk
	Clinical Psychology	clairedahillnicholls@southdevon.ac.uk

1.4. 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 step up to HE 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 Reading

Recommended books/ebooks for Y1:

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.

Introduction to Sociological Theory

Giddens, A., and Sutton., P. (2021) *Sociology* 9th edn. Cambridge: Polity Press

Social Change

Giddens, A., and Sutton., P. (2021) *Sociology* 9th edn. Cambridge: Polity Press

Sociological Applications: Social Policy

Alcock. P., Haux, T, M., Wright, S. (Eds) *The Student's Companion to Social Policy*. Wiley: Blackwell

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.

Recommended books/ebooks for Y2:

Positive Psychology and Qualitative Research Methods

Braun, V. & Clarke, V. (2013) Successful Qualitative Research: A Practical Guide for Beginners. Sage.

Forensic Psychology: Offender Behaviour and Rehabilitation

Howitt, D. (2018) *Introduction to Forensic and Criminal Psychology (6th Edn.)*. London: Pearson.

Crime, Media and Society

Giddens, A., and Sutton., P. (2021) *Sociology 9th edn.* Cambridge: Polity Press

Youth and Deviant Identities

Furlong, A. (2012) *Youth Studies*, London: Routledge.

Applied Psychology: Gender and Memory

Baddeley, A., Eysenck, M.W. and Anderson, M.C. (2020) *Memory*. 3rd edn. Oxon: Routledge.

Professional Practice

Patton, N., Higgs, J., and Smith, M. (2018). *Developing practice capability: Transforming workplace learning*. Boston: Brill Sense

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

American Journal of Sociology

Journal of Social Issues

Sociology

Personality and Social Psychology Bulletin

Other materials:

Social Policy - <http://civitas.org.uk/pdf/cw33.pdf>

Individual Differences and Research -

https://www.ted.com/talks/brian_little_who_are_you_really_the_puzzle_of_personality?referrer=playlist-who_are_you

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>

1.5. COVID19 Programme Planning

Covid 19 programme Planning	
General approach being undertaken	<p>We will follow government advice on social distancing and personal safety to ensure a 'Covid secure' working and learning environment.</p> <p>We know that we all may need to adapt if Covid conditions change. We will continue to provide a high quality learning experience utilising technology solutions as may be required.</p> <p>We will continue to update our dedicated Covid 19 webpage if and when circumstances change. We encourage all new and returning students to review this page to better understand the approach we are taking.</p>
Programme Teaching and Learning changes being undertaken	No teaching and learning changes are taking place for this programme.
Programme Assessment changes being undertaken	No changes to assessment are taking place for this programme.

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 Sociology
Intermediate Level 4 Award:	
Programme Title:	FdSc Psychology and Sociology
UCAS Code:	3PWC
Benchmarks:	Foundation Degree Characteristic Statement (2020)

**Date of Programme
Approval:**

2.2. Brief Description of the Programme

This programme consists of six core psychology modules and six sociology 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 sociology, 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 sociology.
- 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 presenting.

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 sociological theories and an understanding of their 'real world' applications.
- 4) Knowledge and understanding of social diversity / social inequality /social change.

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) Apply and evaluate sociological theories.
- 4) Analyse social phenomenon / social problems / social processes.

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) Use appropriate academic conventions and referencing to effectively communicate valid and reliable arguments through written work.

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) Formulate researchable problems, design appropriate data collection methods and engage with a relevant ethical approval process.
- 2) Collect, analyse and evaluate qualitative and / or quantitative data.
- 3) Communicate understanding of complex concepts clearly via oral presentation.

2.7. Progression Route(s)

Admissions Criteria

Entry Requirements for the Foundation Degree Psychology and Sociology	
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 Baccaulaureate	24 points from WB
Scottish Qualifications Authority	48 points minimum from Higher Certificate
Irish Leaving Certificate	48 points minimum from Higher Certificate
International Baccaulaureate	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 Sociology programme learning outcomes are sufficiently covered through accreditation of prior learning (APL) and / or experience (APEL).

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

Level 4					
Module Code	Module Title	Credits	Year of Delivery*	Semester of Delivery	Core / Optional
UCSD1058	Introduction to Sociological Theory	20	1	Semester 1	Core
UCSD1052	Clinical Psychology*	20	1	Semester 1	Core
UCSD1053	Psychology of Aggression*	20	1	Semester 1	Core
UCSD1059	Social Change	20	1	Semester 2	Core
UCSD1057	Individual Differences and Quantitative Research	20	1	Semester 2	Core
UCSD1060	Sociological applications: Social policy	20	1	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 of Delivery	Core / Optional
UCSD2071	Applied Psychology: Theories of Gender and Memory *	20	2	Semester 1	Core
UCSD2076	Youth and Deviant Identities*	20	2	Semester 1	Core
UCSD2070	Professional Practice	20	2	Semester 1&2	Core
UCSD2068	Forensic Psychology: Offender behaviour and rehabilitation*	20	2	Semester 2	Core
UCSD2072	Positive Psychology and Qualitative Research	20	2	Semester 1&2	Core
UCSD2075	Crime, Media and Society*	20	2	Semester 2	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
UCSD1052	Clinical Psychology*	20	2020/21	Semester 1	Core	Yr 1
UCSD1058	Introduction to Sociological Theory	20	2020/21	Semester 1	Core	Yr 1
UCSD1059	Social Change	20	2020/21	Semester 2	Core	Yr 1
UCSD1060	Sociological Applications: Social Policy	20	2020/21	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
UCSD1053	Psychology of Aggression*	20	2021/22	Semester 1	Core	Yr 2
UCSD2071	Applied Psychology: Theories of Gender and Memory	20	2021/22	Semester 1	Core	Yr 2
UCSD2069	Crime, Media and Society	20	2021/22	Semester 2	Core	Yr 2
UCSD1057	Individual Differences and Quantitative Research*	20	2021/22	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
UCSD2076	Youth and Deviant Identities	20	2022/23	Semester 1	Core	Yr 3
UCSD2070	Professional Practice	20	2022/23	Semester 1	Core	Yr 3
UCSD2072	Positive Psychology and Qualitative Research	20	2022/23	Semester 2	Core	Yr 3
UCSD2068	Forensic Psychology: Offender Behaviour and Rehabilitation	20	2022/23	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				Cognitive and intellectual skills				Key and transferable skills				Employment related skills						Practical skills			
		1	2	3	4	1	2	3	4	1	2	3		1	2	3				1	2	3	
Level 4	UCSD 1058 Introduction to Sociological Theory			/	/			/	/		/	/								/		Y	60% C1 40% P1
	UCSD1052 Clinical Psychology	/				/	/				/											Y	50% C1 50% T1
	UCSD1053 Psychology of Aggression	/				/	/				/											Y	100% C1
	UCSD1059 Social Change			/	/			/	/		/	/										Y	100% C1
	UCSD1057 Individual Differences and Quantitative Research	/	/			/	/			/				/	/	/		/	/			Y	100% C1
	UCSD1060 Sociological applications: Social policy		/	/	/			/	/		/	/								/		Y	100 C1
Level 4 LOs		y	y	y	y	y	y	y	y	y	y	y		y	y	y		y	y	Y			
Level 5	UCSD2068 Forensic Psychology: Offender Behaviour and Rehabilitation	/				/	/				/									/		Y	50% C1 50% P1

UCSD2075 Crime, Media and Society			/	/			/	/		/	/						/		Y	50% C1 50% P1	
UCSD 2070 Professional Practice							/						/	/	/		/		Y	100% C1	
UCSD 2071 Applied Psychology: Theories of Gender and Memory	/				/	/				/									Y	50% C1 50% T1	
UCSD2072 Positive Psychology and Qualitative Research	/	/			/	/			/				/	/	/		/	/	Y	100% C1	
UCSD2056 Youth and Deviant Identities			/	/			/	/	/	/	/								Y	50% C1 50% T1	
Level 5 LOs	y	y	y	y	y	y	y	y	y	y	y		y	y	y		y	y	y		
Confirmed Award LOs																					

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	2068 Forensic Psychology: Offender Behaviour and Rehabilitation	/				/	/			/												Y	50% C1 50% P1
	2069 Integrated Counselling and Ethical Practice			/				/				/		/	/	/			/	/		Y	50% C1 50% P1
	2070 Professional Practice							/						/	/	/			/			Y	100% C1
	2071 Applied Psychology: Theories of Gender and Memory	/				/	/			/												Y	50% C1 50% T1
	2072 Positive Psychology and Qualitative Research	/	/			/	/			/				/	/	/		/	/			Y	100% C1
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			

Elective 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				Key and transferable skills				Employment related skills				Practical skills					
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Level 5	2073 Creative Counselling Approaches			/				/				/		/	/	/			/	/		Y	50% C1 50% P1
	2074 Extended Professional Practice							/				/		/	/	/			/			Y	100% Coursework A1 Pass/Fail
Confirmed Award LOs																							

Reading Lists

Year 1	Clinical Psychology	Psychology of Aggression	Introduction to Sociological Theory	Social Change	Individual Differences and Quantitative Research	Sociological applications: Social policy
Core (2 resources)	Davey, G. (2014). <i>Psychopathology: Research, Assessment and Treatment in Clinical Psychology</i> . (2 nd Edn). Chichester: John Wiley and Sons.	Hogg, M., Vaughan, G. (2017). <i>Social Psychology</i> (8 th Edn.). London: Pearson.	Giddens, A., and Sutton., P. (2021) <i>Sociology</i> 9 th edn. Cambridge: Polity Press	Giddens, A., and Sutton, P. (2021). <i>Sociology</i> 9 th edn. Cambridge: Polity Press	Bourne, V. (2017). <i>Starting out in methods and statistics for psychology: A hands-on guide to doing research</i> . Oxford: Oxford University Press.	Alcock. P., Haux, T, M., Wright, S. (Eds) <i>The Student's Companion to Social Policy</i> . Wiley: Blackwell
	Davey, G. (2019). <i>Clinical Psychology: Revisiting the Classic Studies</i> . London: Sage	Buss, D, M. (2019) <i>Evolutionary Psychology: The New Science of the Mind</i> . 6th Edn. Oxon: Routledge	Ritzer, G., and Murphy., W. (2019) <i>Classical Sociological Theory</i> 2 nd edn London: Wiley and Sons	Martell, L. (2016) <i>The Sociology of Globalization</i> . 2 nd edn. Cambridge: Polity	Cooper, C. (2020). <i>Individual differences and personality</i> (4 th ed.). London: Routledge.	Gans, H. (2017). <i>Sociology and Social Policy: Essays on Community, Economy, and Society</i> . Columbia University Press
Further	*Gross, R. (2015). <i>Psychology: The Science of Mind and Behaviour</i> (7 th Edn.). London: Hodder Education.	Badcock, C. (2013) <i>Evolutionary Psychology:A Clinical Introduction</i> . London: Wiley	Tubergen, F. (2020) <i>Introduction to Sociology</i> Oxon: Routledge	Massey, G. (2016) <i>Ways of Social Change</i> 2 nd edn London: Sage	Corr, P. (2018). <i>Personality and individual differences: Revisiting the</i>	

					<i>classic studies.</i> London: Sage.	
Butcher, J. N., Hooley, J. M., Mineka, S. M., Nock M. K. (2016). <i>Abnormal Psychology</i> , Global Edition. London: Pearson.	Barrett, D. W. (2016) <i>Social Psychology: Core Concepts and Emerging Trends.</i> London: Sage Publications	Eglitis, D., and Chambliss, W. (2020) <i>Discover Sociology: Core Concepts</i> 2 nd edn. London: Sage	Schulz, M. (2019) <i>Global sociology and the struggles for a better world: towards the futures we want.</i> London: Sage	Chamorro- Premuzic, T. (2014). <i>Personality and individual differences</i> (3 rd ed.). Chichester: Wiley.		
World Health Organization (1992). <i>The ICD-10 Classification of Mental and Behavioural Disorders : Clinical Descriptions and Diagnostic Guidelines.</i> England. World Health Organisation. ICD-11 – preferable, but not yet available	Buss, D. M. (2015) <i>The Handbook of Evolutionary Psychology.</i> London: Wiley	Mills, C., and Gitlin, T. (2000) <i>The sociological imagination.</i> USA: Oxford University Press.	Michie, J. (2019) <i>The handbook of Globalisation</i> 3 rd edn Cheltenham: Edward Elgar	Haslam, N., Smillie, L. and Song, J. (2017). <i>An introduction to personality, individual differences and intelligence.</i> London: Sage.		
American Psychiatric Association (2013). <i>Diagnostic and Statistical Manual</i>	Bushman, B. (2016) <i>Aggression and Violence: A Social Psychological Perspective.</i> East	Haralambos, M., and Holborn, M. (2008) <i>Sociology: Themes and perspectives.</i> 8 th	Chirico, J. (2014) <i>Globalization Prospects and Problems</i> London: Sage	Bors, D. (2018). <i>Data analysis for the social sciences: Integrating theory and practice.</i> London: Sage.		

	of Mental Disorders (5 th Edn.). England: American Psychiatric Association	Sussex: Psychology Press	edn London: Harper Collins			
Journals	<i>Journal of Clinical Psychology</i>	<i>Social Psychology Quarterly</i>	<i>American Journal of Sociology</i>	<i>Journal of public economics</i>	<i>Personality and Social Psychology Bulletin</i>	<i>Critical Social Policy</i>
	<i>Psychology and Psychotherapy</i>	<i>Evolutionary Psychology</i>	<i>Social Policy and Administration</i>	<i>Journal of social issues</i>	<i>Personality and Social Psychology Review</i>	<i>Youth Justice</i>
	<i>Depression and Anxiety</i>	<i>Group Processes and Intergroup Relations</i>	<i>Sociology</i>	<i>Sociology</i>	<i>Social Psychology and Personality Science</i>	<i>Contemporary Sociology: A Journal of Reviews Politics and Society</i>
	<i>International Journal of Methods in Psychiatric Research</i>	<i>Aggressive Behaviour</i>	<i>Journal of Labor and Society</i>	<i>Journal of Risk Research</i>	<i>European Journal of Personality</i>	
Other resources	The British Psychological Society. (2018). <i>Code of ethics and conduct</i> . Leicester: The British Psychological Society.				The British Psychological Society. (2018). <i>Code of ethics and conduct</i> . Leicester: The British Psychological Society.	
					The British Psychological Society. (2014). <i>Code of human</i>	

					research ethics. Leicester: The British Psychological Society.	
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Year 2	Forensic Psychology: Offender behaviour and rehabilitation	Crime, Media and Society	Professional Practice	Applied Psychology: Theories of Gender and Memory	Positive Psychology and Qualitative Research	Youth and Deviant Identities
Core (2 resources)	Davies, G.M., Beech A.R. (2017). <i>Forensic Psychology: Crime, Justice, Law, Interventions (3rd Edn.)</i> . West Sussex. Wiley.	Giddens, A., Sutton, P. (2021) <i>Sociology</i> . 9th Edn. Cambridge: Polity Press	Patton, N., Higgs, J., and Smith, M. (2018). <i>Developing practice capability: Transforming workplace learning</i> . Boston: Brill Sense	Brannon, L. (2017) <i>Psychological Perspectives</i> . 7th edn. Oxon: Routledge.	Zelenski, J. (2019). <i>Positive psychology: The science of wellbeing</i> . London: Sage.	Furlong, A. (2012) <i>Youth Studies</i> , London: Routledge.
	Howitt, D. (2018) <i>Introduction to Forensic and Criminal Psychology (6th Edn.)</i> . London: Pearson.	Hodkinson, P. (2017) <i>Media, Culture and Society</i> . 2 nd Edn. London: Sage Publications	Becher, T. (2018). <i>Professional practices: Commitment and capability in a changing environment</i> . Oxon: Routledge	Baddeley, A., Eysenck, M.W. and Anderson, M.C. (2020) <i>Memory</i> . 3rd edn. Oxon: Routledge.	Braun, V. and Clarke, V. (2013). <i>Successful qualitative research: A practical guide for beginners</i> . London: Sage.	Jenkins, R. (2014). <i>Social Identity</i> . (4th ed.) London: Routledge.
Further	Canter, D. (2017). <i>Criminal Psychology (Topics in Applied Psychology)</i> . London: Routledge.	Newburn, T. (2017) <i>Criminology</i> . 3rd Edn. Devon: Willan Publishing	Cottrell, S. (2010) <i>Skills for Success: the Personal Development Planning Handbook 2nd edn</i> London: Palgrave Macmillan.	Owen Blakemore, J.E., Berenbaum, S.A. and Liben, L.S. (2012) <i>Gender development</i> . Hove: Psychology Press.	Boniwell, I. and Tunariu, A. D. (2019). <i>Positive psychology: Theory, research and applications (2nd ed.)</i> .	Clarke J, Hall S, Jefferson T and Roberts B (2006) <i>Subcultures, culture and class in</i> Hall S. and Jefferson T (eds.) <i>Resistance through</i>

					Maidenhead: Open University Press.	Rituals, London, HarperCollinsAcademic
Pakes, F., Pakes, S. (2009) <i>Criminal Psychology</i> . Devon: Willan.	Carrabine, E., Cox, P., Fussey, P., Hobbs, D., South, N., Thiel, D. and Turton, J. (2014) <i>Criminology: A Sociological Introduction</i> . 3rd Edition. London: Routledge	Raelin, J. (2008) <i>Work-based learning: Bridging knowledge and action in the workplace</i> . London: Wiley and Sons.	Franklin, L. (2012) <i>Gender</i> . Basingstoke: Palgrave Macmillan.	Donaldson, S. I., Csikszentmihalyi, M. and Nakamura, J. (2020). <i>Positive psychological science: Improving everyday life, well-being, work, education, and societies across the globe</i> (2 nd ed.). London: Routledge.	Fine G and Kleinman S, (1979) <i>Rethinking Subculture: An Interactionist Analysis, American Journal of Sociology</i> , Vol. 85, No, pp. 1-20	
Akerman, G., Needs, A., Bainbridge, C. (2017). <i>Transforming Environments and Rehabilitation (Issues in Forensic Psychology)</i> London: Routledge.	Fulcher, J., and Scott, J. (2007) <i>Sociology</i> . Oxford: Oxford University Press.	Sangster, C. (2000). <i>Planning and organizing personal and professional development</i> . Oxon: Routledge	Radvansky, G.A. (2017) <i>Human memory</i> . 3rd edn. London: Routledge.	Sullivan, C., Gibson, S. & Riley, S. (2014) <i>Doing Your Qualitative Psychology Project</i> . Sage	Gibson, C. Swatt, M, Miller J. Mitchell ; Jennings, Wesley G. Gover, A. (2012) <i>The causal relationship between gang joining and violent victimization: A critical review and directions for future research, Journal of Criminal Justice</i> ,.40(6), 490-501	
Vossler, A., Havard, C., Pike,	Maconis, J., Plummer, K. (2012)	Cottrell, S. (2017) <i>Critical thinking</i>	Schwartz, B.L. (2013) <i>Memory:</i>	Jarvinen, M. and Nik-Meyer, N.	Parsons T, (1962) <i>Youth in the Context</i>	

	G., Barker, M-J., Raabe, B. (2017) <i>Mad or Bad?</i> London: Sage.	Sociology: A Global Introduction. 5th Edn. Cambridge: Pearson Education Ltd.	skills: Developing effective analysis, argument and reflection. 3rd edn London: Palgrave Macmillan.	foundations and applications. London: Sage	(2020). <i>Qualitative analysis: Eight approaches for the social sciences.</i> London: Sage.	of American Society, <i>Daedalus</i> 91,1,
Journals	<i>Psychological Review</i>	Journal of Crime and Delinquency	<i>Journal of Teaching and Learning for Graduate Employability</i>	Memory Studies	<i>Journal of Humanistic Psychology</i>	American Journal of Sociology
	<i>Aggression and Violent Behaviour</i>	Crime, Media and Culture	<i>Journal of Soft Skills</i>	Gender and Society	<i>International Journal of Qualitative Methods</i>	Journal of Criminal Justice
	<i>Journal of Child Psychology and Psychiatry</i>	Sociology	<i>Studies in Higher Education</i>	Psychological Reports	<i>International Review of Qualitative Research</i>	
	<i>International Journal of Offender Therapy and Comparative Criminology</i>	Media, Culture and Society	<i>Journal of Work-Applied Management</i>	Psychological Science	<i>Applied Psychology: Health and Well-Being</i>	
Other resources	National Audit Office				The British Psychological Society. (2018). Code of ethics and conduct. Leicester: The British Psychological Society.	

	Prison Reform Trust				The British Psychological Society. (2014). <i>Code of human research ethics</i> . Leicester: The British Psychological Society.	
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3. Module Records

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD1052 **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			
T1 (Test)	50%	C1 (Coursework)	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 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. 2. Evaluate psychological explanations for mental, behavioural and /or neurodevelopmental disorders. 3. Explain how clinical treatments can be applied to reduce, control or eradicate mental, behavioural and /or neurodevelopmental characteristics.	8.1 Knowledge and understanding (1) 8.2 Cognitive and intellectual skills (1) 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	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: 2021-22

NATIONAL COST CENTRE: 104

MODULE LEADER: Claire Dahill-Nicholls

OTHER MODULE STAFF: Jodie Rossiter

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: antidepressants, 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)
Lectures, Seminars, 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
Coursework	Psychological theories case report (LO1&2).	100%
Test	Clinical treatments test (LO3&4).	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
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Coursework	Psychological theories case report (LO1&2).	100%
Test	Clinical treatments test (LO3&4).	100%

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

Updated by: Hannah Davies
Date: 01/07/21

Approved by Anna Neale
Date: 6/07/2021

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD1053 **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.	8.1 Knowledge and understanding (1)
2) Apply theories from the field of social psychology to explain real world phenomena.	8.2 Cognitive and intellectual skills (1) 8.2 Cognitive and intellectual skills (2)
3) Describe evolutionary theories of behaviour	8.3 Key and transferrable skills (2)
4) Evaluate evolutionary theories of behaviour	

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: 2021/22

MODULE LEADER: Hannah Davies

NATIONAL COST CENTRE:104

OTHER MODULE STAFF: Jodie Rossiter

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)
Lectures, Seminars, & 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
Coursework 1	Case Analysis Report: Application of social psychological theory against a real-world event – 2000 words. (LO1, 2)	50%
Coursework 2	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	Report discussing social and evolutionary theories of aggression. (4000 words) (LO1, 2, 3, 4)	Total: 100%

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

Updated by: Hannah Davies
Date: 30/06/21

Approved by: Anna Neale
Date: 06/07/21

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: UCSD1058 **MODULE TITLE:** Introduction to Sociological Theory
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100619
PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module provides a general introduction to sociology. It will begin with an introduction to core sociological theories and perspectives. We will reflect on the works of the 'Founding Fathers' of Sociology such as Marx, Weber and Durkheim. In the second part of the module, the focus will turn to application of sociological theories via C Wright Mills' idea of the 'sociological imagination'.

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

C1 (Coursework)	60%	P1 (Practical)	40%
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SUBJECT ASSESSMENT PANEL to which module should be linked:

FdSc Psychology and Criminology

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- To provide an introduction to a range of sociological theories and perspectives.
- To understand and evaluate competing sociological arguments.
- To develop an understanding of knowledge and of what it means to have a sociological imagination.
- To develop an understanding of sociological theories and perspectives applied to social issues.

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 core sociological theories and perspectives.	8.1 Knowledge and Understanding (3)
2. Evaluate core sociological theories and perspectives.	8.2 Cognitive and Intellectual Skills (3)
3. Describe and evaluate the concept of the sociological imagination.	8.1 Knowledge and Understanding (4)
4. Apply core sociological theories and perspectives to explain a relevant social issue.	8.2 Cognitive and Intellectual Skills (4) 8.5 Practical Skills (3)

DATE OF APPROVAL: 11/08/2020	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	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: 2021/22
MODULE LEADER: Katrina Perkins

NATIONAL COST CENTRE: 132
OTHER MODULE STAFF: Pete Boffey

Summary of Module Content

- The origins of sociology as a discipline
- Functionalist perspective
- Marxist perspective
- Interactionist perspective
- Introduction to the sociological imagination
- Investigation of social issues
- Structure vs Agency debate
- Application of sociological theory to a social issue

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Seminars and 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
Coursework	2000 word essay: Sociological Theories and Perspectives (LO1&2)	100%
Practical	15 minute presentation: Sociological Imagination and Social Issues (LO3&4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	2000 word essay: Sociological Theories and Perspectives (LO1&2)	100%
Practical	15 minute presentation: Sociological Imagination and Social Issues (LO3&4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Katrina Perkins Date: 30/06/21	Approved by: Anna Neale Date: 06/07/21

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: UCSD1059 **MODULE TITLE:** Social Change
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100505
PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

With increasing awareness of global issues, there has never been a more vital time to examine social change. This module examines how sociological theories and concepts can be applied to understanding episodes of social change. The module introduces students to a range of global social development issues and debates the nature and meaning of social change.

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

C1 (Coursework)	100%
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SUBJECT ASSESSMENT PANEL to which module should be linked:

FdSc Psychology and Criminology

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- To introduce students to the concepts of social change, development and progress.
- To develop an understanding of the impact of modernity, post-modernity and globalization.
- To demonstrate understanding of recent issues in a number of substantive areas of sociology.
- To offer students an historical context within which to evaluate the significance of contemporary social change.

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 the differences between modernity and post-modernity.	8.1 Knowledge and Understanding (3)
2. Evaluate theories of globalization.	8.2 Cognitive and Intellectual Skills (3)
3. Review the conceptual significance of social change, development and progress.	8.1 Knowledge and Understanding (4)
4. Apply knowledge relating to aspects of social change in key areas of society.	8.3 Key and transferable skills (2)

	8.2 Cognitive and Intellectual Skills (4) 8.3 Key and transferable skills (3)
DATE OF APPROVAL: 11/08/2020	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	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: 2021/22
MODULE LEADER: Katrina Perkins

NATIONAL COST CENTRE: 131
OTHER MODULE STAFF: Pete Boffey

Summary of Module Content

Students will focus on contemporary global development and change drawing theories of social, cultural, economic and political Globalization. Students will also examine observable differences over time in social phenomena, specifically Education and the Family. Focussing on more contemporary theory, this module looks at challenges to classical sociology and early social anthropology.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Seminars and 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
Coursework	2000 word essay: Theories of Globalisation (LO1&2)	50%
	2000 word magazine article: Changes to Social Institutions (LO3&4)	50%
		Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	4000 word essay: Social Changes in a Modern World (LO1,2,3,4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Katrina Perkins Date: 30/06/21	Approved by: Anna Neale Date: 06/07/21

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: UCSD1060 **MODULE TITLE:** Sociological applications: Social policy
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100505
PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Module examines how sociological ideas have influenced social policy. Learners examine various social influences on the development, implementation and evaluation of social policies. i.e. sociological themes, public opinion, media, politics. Learners have the opportunity of applying key ideas to a specific policy in a local context. Key policies: education, crime/deviance, equality/diversity, sexual health

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

C1 (Coursework)	100%
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SUBJECT ASSESSMENT PANEL to which module should be linked:

FdSc Psychology with Criminology

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- To show how various social factors influence the development and implementation of important social policies
- To evaluate the extent to which sociological ideas have influenced social policy
- To evaluate the impact of different social policies on UK society
- To evaluate a specific social policy in a local context

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. Analyse the social forces impacting on the formulation and implementation of a specific social policy in the UK	8.1 Knowledge and Understanding (3) 8.2 Cognitive and Intellectual Skills (3)
2. Examine the extent to which sociological thought processes and concepts influenced the development of a social policy	8.1 Knowledge and Understanding (3) 8.2 Cognitive and Intellectual Skills (4)
3. Evaluate the implementation of a specific social policy in terms of its intended and unintended consequences	

4. Explain how a particular social policy has been applied in a specific social context	
DATE OF APPROVAL: 11/08/2020	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	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: 2021/22
MODULE LEADER: Pete Boffey

NATIONAL COST CENTRE: 132
OTHER MODULE STAFF: Katrina Perkins

Summary of Module Content

- Investigation of different social policies
- The influence of the media and the wider public in the development of policy
- Sociological influences on policy: Functionalism, feminism, labelling theory
- Application of sociological theory to a social policy
- Effectiveness of social policies in improving people's lives - especially in terms of social inequality and minority groupings

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Seminars and 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
Coursework	2000 word essay: Influence of Sociological Theories and Perspectives on Social Policy (LO1&2)	50%
Coursework	2000 word report : impact of social policy (LO3&4)	50%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	2000 word essay: Sociological Theories and Perspectives of social policy (LO1&2)	<u>100%</u>
Coursework	2000 word report: impact of social policy (LO3&4)	

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

Updated by: Pete Boffey
Date: 30/06/21

Approved by: Hannah Davies
Date:30/06/21

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 <i>[Use HESA KIS definitions]</i> – see Definitions of Elements and Components of Assessment	
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C1 (Coursework)	100%
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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
<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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: XX/XX/XXXX	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: 2021/22

MODULE LEADER: Samantha Smith

NATIONAL COST CENTRE: 104

OTHER MODULE STAFF: Geoff Jaggs

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)
Lectures, Seminars, & 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
Coursework	Workbook Part 1: Research Theory & Literature (LO1&2)	50%
	Workbook Part 2: Research Report (LO3&4)	50%
		Total:100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research project (LO1,2,3 & 4)	Total: 100%

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

Updated by: Samantha Smith
Date: 28/06/21

Approved by: Katrina Perkins
Date: 30/06/21

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD2068
MODULE TITLE: Forensic Psychology: Offending Behaviour and Rehabilitation
CREDITS: 20
FHEQ LEVEL: 5
HECOS CODE: 100387
PRE-REQUISITES:
CO-REQUISITES:
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. Treatment and rehabilitation approaches for offenders will also be reviewed. Students will study a range of psychological theories, offending behaviours, treatment and rehabilitation approaches, 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)	50%	P1 (Practical)	50%
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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 the strengths and limitations of treatment and rehabilitation approaches.

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 how treatment and rehabilitation approaches can be applied to reduce recidivism. 4. Critically evaluate the appropriateness and effectiveness of treatment and rehabilitation approaches.	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. 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: 2021/22
MODULE LEADER: Hannah Davies

NATIONAL COST CENTRE: 104
OTHER MODULE STAFF: Jodie Rossiter

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, developmental, biological, learning and social approaches, which will also be evaluated. In the second half of the module, the relationship between mental illness and criminal justice processes will be explored, and treatment and rehabilitation approaches for offenders will be critically discussed. Therapeutic approaches include: psychotherapy and counselling, medication and CBT, social and behavioural treatments, which will also be evaluated.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Seminars, 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
Practical	Presentation: Theories of offending (LO1&2)	100%
Coursework	Report: Treatment and rehabilitation (LO3&4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Presentation: Theories of offending (LO1&2)	100%
Coursework	Report: Treatment and rehabilitation (LO3&4)	100%

To be completed when presented for Minor Change approval and/or annually updated**Updated by:** Hannah Davies

Date: 01/07/21

Approved by:

Date: Anna Neale 06/07/2021

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: UCSD2075 **MODULE TITLE:** Crime, Media and Society
CREDITS: 20 credits **FHEQ LEVEL:** 5 **HECOS CODE:** 100483
PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:

In an interconnected world where the media is used widely in the Western world, Sociologists are interested in the link between media transmissions and society. This module will focus on the relationship between criminality, media and society and the impact that this has upon individuals. As well as looking at the media, theories of criminality will also be examined and applied to explain real life examples of crime.

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 Criminology

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- To develop a critical knowledge of the various theories surrounding mass media
- To develop a critical knowledge of the various theories surrounding crime and deviance
- To have the ability to critically apply theory to a real world case study

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 sociological theories of mass media.	8.1 Knowledge and Understanding (3)
2. Critically analyse the impact of the mass media upon audiences.	8.2 Cognitive and Intellectual Skills (4)
3. Explain sociological theories of crime and deviance.	8.1 Knowledge and Understanding (4)
4. Critically apply sociological theories of crime and deviance to a case study.	8.2 Cognitive and Intellectual Skills (3)
	8.3 Key and transferrable skills (2&3)
	8.5 Practical skills (3)

DATE OF APPROVAL: 11/08/2020	AWARDING BODY: South Devon College
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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: 2021-22

NATIONAL COST CENTRE: 104

MODULE LEADER: Claire Dahil-Nicholls

OTHER MODULE STAFF: Katrina Perkins

Summary of Module Content

This module will focus on the relationship between criminality, media and society. In an interconnected world where the media is used widely in the Western world, Sociologists are interested in the link between media transmissions and society. During this module, there will be a focus on how the media transmits meaning to audiences and the impact that this has upon the individual in terms of their appearance, their thought processes and their conversations with others. The second part of the module will critically explore the various Sociological theories of why individuals turn to criminality. Various theories will then be critically applied to explain specific crimes and criminal case studies.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled lectures and research workshops, formative tutorials and student led sessions	45	3 hours for 15 weeks
Guided independent study	155	Guided reading and self-directed study
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Presentation	Case analysis presentation – Crime and deviance – 20 minutes (LO3, 4).	100%
Coursework	Essay – sociological theories of mass media – 2000 words (LO1, 2).	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Presentation	Case analysis presentation – Crime and deviance – 20 minutes (LO3, 4).	100%
Coursework	Essay – sociological theories of mass media – 2000 words (LO1, 2).	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Katrina Perkins Date: 30/06/21	Approved by: Anna Neale Date: 06/07/21

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD2070 **MODULE TITLE:** Professional Practice
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	
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C1 (Coursework)	100%
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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) 8.4 Employment related skills (1)
2. Demonstrate an awareness of professional codes of practice.	8.4 Employment related skills (3)
3. Analyse professional development.	8.2 Cognitive and Intellectual Skills (3)
4. Demonstrate knowledge of professional boundaries and explain how to work in line with organisational policies and procedures	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: XX/XX/XXXX	SEMESTER: Semester 1 & 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2021/22
MODULE LEADER: Katrina Perkins

NATIONAL COST CENTRE: 104
OTHER MODULE STAFF: Jodie Rossiter

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.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Seminars and Assessment Support	15	Delivery of module content and draft support for each assignment.
Placement/ Employability Project	30	Placement/ Employability project hours and support from module leader.
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	Practice File: Preparation for Professional Practice (LO1 &2) (Including CV writing, reflections on interviews, SWOT, Professional codes of practice)	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	Practice File: Preparation for Professional Practice (LO1 &2) and Reflecting on Professional Practice (LO3&4) (Including CV writing, reflections on interviews, SWOT, Professional codes of practice and evidence of work experience / shadowing / research)	100%

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

Updated by: Katrina Perkins
Date: 30/06/21

Approved by: Anna Neale
Date: 06/07/21

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: UCSD2071 **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			
T1 (Test)	50%	C1 (Coursework)	50%

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. 2. Critically analyse psychological theories of gender. 3. Explain and apply psychological theories of memory. 4. Evaluate psychological theories of memory.	8.1 Knowledge an understanding (1) 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)
DATE OF APPROVAL: 11/08/2020	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/2021	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2021-22

NATIONAL COST CENTRE:104

MODULE LEADER: Hannah Davies

OTHER MODULE STAFF: Jodie Rossiter

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)
Lectures, Seminars, 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	Essay – Psychological Theories of Gender (LO1&2)	100%
Test	Test – Psychological Theories of Memory (LO3 & 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay – Psychological theories of Gender (LO1&2)	100%
Test	Test – Psychological Theories of Memory (LO3 & 4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Hannah Davies Date: 30/06/21	Approved by: Anna Neale Date: 06/07/2021

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%
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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.	8.1 Knowledge and understanding (1)
2. Critically discuss psychological theories and research associated with positive psychology.	8.2 Cognitive and intellectual skills (1 & 2)
3. Explain how data was gathered in an appropriate and ethical manner.	8.1 Knowledge and understanding (2)
4. Analyse qualitative data and critically discuss findings.	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:
 XX/XX/XXXX

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: 21-22

MODULE LEADER: Samantha Smith

NATIONAL COST CENTRE: 104

OTHER MODULE STAFF: Geoff Jaggs

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.
- Constructing a qualitative research tool.
- 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)
Lectures, Seminars, 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	Research Proposal (LO1&2)	50%
	Research Report (LO3&4)	50%
		Total:100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting

Coursework	Research project (LO1,2,3,4)	100%
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To be completed when presented for Minor Change approval and/or annually updated

Updated by: Samantha Smith
Date: 28/06/21

Approved by: Hannah Davies
Date: 30/06/21

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: UCSD2076 **MODULE TITLE:** Youth and Deviant Identities
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100659
PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Module explores the relationship between culture and its impact on social identity creations. It focuses on theories of the social construction of youth – both contemporary and historical – and on deviant identities especially those relating to suicide, criminality and gang violence

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment			
C1 (Coursework)	50%	T1 (Test)	50%

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- To develop learners’ understanding of the way that social and cultural factors contribute to the development of youth and deviant identities
- To develop learners’ ability to apply different theoretical positions to the concepts of youth and deviant identities
- To develop a critical awareness of youth, deviance and crime as social constructs and to thereby contest common sense appraisals of these concepts

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 examine different theoretical approaches to youth identity.	8.1 Knowledge and Understanding (3)
2. Assess how culture socially constructs different youth identities and the different youth responses to cultural influences	8.2 Cognitive and intellectual skills (3)
3. Analyse theories of the development of deviant/criminal identities within modern and/or postmodern society.	8.1 Knowledge and Understanding (3)
4. Apply theories of deviant identities to one aspect of social life.	8.2 Cognitive and intellectual skills (3)

DATE OF APPROVAL: 11/08/2020	AWARDING BODY: South Devon College
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DATE OF IMPLEMENTATION: XX/XX/XXXX	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: 2021-22
MODULE LEADER: Peter Boffey

NATIONAL COST CENTRE: 104
OTHER MODULE STAFF: Hannah Davies

Summary of Module Content

This module will critically consider how social and cultural factors contribute to the development of youth and deviant identities. Students will be encouraged to apply different theoretical positions to the concepts of youth and deviant identities and to develop a critical awareness of youth, deviance and crime as social constructs. Theories will also be applied to contest common sense appraisals of deviant or criminal identities within society and to better understand aspects of social life.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Seminars, 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
Test	Test: You will be given a question on youth identities. (LO1&2).	100%
Coursework	Poster : You will be given a choice of topics on crime/deviance. Choose 1 and design an academic poster explaining and evaluating the sociological theory(ies) (LO3&4).	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Test	Test: You will be given a question on youth identities. (LO1&2).	100%
Coursework	Poster: You will be given a choice of topics on deviance. Choose 1 and design an academic poster (LO3&4).	100%

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

Updated by: Peter Boffey Date: 30/06/2021	Approved by: Hannah Davies Date: 30/06/21
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