

Programme Specification - Diploma in 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 Diploma in Psychology
5. Programme title Psychology
6. Pathways available Foundation Course, Conversion Course
7. Mode and/or site of delivery University of Worcester
8. Mode of attendance Full-time, part-time
9. UCAS Code N/A
10. Subject /Professional Benchmark statements QAA Benchmark Statement, 2007; and British Psychological Society Qualifying Examination Syllabus, 2008.
11. Date of Programme Specification preparation/revision June 2008/(updated Dec 2010)
<p>12. Educational aims of the programme</p> <p>The course aims to <i>convert</i> graduates from other disciplines and those with unrecognised psychology degrees into GBC recognised Psychology graduates. It hopes to recruit from those students who wish to obtain a GBC recognised qualification, which will enable them to progress into a career in psychology. Hence it hopes to attract those who wish to further their interest in psychology along with those that wish to change their career path to a specific area in psychology. The course allows graduates to apply for a large range of professional training in psychology for example, clinical, occupational, educational, forensic, and counselling psychology.</p> <p>It should be noted that students' experience on the Diploma will differ according to the exemptions policy mapped out at 15 below. Although all students will achieve all Aims, some will be achieved through APL and some through the Diploma. For example only Foundation Course students receive a Level 4 Introduction to Psychology to prepare them for the Diploma proper which operates at Levels 5 & 6. Diploma students will all exit the course having met appropriate British Psychological Society (BPS) criteria. However in the case of some students, with previous unrecognised Psychology Degrees, up to 50% of modules on the Diploma can be substituted by other Psychology Options.</p> <p>The educational aims of the course 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; The Framework for Higher Education Qualifications (FHEQ) [FHEQ](#) ; The University of Worcester Strategic Plan 2007-2012; the new Undergraduate Regulatory Framework (2007) [Framework 2007](#) ; the Curriculum Design Policy (2007) [Curriculum Design Policy](#) ; the Learning, Teaching and Assessment Strategy 2006/7-2008/9 [Strategy document](#) (previous strategy 2002-2005 [Learning and teaching Strategy](#)); and, a range of other University-wide strategies and policies relating to Equal Opportunities [University of Worcester - Equal Opportunities](#)), and the development of an e-learning strategy [E-Learning](#)

The Course uses a set of 11 Intended Learning Outcomes shaped by the above frameworks, and the Outcomes most closely resemble the QAA Benchmark Statement, 2007. Also, based on guidance in the QAA Benchmark Statement 2007 for Psychology, the Outcomes show subject knowledge and understanding, subject specific and generic skills combined because these skills are inter-related (2007). This has produced the 11 generic Intended Learning Outcomes shown below.

On successful completion of the course, students should 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;
8. Initiate, design, conduct with appropriate supervision, and report an ethical empirical research project, 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. A grid showing how these map onto the QAA Benchmark Statement, 2007, along with how these Intended Learning Outcomes are placed across the modules in the course, can be found in the ANNEX.

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 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 illustrative summative assessments, as well as the Psychology undergraduate generic grade descriptors, along with other useful information, can be found in the following grids in the ANNEX: a grid showing the formative assessments used across the course; a grid showing the illustrative summative assessments across the course; 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 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, 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.

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 Course 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 course is available in full and part-time modes with rates of progression subject to the usual UMS regulations. All students take a selection of modules drawn from the BSc/ BSc Psychology Honours programme, which confers GBC status to students following a specified route. Details of this larger "parent" psychology programme are available through the usual means.

There are eight mandatory areas for Accredited Conversion Courses . These are:

Cognitive psychology,
Biopsychology
Social psychology,
Developmental psychology,
Individual Differences,
Conceptual and Historical Issues,
Research Design and Quantitative Methods
Practical component.

All Diploma Students must gain credit in each of these eight areas through taking and passing a module in that area or by demonstrating eligibility for exemption through the University's mechanism of APL. The exception is *Conceptual and Historical Issues* which has to be covered by students but does not have to be independently assessed. Thus this syllabus area is embedded in other modules in the Diploma programme. This will be a factor when considering Psychology Graduate students for exemption from core modules, as specified below, as a sufficient coverage of *Conceptual and Historical Issues* has to be ensured.

Conversion course students from entry methods 1 and 2 (See Admission Section 18 below) take the following core programme. All modules are of 15 credits. Level 5 modules are indicated by the initial number 2 and Level 6 by the initial number 3 .

The below applies from Sept 2009. From Sept 2009, Diploma students will normally be expected to commence studies in September. However, a semester 2 start is available at the discretion of the course leader. The course of studies for each entry point is as

follows:

September Entry:

Semester 1. Students must take the following:

- PSYC 2501 Cognitive Psychology
- PSYC 2503 Research Methods
- PSYC 2505 Social Psychology
- OPTION any Level 5 or 6 Psychology Module

Semester 2. Students must take the following.

- PSYC2502 Biopsychology
- PSYC2504 Developmental Psychology
- PSYC2506 Individual Differences
- PSYC 3002 Independent Study (Empirical research project) Mandatory.

January Entry:

On entry in Semester 2, Students must take the following.

- PSYC2502 Biopsychology
- PSYC2504 Developmental Psychology
- PSYC2506 Individual Differences
- OPTION any Level 5 or 6 Psychology Module

Semester 1 of the following academic year students must take the following:

- PSYC 2501 Cognitive Psychology
- PSYC 2503 Research Methods
- PSYC 2505 Social Psychology
- PSYC 3002 Independent Study (Empirical research project) Mandatory

Conversion course students from entry method 3, (Graduates from another subject – not a pass degree)

BPS require these students to take a Foundation course of the equivalent of half a year full time study or 60 credits. **This applies from Sept 2008.**

Full time Study (January Entry)

- PSYC 1402 Introduction to Psychology 2
- PSYC 1404 Research Methods 2
- PSYC 1406 Psychology in the Real World
- PSYC 1408 Critical Thinking in Psychology

Part time Study (September Entry)

Semester 1

PSYC 1401 Introduction to Psychology 1
PSYC 1403 Research Methods 1

Semester 2

PSYC 1402 Introduction to Psychology 2
PSYC 1404 Research Methods 2

These students must then take the remaining 8 modules from the Diploma course proper. Consistent with BPS requirements, through the mechanisms of APL, students from entry methods 1 & 2 may be exempt from up to 50% of the content of the Diploma course. But they must substitute Level 5 or 6 Modules from the BSc Psychology course to remain on a 120 credit programme. Availability of these modules will vary from year to year according to staff commitments and other scheduling factors.

Students on the Graduate diploma conversion course must also achieve an overall pass mark of at least 50% in addition to successfully completing the project in order to be eligible for GBC.

The structure and admissions procedures for the Diploma Course are designed to ensure that in all areas of the BPS Qualifying examination the learning outcomes demonstrated by successful students are appropriate both in breadth and depth. In other words in the 8 core areas of the QE Diploma Students will have demonstrated equivalence with current University GBC graduates.

16 QAA Academic Infrastructure

The course is commensurate with: the QAA Benchmark Statement for Psychology, 2007; The BPS Qualifying Examination Syllabus, 2008; The University of Worcester Strategic Plan 2007-2012, the new Undergraduate Regulatory Framework (2007) [Framework 2007](#) the Curriculum Design Policy (2007) [Curriculum Design Policy](#), the Learning, Teaching and Assessment Strategy 2006/7-2008/9 [Strategy document](#) (previous strategy 2002-2005 [Learning and teaching Strategy](#)) and the related Learning Outcomes Policy [Learning Outcomes Policy](#), along with a range of other University-wide strategies and policies relating to Equal Opportunities [University of Worcester - Equal Opportunities](#)), and the development of an e-learning strategy [E-Learning](#).

Section 13 of this Programme Specification explains how these frameworks have shaped the Aims and Intended Learning Outcomes of the programme. The curriculum of the Programme follows the content set out by the BPS Qualifying Examination Syllabus (or QE), 2008. This means that the course has a syllabus covering the core topic areas specified within the QE Syllabus (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 for students with APL in areas of the QE.

17 Support for students

Initially it is envisaged that the Course leader will act as personal Tutor for all conversion 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 mature students. This will include measures to promote a distinctive course culture for Conversion students.

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

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

The course seeks to recruit a small cohort annually (between 20 and 30) with access to both full time and part-time students. The award will be a *Diploma in Psychology*, which will be accredited by the British Psychological Society to confer GBC status on graduates.

Admissions policy is consistent with BPS guidance. Candidates must be Graduates with an interest in gaining GBC status in psychology. Where possible all candidates are interviewed to establish the latter criterion.

It hopes to recruit from those students who wish to obtain a GBC recognised qualification, which will enable them to progress into a career in psychology. Hence it hopes to attract those who wish to further their interest in psychology along with those that wish to change their career path to a specific area in psychology (e.g. teachers).

Current entry requirements:

Consistent with BPS requirements there are three methods of entry. Students must have one of the following:

- 1) an honours degree in psychology which has not been recognised by the BPS.
- 2) an ordinary degree in psychology, not a pass degree. (de facto not recognised by BPS)
- 3) a degree in a subject other than psychology (not a pass degree).

All candidates will be interviewed by the Course Leader and their qualifications verified. At interview, and subsequently, each candidate's qualifications will be considered in accordance with UW APL procedures. A formal statement will be prepared for each entrant outlining their exemption status for up to 50% of the Conversion Course Modules. The range of Level 3 modules which can be substituted is listed at 15 above.

FOUNDATION COURSE

Students who are required to take the Foundation course before they commence the Diploma, and who elect to study full-time, must take this 4 module course in semester 2 of the academic year before they start the Diploma course.

Students who are required to take the Foundation course before they commence the Diploma, and elect to study part-time-time, must start this 4 module course (2 modules per semester) in semester 1 of the academic year before they start the Diploma course.

DIPLOMA COURSE

Both full-time and part-time students must take their 15 credit Independent Study in the final semester of their course of study.

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

Assessment is carried out in accord with the assessment regulations of the Diploma of the University of Worcester. The regulations set out in the Undergraduate regulatory programme apply.

Students are assessed within the same general framework as the BSc Psychology course i.e by a combination of course work, examinations and within module tests. The award of Diploma in Psychology will be available to students who complete the specified modules (120 credits in total) and who gain credit for the specified modules,

Diploma students are assessed within existing programmes and no special arrangements or policies need to be devised The Division has mechanisms in place to ensure that assessment criteria are applied appropriately to different types of items (e.g. pre-marking standardisation, targeted second marking); there are in place established quality assurance procedures which operate in conjunction with External Examiners. These established procedures will be applied to the Diploma.

Departmental 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.

In addition to using the University of Worcester Assessment Policy for the internal and external verification and moderation of marking, the course uses a robust procedure for the moderation and marking of student work. This system is especially important because of the diversity of assessments used.

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. 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 1st 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.

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 Subject prepares students for careers in the following areas:

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);
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.

Psychology at the University of Worcester has a strong emphasis on employability through the course (see 13), and offers students the chance to complete a summatively assessed work based module at Level 5. This is not a work placement, but does enable students to use their psychological knowledge and skills in a work context of their choice. The postgraduate provision in Psychology at the University of Worcester now enables student's to progress with their studies whilst remaining at the University. For example, in addition to offering postgraduate studentships, and full and part-time research degree, students can study for a taught masters in Issues in Applied Psychology, or the MSc in Occupational Psychology (BPS accreditation pending). Both courses have been designed to strengthen student's future employability and careers within Psychology, and the University offers its graduates preferential rates for fees on these courses.

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

ANNEX

Award Maps for Foundation and Diploma Course Levels 4, 5 and 6

Grid showing the Psychology BSc generic Intended Learning Outcomes mapped to the QAA Benchmark Statement for Psychology, 2007 statements for subject knowledge and understanding, subject specific skills, and generic skills

Grid showing the Psychology BSc generic Intended Learning Outcomes across Psychology modules in the course

Grid showing the Psychology BSc generic Intended Learning Outcomes mapped to assessment

Grid showing the formative assessments used in BSc Psychology modules

Grid showing the summative assessments used in BSc Psychology modules

BSc Psychology generic grade descriptors

AWARD MAP DIPLOMA IN PSYCHOLOGY

Title: Diploma in Psychology

Year: 2008 Last Updated: September 2009

Graduates from another subject: Foundation course

	LEVEL 4				Prerequisites
		Credits (Number)	P/T Entry point S1	F/T Entry point S 2	
PSYC 1401	Introduction to Psychology 1	15	M		NONE
PSYC 1402	Introduction to Psychology 2	15	M	M	NONE
PSYC 1403	Research Methods 1	15	M		NONE
PSYC 1404	Research Methods 2	15	M	M	NONE
PSYC 1405	Studying Psychology	15			NONE
PSYC 1406	Psychology in the real world	15		M	NONE
PSYC 1407	Psychology and popular culture	15			NONE
PSYC 1408	Critical thinking in Psychology	15		M	NONE

All Foundation students need 60 credits of level 4 Psychology to qualify for the Diploma proper. They must take the 4 Mandatory PSYC modules as shown above depending on their mode of study and point of entry.

AWARD MAP FOR DIPLOMA COURSE

THE CORE DIPLOMA COURSE

	LEVEL 5	Credits (Number)	Status
PSYC 2501	Cognitive Psychology	15	M
PSYC 2502	Biopsychology	15	M
PSYC 2503	Research Methods 3	15	M
PSYC 2504	Developmental psychology	15	M
PSYC 2505	Social Psychology	15	M
PSYC 2506	Individual differences	15	M
	LEVEL 6		
PSYD 3001/2	Independent Study	15	M
	LEVEL 5 OR 6		
PSYC *****	Any option from the list of available modules below	15	O

List of optional modules.

	LEVEL 5	Credits (Number)	Status
PSYC 2507	Contemporary Issues In Theoretical Psychology	15	O
PSYC 2508	Contemporary Issues In Applied Psychology	15	O
PSYC 2509	Work Based Module	15	O
	LEVEL 6		
PSYC 3603	Applied child development	15	O
PSYC 3604	Business Psychology	15	O
PSYC 3605	Clinical Psychology	15	O
PSYC 3606	Coaching Psychology	15	O
PSYC 3607	Counselling Psychology	15	O
PSYC 3608	Educational Psychology	15	O
PSYC 3609	Forensic Psychology	15	O
PSYC 3610	Health Psychology	15	O
PSYC 3611	Key figures in Psychology	15	O
PSYC	Minds, machines and	15	O

3612	consciousness		
PSYC 3613	Positive Psychology	15	O
PSYC 3614	Psychology of emotion	15	O
PSYC 3615	Sociocultural perspectives	15	O
PSYC 3616	Sports Psychology	15	O
PSYC 3620	Critical and social Psychology	15	O

It is not appropriate to list prerequisites. Students qualify for the Diploma either through qualification from elsewhere or by being successful graduates of the Foundation Course.

Students must take the 7 mandatory modules, plus 1 optional level 5 or 6 module from those listed above, unless exemption has been granted through the mechanisms of APL, by which diploma students with a previous unrecognised degree in psychology may be exempt from up to 50% of the content of the conversion course. They are permitted to substitute up to 4 Level 5 or 6 Modules from the modules available in the BSc Psychology Single Honours programme.

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>