



**UNIVERSITY
CENTRE**
SOUTH DEVON

PROGRAMME QUALITY HANDBOOK 2023-24

FdSc Psychology and Criminology

Contents

1.1	Welcome.....	3
1.2	Programme Management.....	4
1.3	Personal Tutor.....	4
1.4	Tutoring at UCSD.....	5
1.5	Course Contact List.....	6
1.6	Preparing for your programme.....	8
1.7	Curriculum design principles.....	10
1.8	Teaching and Learning Strategy.....	12
1.9	Research and employment-informed teaching and learning.....	14
1.10	Resources to support outstanding teaching and learning.....	15
1.11	Assessment and feedback strategy.....	16
1.12	Student engagement in ongoing programme development.....	17
1.13	Student Support Hub.....	18
1.14	Becoming a South Devon Graduate.....	20
1.15	Preparation for employment and further academic study.....	22
1.17	UCSD Enterprise and Employability Framework Mapping.....	24
1.18	Regulations, Policy and Procedures.....	29
2.	Programme Specification.....	30
2.1	Programme Details.....	30
2.2	Brief Description of the Programme.....	30
2.3	Details of Accreditation by a Professional/Statutory Body (if appropriate).....	31
2.4	Exceptions to Regulations.....	31
2.5	Programme Aims.....	31
2.6	Programme Intended Learning Outcomes (ILO).....	32
2.7	Progression Route(s).....	33
2.8	Admissions Criteria.....	33
2.9	Programme Structure (Please use * to indicate any shared modules).....	35
2.10	Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment.....	40
2.11	Reading Lists.....	44
3	Module Records.....	54

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.

The Foundation Degree in Psychology and Criminology is underpinned by psychological and criminological theory, with an emphasis on forensic psychology, criminal justice, 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 criminology modules will be taught in small groups, with more input from professionals with experience of working in criminal justice roles. In the first year Criminology students will develop an understanding of theoretical perspectives of crime, as well as learning about methods of profiling and detecting offenders. In the second year, students will apply their knowledge to debate the processes of criminalisation and victimisation and to inform their understanding of policing, community safety and youth justice.

Students from the Sociology and Counselling Foundation Degrees will join Criminology 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.

1.2 Programme Management

Role	Person	Email address
Personal Tutor and/or HE lead	Hannah Kam-Radcliffe	hannahkamradcliffe@southdevon.ac.uk
Programme Coordinator	Lisa Rogers	lisarogers@southdevon.ac.uk
Higher Education Coordinator		
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.



Hannah Kam-Radcliffe is the HE Lead for FdSc Psychology and Criminology. Prior to teaching, Hannah studied this foundation degree, completing with distinction, before completing the BA(Hons) Education, Development and Society with first class honours. Hannah will be lecturing on many of the Criminology and Psychology modules and is the personal tutor for the Levels 4 and 5 Psychology and Criminology foundation degree learners. Hannah's first-

hand experience of this programme, and passion for the subjects and topics, means she is a qualified, empathetic and championing lecturer and tutor.

Hannah has particular interest in the psychology of criminal behaviour as well as restorative and rehabilitative approaches. Before returning to education, Hannah worked for a local community trust and currently volunteers in local support organisations, helping many women overcome challenging issues.

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](#)

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
Hannah Kam-Radcliffe	UCSD1061 Foundation of Criminology	hannahkamradcliffe@southdevon.ac.uk
Asenath Colbourne-Laight	UCSD1062 Introduction to the Criminal Justice System	acolbournelaight@southdevon.ac.uk
Asenath Colbourne-Laight	UCSD1057 Individual Differences and Quantitative Research	acolbournelaight@southdevon.ac.uk
Hannah Kam-Radcliffe	UCSD1063 Forensic Psychology: Offender Profiling and Detection	hannahkamradcliffe@southdevon.ac.uk
Claire Dahill-Nicholls	UCSD2127 Forensic Psychology: Offending Behaviour and Rehabilitation	cdahillnicholls@southdevon.ac.uk
Asenath Colbourne-Laight	UCSD2078 Policing and Multi Agency Crime	acolbournelaight@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
Hannah Kam-Radcliffe	UCSD2107 Youth and Deviant Identities	hannahkamradcliffe@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.

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.

Davies, G.M., Beech A.R. (2017) *Forensic Psychology: Crime, Justice, Law, Interventions*. 3rd edn. West Sussex. Wiley.

Foundations of criminology

Newburn, T. (2017) *Criminology*. 3rd edn. Abingdon: Routledge.

Introduction to Criminal Justice System

Joyce, P. (2017) *Criminal Justice: An Introduction*. 3rd edn. Abingdon: Routledge

Forensic Psychology: Offender profiling

Bartol, C. R., Bartol, A. M. (2013). *Criminal and Behavioural Profiling*. London: Sage Publications

Journals

The SDC library also subscribes to the following journals and journal publishers:

[SAGE Premier](#)

[Wiley Online Library](#)

[Oxford Academic Journals](#)

Journals used within the teaching of your modules can include:

The British Journal of Criminology

Theoretical Criminology

Journal of Clinical Psychology

Other materials:

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>

The British Society of Criminology <https://www.britisoccrim.org/>

1.7 Curriculum design principles

Programme Rationale (summary)

In 2018 UCSD secured Foundation Degree Awarding Powers and the team made the decision to write new programmes in Psychology and Criminology, Sociology and Counselling awarded by South Devon College going forward. Psychology and Criminology is a foundation degree which aims to explore current psychological and criminological perspectives and embed professional and academic skills and knowledge which can be utilised in further study or related careers. Modules enable students to develop a broad understanding of the range of factors that can influence human thoughts, feelings and behaviours. Students can apply this knowledge in a range of employment settings, as it informs their interaction with service users of mental and physical health services, with victims and offenders who come into contact with the

criminal justice system and within roles supporting socially disadvantaged groups.

Context

The Psychology and Criminology foundation degree offers progression from our suite of level 2 and level 3 young 16-18 and adult social science programmes at South Devon College which are also delivered by our teaching team. Additionally, the programme caters for adults who have industry experience or have not followed a traditional education pathway.

The programme team worked with local industry and support organisations in the designing of the programme. Local partner organisations fed back the relevance and importance of programme, identifying issues that are dealt with in the community and the focus on early intervention which is embedded in the programme.

Students studying Psychology and Criminology undertake placement within local industry and support organisations further cementing our links with employers and organisations. Feedback from employers and students' mentors about the curriculum is gathered through individual meetings during the academic year and events such as the Research Showcase in May each year. This employers' feedback, together with students' feedback and academic sector developments identified by teaching staff, help to inform and develop the programme curriculum, assessments and enrichment activities.

The academic teaching team are all engaged in research, scholarly activity and voluntary or paid activity to support their personal and professional development enabling best practice to be upheld in the programme.

Content

FdSc Psychology and Criminology consists of six, twenty credit modules per year and the tutorial programme to support academic and professional development. The sequencing of the programme is intended to build skills and knowledge, develop underpinning knowledge of key theories and research in the first year, followed by more in-depth analysis and application in the second year. Students will develop research skills, understanding how to obtain and analyse data. Students will have the opportunity to communicate their understanding of concepts using a range of assessment methods including written and practical. Students will have the opportunity to consider psychological and criminological theory in light of their own interests and areas of practice and develop key academic skills such as a critical thinking, evaluation and referencing.

1.8 Teaching and Learning Strategy

FdSc Psychology and Criminology programme is designed to be delivered with weekly face-to-face scheduled learning activities, asynchronistic learning opportunities 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.

Scheduled learning activities in the classroom are supplemented with online learning opportunities on Moodle and MS Teams. Teaching resources are

available to students on Moodle at least 48 hours in advance of lessons, with supplemental reading and audio-visual resources to enable deeper exploration of topics. UCSD uses MS Teams as our online collaboration tool, with students able to interact with their peers and module leader on the chat function, scheduled learning activities recorded and transcribed within the module channels, and module leaders able to give summaries, notices and remind students in an asynchronistic manner. In addition to scheduled learning activities, students are expected to undertake considerable self-directed learning to prepare for classroom seminars and in preparation for assessments.

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.

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, establishing links to schools, prisons and health services in South Devon.

Kelly Smith's research and scholarly activity includes completing her master's 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.

Ezekeil Chattell's professional development includes providing consultancy services to those within the field. Regarding research and scholarly activity, he is undertaking research related to creative pedagogy. His industry liaison and engagement are

supported by his ongoing membership with the Comparative Education Society of Hong Kong.

Hannah Davies's professional development includes counselling clients in the community within private practice. In relation to research and scholarly activity, she is undertaking a master's degree in psychology. Her industry liaison and engagements include developing professional contact with the national counselling society.

Claire Dahill-Nicholls professional development includes developing and implementing strategies in education to increase attainment across differing sectors specialising in Psychology. Having gained QTLS in the last few years she is planning to continue her development and undertake a Master's in Sustainability and behaviour change.

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...

Course teams to show how students' usage of, and engagement with, tailored physical and virtual learning resources effectively support outstanding teaching and learning

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.
- A variety of assessment types will be utilised in both draft and summative assessment. Assessment complies with the UCSD strategy of two assessments per 20 credit module.

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.

Draft assessment will be an integral part of the programme to feed forward in a variety of ways including draft submission and discussions, and skills practice. This opportunity to work in a variety of ways supports the development of transferable skills for the students. Students will still be required to engage in extensive research around the subject to enhance and develop their understanding. Regular feedback from draft activities allows students to develop not only their understanding, but also their ability to communicate their ideas in a variety of formats. In addition to transferable skills, summative assessments will test knowledge, practical ability and critical evaluation and will therefore incorporate coursework, practical work and reflections, presentations and written reports. Summative feedback will be provided in the main on the college's Virtual Learning Environment (VLE), whereby students can track their progress and monitor their development. All tutors will use a standardised draft and summative feedback format to ensure consistency and clarity in feedback structure.

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:
<p>Students asked for more support with academic skills such as referencing and reading.</p> <p>Students asked for more support in accessing online resources such as journal and e- books.</p> <p>Students asked for more course specificity in shares psychology research tasks</p>	<p>Developed our induction week to incorporate more study skills support before module delivery commences. Signposting to the HE study team more frequently.</p> <p>Specific signposting to online resources and links from Moodle have been made clearer.</p> <p>Research assessments will tailor to subject of interest (counselling / criminology)</p>

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 students 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 through 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 through 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' and 'Policing', 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:

- BA (Hons) Childhood and Youth Studies (UCSD)
- BSc (Hons) Social and Therapeutic Interventions (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:

FHEQ level: 5						
Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity

<p>Job-specific skills</p>	<p>Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.</p>	<p>A4 ILO3 A5, A2, ILO4, 5</p>	<p>UCSD 2070 LO1,2,3,4 UCSD1057</p>	<p>Practice file: A1) Preparation for professional practice & A2) Reflection on professional practice A2) Workbook: Research report</p>	<p>Professional Practice (work experience, mock interviews, CV and cover letter writing SWOT analysis, job description analysis, written reflections)</p>	<p>Tutorial & referral to study skills support.</p>
<p>General skills (aka. Transferable skills, 'soft' skills)</p>	<p>Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.</p>	<p>A4 ILO3</p>	<p>UCSD 2070 LO1,2,3,4</p>	<p>Practice file: A1) Preparation for professional practice & A2) Reflection on professional practice</p>	<p>Professional Practice (work experience, mock interviews, CV and cover letter writing SWOT analysis, job description analysis, written reflections)</p>	<p>Tutorial & referral to study skills support.</p>
<p>Digital skills</p>	<p>Students demonstrate the essential digital knowledge,</p>	<p>A5, A2, ILO4, 5</p>	<p>UCSD1057</p>	<p>A2) Workbook: Research report</p>	<p>Learning to use 'R' and SPSS software</p>	<p>Tutorial & referral to study skills support.</p>

	behaviours, and skills needed by employers.					
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	A5, ILO1 A4 A4 ILO3 A5, ILO1	UCSD 1062, LO 3&4 UCSD 2070 LO1,2,3,4 UCSD 1095, LO3 and 4.	Presentation Practice file: A1) Preparation for professional practice & A2) Reflection on professional practice A2) Treatment report		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,	A4 ILO3 ILO5	UCSD 2072 LO4	A2) Research report		

	which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.					
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	UCSD 2070 LO1,2,3,4	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.
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	A4 ILO3	UCSD 2070 LO1,2,3,4	Practice file: A1) Preparation for professional practice & A2) Reflection on professional practice	Sector workplace celebration evening	Research showcase
Networking	Students have opportunities to grow and utilise personal networks of support for a	A4 ILO3	UCSD 2070 LO1,2,3,4	Practice file:	Guest speakers from organisations offering work experience and / or sharing	Research showcase

	wide range of career- and industry-related activities.			A1) Preparation for professional practice & A2) Reflection on professional practice	sector knowledge and opportunities.	Sector workplace celebration evening Referral to employability support
<p>Further information:</p> <p>Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. 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.</p>						<p>Extra employability-related activity will be recorded on the Employability Activity Form.</p>

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:	FdSc Psychology and Criminology
Intermediate Level 4 Award:	Certificate Higher Education
Programme Title:	FdSc Psychology and Criminology
UCAS Code:	3PCR
Benchmarks:	Foundation Degree Characteristic Statement (2020) QAA Psychology Benchmark Statement (2019) QAA Criminology Benchmark Statement (2019)
Date of Programme Approval:	June 2020

2.2 Brief Description of the Programme

The Foundation Degree in Psychology and Criminology is underpinned by psychology and criminology theory, with an emphasis on forensic psychology, criminal justice, 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

criminology modules will be taught in small groups, with more input from professionals with experience of working in criminal justice roles. In the first year Criminology students will develop an understanding of theoretical perspectives of crime, as well as learning about methods of profiling and detecting offenders. In the second year, students will apply their knowledge to debate the processes of criminalisation and victimisation and to inform their understanding of policing, community safety and youth justice.

Students from the Counselling Foundation Degrees will join Criminology 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.

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 criminology, 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 criminology.
- 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 theoretical approaches within criminology and an understanding of crime, deviance, offending and victimisation.
- 4) Knowledge and understanding of criminal justice system processes / crime prevention or reduction methods / personal and public safety measures.

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 criminological theories.
- 4) Analyse criminal justice system processes / crime prevention or reduction methods / personal and public safety measures.

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)

Upon successful completion of the Foundation Degree you may progress to the final year of the BSc (Hons) Psychological Studies degree at University of Plymouth University or at University Centre South Devon, you can progress to BSc (Hons) Social and Therapeutic Interventions (UCSD), or BA (Hons) Childhood and Youth Studies (UCSD).

2.8 Admissions Criteria

All applicants must have GCSE (or equivalent) Maths and English at Grade 4 or above (C or above)

Entry Requirements for the Foundation Degree Psychology and Criminology	
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 records 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 Criminology 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 of Delivery	Core / Optional
UCSD1057	Individual Differences and Quantitative Research	20	2023/24	1	Core
UCSD1062	An Introduction to the Criminal Justice System	20	2023/24	1	Core
UCSD1061	Foundations of Criminology	20	2023/24	1	Core
UCSD1095	Clinical Psychology*	20	2023/24	2	Core
UCSD1094	Psychology of Aggression*	20	2023/24	2	Core
UCSD1063	Forensic Psychology: Offender Profiling and Detection	20	2023/24	2	Core

Level 5

Module Code	Module Title	Credits	Year of Delivery*	Semester of Delivery	Core / Optional
UCSD2107	Youth and Deviant Identities	20	2023/24	1	Core
UCSD2127	Forensic Psychology: Offending Behaviour and Rehabilitation*	20	2023/24	1	Core
UCSD2072	Positive Psychology and Qualitative Research*	20	2023/24	Both	Core
UCSD2078	Policing and Multi-Agency Crime	20	2023/24	2	Core
UCSD2070	Professional Practice*	20	2023/24	Both	Core
UCSD2106	Applied Psychology: Theories of Gender and Memory *	20	2023/24	2	Core

Part Time Structure Level 4/5						
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional	Part time option
UCSD1095	Clinical Psychology	20	2023/24	1	Core	Yr 1
UCSD1061	Foundations of Criminology	20	2023/24	1	Core	Yr 1
UCSD1062	An introduction to the Criminal Justice System	20	2023/24	2	Core	Yr 1
UCSD1063	Forensic psychology: Offender Profiling and Detection	20	2023/24	2	Core	Yr 1

UCSD2078	Policing and Multi Agency crime reduction	20	2024/25	2	Core	Yr 2
UCSD1094	Psychology of Aggression	20	2024/25	1	Core	Yr 2
UCSD2106	Applied Psychology: Theories of Gender and Memory	20	2024/25	2	Core	Yr 2
UCSD1057	Individual Differences	20	2024/25	2	Core	Yr 2

Part Time Structure Level 5						
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional	Part time option

UCSD2127	Forensic Psychology: Offender Behaviour	20	2025/26	1	Core	Yr 3
UCSD2070	Professional Practice	20	2025/26	1	Core	Yr 3
UCSD2072	Positive Psychology & Qualitative Research	20	2025/26	2	Core	Yr 3
UCSD2107	Youth & Deviant Identities	20	2025/26	1	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	4	1	2	3	4	1	2	3	4		
L e v e l 4	1095 Clinical Psychology	/				/	/				/											Y	50% C1 50% C1
	1094 Psychology of Aggression	/				/	/				/											Y	100% C1
	1061 Foundations of Criminology			/	/			/	/		/	/										Y	50% C1 50% P1

	1062 An Introduction to the Criminal Justice System			/	/			/	/			/	/					/		Y	50% C1 50% P1	
	1057 Individual Differences and Quantitative Research	/	/			/	/		/			/	/	/		/	/			Y	100% C1	
	1063 Forensic Psychology: Offender Profiling and Detection	/		/	/	/			/	/										Y	100% C1	
Level 4 LOs		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y		Y	Y	Y			
L e v e	2127 Forensic Psychology: Offender Behaviour and Rehabilitation	/			/	/			/							/				Y	50% C1 50% P1	

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				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 4																						
Level 4 LOs																						
Level 5 LOs	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Confirmed Award LOs																						

2.11 Reading Lists

Year 1	Clinical Psychology	Psychology of Aggression	Foundations of Criminology	An Introduction to the Criminal Justice System	Individual Differences and Quantitative Research	Forensic Psychology: Offender Profiling and Detection
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.	*Newburn, T. (2017) <i>Criminology</i> . 3 rd edn. Abingdon: Routledge.	*Newburn, T. (2017) <i>Criminology</i> . 3 rd edn. Abingdon: Routledge.	Bourne, V. (2017). <i>Starting out in methods and statistics for psychology: A hands-on guide to doing research</i> . Oxford: Oxford University Press.	Bartol, C. R., Bartol, A. M. (2013). <i>Criminal and Behavioural Profiling</i> . London: Sage Publications
	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	Liebling, A., Maruna, S. and McAra, L. (2017) <i>The Oxford handbook of criminology</i> 6 th edn. Oxford: Oxford University Press.	Joyce, P. (2017) <i>Criminal Justice: An Introduction</i> . 3 rd edn. Abingdon: Routledge	Cooper, C. (2020). <i>Individual differences and personality</i> (4th ed.). London: Routledge.	Howitt, D. (2018). <i>Introduction to Forensic and Criminal Psychology</i> (6 th eds.). Harlow: Pearson.

Further	*Gross, R. (2015). <i>Psychology: The Science of Mind and Behaviour (7th Edn.)</i> . London: Hodder Education.	Badcock, C. (2013) <i>Evolutionary Psychology: A Clinical Introduction</i> . London: Wiley	Case, S., Johnson, P., Manlow, D., Smith, R. and Williams, K. (2017) <i>Criminology</i> . Oxford: Oxford University Press	Harding, J., Davies, P. and Mair, G. (2017) <i>An Introduction to criminal justice</i> . London: Sage Publishing Ltd	Corr, P. (2018). <i>Personality and individual differences: Revisiting the classic studies</i> . London: Sage.	Davies, G.M., Beechm A.R. (2017). <i>Forensic Psychology: Crime, Justice, Law, Interventions (3rd Edn.)</i> . West Sussex. Wiley.
	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	Hopkins Burke, R. (2018) <i>An introduction to criminological theory</i> . 5 th edn. Oxon: Routledge.	Tilley, N. and Sidebottom, A. (2017) <i>Handbook of crime prevention and community safety</i> . 2 nd edn. Oxon: Routledge	Chamorro-Premuzic, T. (2014). <i>Personality and individual differences (3rd ed.)</i> . Chichester: Wiley.	Canter, D. (2008). <i>Criminal Psychology</i> . London: Hodder Education.
	World Health Organization (1992). The ICD-10 Classification of Mental and	Buss, D. M. (2015) The Handbook of Evolutionary Psychology. London: Wiley	Taylor, S. (2016) <i>Crime and Criminality: A multi-disciplinary</i>		Haslam, N., Smillie, L. and Song, J. (2017). <i>An introduction to personality, individual</i>	Gavin, H. (2019). Criminological and Forensic Psychology

	Behavioural Disorders : Clinical Descriptions and Diagnostic Guidelines. England. World Health Organisation. ICD-11 – preferable, but not yet available		<i>approach. Oxon: Routledge</i>		<i>differences and intelligence. London: Sage.</i>	(2 nd edn.). London: Sage Publications
	American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders (5 th Edn.). England: American Psychiatric Association	Bushman, B. (2016) Aggression and Violence: A Social Psychological Perspective. East Sussex: Psychology Press			Bors, D. (2018). <i>Data analysis for the social sciences: Integrating theory and practice.</i> London: Sage.	Kocsis, R. N. (2009). <i>Applied Criminal Psychology: A Guide to Forensic Behavioural Sciences.</i> Illinois: Charles C Thomas Publisher.
Journals	<i>Journal of Clinical Psychology</i>	<i>Social Psychology Quarterly</i>	The British Journal of Criminology	Criminology and Criminal Justice	<i>Personality and Social Psychology Bulletin</i>	Journal of Investigative Psychology and Offender Profiling

	<i>Psychology and Psychotherapy</i>	<i>Evolutionary Psychology</i>	Criminology and Criminal Justice	Criminal Justice Studies	<i>Personality and Social Psychology Review</i>	Journal of Interpersonal Violence
	<i>Depression and Anxiety</i>	<i>Group Processes and Intergroup Relations</i>	Criminal Justice Matters	Criminal Justice Matters:	<i>Social Psychology and Personality Science</i>	Medicine Science and the Law
	<i>International Journal of Methods in Psychiatric Research</i>	<i>Aggressive Behaviour</i>	Theoretical Criminology	Journal of Criminal Justice	European Journal of Personality	Criminal Justice and Behavior
Other resources	The British Psychological Society. (2018). <i>Code of ethics and conduct</i> . Leicester: The British Psychological Society.		The British Society of Criminology		The British Psychological Society. (2018). <i>Code of ethics and conduct</i> . Leicester: The British Psychological Society.	
					The British Psychological	

					Society. (2014). Code of human research ethics. Leicester: The British Psychological Society.	
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Year 2	Forensic Psychology: Offending Behaviour and Rehabilitation	Policing and Multi-Agency Crime	Professional Practice	Applied Psychology: Theories of Gender and Memory	Positive Psychology and Qualitative Research	Youth Justice and Victimology
Core (2 resources)	Davies, G.M., Beech A.R. (2017). <i>Forensic Psychology: Crime, Justice, Law, Interventions (3rd Edn.)</i> . West Sussex. Wiley.	*Newburn, T. (2017) <i>Criminology</i> . 3 rd edn. Oxon: Routledge	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.	Muncie, J. (eds) (2021) <i>Youth crime</i> . 5 th edn. London: Sage Publications Limited

						Walklate, S. (2018) Handbook of victims and victimology. 2nd edn. Oxon: Routledge
	Howitt, D. (2018) <i>Introduction to Forensic and Criminal Psychology (6th Edn.)</i> . London: Pearson.	Rowe, M. (2018) <i>Introduction to policing</i> . 3 rd edn. London: Sage Publishing Limited	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.	Case, S. (2021) <i>Youth Justice: A critical Introduction</i> . Oxon: Routledge.
Further	Canter, D. (2017). <i>Criminal Psychology (Topics in Applied Psychology)</i> . London: Routledge.	Tilley, N. and Sidebottom, A. (2017) <i>Handbook of Crime prevention and Community Safety</i> . Abingdon: Routledge	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> . Maidenhead: Open University Press.	Davies, P., Francis, P. and Greer, C. (eds.) (2017) <i>Victims, crime and society</i> . 2 nd edn. London: Sage Publications Limited

	<p>Pakes, F., Pakes, S. (2009) <i>Criminal Psychology</i>. Devon: Willan.</p>	<p>MacVean, A. and Neyroud, P. (2012) <i>police ethics and values</i>. Exeter: Learning Matters.</p>	<p>Raelin, J. (2008) <i>Work-based learning: Bridging knowledge and action in the workplace</i>. London: Wiley and Sons.</p>	<p>Franklin, L. (2012) <i>Gender</i>. Basingstoke: Palgrave Macmillan.</p>	<p>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> (2nd ed.). London: Routledge.</p>	<p>Walklate, S. () <i>Handbook of victims and victimology</i>. 2nd edn. Oxon: Routledge</p>
	<p>Akerman, G., Needs, A., Bainbridge, C. (2017). <i>Transforming Environments and Rehabilitation (Issues in Forensic Psychology)</i> London: Routledge.</p>		<p>Sangster, C. (2000). <i>Planning and organizing personal and professional development</i>. Oxon: Routledge</p>	<p>Radvansky, G.A. (2017) <i>Human memory</i>. 3rd edn. London: Routledge.</p>	<p>Carr, A. (2011). <i>Positive psychology: The science of happiness and human strengths</i> (2nd ed.). London: Routledge.</p>	

	Vossler, A., Havard, C., Pike, G., Barker, M-J., Raabe, B. (2017) <i>Mad or Bad?</i> London: Sage.		Cottrell, S. (2017) <i>Critical thinking skills: Developing effective analysis, argument and reflection.</i> 3 rd edn London: Palgrave Macmillan.	Schwartz, B.L. (2013) <i>Memory: foundations and applications.</i> London: Sage	Jarvinen, M. and Nik-Meyer, N. (2020). <i>Qualitative analysis: Eight approaches for the social sciences.</i> London: Sage.	
Journals	<i>Psychological Review</i>	<i>Criminal justice matters</i>	<i>Journal of Teaching and Learning for Graduate Employability</i>	Memory Studies	<i>Journal of Humanistic Psychology</i>	<i>British journal of sociology</i>
	<i>Aggression and Violent Behaviour</i>	<i>Policing: A journal of policy and practice</i>	<i>Journal of Soft Skills</i>	<i>Gender and Society</i>	<i>International Journal of Qualitative Methods</i>	<i>British journal of criminology</i>
	<i>Journal of Child Psychology and Psychiatry</i>	<i>The Police journal : Theory, practice and principles</i>	<i>Studies in Higher Education</i>	<i>Psychological Reports</i>	<i>International Review of Qualitative Research</i>	<i>International review of victimology</i>

		<i>prevention and community safety journal</i>				
	<i>International Journal of Offender Therapy and Comparative Criminology</i>	<i>Criminology and Criminal Justice</i>	<i>Journal of Work-Applied Management</i>	<i>Psychological Science</i>	<i>Applied Psychology: Health and Well-Being</i>	<i>Youth Justice, an international journal</i>
Other resources	National Audit Office	Police www.police.uk			The British Psychological Society. (2018). Code of ethics and conduct. Leicester: The British Psychological Society.	International research centre – victims
	Prison Reform Trust	Home Office research and statistics			The British Psychological Society. (2014). <i>Code of human research ethics</i> .	Youth justice board for England and Wales

					Leicester: The British Psychological Society.	
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3 Module Records

SECTION A: DEFINITIVE MODULE RECORD.

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 [<i>Use HESA KIS definitions</i>] – 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. 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. 4. Review the appropriateness and effectiveness of treatments for mental, behavioural and /or neurodevelopmental disorders.	8.1 Knowledge and understanding (1) 8.2 Cognitive and intellectual skills (1) 8.2 Cognitive and intellectual skills (2) 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
MODULE LEADER: Hannah Kam-Radcliffe

NATIONAL COST CENTRE: 104
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 Asenath Colbourne-Laight
Date: 11/07/23

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
MODULE LEADER: Asenath
Colbourne-Laight
Summary of Module Content

NATIONAL COST CENTRE:104
OTHER MODULE STAFF:

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%
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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 Kam-Radcliffe Date: 11/07/23

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD1061 **MODULE TITLE:** Foundations of Criminology
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100484
PRE-REQUISITES: None **CO-REQUISITES:** **COMPENSATABLE:** Y
SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module provides students with a broad introduction of the study, nature and discipline of criminology, recognising its multi-disciplinary foundations. The meaning of and causes of crime and criminal behaviour will be examined and key criminological theories studied. A range of types of crimes will be explored and the extent to which crime happens, highlighting the processes of reporting, recording and measuring crime.

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 Criminology			

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- Understand the historical origins of criminology as a discipline and key criminological and sociological theories of crime and offending behaviour
- Understand how crimes and criminal behaviour have been explained, researched and understood
- Understand the types of crime and how they are constructed
- Demonstrate an awareness of the methods and processes to record and measure crime

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 the methods and processes used to record and measure crime	8.2 Cognitive and intellectual skills (4)
2. Describe types of crimes	
3. Identify core theories of crime	8.1 Knowledge and Understanding (3)
4. Analyse core theories of crime	8.1 Knowledge and Understanding (3) 8.2 Cognitive and intellectual skills (3)

DATE OF APPROVAL: 11/08/2020	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: September 2020	SEMESTER: 1
DATE(S) OF APPROVED CHANGE:	

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
MODULE LEADER: Hannah Kam-Radcliffe

NATIONAL COST CENTRE:104
OTHER MODULE STAFF: Asenath Colbourne-Laight

Summary of Module Content

- Historical context of criminology and criminological theories
- Criminological and sociological theories of crime and criminal behaviour
- Explanations of cause
- The construction and meaning of crime and the various categories, types and forms of crime
- The extent to which crime occurs
- The processes of reporting, recording and measuring crime

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
Practical	LO 1 & 2. Presentation - Defining and Measuring Crime. 15 minutes.	100%
Coursework	LO 3 & 4. Essay – Theories of criminality. 2000 words	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	LO 1 & 2. Presentation - Defining and Measuring Crime. 15 minutes.	Total: 100%
Coursework	LO 3 & 4. Essay – Theories of criminality. 2000 words	Total: 100%

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

Updated by:
Radcliffe

Hannah Kam-
Date: 16/06/23

Approved by: Asenath Colbourne-Laight
Date: 11/07/23

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: UCSD1062 **MODULE TITLE:** An Introduction to the Criminal Justice System
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100483
PRE-REQUISITES: None **CO-REQUISITES:** **COMPENSATABLE:** Y
SHORT MODULE DESCRIPTOR: (*max 425 characters*)

This module offers a comprehensive introduction to the purposes of the criminal justice system and the operation of the main criminal justice agencies. These include the police, probation and prison services and the courts. It will introduce students to some practical and political methods to manage and prevent crime.

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 identify and describe the purpose and the role of the criminal justice system in England and Wales
- To analyse the purpose and the role of the criminal justice system in England and Wales
- To identify methods of crime prevention
- To analyse the effectiveness of methods to prevent and reduce crime

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. Identify and describe the purpose of the criminal justice system in England and Wales	8.1 Knowledge and Understanding (4)
2. Analyse the purpose and functions of the criminal justice system of England and Wales	8.2 Cognitive and intellectual skills (4)
3. Describe models and methods of crime prevention	8.1 Knowledge and Understanding (4)
4. Argue the effectiveness of crime prevention methods	8.2 Cognitive and intellectual skills (4)

DATE OF APPROVAL: 11/08/2020	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: September 2020	SEMESTER: 2
DATE(S) OF APPROVED CHANGE:	

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 note

ACADEMIC: 2023 24
MODULE LEADER: Asenath Colbourne-Laight

NATIONAL COST CENTRE:104
OTHER MODULE STAFF: Hannah Kam-Radcliffe

Summary of Module Content

- Introduction to the Criminal Justice System in England and Wales
- Explore the operations of the criminal justice agencies
- Discover policy and practice within the criminal justice system
- Practical and political responses to criminal justice and crime prevention
- Policing
- Prisons
- Probation service
- The courts
- Sentencing options
- Crime prevention models and methods

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	LO 1 & 2. Report – How does the criminal justice system achieve justice for all? (2000 words)	100%

Practical	LO 3 & 4. Presentation – Are crime prevention methods effective? (15 minutes)	100%
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REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	LO 1 & 2. Report – How does the criminal justice system achieve justice for all? (2000 words)	100%
Practical	LO 3 & 4. Presentation – Are crime prevention methods effective? (15 minutes)	100%

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

NATIONAL COST CENTRE: 104
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%
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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.	8.1 Knowledge and Understanding (4)
2. Analyse the usefulness of a range of detection methods used within the criminal justice system.	8.2 Cognitive and intellectual skills (1)
3. Describe and apply a criminal profiling method to produce a criminal profile.	8.1 Knowledge and Understanding (1)
4. Analyse the usefulness of a criminal profiling method within the criminal justice system.	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
MODULE LEADER: Hannah Kam-Radcliffe

NATIONAL COST CENTRE:104
OTHER MODULE STAFF: Asenath Colbourne-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: Asenath Colbourne-Laight
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.	8.1 Knowledge an understanding (1) 8.2 Cognitive and intellectual skills (1 & 2) 8.3 Key and transferable skills (2)

4. Critically discuss penal theories underpinning criminal justice interventions.	
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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
MODULE LEADER: Claire Dahill-Nichols

NATIONAL COST CENTRE: 104
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

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: UCSD2078	MODULE TITLE: Policing and Multi-Agency Crime Reduction	
CREDITS: 20	FHEQ LEVEL: 5	HECOS CODE: 100486
PRE-REQUISITES: None	CO-REQUISITES:	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module provides an overview of the role of the police, within historical and contemporary context. It will assess the origins and role and organisation of the police, together with an analysis of key associated issues. Legislation, policy, practice and concepts of ethics and accountability will also be explored. Students will study various crime problems and how they are dealt with in the current policing climate.

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 Criminology
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Professional body minimum pass mark requirement: NA

MODULE AIMS:

- To provide an introduction to, and overview of, the police and policing
- Key legislative frameworks for policing
- An evaluation of key aspects of contemporary policing
- An understanding of wider multi-agency approaches to crime reduction
- Developing skills in communication and presentation.

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 discuss the development and key concepts of policing within England and Wales	8.1 Knowledge and Understanding (4)
2. Analyse contemporary debates surrounding police ethics and accountability	8.2 Cognitive and intellectual skills (4)
3. Critically review how crime is managed within multi-agency crime reduction partnerships	8.2 Cognitive and intellectual skills (4)

4. Critically analyse the police response to contemporary crime issues	8.2 Cognitive and intellectual skills (4)
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DATE OF APPROVAL: 11/08/2020	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: September 2020	SEMESTER: 2
DATE(S) OF APPROVED CHANGE:	

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
MODULE LEADER: Asenath
Colbourne-Laight

NATIONAL COST CENTRE: 104
OTHER MODULE STAFF: Hannah Kam-
Radcliffe

Summary of Module Content

- The history of the British Police
- The development and context of policing, from a force to a service
- Establishing and maintaining accountability
- Police ethics
- Key concepts and aspects of policing; Stop and search, corruption and malpractice, Use of force
- The development of and functions of multi-agency community safety and crime reduction partnerships
- Key contemporary crime issues

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report - The development of the police service (LO 1 & 2). 2000 words	50%
	Case study - Multi-agency policing to address contemporary crime issues (LO 3 & 4).2000 words	50%
		Total:100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report (LO 1 & 2, 2000 words) An examination of contemporary policing	50%
Coursework	Case study - Multi-agency crime prevention – choice of topic (LO 3 & 4) 2000 words	50%
		Total:100%

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

Updated by: Asenath Colbourne-Laight
Date: 11/07/23

Approved by: Hannah Kam-Radcliffe
Date: 11/07/23

South Devon College Module Record

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	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL to which module should be linked:

FdSc Psychology and Sociology

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
MODULE LEADER: Kelly Smith

NATIONAL COST CENTRE:104
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
Professional practice	30	Placement hours
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	151	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
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Coursework	Professional Portfolio: Preparation for Professional Practice (LO1 &2)	50%
	Reflecting on Professional Practice (LO3&4)	50%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Kelly Smith Date: 28/06/23	Approved by: Hannah Kam-Radcliffe Date: 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: 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
MODULE LEADER: Claire Dahill-Nichols

NATIONAL COST CENTRE:104
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	15.5	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%
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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 <i>[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment</i>	
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
<ol style="list-style-type: none"> 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. 	<p>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)</p>
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

MODULE LEADER: Ezekiel

Chattell

Summary of Module Content

NATIONAL COST CENTRE: 104

OTHER MODULE STAFF: Kelly Smith

- 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)	50%
	Research Report (LO3&4)	50%
		Total:100%

REFERRAL ASSESSMENT

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

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: UCSD2107 **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)	100%
SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Psychology and Sociology	

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
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: 2023-24

NATIONAL COST CENTRE: 104

MODULE LEADER: Hannah Kam-Radcliffe

OTHER MODULE STAFF: Claire Dahill-Nichols

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
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).	50%
Coursework	Essay: You will be given a question on youth identities. (LO1&2).	50%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
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).	50%

Coursework	Essay: You will be given a question on youth identities. (LO1&2).	50%
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To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Hannah Kam-Radcliffe Date: 16/06/23	Approved by: Asenath Colbourne-Laight Date: 11/07/23