

INTRODUCTION

Identifiers (e.g. a, b, c etc.) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way.

Examples of programme variants include:

- a. BSc Computer Science (full-time) – *single honours degree*
- b. BSc Computer Science (Part-time) – *single honours variant*
- c. BSc Computer Science with a Year in Industry – *single honours variant*
- d. BSc Computer Science with a Year Abroad – *single honours variant*
- e. BSc Computer Science with a Foundation Year – *single honours variant*
- f. BSc Computer Science (Games Development) – *single honours with pathway*
- g. BSc Computer Science (Games Development) with a Foundation Year – *single honours with pathway with variant*
- h. MEng Computer Science – *integrated masters*
- i. MEng Computer Science (Games Development) – *integrated masters with pathway*
- j. Diploma Computer Studies – *named exit award*
- k. Diploma Computer Studies – *named exit award*
- l. BSc Computer Science (Apprenticeship) – *apprenticeship variant to existing approved programme or new academic award created specifically for an apprenticeship*

A	GENERAL INFORMATION
1	Partner institution <i>Please state the name of the partner institution.</i>
2	Programme awards and titles <i>State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title, then please include details of this here.</i> <i>Note that for an Apprenticeship, this form relates specifically to the approval of the underpinning award only. You will be required to complete Annexe 1 in addition to details the overall Apprenticeship 'programme'.</i>
	a. Psychology BSc (Hons)
3	Cluster to which the programmes and their variants belong <i>If new, please state NEW. For existing clusters please state the rationale for inclusion.</i>
	NEW
4	Type of programmes <i>Please place the relevant programme identifiers (a,b,c etc.) against each programme type below.</i>



	UG Single honours	a							
	Integrated Masters								
	PG Cert								
	PG Dip								
	Taught Masters								
	Apprenticeship/Work Based Learning								
	Dual Award								
	Foundation Degree		<i>Please indicate articulation routes:</i>						
	Honours Stage (Top-up)								
	Other		<i>Please detail:</i>						
	Is this programme being used to underpin a Higher/Degree Apprenticeship	N	<i>Please ensure that Annexe 1 is completed</i>						
5	Validation category <i>Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.</i>								
	<table border="1"> <tr> <td>Franchised</td> <td></td> </tr> <tr> <td>Consortium</td> <td></td> </tr> <tr> <td>Validated</td> <td>a</td> </tr> </table>			Franchised		Consortium		Validated	a
Franchised									
Consortium									
Validated	a								
6	UCAS codes <i>If known, please include the UCAS code for these programmes.</i>								
	C810								
7	HECoS codes <i>If known, please include the appropriate HECoS codes for the programmes.</i>								
	100493								
8	Awarding Institution								
	University of Hull								
9	Locations within Partner Institution <i>State the schools/ subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.</i>								
	School of HE Education and Social Science Faculty of Health, Wellbeing and Society								
10	Partner Institution Programme Leader's name and email <i>Please identify one lead person per programme.</i>								
	Marie Robbins robbinsm@grimsby.ac.uk								



11	University Link Faculty and School <i>Please state the primary link faculty and school at the University of Hull</i>												
	School of Life Sciences, within the Faculty of Health Sciences												
12	University Link Faculty Academic Contact <i>Please provide a contact name, title, address, email and telephone number</i>												
	TBC												
13	Locations of delivery <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.</i>												
	<table border="1"> <tr> <td>Hull</td> <td></td> </tr> <tr> <td>Off campus UK</td> <td></td> </tr> <tr> <td>Off campus overseas</td> <td></td> </tr> <tr> <td>Online</td> <td></td> </tr> <tr> <td>Other (please specify)</td> <td>a) University Centre Grimsby – Grimsby Institute of Further and Higher Education</td> </tr> </table>	Hull		Off campus UK		Off campus overseas		Online		Other (please specify)	a) University Centre Grimsby – Grimsby Institute of Further and Higher Education		
Hull													
Off campus UK													
Off campus overseas													
Online													
Other (please specify)	a) University Centre Grimsby – Grimsby Institute of Further and Higher Education												
14	Types of Study <i>Please place the relevant programme identifiers (a,b,c etc.) against each type of study.</i>												
	<table border="1"> <tr> <td>Full-time</td> <td>a</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Full-time	a										
Full-time	a												
15	Modes of study <i>Please place the relevant programme identifiers (a,b,c etc.) against each mode of study.</i>												
	<table border="1"> <tr> <td>On campus/blended</td> <td>a</td> </tr> <tr> <td>Blended (face-to-face & online)</td> <td></td> </tr> <tr> <td>Distance-taught (online only)</td> <td></td> </tr> <tr> <td>Distance-taught (flying faculty)</td> <td></td> </tr> <tr> <td>Off-campus delivery</td> <td></td> </tr> <tr> <td>Other (please specify)</td> <td></td> </tr> </table>	On campus/blended	a	Blended (face-to-face & online)		Distance-taught (online only)		Distance-taught (flying faculty)		Off-campus delivery		Other (please specify)	
On campus/blended	a												
Blended (face-to-face & online)													
Distance-taught (online only)													
Distance-taught (flying faculty)													
Off-campus delivery													
Other (please specify)													
16	Duration <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.</i> <i>For apprenticeships, please also indicate the total apprenticeship programme duration for clarity – e.g. 36 months for underpinning award, total programme duration of 40 months including End Point Assessment (EPA)</i>												



	a. 3 Years full time						
17	Trimesters <i>Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.</i>						
	<table border="1"> <tr> <td>Trimester 1 – T1</td> <td>a</td> </tr> <tr> <td>Trimester 2 – T2</td> <td>a</td> </tr> <tr> <td>Trimester 3 – T3</td> <td></td> </tr> </table>	Trimester 1 – T1	a	Trimester 2 – T2	a	Trimester 3 – T3	
Trimester 1 – T1	a						
Trimester 2 – T2	a						
Trimester 3 – T3							
18	Number of weeks per academic year <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.</i>						
	<p>Week 1 – Orientation to this level of study</p> <p>Triune one – Beginning September - 8 weeks delivery (plus two weeks of assessments) – a</p> <p>Triune two – Beginning December - 8 weeks delivery (plus two weeks of assessments) – a</p> <p>Triune three – Beginning March - 8 weeks delivery (plus two weeks of assessments) - a</p> <p>Academic year total = 31 weeks</p>						
19	Balance of credits across trimesters <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.</i>						
	<p>a – Certificate Stage - 40 credits per triune</p> <p>Diploma Stage - 40 credits per triune</p> <p>Honours Stage – The dissertation is spread through the academic year. After this there are 30 / 30 / 20</p>						
20	Classification weighting <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the classification weighting for each programme and variant, e.g. 30:70 (Diploma:Honours).</i>						
	a - 30:70						
21	Progression arrangements for Integrated Masters and/or Preliminary Stage <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).</i>						
	N/A						
22	Professional, Statutory or Regulatory Bodies <i>Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.</i>						

	N/A																											
23	<p>Relevant Subject Benchmark Statements <i>State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank. QAA subject benchmark statements exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.</i></p>																											
	<p>QAA Subject Benchmark Statement for Psychology (2016) http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-psychology-16.pdf?sfvrsn=af95f781_8</p> <p>Requirements of The British Psychological Society (BPS) https://www.bps.org.uk/psychologists/standards-and-guidelines</p>																											
24	<p>Other references used in designing the programmes <i>e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.</i></p>																											
	<p>The programme has been designed and developed by following the QAA subject benchmark statements thus ensuring that the core modules are included and in line with BPS guidelines. Further to this, Psychologists from various specialisms (in practice NAVIGO, and from the University of Wolverhampton and Anglia Ruskin) have been consulted to ensure that the programme meets the needs of the sector, this has been achieved by offering a wide range of modules at level 6. NAVIGO stated that this was ‘really well put together and the expansion across the years makes clear sense’; emphasis was placed on the psychopathology and research modules with comments suggesting that the content was appropriate and would provide students with the knowledge necessary to progress on to post graduate study. It was further acknowledged that the optional modules provide clear progression into a variety of career and graduate pathways.</p> <p>Student cohorts from the BSc Applied Psychology programme were also consulted to ascertain whether this was appealing to future applicants. Feedback was positive as they believed that it offered scope for employability.</p>																											
25	<p>Anticipated student numbers <i>Please indicate using the relevant programme identifiers (a,b,c etc.) the anticipated cohort numbers for the first three years’ intake onto each programme.</i></p>																											
	<table border="1"> <thead> <tr> <th rowspan="2">Identifiers</th> <th colspan="2">First intake</th> <th colspan="2">Second intake</th> <th colspan="2">Third intake</th> </tr> <tr> <th>Home/EU</th> <th>Overseas</th> <th>Home/EU</th> <th>Overseas</th> <th>Home/EU</th> <th>Overseas</th> </tr> </thead> <tbody> <tr> <td>a</td> <td>15</td> <td></td> <td>17</td> <td></td> <td>20</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Identifiers	First intake		Second intake		Third intake		Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas	a	15		17		20								
Identifiers	First intake		Second intake		Third intake																							
	Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas																						
a	15		17		20																							
26	<p>Minimum number of students <i>Please indicate the minimum number of students required for this programme(s) in order to allow for the use of optional modules within the programme design.</i></p>																											
	15																											



27	Programme cohort start dates <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the cohort start dates for each programme and variant.</i>																		
	<table border="1"> <tr><td>T1 – 2019</td><td>a</td></tr> <tr><td>T2 – 2019</td><td></td></tr> <tr><td>T3 – 2019</td><td></td></tr> <tr><td>T1 – 2020</td><td>a</td></tr> <tr><td>T2 – 2020</td><td></td></tr> <tr><td>T3 – 2020</td><td></td></tr> <tr><td>T1 – 2021</td><td>a</td></tr> <tr><td>T2 – 2021</td><td></td></tr> <tr><td>T3 – 2021</td><td></td></tr> </table>	T1 – 2019	a	T2 – 2019		T3 – 2019		T1 – 2020	a	T2 – 2020		T3 – 2020		T1 – 2021	a	T2 – 2021		T3 – 2021	
T1 – 2019	a																		
T2 – 2019																			
T3 – 2019																			
T1 – 2020	a																		
T2 – 2020																			
T3 – 2020																			
T1 – 2021	a																		
T2 – 2021																			
T3 – 2021																			
B	PROGRAMME DESIGN <i>Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.) allocated in section A2 of this form.</i>																		
28	Programme Rationale and Overview <i>Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the ‘big ideas’ that thread through their design. Please identify three to five high level ‘big ideas’ articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?</i>																		
	<p>The programme aims to provide a scientific understanding of the mind, brain, behaviour and experience, and how they interact with the complex environments in which they exist. The course will develop students' knowledge with the acquisition of a range of research skills and methods for investigating experience and behaviour, providing a solid basis in the use of statistical methods to analyse data, culminating in an ability to be competent independent researchers. Students will develop an understanding of the role of empirical evidence in the creation and constraint of theory, and in how theory guides the collection and interpretation of empirical data. Students will explore multiple perspectives in a way that fosters critical evaluation and reflection leading to an appreciation of theory and research findings, including relevant ethical and socio-cultural issues leading to an understanding of real life applications of theory to a full range of experience and behaviour.</p> <p>BSc (Hons) Psychology is designed to facilitate personal development and career planning. A range of modules will be offered at level 6 along with learning through assessment in these areas. Work related learning will be introduced in the Environmental psychology and Well-being in the Workplace modules, this is an opportunity for students to apply their psychological knowledge to a work environment. This should add real value to the student and employer, as it will be directly linked to the assessment within these modules. The assessment is a report that aims to use Psychological theory and research to make suitable suggestions for improving the environment and well-being of employees within the workplace.</p>																		



	<p>By providing this work related experience, students will also have the opportunity to network and experience a relevant work environment leading to possible future employability opportunities. Students will complete 25 hours within a work related placement, it is expected that students will actively seek their own placements. However, the University Centre Grimsby has a well-developed and structured work based learning support team who are available to support students in finding, vetting and starting a work related learning placement. During the completion of work related learning hours, the student will be expected to continually communicate with a placement mentor. The placement mentor will be a suitably qualified and experienced person, designated by the placement provider, responsible for supervising the student while on placement. Further information regarding the work related placement is available in the placement handbook. Psychology aims to deliver and credit students with the diverse knowledge and range of skills that make them highly employable across a range of professions that offer real prospects. BSc Psychology aims to deliver skills employers value, such as numerical skills, the ability to understand and work with statistics and to design and conduct research, effective communication and the ability to work productively in teams. BSc Psychology will allow the student to progress onto master’s programmes not only in psychology but in other subject areas. Psychology graduates for example, can move into careers in advertising, career counselling, education, the health professions, human resources, management and social services, and they also have the option to progress in professional areas of psychology, such as forensic psychology, clinical psychology, and health psychology.</p> <p>Psychology is a broad subject area, and can operate as a 'hub' subject, contributing to many of the big questions and challenges facing society. Whatever the particular topic of study, and wherever the origins of its methods, Psychology attempts to analyse and explain behaviour in a systematic, reproducible way. There is a strong relationship between theory and empirical data, the results of which may find their expression in applications to education, health, industry/commerce and other situations. To summarise, Psychology is a discipline concerning experience, thought and behaviour that is of immense range and depth. It has evolved its own methodologies from those found in cognate areas. A degree in Psychology implies an understanding of historical and contemporary psychological research alongside an appreciation of current and previous theoretical efforts to integrate and interpret empirical findings. A particular strength of training in Psychology is the acquisition of critical thinking skills, which are developed within a context of rigorous empirical methodology. Psychology may be seen as a hub discipline, enabling others to converge on shared solutions.</p> <p>The programme is in line with the University’s Strategic Plan which identifies strategic direction focused upon partnership working and the development of relationships with further education providers as a key priority. The programme also complements the Institute’s drive toward widening participation and community renewal, providing quality, accessible education and the development of regional communities.</p>
29	<p>Programme Aims <i>As a guide, you should have four to six programme aims.</i></p> <p><i>Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.</i></p>
	<p>1. To develop a comprehensive and robust knowledge of the mind, brain, behaviour, experience and social relationships</p>



2. To develop the capability to apply a range of psychological theory and empirical evidence to contemporary issues
3. To develop a command of the scientific method with proficiency in evaluating empirical evidence, and competence in employing a range of research methodologies to answer psychological questions
4. To deliver and credit students with the diverse knowledge and range of skills that make them highly employable across a range of professions that offer real prospects
5. To deliver skills employers value, such as numerical skills, the ability to understand and work with statistics and to design and conduct research, effective communication and the ability to work productively in teams

30 Programme Outcomes

As a guide you should have six to eight programme outcomes.

Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a,b,c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.

Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.

Reference: University of Hull Learning Outcomes Tool

On successful completion of this programme, students will be able to:

POs	Programme Outcome Text	Programme/ Variant Identifier
PO1	Demonstrate critical understanding of the core contemporary fields of psychology by integrating conceptual ideas from across the discipline 3.1, 3.3, 4.1, 4.4i, 4.4ii, 4.4iii, 4.4x, 4.5i, 4.5iii, 4.5iv, 4.5v	a
PO2	Demonstrate ability to critically explain what science is, and use scientific terminology in relation to psychological research 3.3, 3.4, 3.5, 4.1, 4.4iv, 4.4vi, 4.5i, 4.5ii, 4.5iii, 4.5iv, 4.5v	a



	PO3	Critically test psychological theory and research for usefulness in understanding individual differences and social and cultural diversity 3.1, 3.4, 4.1, 4.2, 4.3, 4.4i, 4.4x, 4.5i, 4.5iii, 4.5iv, 4.5v	a	
	PO4	Critically evaluate the merits of different explanations for and interpretations of psychological phenomena, identify differences between explanations. and the relevance of distinctive psychological approaches to specific issues 3.3, 4.1, 4.2, 4.4i, 4.4ii, 4.4iii, 4.4x, 4.5i, 4.5iii, 4.5iv, 4.5v	a	
	PO5	Critically analyse the practical and ethical issues associated with the use of different theoretical approaches and research methodologies 3.3, 3.4, 3.5, 4.1, 4.4iv, 4.4vi, 4.4vii, 4.4ix, 4.5i, 4.5iii, 4.5iv	a	
	PO6	Initiate and carry out empirical research using appropriate techniques to investigate psychological concepts 3.4, 3.5, 4.1, 4.4iv, 4.4v, 4.4vi, 4.4vii, 4.4viii, 4.4ix, 4.4xi, 4.5iii, 4.5iv, 4.5vi	a	
	PO7	Apply the principles of scientific enquiry and psychological theory to critically evaluate and solve real world problems. 3.4, 3.5, 4.4i, 4.4iv, 4.4v, 4.4vi, 4.4vii, 4.4viii, 4.4ix, 4.4x, 4.4xi, 4.5ii, 4.5iii, 4.5vi	a	
	PO8	Use information, communication and research technologies to work on projects, individually and in groups, to explore theory and research within the field of psychology. 3.4 3.5, 4.1, 4.2, 4.4ix, 4.5i, 4.5iii, 4.5iv	a	
31	Learning and Teaching Approach <i>Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.</i>			
	The programme has been designed to acknowledge that people on the degree will come from a variety of backgrounds and with a diverse range of skills and academic abilities. The first-year modules will be designed to help build confidence and the foundations of the core knowledge required on a Psychology degree. Further to this, it will build the skills necessary to be active researchers for empirical based research. All modules will cover the key theory and include opportunities to develop academic skills that are vital throughout the degree. The teaching in the first year will focus on providing students with the skills needed to develop academically to enable progression onto the second year. Teaching will focus on providing classic and contemporary theory and research across the range of core areas; this will be achieved by providing lectures, seminars and encouraging group discussion to allow students the			



	<p>opportunity to explore their own ideas along with their peers, which will enable the development of understanding and give the opportunity to internalise the information for a deeper level of learning. This year will also focus on the skills needed to conduct primary empirical research. This will be guided by tutors to ensure that students can undertake research following the key principles of the BPS code of ethics and conduct and analyse data using SPSS.</p> <p>In the second year there will be a greater focus on autonomous learning, by encouraging students to engage with readings provided by the module tutor in the core areas of psychology. Students will be encouraged to develop their critical argument by engaging in group discussions, thus time will be given within the content to allow for this to occur. They will also be undertaking both qualitative and quantitative research to develop their skills ready for their final year dissertation. This will be guided and supported throughout by the teaching strategy that will encourage the development of data analysis skills through lectures, workshops and online quiz at the end of each delivery, this will enable tutors to monitor understanding and provide one-to-one support where needed.</p> <p>The final year will encourage students to focus on their own areas of interest by enabling them to choose from optional modules thus targeting future employability opportunities. They will be guided and encouraged to apply previous learning from level 4 and 5 to specialist areas, this will be achieved by encouraging group discussions and demonstrations when appropriate. Teaching at this level becomes more focused on supervising and supporting students in refining their skills. The final year dissertation will enable students to demonstrate their research and data analysis skills, the completion of this will be guided and supported by supervision and workshops.</p> <p>Students will be encouraged at all levels to actively engage in collaborative research to help develop their own research skills for future assessments. Peer to Peer support will be encouraged to scaffold learning within groups and across levels. This deepens the level of understanding for the more knowledgeable other and builds confidence and competence in the students being supported. It also encourages group work and leadership skills essential within psychological practice.</p> <p>Students will also learn not only by lecture, seminar, and workshops but also from guest lecturers and volunteering opportunities. Students will have access to support throughout their studies, this comes not only from module tutors and the programme leader but also from wider institutional support staff, which includes: academic achievement coach, success coach and a range of other services needed to successfully complete studies to the best of the student's abilities.</p>
32	Assessment Approach <i>Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.</i>
	<p>The assessment approach is designed to ensure the student's breadth and depth of knowledge and understanding will be assessed. The methods used will be a combination of written, visual and spoken forms associated with assessments, such as: essays, exams, reports, presentations, and posters; as these will allow primary or secondary research to be applied. Visual assessments will use the poster method, whereas oral assessments will use either the presentation or demonstration method.</p>

	<p>The purpose for offering a wide range of assessment is two-fold. Firstly, it enables students to demonstrate their understanding in various ways, for example, the anomalous psychology module will enable students the opportunity to visually display their understanding by using a poster method of assessment. This assesses the students' ability to capture key theory and research in a creative and innovative way. It also enables students to develop their skills for displaying information effectively which is useful, when for instance, presenting at conferences. Secondly, it also increases inclusivity as it enables all students to have an equal chance of achieving well within modules by considering individual differences in creativity and academia.</p>
33	<p>Key Areas of Study <i>Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.</i></p>
	<p>Year 1 (level 4)</p> <p>A central feature of the BSc Psychology degree in the first year is to lay the foundations for understanding basic features of psychological theory and research. Material covers core modules in biological and cognitive psychology as well as conceptual and historical issues. Practical scientific skills are developed from the start of the degree, learning how psychological experiments are designed and conducted. Students will gain experience of how to analyse data and present findings</p> <p>Year 2 (level 5)</p> <p>In the second-year students will build on their first-year studies and explore topics in more depth from other key areas of psychology including social psychology and developmental psychology. Research methods and practical tuition will be extended in preparation for the final year project where students will learn how to use professional statistical analysis software and take ethical considerations into account when designing research projects</p> <p>Year 3 (level 6)</p> <p>In the final year students will widen their knowledge in compulsory modules such as health psychology and sports and exercise psychology. Students will have the opportunity to choose from a wide range of options that will help develop specialist knowledge. Optional modules are offered allowing students to specialise in an area of psychology they are particularly interested in including cyberpsychology and forensic psychology and many more. Students will put all the skills they have acquired into practice with their own in-depth research project on a topic of their choice</p>
34	<p>Curriculum Structure <i>In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:</i></p> <ul style="list-style-type: none"> • Progression: <i>how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;</i> • Coherence and Integrity: <i>the overall coherence and intellectual integrity of the programmes and student experience.</i>



Note: A diagrammatic structure is often helpful to establish the composition of a programme.

The BSc (Hons) Psychology provides students with the necessary core modules as determined by the British Psychological Society.

The first year of study is focused on providing students with the core knowledge which includes, key approaches, debates and theoretical principles in psychology. Further to this, students will learn about the basic principles of research and undertake a small project in the Research Methods 1 module. The first year is designed to progressively develop skills, knowledge and autonomous learning; this is achieved within lectures and workshops by enabling students to explore ideas to develop their critical thinking skills.

During the second year of study students will continue to develop the core knowledge within Psychology. This year enables students to build on previous learning and further develop their critical thinking skills, this is achieved during group discussions and within assessments that are designed to measure knowledge, understanding and skills. During this year, students will have the opportunity to write a research proposal to prepare them for their level 6 dissertation. They will also be supported when choosing their level 6 optional modules, to ensure that they can achieve their career goals.

The final year gives students an opportunity to further develop their research skills by undertaking a dissertation in an area of Psychology of their choosing. Students will also be able to tailor their degree to the profession or interest of choice by choosing from a range of optional modules.

The programme has been designed to offer as much variety as possible, so that students can find an area of interest to help inform their progression into employability, or a suitable post graduate programme. The optional modules give students the opportunity to sample the areas of Psychology known as the 'protected titles'; it also gives students the opportunity to consider other careers within, and outside of psychology, by introducing students to contemporary fields such as Cyberpsychology and Economic Psychology.

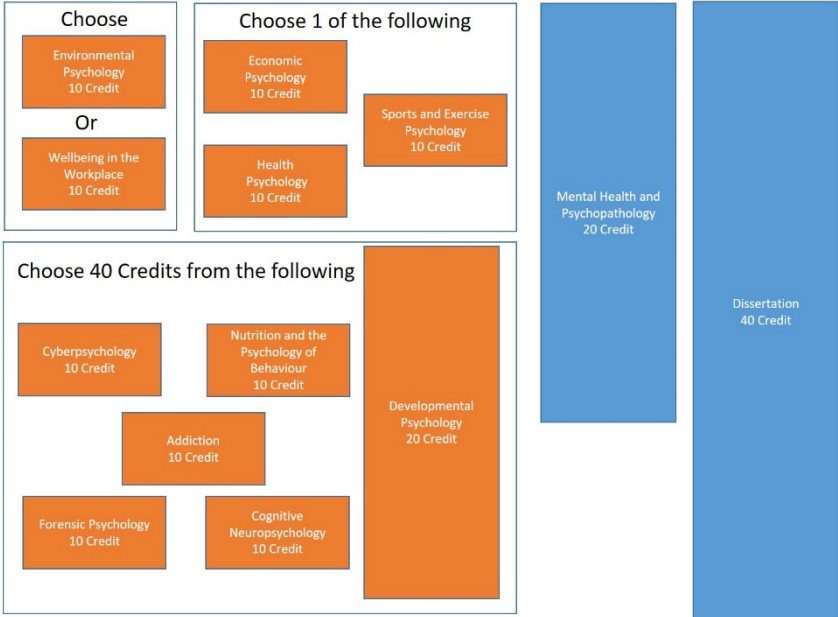
Optional Modules preferences will be made at the end of the Diploma Stage.

For Trimester 1 Students must choose either Environmental Psychology or Wellbeing in the Workplace and then either Economic Psychology, Health Psychology or Sport and Exercise Psychology.

For Trimester 2 and 3 students must choose 40 credits from the following:

Developmental Psychology - 20 credits over Trimester 2 and 3;
Cyberpsychology – 10 credits in either Trimester 2 or 3;
Nutrition and the Psychology of Eating Behaviour - 10 credits in either Trimester 2 or 3;
Addiction - 10 credits in either Trimester 2 or 3;
Forensic Psychology - 10 credits in either Trimester 2 or 3;
Cognitive Neuropsychology - 10 credits in either Trimester 2 or 3.

A diagram of the Honours Stage is included below:

	 <p>The diagram illustrates the curriculum structure across three trimesters. Trimester 1 offers two paths: one where students choose between Environmental Psychology (10 Credit) and Wellbeing in the Workplace (10 Credit), and another where they choose one of three modules: Economic Psychology (10 Credit), Health Psychology (10 Credit), or Sports and Exercise Psychology (10 Credit). Trimester 2 and 3 are grouped together, where students choose 40 credits from a list of modules: Cyberpsychology (10 Credit), Nutrition and the Psychology of Behaviour (10 Credit), Addiction (10 Credit), Forensic Psychology (10 Credit), Cognitive Neuropsychology (10 Credit), and Developmental Psychology (20 Credit). Additionally, all students take Mental Health and Psychopathology (20 Credit) and a Dissertation (40 Credit).</p>
<p>35</p>	<p>Compensation/Condonement rules <i>Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are core for each programme and variant (i.e. modules defined as core in the curriculum map).</i></p>
	<p>a) Dissertation</p>
<p>36</p>	<p>Internationalisation <i>'Internationalisation is a key feature of the UK HE agenda [and...] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society' (HEA, 2014). Please outline the programmes' approaches to internationalising the curriculum.</i></p>
	<p>The Grimsby Institute Group recognises the increasing need for internationalisation of the curriculum to produce students who are flexible and able to adapt to changing global contexts. Individual programmes ensure they embed transferable skills to enable learners to engage with their subject specialism nationally and internationally, reflecting the needs of employers. Graduates should emerge with the competence to communicate and compete in a diverse and rapidly-changing global context.</p> <p>The Psychology curriculum focuses on individuals on a global level. Students are introduced to research from around the world within each topic area, but specifically within Developmental Psychology, Social Psychology and Economic Psychology. This enables a critical discussion between similarities and differences both to the individual and from an intervention perspective. Students are also given the opportunity to explore the different classification systems within modules such as History of Mental Health and Well-being, and Mental Health and Psychopathology and consider the impact on these to the individual. Further to this, students will reference in accordance with the American Psychological Association which is a formatting style recognised world-wide, as such, students will develop the academic skills necessary to write on an international platform.</p>
<p>37</p>	<p>Inclusivity <i>Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.</i></p>



	<p>The needs of disabled learners are taken into account in the design of all learning programmes, as per the requirements of the Equality Act 2010.</p> <p>All students will complete the higher education screening questionnaire and be offered advice and support on any particular learning need. Each student will have access to a personal tutor, work based learning officer and a programme leader. Additionally, a student support advisor will be available to deal with any specific needs. Student handbooks and Institute documentation will provide detailed information concerning access to libraries, student services, financial support, and study skills advice.</p> <p>Students will be screened at induction to identify those which will need individual learning support. The Institute has well established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance (DSA) to secure any specialist equipment or tuition which is required. Students will also be supported and given advice through their DSA application.</p> <p>Each student is entitled to two tutorials with the programme leader to discuss individual issues and concerns relating to both modules, the programme overall and their personal, professional and academic development. In addition, the Institute employs an Academic Achievement Coach. The Academic Achievement Coach is responsible for working with students to support them in the development of their study skill abilities and includes interventions such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills. Students have access to one-to-one support and also timetabled study skill workshops. Students also have 24-hour access to the HE Learning Centre.</p> <p>Across the programmes within the Faculty of Health, Wellbeing and Society, the curriculum content reflects a broad range of disciplines and therefore has an inclusive ethos. Emphasis is placed on individual interpretation of projects and themes, with students encouraged to take responsibility for their own learning.</p> <p>It is also designed to ensure that all learners have equal opportunity to participate in all aspects of programmes, regardless of disability, age, race, religion or gender. The learning and teaching approach is designed to be inclusive and celebrates diversity within the student body via examples and case studies used in teaching.</p> <p>The Faculty also places strong emphasis on response to the student voice as a mechanism to incorporate inclusivity. Student feedback is gathered at the end of each module, and also at various student representative meetings. It is acted on, where necessary, and fed into the quality cycle.</p>
<p>38</p>	<p>Employability <i>Please outline the approach taken by the programmes to engage students in gaining employability skills.</i></p>
	<p>The aim of BSc (Hons) Psychology is to address the employability agenda by offering a range of modules at level 6. This will give students the opportunity to explore various areas that are possible to work directly within psychology, and other areas that may not be immediately considered by those undertaking a psychology degree. Grimsby Institute Group students benefit from a designated employability officer, who runs dedicated HE events and workshops aiming at employment, internships and higher-level study.</p> <p>Placements have been introduced in the Wellbeing in the Workplace and Environmental modules delivered at level 6 to provide students with opportunities to network to gain suitable employment. It also enables students to develop their applied and critical skills which are fundamental in the workplace</p>

	<p>across all disciplines, as they will be expected to report on how psychology can help in meeting the sustainability agenda, improve the working environment and well-being of staff.</p>
39	<p>Student engagement in curriculum and pedagogic design <i>Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.</i></p>
	<p>Student engagement is built into the curriculum design process at the Grimsby Institute Group. Representatives attend faculty and programme team meetings to give input on curriculum design, as well as whole cohort feedback in the form of module evaluation questionnaires, which then inform module delivery. Changes are then signalled in subsequent module handbooks, clearly indicating to students where their feedback has been acted upon and fed forward into programme development. This data is also captured in the annual monitoring report, faculty self-evaluation and enhancement document (SEED). Student voice has previously informed the BSc Applied Psychology programme as minor modifications where implemented following this which have been bought forward into BSc (Hons) Psychology programme. These include changes such as extended delivery hours on modules (1 ½ to 2 hours' sessions) and the re-introduction of research at level 4 as well as greater application of skills at level 6 which saw the introduction of a psychological skills training package as an assessment in Sports Psychology. Changes have also been made within the pedagogic design with the implementation of dissections at level 4.</p> <p>Throughout the academic year students are given a 'voice' within student/staff meetings and the PDRB. Student opinions are carefully considered with regards to any changes made to the programme. Recent feedback has led to the introduction of the work placement elements and contemporary modules at level 6.</p> <p>The HE Student Senate work to ensure student engagement is achieved across all of the HE activities. The senate meet monthly and act as a conduit to ensure students are engaged in all the activities. Senate members sit on review panels, committees and all deliberative meetings in the Grimsby Higher Education structure.</p>
40	<p>Ethical issues and risk <i>Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).</i></p>
	<p>When submitting assessments students must adhere to professional principles of confidentiality as failure to do so may lead to action being taken to prevent students from completing their programme of study.</p> <p>This programme has been designed to ensure that appropriate ethical concepts and frameworks are incorporated throughout and that students are aware of, and encouraged to demonstrate, the need for ethical considerations within their proposals and practical work.</p> <p>In the first year of study, students will undertake research; this will therefore require engagement in the ethical process. To prepare for this, students will learn about the key principles of the British Psychological Society's Code of Ethics and Conduct and will adhere to this when planning, designing and conducting research. Ethics are at the core of Psychology, so students will develop a strong understanding as they develop throughout their degree. Modules which require submission of an ethics proposal are clearly noted in this document. At all times data obtained will be managed in accordance with the Data Protection Act 2018 to ensure that GDPR is adhered to at all times.</p>



<p>41</p>	<p>Sensitive issues and safeguarding <i>Universities develop and deliver programmes which deal with issues that may be sensitive or require students to explore issues which may be potentially controversial, for example relating to child abuse, sexual violence, radicalisation and terrorism. As with research, our institutional duty of care extends to all involved in learning and teaching and all related activities which staff and students may engage with. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed to ensure a safe environment is maintained for all concerned.</i></p>
	<p>During some module content the topics discussed may cause upset to some students. When content which is deemed to be at risk is going to be discussed students will have the opportunity to remove themselves from this portion of the session. Students are informed about content at the beginning of the module and alternate delivery methods are negotiated with the tutor where the content is essential for the assessment.</p>
<p>42</p>	<p>Other information/programme special features <i>Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.</i></p>
	<p>There are several special features that will enhance learning and develop skills for employability associated with this programme. Students are given the opportunity at level 6 to work with professional and semi-professional sports people. They will also be on placement within an area of their choosing to gain valuable insight into the role of a psychologist. Further to this, the School of Education and Social Science run a number of educational trips and visits (UK and International) so students can experience places and people of different cultures to enhance learning. Finally, this programme will be included in the social science seminar series which will work in collaboration with Sociology and Criminology to invite guest speakers into the Institute from a wide range of areas; these speakers are experts in their field and are academics or practitioners that have first-hand experience of their chosen area for discussion.</p> <p>Students are also encouraged to join the British Psychological Society, so they can benefit from their wider network of student groups, events, and CPD opportunities. From this, they can also obtain access to contemporary research through the BPS Wiley journal publication.</p>
<p>C</p>	<p>RECRUITMENT AND ADMISSIONS INFORMATION</p>
<p>43</p>	<p>Proposed marketing strategies <i>Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.</i></p>
	<p>Marketing should target the following areas:</p> <ul style="list-style-type: none"> • Colleges and Schools that deliver and teach Psychology in the local area, detailing to them the opportunities that we are offering in relation to the degree and study at the University Centre Grimsby • Access to HE within the University Centre • Actively promote the programme to employers in the local area • Conduct a launch event for the degree to build interest in the new programme and to provide an opportunity for applicants to visit the building and see the resources available at the Grimsby Institute. They should be given the opportunity during this time to meet the team and for current students to showcase some of their work



	<ul style="list-style-type: none"> To follow the Institutes regular marketing strategies that engage web-based promotion, social media promotion, and also face-to-face promotion through masterclasses to a number of potential applicants To follow other Institute marketing strategies 												
44	<p>Academic entry requirements <i>Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.</i></p>												
	<p>A 'standard' offer for the degree will be 80 points at 'A' Level, or equivalent or an Access to Higher Education Diploma (60 credits with minimum of 45 at level 3) and GCSE English and Maths at grade C/4 or above. However, in line with the widening participation brief, the Institute will also encourage applications from mature students who lack Institutional qualifications. All such mature applicants will be interviewed, set an appropriate piece of work and a judgement made taking into account their academic potential and relevant experience. Those students wishing to enter through advanced standing may do so through the APCL and APEL process</p>												
45	<p>Other entry requirements <i>e.g. relevant IELTS score, Disclosure and Barring Service etc.</i></p>												
	<p>International students must evidence they possess a satisfactory command of the English language in terms of reading, writing, listening and are experienced to have achieved a level B2 on the Common European Framework of Reference for Language (CEFR), as defined by the UK Visas and Immigration.</p>												
D	<p>IMPLEMENTATION STRATEGY</p>												
46	<p>Implications for other areas of the Partner Institution <i>Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.</i></p>												
	<table border="1"> <tr> <td>Estates:</td> <td>N/A</td> </tr> <tr> <td>Library:</td> <td>a - with all validations at Grimsby Institute Group, a full library report is compiled to ensure that latest relevant books and journals are included in reading lists, and that adequate resources are allocated based on the number of students predicted to attend</td> </tr> <tr> <td>Admissions:</td> <td>N/A</td> </tr> <tr> <td>Careers:</td> <td>a - the careers department will need to extend their seeking of opportunities to ensure that they have employment opportunities for all psychology students and graduates. They will also be sought to support in the location of placements for the final year modules.</td> </tr> <tr> <td>Visa Compliance:</td> <td>N/A</td> </tr> <tr> <td>Other (Please specify):</td> <td>N/A</td> </tr> </table>	Estates:	N/A	Library:	a - with all validations at Grimsby Institute Group, a full library report is compiled to ensure that latest relevant books and journals are included in reading lists, and that adequate resources are allocated based on the number of students predicted to attend	Admissions:	N/A	Careers:	a - the careers department will need to extend their seeking of opportunities to ensure that they have employment opportunities for all psychology students and graduates. They will also be sought to support in the location of placements for the final year modules.	Visa Compliance:	N/A	Other (Please specify):	N/A
Estates:	N/A												
Library:	a - with all validations at Grimsby Institute Group, a full library report is compiled to ensure that latest relevant books and journals are included in reading lists, and that adequate resources are allocated based on the number of students predicted to attend												
Admissions:	N/A												
Careers:	a - the careers department will need to extend their seeking of opportunities to ensure that they have employment opportunities for all psychology students and graduates. They will also be sought to support in the location of placements for the final year modules.												
Visa Compliance:	N/A												
Other (Please specify):	N/A												



47	Existing programmes/students affected by this proposal <i>Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.</i>
	This programme will replace the existing BSc Applied Psychology programme. It is therefore considered that this new provision will have no impact on the existing programme or students.
E	POST PROGRAMME OPPORTUNITIES
48	Progression opportunities to further academic or professional programmes <i>Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?</i>
	There are no opportunities for postgraduate study within the subject area at Grimsby. There are however, opportunities to complete post graduate study in teaching in the post compulsory sector at Grimsby. Students are however, encouraged to undertake master’s programmes throughout the country. Previously students have attended the following universities to complete master’s conversions and master’s programmes: University of Hull, University of Sheffield, Sheffield Hallam University, University of York, University of Derby (online), University of Manchester (online) and University of Lincoln. After undertaking a Psychology degree, graduates can undertake a post graduate programme from any of the seven protected titles, these include: Clinical Psychology, Forensic Psychology, Health Psychology, Sports and Exercise Psychology, Educational Psychology, Counselling Psychology, and Occupational Psychology. However, as this programme is not accredited, students will need to undertake a one-year conversion programme if this is not included within their chosen post graduate programme.
49	Employment opportunities <i>Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELHE) data.</i>
	Psychology is applied to anything that involves people thus giving graduates wider opportunities. Our psychology graduates have established excellent careers within an extensive variety of fields, for example, the mental health sector, journalism, events management, data analysis, sales, international programme development in education and the creation of consultancy companies in various areas of business.

F

CURRICULUM MAPS

Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.

Where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional stage or variation of a stage.

*In **Columns 1-3**, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.*

*In **Column 4**, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.*

*In **Column 5**, please indicate against each of the programmes and pathways listed on this form which modules are Core (Co), Compulsory (Cm) or Optional (Op)*
*

*In **Column 6**, please identify which modules contribute to the achievement of programme learning outcomes*

***Definitions:**

CORE module - this is a module that is fundamental to the degree programme and must be studied. It cannot be compensated or condoned.

COMPULSORY module - this is a module which must be studied to successfully complete a particular degree programme. It can be compensated or condoned, subject to regulations.

OPTIONAL module - this is a module that a student may choose to study as part of their degree programme.

Note:

- *There should be no optional modules at Level 4 (unless an exemption request has been approved by PMC).*
- *Optionality should be minimised throughout the programme.*
- *Faculty Education and Student Experience Committee (FESEC) is the final arbitrator of any disagreements regarding the level of optionality in a programme.*
- *Levels of optionality should be clearly linked to the number of students taking the module.*

KEY:

<i>P/V= Programme or Variant</i>	<i>PO = Programme Outcome</i>
----------------------------------	-------------------------------

	<i>PW = Pathway</i>	<i>T1,2,3 = Trimester 1,2,3</i>	
	<i>Co = Core Module</i>	<i>Cm = Compulsory Module</i>	
	<i>Op = Optional Module</i>		

F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS

Programme/Variant Titles and Identifiers:

1	2	3	4	5			6								
Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Certificate Stage															
T1															
Introduction to Psychology	4	20	Group Presentation – 15 minutes Article	Cm				P	P		P	P			P
Study Skills and Data Analysis	4	20	Literature review (2000 words) Exam	Cm					P			P		P	P
T1 and T2															
Research Methods 1	4	20	SPSS Workbook Research Report – 2000 words	Cm					P			P	P	P	P
T2															
Memory and Perception	4	20	Essay – 2000 words Presentation	Cm				P	P		P	P			P
T3															
Individual differences	4	20	Essay - 2000 words Exam (2 essay, 2 hours) unseen	Cm				P	P	P	P	P			

Brain and Behaviour	4	20	Presentation - 15 minutes Exam (SAQ)	Cm				P	P	P	P	P			
Diploma Stage															
T1															
Anomalous Psychology	5	20	Essay - 2500 words Poster	Cm				P	P	P	P	P			
Cognitive Psychology	5	20	Research Report – 2500 words Exam (2 essay, 2 hours) seen	Cm				P	P		P	P	P	P	P
T2															
Social Psychology	5	20	Presentation - 15 minutes Case Study - 2500 words	Cm				P	P	P	P	P			
Developmental Psychology 1	5	20	Essay – 2500 words Exam (2 essays, 2 hours) unseen	CM				P	P	P	P	P			
T2 and T3															
Research Methods 2	5	20	Research Report (Qualitative) - 2000 words SPSS Workbook Research Proposal Presentation	Cm				P	P		P	P	P	P	P
T3															
History of Mental Health and Well-being	5	20	Essay - 2500 words Exam (2 essay, 2 hours) unseen	Cm				P	P	P	P	P			
Honours Stage															
T1															
Environmental Psychology	6	10	Report - 3000 words	Op				F	F		F	F			
Economic Psychology	6	10	Article - 3000 words	Op				F	F		F	F			
Wellbeing in the Workplace	6	10	Report - 3000 words	Op				F	F		F	F			
Health Psychology	6	10	Report - 3000 words	Op				F	F	F	F	F			

Sports and Exercise Psychology	6	10	Psychological Skills Training Package – (20 minutes) (Demonstration/Presentation)	Op				F	F		F	F			F
T1 and T2															
Mental Health and Psychopathology	6	20	Essay 3000 words Poster	Cm				F	F	F	F	F			
T1, T2 and T3															
Dissertation	6	40	Dissertation – 10000 words Conference Poster A2	Co				F	F	F	F	F	F	F	F
T2 and T3															
Developmental Psychology 2	6	20	Essay 3000 words Exam (2 essay, 2 hours) unseen	Op				F	F	F	F	F			
T2 or T3															
Cyberpsychology	6	10	Article – 3000 words	Op				F	F	F	F	F			F
Nutrition and the Psychology of Eating Behaviour	6	10	Article – 3000 words	Op				F	F		F	F			
Addiction	6	10	Documentary - 20 minutes	Op				F	F	F	F	F			F
Forensic Psychology	6	10	Essay - 3000 words	Op				F	F	F	F	F			
Cognitive Neuropsychology	6	10	Presentation - 20 minutes	Op					F		F	F			