

PROGRAMME SPECIFICATION: BSc Developmental Psychology

1 Awarding institution/body	University of Worcester
2 Teaching institution	University of Worcester
3 Programme accredited by	British Psychological Society; Graduate Basis for Chartered Membership (GBC)
4 Final award	BSc (Hons)
5 Programme title	Developmental Psychology
6 Pathways available	Single
7 Mode and/or site of delivery	Taught programme at the University of Worcester.
8 Mode of attendance	Full-time, part-time
9 UCAS Code	C820
10 Subject /Professional Benchmark statements	QAA Psychology Benchmark Statement, 2007 (revised 2010); BPS Accreditation through partnership handbook: Guidance for undergraduate and conversion psychology programmes
11 Date of Programme Specification preparation/revision	June 2011
12 Educational aims of the programme	<p>This programme has evolved following growing interest in the area of developmental and educational psychology nationally. Educational psychology is one of the growth areas of professional training with psychology as a career area. The developmental psychology graduate will require specialist education and practical skills and these cannot be obtained in sufficient depth by undertaking a generic psychology degree course. Graduates will be in a stronger position to complete further studies in areas such as educational psychology. Market research suggests that around a quarter of psychology students go on to postgraduate training: taking this course will maximise the opportunities for those wishing to pursue a career in educational or child clinical psychology, or a related area.</p> <p>The Educational Aims of the Course are based on the principles of the QAA Psychology Benchmark Statement, 2007(revised 2010). These are to:</p> <ol style="list-style-type: none"> 1. Facilitate the exploration of the complex interaction between mind, brain, behaviour and experience; 2. Develop knowledge and present multiple perspectives in a manner that encourages their critical evaluation; 3. Develop a critical understanding of how theory and research findings can be applied to real life experience and behaviour, and future vocational and career goals; 4. Develop an understanding of how theory is created and constrained by empirical evidence, and the interdependence of this knowledge; 5. Facilitate the acquisition of knowledge and skills in a range of quantitative and qualitative research methods, skills and techniques, leading to the ability to conduct research independently; 6. Provide appropriate learning experiences to ensure the development of a range of transferable skills;

7. Implement the University of Worcester Learning, Teaching and Assessment Strategy by providing an academically rewarding, personally fulfilling student experience in order to meet the diverse needs of students, employers and society

13 Intended learning outcomes and learning, teaching and assessment methods

The Intended Learning Outcomes of the Course are commensurate with the following frameworks: QAA Benchmark Statement, 2007(revised 2010); The Framework for Higher Education Qualifications (FHEQ) [FHEQ](#) ; The University of Worcester Strategic Plan 2007-2012; the [Undergraduate Regulatory Framework \(2007\)](#); the [Curriculum Design Policy](#) ; [learning Teaching and Assessment Strategy](#); University of Worcester [Guidance on writing learning outcomes and developing assessment criteria.](#); and, a range of other University-wide strategies and policies relating to issues such as [Diversity and Equality](#).

The Programme uses a set of 11 Intended Learning Outcomes shaped by the above frameworks.

On successful completion of the course, students will be able to:

1. Understand the historical and scientific origins and limitations of psychology as a discipline;
2. Use scientific and evidence-based reasoning to critically evaluate psychological arguments and develop their own perspective on psychological debates by the systematic analysis of multiple perspectives, their interrelationships, and their ethical and contextual underpinnings;
3. Show knowledge and critical understanding of how core areas within the discipline have conceptualised factors that influence psychological behaviours, experience and functioning;
4. Identify and evaluate, meaningfully, significant patterns, variability and diversity in the full range of psychological behaviour, experience and functioning;
5. Problem solve by developing and evaluating research questions;
6. Demonstrate substantial and competent research skills through the appropriate and critical use of research paradigms, and a range of qualitative and quantitative research methods and measurement techniques; including: statistical reasoning; comprehension and use of numerical and other data, including presenting and analysing complex data sets by a variety of methods;
7. Show knowledge of some of the cutting edge research in specialised and/or applied areas of psychology, specifically developmental psychology;
8. Initiate, design, conduct with appropriate supervision, and report an ethical empirical research project on a topic within developmental psychology, and recognise its methodological and ethical limits;
9. Use effective and fluent written, oral and visual communication to convey ideas

and research findings;

10. Learn independently through self-reflection, the evaluation of strengths and weaknesses, self-directed study, and self and task management to meet set objectives;
11. Demonstrate team working skills through awareness and sensitivity to the contextual and interpersonal features of group work.

The 11 Intended Learning Outcomes map onto the QAA Benchmark Statement, 2007 (revised 2010). A grid showing this mapping, along with how these Intended Learning Outcomes are placed across the modules in the course can be found in the BSc Developmental Psychology Handbook.

The learning, teaching and assessment methods of the Course provide students with a wide range of learning and teaching experiences. These include lectures, seminars, practical classes, computer workshops, CD ROM and Internet, tutorials, visiting speakers, and directed study. Each module has a dedicated Blackboard page (the virtual learning environment), which gives access to a range of resources including self-directed learning and assessment tasks, discussion boards and other learning materials. Full use is also made of facilities provided by learning technologies such as PebblePAD.

A range of assessment methods are used to enable students to achieve and demonstrate the learning outcomes. Literacy and critical thinking around psychology is developed and assessed through assignments such as essays, literature reviews and critical reviews of journal papers; quantitative and qualitative data collection, analysis and help develop and assess skills such as problem solving and research skills; report writing will enhance many of these skills further whilst enabling the development of good organisation and planning ; effective communication is enhanced through assessments using poster and power point presentations, leaflet and webpage design; whilst the use of group work and assessment enables better team working and the development of leadership skills; finally a number of modules use weblogs, e-portfolios and wikis to develop and assess a range of skills including self- reflection and independent learning.

In addition, there is considerable support available for students. A Student Handbook is available and is updated annually. There are further subject guides most of which are also available on Blackboard. An initial one week induction programme is provided for all new entrants. Furthermore, library induction and information skills packages are available throughout the course, although the focus is at Level 4 where it is included in some mandatory modules. Study skills are provided by the subject team and additional support is provided and learning support services (Information and Library Services or ILS, IT, and Media and Print). There are also opportunities for students to study abroad.

14 Assessment Strategy

The assessment strategies adopted in the course reflect the aims of the course and the descriptors for undergraduate level study and make a significant contribution to learning. The assessment strategies are designed to develop skills and knowledge in psychology and provide evidence of the students' progress and achievement throughout the course, and prepare students for a range of careers. Both formal (summative) and informal developmental (formative) approaches are used. In order to develop the skills

of higher education study, students experience a variety of assessment strategies. These include case studies, essays, presentations, research reports, examinations, weblogs, posters, group presentations, and research proposals. The opportunity for students to demonstrate independence in a sustained piece of work is provided in the completion of the Independent Study which must have a developmental psychology focus.

Formative assessment is an important feature of the assessment methods of the course. These informal developmental assessments are used across the course to provide students with regular feedback on how they are progressing in their learning in a module. Psychology uses a mixture of self-directed, e-learning, and in-class formative assessment activities as summarised in the BSc Developmental Psychology Handbook. These assessments are designed to ensure that students are able to develop the key skills needed when studying psychology at undergraduate level. The formative tasks are carefully designed for each module to give students the opportunity to practice core skills and consolidate both generic and subject specific learning. The need to provide opportunities to practice skills without penalty is one of the underpinning philosophies of the undergraduate psychology programmes at Worcester. In all our formative tasks the emphasis is clearly on assessment *for* learning as opposed to assessment *of* learning. This is especially important where new skills are being developed that students are able to do so in the safe and supportive learning environment provided by this approach.

Overall, the programme has been designed to ensure that across each semester students get regular formative assessment opportunities that are both diagnostic – to help students self-assess their progress; and, aligned to the summative assessment – to ensure students' learning experiences are enhanced as they work towards achieving the learning outcomes of a module as measured in the formal summative assessments.

Developmental psychology uses the Undergraduate generic grade descriptors adapted to the subject and, where necessary, made specific to the assessments they are used to evaluate. An example of these feedback grids is provided in the BSc Developmental Psychology Handbook. These assessment criteria along with a range of formative assessments, are used widely in the programme at all points during semesters to provide students with timely feedback about their progress in preparation for summatively assessed work. Formative assessments are varied and reflect the variety of skills and, summative assessments, they relate to.

The course is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please follow this link to the [Registry website](#) or see the [UW Student Handbook](#).

15 Programme structures and requirements

Award Map for Single Honours

Title: BSc Developmental Psychology **Year:** 2011/12 **Last Updated:** June 2011

LEVEL 4

Module Code	Module Title	Credits	Single Honours	Pre-requisite
PSYC1401	Introduction to Psychology 1	15	M	NONE
PSYC1402	Introduction to Psychology 2	15	M	NONE
PSYC1403	Research Methods 1	15	M	NONE
PSYC1404	Research Methods 2	15	M	NONE
PSYC1411	Introduction to Developmental Psychology	15	M	NONE
PSYC1408	Critical Thinking in Psychology	15	O	NONE
PSYC1405	Studying Psychology	15	O	NONE
PSYC1406	Psychology in the real world	15	O	NONE
PSYC1407	Psychology and popular culture	15	O	NONE

Developmental Single Honours Requirements at Level 4

Single Honours students must take the five (5) Mandatory modules (PSYC 1401, PSYC 1402, PSYC 1403, and PSYC 1404), PSYC1411), **plus** two (2) Optional modules from those listed above (including shared modules from other subject areas).

In addition: students are permitted to choose one (1) free choice module at Level 4 from other open modules within the Undergraduate Modular Scheme (UMS) or one (1) further optional module from Psychology as listed above.

LEVEL 5				
Module Code	Module Title	Credits	Single Honours	Pre-requisites
PSYC2501	Cognitive Psychology	15	M	PSYC1401 or 1402 AND 1403 or 1404
PSYC2502	Biopsychology	15	M	PSYC1401 or 1402 AND 1403 or 1404
PSYC2503	Research Methods 3	15	M	PSYC1404
PSYC2504	Developmental Psychology	15	M	PSYC1401 or 1402 AND 1403 or 1404
PSYC2505	Social Psychology	15	M	PSYC1401 or 1402 AND 1403 or 1404
PSYC2506	Individual differences	15	M	PSYC1401 or 1402 AND 1403 or 1404
PSYC2515	Psychology and the Child	15	M	PSYC1411
PSYC2507	Contemporary Issues in theoretical Psychology	15	O	NONE
PSYC2508	Contemporary Issues in applied Psychology	15	O	NONE
PSYC2509	Work based module	15	O	NONE

Developmental Psychology Single Honours Requirements at Level 5

Students must take the seven (7) Mandatory Psychology modules (PSYC 2501, PSYC 2502, PSYC 2503, PSYC 2504, PSYC 2505, PSYC 2506, PSYC2515), plus one (1) Optional Psychology module from those listed above.

LEVEL 6				
Module Code	Module Title	Credits	Single Honours	Pre-requisites
PSYC3001 or PSYC3002	Independent Study (on a Developmental topic)	30	M	PSYC1404 AND 2503
PSYC3608	Educational Psychology	15	M	Any L5 PSYC Module
PSYC3605	Clinical Psychology	15	M	Any L5 PSYC Module
PSYC3603	Applied Child Development	15	M	Any L5 PSYC Module
PSYC3609	Forensic Psychology	15	O	Any L5 PSYC Module
PSYC3604	Business Psychology	15	O	Any L5 PSYC Module
PSYC3606	Coaching Psychology	15	O	Any L5 PSYC Module
PSYC3607	Counselling Psychology	15	O	Any L5 PSYC Module
PSYC3610	Health Psychology	15	O	Any L5 PSYC Module
PSYC3613	Positive Psychology	15	O	Any L5 PSYC Module
PSYC3614	Psychology of Emotion	15	O	Any L5 PSYC Module
PSYC3615	Socio-cultural Perspectives	15	O	Any L5 PSYC Module
PSYC3616	Sports Psychology	15	O	Any L5 PSYC Module

Developmental Psychology Single Honours Requirements at Level 6

Single Honours students must take the double mandatory Independent Study module (PSYC 3001/02) over one or two semesters, Three (3) Mandatory Psychology Modules (PSYC3608, PSYC3603, PSYC3605), plus three (3) optional module from those listed above.

Full details of the Undergraduate Modular Scheme Undergraduate Regulatory Framework for entry from 2007 can be found at:

<http://www.worcester.ac.uk/registryservices/documents/UndergraduateRegulatoryFramework2007entry.pdf>

16 QAA Academic Infrastructure

Section 13 of this Programme Specification describes the range of external and internal frameworks that shape the Aims and Intended Learning Outcomes of the programme. The curriculum of the Programme follows the content set out by the BPS QE Syllabus, 2008. This means that the Programme has a syllabus covering the core topic areas specified within the QE Syllabus (i.e. cognitive psychology, psychobiology, social psychology, developmental psychology, individual differences, historical and conceptual issues, research design and methods in psychology). This is introductory at Level 4, providing an overview, with mandatory modules on these topics repeated at Level 5 so that students learning, knowledge and skills can show progression; and, at Level 6 a range of optional more advanced modules in these core and more specialist applied topic areas in Psychology are available to enable continued student progression .

17 Support for students

The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis.

The learning, teaching and assessment methods of the Course provides students with a wide range of learning and teaching experiences. For example, lectures, seminars, practical classes, computer workshops, CD ROM and Internet, tutorials, visiting speakers, and directed study.

Study skills are provided by the subject team and additional support can be provided and learning support services (Information and Library Services or ILS, IT, and Media and Print). There are also opportunities to take an IT module as part of the programme and arrangements can also be made to study abroad.

[Study Skills Advice Sheets](#) have been developed in order to help students to plan and carry out their coursework and assessments, making the most of the time available and helping them to achieve their potential.

The normal support offered to Undergraduate students, including attendance at the standard Induction Programme and the other support strategies outlined below it is intended to provide a supporting infrastructure appropriate for students. This will include measures to promote a distinctive course culture for students on this programme.

For example:

- A dedicated induction and ice breaking session
- Encouragement of exchange of personal information to promote self help groups and mutual study support
- Support meetings / seminars and to discuss a range of pastoral, career and study skills issues
- A dedicated Blackboard discussion facility

In common with other UW courses all students have a personal tutor who guides completion of the PDP and offers support when requested by the student. In addition, all students are contacted by their personal tutor each semester offering dedicated tutorial support.

18 Admissions policy

The University of Worcester seeks to admit students who have the capacity to benefit from study at higher education level, and Admissions Tutors seek to identify applicants who can demonstrate their potential to succeed at this level.

Entry requirements

The normal entry requirements for this course are:

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Mature Students: UW values diversity in its student body and students over the age of 21 are very welcome. If students fulfil the standard entry requirements as detailed above, they should apply through UCAS.

Students with few or no formal qualifications should contact the Registry Admissions Office (01905 855111) with details of their age, any work undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school.

Accreditation of Prior Learning

Students with relevant previous study at HND or degree level or extensive experience may be considered eligible for accreditation of prior learning. Entry may be possible to level 4 or level 5 of the course dependent upon qualifications or experience gained. Credit can also be given for individual modules.

Admissions procedures

Full-time applicants apply through UCAS (C820)

Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Places are offered to all students who fulfil the university entry requirements and who demonstrate that they have the potential to benefit from the study of psychology at degree level.

Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

19 Methods for evaluating and improving the quality and standards of teaching

and learning

There are a number of methods used by the course team in order to monitor, evaluate and improve the quality and standards of teaching and learning:

- Annual review of the quality of the subject;
- External Examiners reports;
- Mid and end of module evaluations by students;
- Subject staff/student committee considers student and staff feedback on modules;
- Peer observation of teaching;
- A teacher accredited course (PG Certificate Learning and Teaching in Higher Education, accredited by HEA, and SEDA for new staff);
- Regular staff meetings have a standing item on sharing good practices, including teaching and learning;
- Institute of Health and Society, Learning and Teaching Group;

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

classification determined on the profile of the best 3 module (45 credits) grades attained at Level 5 and the best 8 module (120 credits) at Level 6 or
classification determined on the best 8 module (120 credits) grades attained at Level 6 only

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

21 Indicators of quality and standards

Psychology achieved re-accreditation for all pathways by the British Psychological Society in 2010 for a period of 5 years; and, had its resources re-approved by the BPS in 2008 as appropriate for a GBC accredited course.

External Examiners in the past three years have consistently judged the course as meeting the academic standards of an accredited Psychology undergraduate degree course, and commended the learning opportunities and confirmed that the quality enhancement of the provision meets required standards. In particular, External Examiners have commended Psychology for providing a course that not only meets both internal and external criteria for a BPS GBC accredited provision, but that students on the course have a high quality learning experience that supports their achievement in a friendly context with supportive and accessible staff.

In November 2005, the institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education. The University is currently awaiting the report from the 2011 Institutional Audit.

22 Employability and graduate destinations

This pathway has been designed to attract those who wish to develop a career in areas where knowledge of developmental psychology is of primary importance, for example Educational Psychology or paediatric Clinical Psychology.

The Developmental Psychology pathway differs from the BSc(hons) Psychology degree by providing a specific direction in developmental psychology, whilst still providing the GBC status necessary for students who want to study postgraduate courses in any aspect of psychology (e.g. Clinical, Forensic, Educational, Occupational or Health Psychology). It will allow those GBC students membership of the BPS and therefore to engage with the psychological community of applied psychologists through the BPS and other professional bodies (e.g. European Health Psychology Society). Furthermore they would be particularly suited to further professional training in Educational Psychology.

Students are encouraged to consider their potential career pathways at the earliest opportunity in their choice of modules. Psychology liaises with the University's Careers service to keep it informed of changes within professional areas of the discipline, and to communicate to potential employers the knowledge and skills acquired by students taking psychology. The Careers Service runs a series of workshops especially for Psychology Students. The Course prepares students for careers in the following areas:

- Educational or Clinical Psychology (after postgraduate professional training)
- Those electing to take a course which confers GBC can apply for postgraduate psychology training required to become a professional (Chartered) psychologist (e.g. Sports, counselling, clinical, educational, occupational)
- Health-related disciplines (e.g. Assistant Psychologist; mental health worker)
- Social work
- Play therapist
- Employment in an early years setting
- Research
- Other postgraduate study (e.g. PGCE);
- Police force at graduate level
- General graduate careers

Both Psychology and Developmental Psychology at the University of Worcester have a strong emphasis on employability through the course. For example the work based learning module at Level 5 offers students the chance to complete a summatively assessed portfolio in which they apply their knowledge of psychology to employment issues. This is not a work placement, but does enable students to use their psychological knowledge and skills in a work context of their choice. As a result graduates from the Psychology degree at Worcester have a high employment rate: 80% of 2009 psychology graduates were in employment.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and Section 3 of the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.