

## PROGRAMME SPECIFICATION: BSc Health Psychology

<b>1</b>	<b>Awarding institution/body</b> University of Worcester
<b>2</b>	<b>Teaching institution</b> University of Worcester
<b>3</b>	<b>Programme accredited by</b> British Psychological Society Graduate Basis for Chartered Membership (GBC)
<b>4</b>	<b>Final award</b> BSc (Hons)
<b>5</b>	<b>Programme title</b> Health Psychology
<b>6</b>	<b>Pathways available</b> Single
<b>7</b>	<b>Mode and/or site of delivery</b> Taught programme.
<b>8</b>	<b>Mode of attendance</b> Full-time, part-time
<b>9</b>	<b>UCAS Code</b> C800
<b>10</b>	<b>Subject /Professional Benchmark statements</b> QAA Benchmarks Psychology 2007
<b>11</b>	<b>Date of Programme Specification preparation/revision</b> February 2008/ (updated Dec 2010)
<b>12</b>	<p><b>Educational aims of the programme</b></p> <ol style="list-style-type: none"> <li>1. Facilitate the exploration of the complex interaction between mind, brain, behaviour and experience and how it relates specifically to health;</li> <li>2. Develop knowledge and present multiple perspectives in a manner that encourages their critical evaluation;</li> <li>3. Develop a critical understanding of how theory and research findings can be applied to real life health experience and behaviour, and future vocational and career goals;</li> <li>4. Develop an understanding of how theory is created and constrained by empirical evidence, and the interdependence of this knowledge;</li> <li>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;</li> <li>6. Provide appropriate learning experiences to ensure the development of a range of transferable skills;</li> <li>7. To explore biopsychosocial factors that contribute to health and well-being;</li> <li>8. 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;</li> </ol>
<b>13</b>	<p><b>Intended learning outcomes and learning, teaching and assessment methods</b></p> <p>On successful completion of the course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the historical and scientific origins and limitations of psychology, and health psychology as a discipline;</li> <li>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 within the health framework;</li> </ol>

3. Show knowledge and critical understanding of how core areas within the discipline have conceptualised factors that influence behaviours, experience and functioning;
4. Identify and evaluate, meaningfully, significant patterns, variability and diversity in the full range of behaviour, experience and functioning;
5. Problem solve by developing and evaluating health psychology 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. Initiate, design, conduct with appropriate supervision, and report an ethical empirical health psychology research project, and recognise its methodological and ethical limits;
8. Use effective and fluent written, oral and visual communication to convey ideas and research findings;
9. Learn independently through self-reflection, the evaluation of strengths and weaknesses, self-directed study, and self and task management to meet set objectives;
10. Demonstrate team working skills through awareness and sensitivity to the contextual and interpersonal features of group work;
11. Show knowledge of some of the cutting edge research in health psychology.

The following grids are appended to this Programme Specifications: Intended Learning Outcomes mapped to the 2007 Psychology benchmarks; and the Outcomes mapped to Psychology modules. See 14.

The learning, teaching and assessment methods of the Programme provide 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. 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 (the virtual learning environment). A one week induction programme is provided for all new entrants and, in addition, a summer school is available for mature, direct entry and late entry clearing students. 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 can be provided and learning support services (Information and Library Services or ILS, IT, and Media and Print). All students have a personal tutor who guides completion of the Personal Development Profile (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. There are also opportunities to take an IT module as part of the programme and arrangements can also be made to study abroad. The course has an emphasis on employability across the programme. For example, at Level 4 the PDP is used as a developmental (or formative), and as a formal (or summative) assessment; and students are actively encouraged to consider their future career and their employability skills within the course. For example, the Work Based Learning module at Level 5 gives students the opportunity to apply and develop their psychological knowledge and skills to aspects of any work they are engaged in. Also, the accreditation of the course with eligibility for GBC with the BPS is directly linked to student's future employability because it enables access to professional postgraduate training courses in Psychology.

Psychology uses the Undergraduate generic grade descriptors adapted to the subject and, where

necessary, made specific to the assessments they are used to evaluate. The 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 are designed to relate to.

Students taking different pathways within the BSc Psychology course (e.g. major, joint, minor) are taught alongside the BSc Health Psychology students; and, part-time students are also taught within the same modules. Psychology makes full use of the University of Worcester timetable that runs from 9am-9pm. Consequently, it is possible for a student to study part-time and still have a similar learning experience and learning opportunities as full-time students.

Details of the formative and summative assessments, as well as the generic Psychology marking criteria by grade bands, can be found in the following grids in the ANNEX: a grid showing the formative assessments used across the Programme; a grid showing the summative assessments across the Programme; the generic grade descriptors used in Psychology; and the Learning Outcomes mapped to Assessments.

#### **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 counselling psychology and provide evidence of the students' progress and achievement throughout the course and prepare the 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, assessment of their interpersonal communication skills, portfolios, research reports, and examinations. 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 Counselling Psychology emphasis.

Formative assessment is an important feature of the programme (see **13**). 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, and these are also used to enhance how student's progress within a module. Psychology uses a mixture of self-directed, e-learning, and in-class formative assessment activities, as summarised in the grid in the ANNEX. 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 measured in the formal summative assessments.

#### **15. Programme structures and requirements**

The Award Maps for Levels 4, 5 and 6 are in the ANNEX to this programme Specification.

#### **16. QAA Academic Infrastructure**

The course is commensurate with: the QAA Benchmarks for Psychology 2008; the Framework for Higher Education Qualifications; and, the British Psychological Society Qualifying Examination Syllabus 2008, along with the criteria set out by this body for accredited undergraduate courses.

#### **17. Support for students**

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 Web CT 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.

Students experience a wide range of learning and teaching methods. For example, lectures, seminars, practical classes, computer workshops, CD ROM and Internet, tutorials, visiting speakers, and directed study.

In addition, there is considerable support available for students. A Student Handbook is provided to all students and is updated annually. There are further subject leaflets and guides, most of which are also available on the web. A one week induction programme is provided for all new entrants and, in addition, a summer school is available for mature, direct entry and late entry clearing students. Furthermore, library induction and information skills packages are available throughout the course. Study skills are provided by the subject team and additional support can be provided and learning support services (Library, 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.

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 Service within Student Services provides specialist academic and other support on a one to one basis, makes recommendations for reasonable adjustments to teaching and assessment based on individual need and works with disabled students to allow them to manage their own learning development

## **18. Admissions policy, criteria and procedures**

### Admissions Policy for the course

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 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.

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

### Admissions procedures

Full-time applicants apply through UCAS (C800)  
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.

### Induction

The Induction week for the Psychology degree students will introduce the students to the Psychological Sciences. There is also a Psychology Quiz and opportunity to learn about the Virtual Learning Environment (VLE) tools that are used here at University of Worcester, including Blackboard and PebblePad. Induction week is also an important week for educating the students on other resources such as Student Service, Library resources, use of computer facilities as well as the little things like how to register with a doctor / dentist and where all the shops are!

The Course Leader will be on hand all week to make sure the students first week at University of Worcester is fun, informative and sets them up nicely for the start of an exciting time in Higher Education.

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;
- Module comments slips allowing anonymous feedback from students about modules;
- Subject staff/student committee considers student and staff feedback on modules;
- University Learning and Teaching Committee and the Learning and Teaching Centre promotes learning and teaching across the institution;
- Peer assessment of teaching;
- A teacher accredited course (SEDA) for new staff, and the Higher Education Academy Membership;
- Regular staff meetings have a standing item on sharing good practices, including teaching and learning;
- Institute of Health, Social Care and Psychology, Learning and Teaching Committee;

## **20. Regulation of assessment**

### Assessment Strategy

The overall assessment strategy is aligned to the University's Assessment Policy [University's Assessment Policy](#) (.pdf) and its principles: assessment is integral to the learning process, and the design of specific assessment strategies in Psychology ensures this. For example, there is alignment between intended learning outcomes and learning activities and assessments, and assessments are varied with clear and accurate information provided in week of semesters about assessments in module outlines. This information is always available on the VLE Blackboard, and Psychology endeavours to provide timely and appropriate feedback on student achievement using a robust moderation process (see below How your work is marked).

The specific assessment strategies used in Psychology 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.

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. 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. The [UW grade descriptors](#) (.pdf) adapted to Psychology are also used as the basis of a range of feedback sheets that students receive with much of their marked assessed coursework. The following grids shows the range of assessments used in Psychology, and their weighting in modules.

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](#).

### 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 (delete if this does not apply).
- 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 URF.

#### **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**

<b>Award</b>	<b>Requirement</b>
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.

The BPS currently requires that, for students to achieve eligibility for GBC, their degree classification must be at least 2ii honours degree and that the Independent Study Component has been passed. Students on the Graduate diploma conversion course must achieve an overall pass mark of at least 50% in addition to successfully completing the project in order to achieve eligibility for GBC. Institute Examination Boards review and confirm results for modules, and the Scheme Examination Board considers candidates' mark profiles to make decisions about progression, awards and degree

classifications as appropriate.

### How your work is assessed

Each assessment item has published specific marking criteria contained in the module outline given to students at the beginning of the module. These are based on the generic assessment criteria contained within the [UW Student Handbook](#).

## **21. Indicators of quality and standards**

Psychology achieved accreditation for all pathways by the British Psychological Society in 2005 for a period of 5 years; and, had its resources re-approved by the BPS in 2008 as appropriate for a GBC accredited course. The BSc Counselling Psychology is accredited with eligibility for GBC with the British Psychological Society.

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. These views have been confirmed by the National Student Survey which, in 2005/6 and 2006/7 saw Psychology at the University of Worcester rated as joint 1<sup>st</sup> amongst 12 Psychology Departments surveyed from West Midlands Universities in terms of the overall student experience and satisfaction.

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.

## **22. Career Opportunities & Links with Employers**

Students are encouraged to consider their potential career pathways at the earliest opportunity in their choice of modules. The Psychology team 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 Subject prepares students for careers in the following areas:

Health psychology (after 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. clinical, educational, occupational);

Clinical audit and health service evaluation;

Public health;

Health education;

Health training;

Research;

Other postgraduate study (e.g. PGCE);

Police force at graduate level;

A range of caring professions (e.g. nursing, social work);  
General graduate careers;

**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 study guide and 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.

Key sources of information about the Course can be found in:

- On the University of Worcester and Institute of Health, Social Care & Psychology websites  
<http://www.worc.ac.uk/courses/464.html>
- The University of Worcester Prospectus and marketing leaflets
- University of Worcester SOLE page
- Blackboard
- The Course Handbook

## AWARD MAP FOR A SINGLE HONOURS AWARD

**Title: Health Psychology**

**Year: 2010/11**

**Last Updated: July 2010**

LEVEL 4							
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Prerequisites (Code of Module required)
			Single Hons	Major n/a	Joint n/a	Minor n/a	
HEWB 1001	Conceptualising health and well-being	15	M				None
HEWB 1002	Introduction to Social Policy	15	M				None
PSYC 1401	Introduction to psychology 1	15	M				None
PSYC 1402	Introduction to psychology 2	15	M				None
PSYC 1403	Research Methods 1	15	M				None
PSYC 1404	Research Methods 2	15	M				None
	Select two from HEWB1100 (Health, Mind and Society), PSYC1405 (Studying Psychology, PSYC1406 (Psychology in the Real World), PSYC1407 (Psychology and Popular Culture), PSYC1408 (Critical Thinking in Psychology), PSYC1410 Environmental Psychology <b>or</b> UMS Option	15	O				

### Single Honours Requirements at Level 4

Single Honours students must take the 6 mandatory modules listed above, plus two (2) Optional modules from those listed above.

**Subject specific rules:** Students are reminded that to achieve eligibility for GBC with the BPS they must take the Health Psychology Single Honours course

LEVEL 5							
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Prerequisites (Code of Module required)
			Single Hons	Major n/a	Joint n/a	Minor n/a	
HEWB 2001	Policy and organisations	15	M				None
HEWB 2002	Ethics and Values in Health and Well Being	15	M				None
PSYC 2501	Cognitive Psychology	15	M				PSYC1401 OR 1402 AND 1403 OR 1404
PSYC 2502	Biopsychology	15	M				PSYC1401 OR 1402 AND 1403 OR 1404
PSYC 2503	Research Methods 3	15	M				PSYC1404
PSYC 2504	Developmental psychology	15	M				PSYC1401 OR 1402 AND 1403 OR 1404
PSYC 2505	Social psychology	15	M				PSYC1401 OR 1402 AND 1403 OR 1404
PSYC 2506	Individual differences	15	M				PSYC1401 OR 1402 AND 1403 OR 1404

### Single Honours Requirements at Level 5

Single Honours students must take the 8 Mandatory modules listed above

**Subject specific rules:** Students are reminded that to achieve eligibility for GBC with the BPS they must take the Health Psychology Single Honours course

LEVEL 6							
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Prerequisites (Code of Module required)
			Single Hons	Major n/a	Joint n/a	Minor n/a	
PSYH 3001/2	IS ( on a health psychology topic)	30	M				PSYC1404 AND 2503
HEWB 3003	Contemporary Health and Well-Being	15	M				
HEWB 3004	Working in Organisations	15	O				None
HEWB 3101	Substance Use and Misuse	15	O				None
HEWB 3102	Bereavement and Loss	15	O				
HEWB 3104	Negotiated Study	15	M				
HEWB 3105	Concepts of Disability	15	O				
HEWB 3106	The evidence base for complementary and alternative medicine	15	O				
HEWB 3107	Socio-cultural dimensions on complementary and alternative medicine	15	O				
PSYC 3603	Applied child development	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3604	Business psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3605	Clinical psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3606	Coaching psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3607	Counselling psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3608	Educational psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3609	Forensic psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3610	Health psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3611	Key figures in psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3612	Minds, machines and consciousness	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC	Positive psychology	15	O				ANY LEVEL 5

3613							PSYCHOLOGY MODULE
PSYC 3614	Psychology of emotion	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3615	Sociocultural perspectives	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3616	Sports psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE

### Single Honours Requirements at Level 6

Single Honours students must take the 4 mandatory modules listed above (this includes the double credit independent study) **plus 4** optional modules from those listed above (including those modules listed that are shared with another subject).

**Subject specific rules:** Students are reminded that to achieve eligibility for GBC with the BPS they must take the Health Psychology Single Honours course

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

<http://www2.worc.ac.uk/registry/pdf/UndergraduateRegulatoryFramework2007entry.pdf>