

**Truro & Penwith College**

# **Programme Quality Handbook**

**BA (Hons) Human Behavioural Studies**

**2023-24**

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# WELCOME AND INTRODUCTION

## 1. Welcome and Introduction to BA (Hons) Human Behavioural Studies

Welcome to the BA (Hons) Human Behavioural Studies degree. This level 6 programme is designed to take you from HND or Fd studies into the next level of higher education, enabling you to achieve a full honours degree. The course has been designed by staff at Truro and Penwith College with a view to the particular situation and circumstances here, but has been the result of consultations and advice from the University of Plymouth Faculty of Science and Technology. We are certain that the close relations between the College and University will be greatly to your benefit, and urge you strongly to take advantage of events and opportunities at the University whenever possible.

The programme itself is a blend of the practical and the academic, giving you the opportunity and the support to develop your practical skills using critical reflection and evaluation so that you can become the best practitioner possible, but also stretching your academic abilities so that you can gain those insights and understandings only achievable through in depth study of your subject. It is our endeavour to offer you a unique experience combining the academic study of contemporary issues within human behavioural studies with a practical application of such theory. We aim to facilitate your development towards becoming an autonomous independent learner whilst still ensuring a supportive network in order for you to maximise your potential as a student, employee and citizen.

A BA (Hons) requires you to be an independent learner and show a self-motivated approach to your work. It is expected that you will need less guidance from your tutor as you will be putting into practice the skills, knowledge and working practices you developed on your Fd/HND. While you will be expected to attend all timetabled lessons you will also be expected to work independently and build on your skills and knowledge, outside of the scheduled sessions. You are also expected to have a critical awareness of how your own work fits into the theoretical and historical context of your award. You will be required to both justify and elucidate your work in light of your own research into the relevant theories and contextual material, allowing you to demonstrate a greater depth of questioning and understanding. This might require primary research via interviews or questionnaires, or secondary research from books, journals or the web. All work must be referenced and include a reference section listing the sources you have used to research and plan your practical work. We hope this will inform your work and give you the critical framework to move on to further studies if you desire.

Although psychological components underpin all of the modules this course is **not** a recognised GBC route so any student wishing to continue into postgraduate level study in psychology would need to complete a conversion course. Generally students are required to have a minimum 2:2 class first degree of which at least 60 credits must be in psychology. In order to find out more about this and careers in psychology please visit the BPS website: <http://www.bps.org.uk/careers-education-training/careers-education-and-training>

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

**Note:** the information in this handbook should be read in conjunction with the current edition of the Truro and Penwith Student Handbook available on Digital Campus which contains student support based information on issues such as finance and studying at HE along with the University's Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook> and your Learning, Teaching and Assessment Handbook available on your programme virtual learning environment (Moodle).

## 1. Award

**Final Award Title: BA (Hons) Human Behavioural Studies**

**UCAS Code:** C800

**HECoS Code:** **100498**      **Social Psychology**  
**100493**      **Applied Psychology**  
**100985**      **Health Psychology**

## 2. Awarding Institution: University of Plymouth

3. Teaching Institution: Truro and Penwith College

## 4. Accrediting Body(ies)

N/A

## 5. Distinctive Features of the Programme and the Student Experience

Welcome to the BA (Hons) Human Behavioural Studies degree. This level 6 programme is designed to take you from HND or Foundation Degree studies into the next level of higher education, enabling you to achieve a full honours degree.

The programme itself is a blend of the practical and the academic, giving you the opportunity and the support to develop your practical skills using critical reflection and evaluation so that you can become the best practitioner possible, but also stretching your academic abilities so that you can gain those insights and understandings only achievable through in-depth study of your subject. It is our endeavour to offer you a unique experience combining the academic study of contemporary issues within human behavioural studies with a practical application of such theory to increase employability. We aim to facilitate your development towards becoming an autonomous independent learner whilst still ensuring a supportive network in order for you to maximise your potential as a student, employee and citizen.

A BA (Hons) requires you to be an independent learner and show a self-motivated approach to your work. It is expected that you will need less guidance from your tutor as you will be putting into practice the skills, knowledge and working practices you developed on your Foundation Degree/HND. While you will be expected to attend all timetabled lessons you will also be expected to work independently and build on your skills and knowledge, outside of the scheduled sessions. You are also expected to have a critical awareness of how your own work fits into the theoretical and historical context of your award. You will be required to both justify and elucidate your work in light of your own research into the relevant theories and contextual material, allowing you to demonstrate a greater depth of questioning and understanding. This might require primary research via interviews or questionnaires, or secondary research from books, journals or the web. All work must be referenced and include a reference section listing the sources you have used to research and plan your practical work. We hope this will inform your work and give you the critical framework to move on to further studies if you desire.

The optional module Pro Bono offers the opportunity for students to work on a placement with professionals from front line organisations to develop opportunities for vulnerable members of the public to access support. Students choosing this module will have to provide evidence of an enhanced DBS with no entries recorded.

Our Contemporary Issues module allows students to examine a range of contemporary topics such as Prejudice, Stereotyping and Nature's Therapies. Topics are kept as current and as topical as possible allowing students to maintain currency of knowledge and understanding.

Although psychological components underpin all of the modules this course is not a recognised GBC (Graduate Basis for Chartered Membership) route for the British Psychological Society so any student wishing to continue into postgraduate level study in psychology, or a profession requiring the GBC, would need to complete a conversion course. Generally, students are required

to have a minimum 2:2 class first degree of which at least 60 credits must be in psychology. In order to find out more about this and careers in psychology please visit the BPS website: <https://careers.bps.org.uk/>

## 6. Relevant QAA Subject Benchmark Group(s)

The programme development was informed by the following:-

Framework for Higher Education (FHEQ) programmes at level [6](#)

Subject Benchmark Statement: Subject Benchmark Statement: Psychology November 2019

## 7. Programme Structure

<b>YEAR 1 (LEVEL 6)</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Core / Optional</b>	<b>Term / Semester</b>
TRUR3096	Dissertation	40	Core	1 & 2
TRUR3097	Contemporary Issues in Human Behaviour	20	Core	1 & 2
<b>Optional Modules (3 to be chosen)</b>				
TRUR3098	Addiction	20	Optional	1 & 2
TRUR3099	Children's Mental Health and Education	20	Optional	1 & 2
TRUR3100	Exploring Offending and Anti-Social Behaviour	20	Optional	1 & 2
TRUR3101	Health Behaviours and Mental Well being	20	Optional	1 & 2
TRUR3102	Issues in Mental Health	20	Optional	1 & 2
TRUR3109	Applied Psychology for Performance and Health	20	Optional	1 & 2
TRUR3095	Pro Bono	20	Optional	1 & 2
TRUR3067	Occupational Psychology	20	Optional	1 & 2

Student choice of optional modules is dependent on lecturer availability and student numbers.

8. Part-time Indicative Route

<b>YEAR 1 (LEVEL 6)</b>				
<b>3 optional modules must be chosen</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Core / Optional</b>	<b>Term / Semester</b>
TRUR3098	Addiction	20	Optional	1 & 2
TRUR3099	Children's Mental Health and Education	20	Optional	1 & 2
TRUR3100	Exploring Offending and Anti-Social Behaviour	20	Optional	1 & 2
TRUR3101	Health Behaviours and Mental Well being	20	Optional	1 & 2
TRUR3102	Issues in Mental Health	20	Optional	1 & 2
TRUR3109	Applied Psychology for Performance and Health	20	Optional	1 & 2
TRUR3095	Pro Bono	20	Optional	1 & 2
TRUR3067	Occupational Psychology	20	Optional	1 & 2

Student choice of optional modules is dependent on lecturer availability and student numbers.

<b>YEAR 2 (LEVEL 6)</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Core / Optional</b>	<b>Term / Semester</b>
TRUR3096	Dissertation	40	Core	1 & 2
TRUR3097	Contemporary Issues in Human Behaviour	20	Core	1 & 2

## 9. Programme Aims

The programme is intended to:

- A1. develop students with vocational and academic skills, knowledge and understanding at honours level in human behaviour.
- A2. develop the skills required to demonstrate a critical understanding of contemporary issues and practices within the multidisciplinary field of human behaviour.
- A3. develop autonomous learners who have appropriate academic and investigatory skills to be adaptable in a range of employment contexts.
- A4. enable students to engage in academic and vocational research of a contemporary and local nature.

## 10. Programme Intended Learning Outcomes

### 11. Knowledge and understanding

On successful completion graduates should be able to:

- 8.1.1 understand the scientific underpinnings of psychology, its historical origins, development and limitations.
- 8.1.2 recognise the inherent variability and diversity of psychological functioning and its significance
- 8.1.3 demonstrate critical understanding of the psychological approaches, and how they interrelate
- 8.1.4 demonstrate detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline
- 8.1.5 demonstrate a systematic knowledge of a range of research methods and statistical analysis.

### 12. Cognitive and intellectual skills

Students will be able to:

- 8.2.1 understand and investigate the role of brain function in all human behaviour and experience
- 8.2.2 apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications.
- 8.2.3 integrate ideas and findings across the multiple perspectives in psychology and recognise distinctive psychological approaches to relevant issues
- 8.2.4 employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis in psychology.
- 8.2.5 carry out an extensive piece of independent empirical research, including data collection, analysis and interpretation whilst demonstrating an awareness of ethical considerations.

### 13. Key and transferable skills

Students will demonstrate an ability to

- 8.3.1 communicate effectively to a variety of audiences, orally and in writing, whilst being sensitive to their needs and expectations.
- 8.3.2 make critical judgements and evaluations whilst considering different perspectives.
- 8.3.3 work independently, taking responsibility for one's own learning and skill development.
- 8.3.4 research effectively, proposing, planning and implementing a time limited research project involving data collection, selecting and using appropriate methods, statistical analysis and interpretation of findings.

### 14. Employment related skills

Students will be able to

- 8.4.1 identify and evaluate general patterns in behaviour and psychological functioning and take charge of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning
- 8.4.2 engage in effective teamwork whilst being sensitive and reacting appropriately to contextual and interpersonal factors in groups and teams
- 8.4.3 problem-solve and reason statistically and scientifically considering alternative approaches to solving problems.

### 15. Practical skills

By the end of the programme the student will be able to:

- 8.5.1 be computer literate. Become familiar with, computers early in their training and will display, at the very least, skill in the use of word processing, databases and statistical software packages.
- 8.5.2 retrieve and organise information effectively by collecting and organising stored information found in library book and journal collections, and in computer and internet sources
- 8.5.3 undertake self-directed study and project management, in order to meet desired objectives

## 16. Admissions Criteria, including APCL, APEL and Disability Service arrangements

All applicants must have GCSE (or equivalent will be considered) Maths and English at Grade 4/C or above plus a relevant level 3 qualification. Applicants will be interviewed to assess the experience/capabilities for successful entry and completion of the course.

<b>Entry Requirements for BA (Hons) Human Behavioural Studies</b>	
'HND/Foundation degree or equivalent level 5 qualification in a relevant subject'	Pass or above at level 5  Other relevant level 5 qualifications may require APCL.
Work Experience	Considered on an individual basis through an interview process.
Other HE qualifications / non-standard awards or experiences	Considered on an individual basis through an interview process.
APEL / APCL possibilities	APEL/APCL will be considered as per University of Plymouth Regulations
Interview / Portfolio requirements	All students will be interviewed
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required	Students enrolled onto the Pro-Bono module will be expected to purchase a current DBS as part of their entry requirements.

Apply online at [www.ucas.com](http://www.ucas.com). For further information on the admissions process contact [heEnquiry@truro-penwith.ac.uk](mailto:heEnquiry@truro-penwith.ac.uk) or 01872 267061.

## 17. Progression criteria for Final and Intermediate Awards

There are no automatic progression routes. However, students undertaking a BA are entitled to apply for further study such as a masters' programmes, subject to application. Students are encouraged to discuss options with their Personal Tutor.

Upon completion of the BA Human Behavioural Studies, students may be suited to work in a variety of settings and these opportunities include, but are not limited to working in the following sectors:

- Mental Health Support Roles
- Mental Health training positions with organisations such as Outlook and CAMHS
- Assistant Psychologist roles within the NHS
- Educational roles
- Youth Offending support and other roles within the criminal justice system
- Public Services
- Local government
- Research Psychologist
- Practising Psychologist
- Psychology Lecturer

BPS accreditation, further training and /or post graduate qualifications may be needed for some of the above roles.

As well as Student Services and Personal Tutor support, Truro and Penwith College also has an HE Careers and Employability advisor available for current and specific guidance tailored towards student's individual career aspirations

## 18. Non Standard Regulations

N/A

## 19. Transitional Arrangements

There are no transition arrangements for existing students, unless they interrupted before September 2022 or are repeating in 2023-24. In both cases, modules have been mapped and students will be able to meet the Programme Intended Learning

# LEVEL 6

# MODULE RECORDS

# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR3096 **MODULE TITLE:** Dissertation  
**CREDITS:** 40 **FHEQ LEVEL:** 6 **HECoS CODE:** 100959 research methods in psychology  
**PRE-REQUISITES:** None **CO-REQUISITES:** None **COMPENSATABLE:** No

### SHORT MODULE DESCRIPTOR:

This module will require students to develop a research question based on their own area of interest and develop a research strategy in order to test the question. Data collected will be analysed and the findings of the research will be reported in way relevant to the discipline.

### ELEMENTS OF ASSESSMENT – see [Definitions of Elements and Components of Assessment](#)

E1 (Examination)	C1 (Coursework)	80%	P1 (Practical)	20%	T1 (In-Class Test)

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Psychology

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- To allow students to undertake an in-depth examination of a topic of interest through critical consideration of current literature.
- To construct and implement an effective research strategies in order to answer the research question within the ethical guidelines.
- To analyse data appropriately interpreting and discussing findings with respect to the research question posed.
- To effectively communicate and justify the process and findings of the research.

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Understand which research methods and techniques would be effective to examine a research question.	PILO 8.1.1, 8.1.4, 8.1.5, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.3.2, 8.3.3, 8.4.1, 8.5.2
2. Demonstrate a critical awareness of personal responsibility and professional ethical codes of conduct.	PILO 8.2.5, 8.3.1, 8.3.3, 8.4.1, 8.4.2,
3. Demonstrates a systematic in-depth understanding of current literature and its relationships within the field and application to wider areas	PILO 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.3.2, 8.3.3, 8.3.4, 8.4.1, 8.4.3, 8.5.2, 8.5.3
4. Analyses abstract data using established techniques judging the reliability and validity of the results	PILO 8.1.5, 8.2.2, 8.2.4, 8.2.5, 8.3.2, 8.3.3, 8.3.4, 8.4.1, 8.4.3, 8.5.1
5. Demonstrate effective communication in a range of contexts including verbal presentation of work.	PILO 8.3.1, 8.4.2

**DATE OF APPROVAL:** April 2022

**DATE OF IMPLEMENTATION:** Sept 2022

**FACULTY/OFFICE:** Academic Partnerships

**SCHOOL/PARTNER:** Truro and Penwith College

**DATE(S) OF APPROVED CHANGE: N/A****SEMESTER: 1 & 2****SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR:</b> 2023-24	<b>NATIONAL COST CENTRE:</b> 104
<b>MODULE LEADER:</b> Amanda Miller	<b>OTHER MODULE STAFF:</b> N/A
<b>SUMMARY OF MODULE CONTENT:</b> This module includes lectures on how to undertake project management efficiently and independently. Students are taught how to undertake effective literature searches in their specific dissertation topic area. A range of quantitative and qualitative research methods are taught to enable students to make appropriate design choices, and construct and prepare to test their individual research questions. A range of analysis techniques are covered, and statistics workshops held where students can work with their lecturer to analyse their data and make relevant conclusions. Finally, students learn how to present their work in an appropriate format.	

<b>SUMMARY OF TEACHING AND LEARNING (Refer to HESA KIS definitions)</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	22.5	Research Methods lectures
Project Supervision	10	Tutorials with dissertation supervisor
Practical classes and workshops	22.5	Small group work specific to dissertation approach and methodology
Guided Independent Study	345	Planning, literature reviewing, data collection, analysis and report completion.
<b>Total</b>	<b>400</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

**SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Assessed ALOs</b>	<b>Component Weighting</b>
Coursework	C1 – Proposal.	ALO1, ALO2	10%
	C2 – Report	ALO3, ALO4	90%
Practical	P1 – Presentation	ALO5	100%
			100%

**REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Assessed ALOs</b>	<b>Component Weighting</b>
Coursework	C1 – Proposal and Report	ALO1, ALO2	100%
		ALO3, ALO4	100%
Practical	P1 – Presentation	ALO5	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Pip Laugharne Date: 21.09.23	<b>Approved by:</b> Flora Thomas-Kamali Date: 21.09.23

# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR3097 **MODULE TITLE:** Contemporary Issues in Human Behaviour  
**CREDITS:** 20 **FHEQ LEVEL:** 6 **HECoS CODE:** 100493 applied psychology  
**PRE-REQUISITES:** None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

### SHORT MODULE DESCRIPTOR:

This module will require students to undertake a range of short modules spread throughout the year which we have termed 'podules'. Podules are based on contemporary topics within the field of human behaviour. Students will have the opportunity to be assessed in a range of academic and applied methods.

### ELEMENTS OF ASSESSMENT – see [Definitions of Elements and Components of Assessment](#)

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)		<b>T1</b> (In-Class Test)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Psychology

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- To examine a range of contemporary issues from a theoretical perspective
- To consider applications of theory to the field
- To consider how to communicate important information to a range of audiences

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Demonstrate an in-depth critical understanding of theoretical explanations of human behaviour	PILO 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.3.2, 8.3.3, 8.4.1, 8.5.2,
2. Critically appraise current research practices within emerging human behavioural issues	PILO 8.1.5, 8.2.1, 8.2.2, 8.2.4, 8.3.2, 8.3.3, 8.4.1, 8.4.3, 8.5.2,
3. Demonstrate an evidence-based application of research to practice	PILO 8.1.1, 8.1.3, 8.1.4, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.4.3, 8.5.2
4. Demonstrate the ability to communicate concepts to specialist and non-specialist audiences	PILO 8.3.1, 8.4.2

**DATE OF APPROVAL:** April 2022

**FACULTY/OFFICE:** Academic Partnerships

**DATE OF IMPLEMENTATION:** Sept 2022

**SCHOOL/PARTNER:** Truro and Penwith College

**DATE(S) OF APPROVED CHANGE:** N/A

**SEMESTER:** 1 & 2

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR:</b> 2023/24	<b>NATIONAL COST CENTRE:</b> 104
<b>MODULE LEADER:</b> Amanda Miller	<b>OTHER MODULE STAFF:</b> Rachael Morice, Maria Masi Jane Dudley, Karen Bowden
<b>SUMMARY OF MODULE CONTENT:</b> The purpose of this module is to engage students in a range of short modules in order to experience a variety of current issues. Each module will require students to consider each topic from a theoretical, methodological and applied perspective, and to communicate their understanding using a range of techniques relevant to the specified audience. Topics might include: <ul style="list-style-type: none"> <li>• Insomnia</li> <li>• Happiness</li> <li>• Nature's Therapies</li> <li>• Nudge Theory</li> <li>• Prejudice and Discrimination</li> </ul>	

SUMMARY OF TEACHING AND LEARNING ( <i>Refer to HESA KIS definitions</i> )		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	15	Lead Lectures
Seminar	10	Critical Paper Review
Tutorial	10	Assessment support specific to chosen assessments
Project Supervision	5	For those choosing a research proposal assignment
Guided Independent Study	160	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

Element Category	Component Name	Assessed ALOs	Component Weighting
Coursework	C1 – Compulsory Campaign (poster, TV advert or leaflet plus 1200-word report)	ALO3, ALO4	50%
	C2 – Research Proposal (1500 words) or an essay (2000)	ALO1, ALO2	50%
			100%

### REFERRAL ASSESSMENT

Element Category	Component Name	Assessed ALOs	Component Weighting
Coursework	Report – 2000 Words	ALO1, ALO2, ALO3, ALO4	100%
			100%

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

<b>Updated by:</b> Pip Laugharne Date: 21.09.23	<b>Approved by:</b> Flora Thomas-Kamali Date: 21.09.23
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# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR3098    **MODULE TITLE:** Addiction  
**CREDITS:** 20                      **FHEQ LEVEL:** 6                      **HECoS CODE:** 100494 clinical psychology

**PRE-REQUISITES:** None              **CO-REQUISITES:** None              **COMPENSATABLE:** Yes

### SHORT MODULE DESCRIPTOR:

Students will explore a range of explanations for addictive behaviours (including drug addiction and gambling) and their implications for the prevention and treatment of addiction.

### ELEMENTS OF ASSESSMENT – see [Definitions of Elements and Components of Assessment](#)

<b>E1</b> (Examination)		<b>C1</b> (Coursework)		<b>P1</b> (Practical)	50%	<b>O1</b> (Online Open Book Assessment)	50%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Psychology

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- To develop a critical understanding of the major theories of addictive behaviour such as biological, psycho-biological, psychosocial and learning theories.
- An appreciation of the importance of the social context in shaping and maintaining addictive behaviour.
- An understanding of how different theoretical perspectives have informed the development of treatment and prevention programmes for addiction.
- The ability to critically evaluate a range of research methods used within the study of addiction.

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Demonstrate a scientific understanding of the complex interaction between mind, brain, behaviour and experience, through analysis of current biological, psychological and social explanations of addictive behaviour.	PILO 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.5.1, 8.5.2
2. Critically evaluate a range of theoretical explanations of a range of addictive behaviours.	PILO 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.4.1, 8.5.1, 8.5.2
3. Compare and contrast methodological approaches with an awareness of personal and professional ethical responsibilities within research on addictive behaviours.	PILO 8.1.5, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.2, 8.4.1, 8.4.3, 8.5.1, 8.5.2
4. Critically evaluate how theories of addiction have informed the development of therapies and strategies used in the treatment of addiction.	PILO 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.2, 8.3.3, 8.4.1, 8.5.1, 8.5.2.

**DATE OF APPROVAL:** April 2022  
**DATE OF IMPLEMENTATION:** Sept 2022  
**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships  
**SCHOOL/PARTNER:** Truro and Penwith College  
**SEMESTER:** 1 & 2

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR:</b> 2023-24	<b>NATIONAL COST CENTRE:</b> 104
<b>MODULE LEADER:</b> Amanda Miller	<b>OTHER MODULE STAFF:</b> N / A

### SUMMARY OF MODULE CONTENT:

This course begins with a consideration of how addiction can be defined which then leads on to a closer examination of the biological, psychological and social theories that underpin our understanding of addictive behaviour. Students will explore a range of biological explanations of addiction (with particular focus on drug addiction), including theories of genetic susceptibility and addiction as a brain disease (the concepts of dependency, tolerance and withdrawal will be examined).

Students will also consider the psychological aspects of addictive behaviours such as drug addiction and gambling and the extent to which addiction can be explained in terms of learned behaviour and/or cognitive bias. The social context of addiction will also be explored, including the effects of toleration (by the family/society), access/exposure and lifestyle.

Having gained a thorough understanding of a range of theoretical perspectives used to explain addiction, students will then explore treatment options for addictive behaviours, including drugs treatments and cognitive behaviour therapy.

Throughout the module, students will analyse and evaluate a range of research in the field of addiction, to include both quantitative and qualitative research.

### SUMMARY OF TEACHING AND LEARNING (*Refer to HESA KIS definitions*)

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	50	Lectures include critical paper reviews, assessment workshops and small group tasks
Seminar	5	
Tutorial	5	
Guided Independent Study	140	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Assessed ALOs</b>	<b>Component Weighting</b>
Online Open Book Assessment	O1 – Online Open Book Stimulus Based Assessment	ALO3, ALO4	100%
Practical	P1 – Poster and Viva	ALO1, ALO2	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Assessed ALOs</b>	<b>Component Weighting</b>
Online Open Book Assessment	O1 – Online Open Book Stimulus Based Assessment	ALO3, ALO4	100%
Practical	P1 – Poster and Viva	ALO1, ALO2	100%

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

<b>Updated by:</b> Pip Laugharne Date: 21.09.23	<b>Approved by:</b> Flora Thomas-Kamali Date: 21.09.23
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# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR3099    **MODULE TITLE:** Children’s Mental Health and Education  
**CREDITS:** 20                      **FHEQ LEVEL:** 6                      **HECoS CODE:** 100953 child psychology

**PRE-REQUISITES:** None              **CO-REQUISITES:** None              **COMPENSATABLE:** Yes

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

Students will study a range of mental health issues in children and consider how they are accommodated within education. Students will also consider the effect of contemporary influences on child development and whether today’s society is causing children further mental health issues.

### ELEMENTS OF ASSESSMENT – see [Definitions of Elements and Components of Assessment](#)

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)		<b>O1</b> (Online Open Book Assessment)	50%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Psychology

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- To develop a critical understanding of children’s mental health and the developments in the discipline
- To critically evaluate how schools accommodate social, behavioural and emotional needs
- To critically assess the effect of contemporary influences on child development

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes) At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:D
1. Demonstrate a critical understanding of diagnosis and educational assessment of mental health issues in children	PILO 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.2, 8.4.1, 8.4.3, 8.5.1, 8.5.2.
2. Critically evaluate psychological perspectives on the aetiology of and treatment for children’s mental health issues	PILO 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.2, 8.4.1, 8.5.1, 8.5.2.
3. Critically evaluate scientific literature which investigates the effects of contemporary influences on mental health and wellbeing in children	PILO 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.2, 8.3.3, 8.4.1, 8.4.3, 8.5.1, 8.5.2.
4. Demonstrate an ability to apply theory and research to the issues surrounding the identification of recent and new mental health issues in children	PILO 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.2, 8.3.3, 8.4.1, 8.4.3, 8.5.1, 8.5.2.

**DATE OF APPROVAL:** April 2022

**FACULTY/OFFICE:** Academic Partnerships

**DATE OF IMPLEMENTATION:** Sept 2022

**SCHOOL/PARTNER:** Truro and Penwith College

**DATE(S) OF APPROVED CHANGE:** N/A

**SEMESTER:** 1 & 2

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR:</b> 2023-24	<b>NATIONAL COST CENTRE:</b> 104
<b>MODULE LEADER:</b> Kevin Ostapenko-Denton	<b>OTHER MODULE STAFF:</b> Jane Dudley
<p><b>SUMMARY OF MODULE CONTENT:</b>            This module will investigate a range of childhood mental health issues such as ADHD and Conduct Disorders. It will examine psychological perspectives on the aetiology of disorders as well as current evidenced based treatment options recommend by NICE. It will examine the controversy and bias surrounding the diagnosis of mental health issues in children and critically evaluate the systems for example the DSM and assessment tools used to diagnose them. It will examine the impact of this on education and evaluate the capacity of schools to accommodate social, emotional and behavioural needs of children.</p> <p>Furthermore this module will explore contemporary influences on children. It will critically assess the effects of the changing world that children are growing up in for example it will examine the effects of social media and online gaming on children’s mental health as well as the psychological explanations for the obesity crisis in a world where palatable foods are readily available. It will also require students to think independently about the future of children’s mental health and wellbeing.</p> <p>In addition, this module will critically examine the processes involved in the development of new disorders such as Disruptive Mood Dysregulation Disorder and in changes to existing disorders such as ASD.</p>	

SUMMARY OF TEACHING AND LEARNING ( <i>Refer to HESA KIS definitions</i> )		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	50	
Seminar	5	
Tutorial	5	
Guided Independent Study	140	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

Element Category	Component Name	Assessed ALOs	Component Weighting
Coursework	C1 – Report (2500 words)	ALO3, ALO4	100%
Online Open Book Assessment	O1 – Online Open Book Stimulus Based Assessment	ALO1, ALO2	100%

### REFERRAL ASSESSMENT

Element Category	Component Name	Assessed ALOs	Component Weighting
Coursework	C1 – Report (2500 words)	ALO3, ALO4	100%
Online Open Book Assessment	O1 – Online Open Book Stimulus Based Assessment	ALO1, ALO2	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Pip Laugharne Date: 21.09.23	<b>Approved by:</b> Flora Thomas-Kamali Date: 21.09.23

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR3100 **MODULE TITLE:** Exploring Offending and Antisocial Behaviour  
**CREDITS:** 20 **FHEQ LEVEL:** 6 **HECoS CODE:** 100387 forensic psychology  
**PRE-REQUISITES:** None **CO-REQUISITES:** None **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** (max 425 characters)

Students will Investigate contemporary approaches to the explanation of offending and anti-social behaviour. An examination of the methods of treatment of criminal and anti- social behaviour and its effectiveness will be considered.

ELEMENTS OF ASSESSMENT – see <a href="#">Definitions of Elements and Components of Assessment</a>							
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)		<b>O1</b> (Online Open Book Assessment)	50%

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Psychology

**Professional body minimum pass mark requirement:** N/A

#### MODULE AIMS:

- To develop a critical understanding of the biological, social, environmental and cognitive influences on anti-social and criminal behaviours
- To explore the psychological effects of custodial punishment on offenders
- To develop an understanding of treatments models available within custodial and non- custodial settings.
- To develop a critical understanding of how effective these treatment methods are for reducing anti-social and offending behaviour.

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Critically evaluate theoretical explanations of anti-social and offending behaviour from different psychological perspectives	PILO 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.2, 8.3.3, 8.4.1, 8.4.3, 8.5.1, 8.5.2.
2. Critically examine theories of a range of specific offending and antisocial behaviours	PILO 8.1.2, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.2, 8.4.3, 8.5.1, 8.5.2.
3. Critically evaluate the effectiveness of current interventions recommended for specific types of offending and antisocial behaviour	PILO 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.3.2, 8.4.1, 8.4.3, 8.5.1, 8.5.2.

4. Critically assess the effects of custodial sentencing on vulnerable offenders	PILO 8.1.2, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.2, 8.3.3, 8.4.1, 8.4.3, 8.5.1, 8.5.2.
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**DATE OF APPROVAL:** April 2022

**DATE OF IMPLEMENTATION:** Sept 2022

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** 1 & 2

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR:</b> 2023-24	<b>NATIONAL COST CENTRE:</b> 104
<b>MODULE LEADER:</b> Clive Sutton	<b>OTHER MODULE STAFF:</b> Maria Masi
<p><b>SUMMARY OF MODULE CONTENT:</b>            This module will explore the psychological approaches assumptions about offending and antisocial behaviour and apply the explanations independently to a range of real-life offenders. Additionally, it will critically evaluate psychological explanations of a range of types of offences for example violent crimes, fraud and terror as well as examine variables such as gender and age in relation to specific offending behaviours.            The module will also examine the effectiveness of the range of treatments options for different types of offenders. It will critically assess using research evidence, the effectiveness of currently available interventions for specific offences making links to the relevant explanations of the offence.            Finally, it will critically evaluate the effects of custodial sentencing on vulnerable offenders for example the elderly and those with mental health issues.</p>	

SUMMARY OF TEACHING AND LEARNING ( <i>Refer to HESA KIS definitions</i> )		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	50	
Seminar	5	
Tutorial	5	
Guided Independent Study	140	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

Element Category	Component Name	Assessed ALOs	Component Weighting
Coursework	C1 – Report (2500 words)	ALO1, ALO2	100%
Online Open Book Assessment	O1 – Online Open Book Stimulus Based Assessment	ALO3, ALO4	100%

### REFERRAL ASSESSMENT

Element Category	Component Name	Assessed ALOs	Component Weighting
Coursework	C1 – Report (2500 words)	ALO1, ALO2	100%
Online Open Book Assessment	O1 – Online Open Book Stimulus Based Assessment	ALO3, ALO4	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Pip Laugharne Date: 21.09.23	<b>Approved by:</b> Flora Thomas-Kamali Date: 21.09.23

# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR3101    **MODULE TITLE:** Health Behaviours and Mental Wellbeing  
**CREDITS:** 20                    **FHEQ LEVEL:** 6                    **HECoS CODE:** 100985 health psychology  
**PRE-REQUISITES:** None            **CO-REQUISITES:** None            **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** (max 425 characters)

Students will study a range of health behaviours, such as physical activity and diet, and their impact on our mental health and well-being through an examination of body image and related psychological disorders.

### ELEMENTS OF ASSESSMENT – see [Definitions of Elements and Components of Assessment](#)

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)		<b>O1</b> (Online Open Book Assessment)	50%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Psychology

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- To develop a critical understanding of the relationship between health-related behaviours, such as diet and physical activity, and our mental health and well-being.
- To critically examine models of behavioural change and how these can be applied to the development of interventions which aim to engage individuals with healthy lifestyle choices.
- To develop an understanding of the biological, social and cognitive influences on our relationship with food and our body image.
- To develop a critical understanding of how lifestyle choices impact positively and negatively on our mental wellbeing, through the study of various clinical disorders.

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. To demonstrate a comprehensive understanding of the range of explanations as to why individuals engage in behaviours that may compromise their physical health and mental wellbeing	PILO 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2
2. To critically analyse the complex interaction between physical and mental well-being.	PILO 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.2, 8.4.1, 8.4.3, 8.5.1, 8.5.2
3. To apply and evaluate models of behavioural change to specified populations	PILO 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.2, 8.3.3, 8.4.1, 8.4.3, 8.5.1, 8.5.2
4. To critically evaluate health intervention studies	PILO 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2

**DATE OF APPROVAL:** April 2022  
**DATE OF IMPLEMENTATION:** Sept 2022  
**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships  
**SCHOOL/PARTNER:** Truro and Penwith College  
**SEMESTER:** 1 & 2

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR:</b> 2023-24	NATIONAL COST CENTRE: 104
<b>MODULE LEADER:</b> Karen Bowden	OTHER MODULE STAFF: Rachael Morice
<p><b>SUMMARY OF MODULE CONTENT:</b>            This module will introduce the complex interaction between physical health and mental well-being. Consideration will be made of why such a high proportion of the population do not engage in physical activity and evidenced-based review of how sedentary behaviour may be changed through interventions within different populations. Further review of the relationships we may have with food from biological, cognitive and social perspectives will be explored.</p> <p>Issues of self-esteem and body image will be examined with reference to physical activity, diet and mental health. The theoretical explanations of the benefits of physical activity on disorders such as depression and anxiety will be explored. Conversely the potential negative impacts of physical activity on mental health, such as eating disorders and Body Dysmorphic Disorder, will be considered.</p>	

SUMMARY OF TEACHING AND LEARNING ( <i>Refer to HESA KIS definitions</i> )		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	50	
Seminar	5	
Tutorial	5	
Guided Independent Study	140	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

Element Category	Component Name	Assessed ALOs	Component Weighting
Coursework	C1 – Report (2500 Words)	ALO3, ALO4	100%
Online Open Book Assessment	O1 – Online Open Book Stimulus Based Assessment	ALO1, ALO2	100%

### REFERRAL ASSESSMENT

Element Category	Component Name	Assessed ALOs	Component Weighting
Coursework	C1 – Report (2500 Words)	ALO3, ALO4	100%
Online Open Book Assessment	O1 – Online Open Book Stimulus Based Assessment	ALO1, ALO2	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Pip Laugharne Date: 21.09.23	<b>Approved by:</b> Flora Thomas-Kamali Date: 21.09.23

# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR3102 **MODULE TITLE:** Issues in Mental Health

**CREDITS:** 20 **FHEQ LEVEL:** 6 **HECoS CODE:** 100494 clinical psychology

**PRE-REQUISITES:** None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

This module will explore a range of psychological disorders in terms of aetiology, diagnosis and current recommended treatments together with associated issues. A critical understanding of the issues in mental health are relevant for any individual wishing to work in the field of mental health or social care.

### ELEMENTS OF ASSESSMENT – see [Definitions of Elements and Components of Assessment](#)

E1 (Examination)	C1 (Coursework)	50%	P1 (Practical)	O1 (Online Open Book Assessment)	50%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Psychology

**Professional body minimum pass mark requirement:** N/A

#### MODULE AIMS:

- To develop an understanding of how the psychological approaches view mental illness in terms of aetiology and treatment
- To critically evaluate current diagnostic processes and systems in mental health.
- To develop an understanding of current issues such as the dominance of the medical model, gender and culture issues and how these affect individuals suffering from mental health issues
- To develop a critical analysis of research which supports the effectiveness of mental health treatment

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Critically evaluate psychological perspectives on theoretical explanations and development of treatments in mental health.	PILO 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.2, 8.3.3, 8.4.1, 8.4.3, 8.5.1, 8.5.2
2. Critically evaluate current practices and systems used in diagnosing mental health conditions	PILO 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.3, 8.5.1, 8.5.2
3. Critically assess evidence supporting effectiveness of treatments in mental health,	PILO 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2
4. Critically examine bias and issues within mental health	PILO 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.3, 8.5.1, 8.5.2

**DATE OF APPROVAL:** April 2022

**DATE OF IMPLEMENTATION:** Sept 2022

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** 1 & 2

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR:</b> 2023-24	<b>NATIONAL COST CENTRE:</b> 104
<b>MODULE LEADER:</b> Karen Bowden	<b>OTHER MODULE STAFF:</b> Zoe Hensall
<p><b>SUMMARY OF MODULE CONTENT:</b></p> <p>This module will explore how the psychological approaches view mental illness. It will critically evaluate the assumptions about the causes of symptoms of a range of disorders such as schizophrenia, OCD and depression.</p> <p>It will critically assess relevant and appropriate treatment options which are currently offered for these disorders in consideration of the approaches. Students will critically analyse evidence supporting the effectiveness of treatments including that used by NICE.</p> <p>A range of treatment options will be explored for each condition covered including drug treatment, CBT and talking therapies. Alternative treatments will also be explored as will the need for constant evaluation of evidence considering the dynamic environment.</p> <p>Issues specifically relating to each condition will be explored as well as issues which can be applied more generally such as gender and culture and issues associated with mental health systems and diagnostic manuals, the DSM and ICD. Bias such as psychiatrist bias and the influence of the pharmaceutical industry will be explored. The dominance of the medical model and the over prescription of drugs will be considered alongside ethical issues such as patient competence and consent.</p> <p>A critical understanding of the themes and issues covered in this module are relevant for any individual wishing to work in the field of mental health or social care.</p>	

SUMMARY OF TEACHING AND LEARNING ( <i>Refer to HESA KIS definitions</i> )		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	50	
Seminar	5	
Tutorial	5	
Guided Independent Study	140	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

Element Category	Component Name	Assessed ALOs	Component Weighting
Coursework	C1 – Essay (2500 Words)	ALO1, ALO3	100%
Online Open Book Assessment	O1 – Online Open Book Stimulus Based Assessment	ALO2, ALO4	100%

### REFERRAL ASSESSMENT

Element Category	Component Name	Assessed ALOs	Component Weighting
Coursework	C1 – C1 – Essay (2500 Words)	ALO1, ALO3	100%
Online Open Book Assessment	O1 – Online Open Book Stimulus Based Assessment	ALO2, ALO4	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Pip Laugharne Date: 21.09.23	<b>Approved by:</b> Flora Thomas-Kamali Date: 21.09.23

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR3109 **MODULE TITLE:** Applied Psychology for Performance and Health

**CREDITS:** 20 **FHEQ LEVEL:** 6 **HECoS CODE:** 100499 Sport and Exercise Psychology

**PRE-REQUISITES:** None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

Students will research mental skills techniques and psychological factors which contribute to performance and health. Students will be able to critically evaluate an issue and determine which intervention strategy/s is required to aid performance and promote a healthy lifestyle.

ELEMENTS OF ASSESSMENT – see <a href="#">Definitions of Elements and Components of Assessment</a>					
C1 (Coursework)	50%	E1 (Examination)		P1 (Practical)	
T1 (In-Class Test)		O1 (online open book assessment)	50%		

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Truro and Penwith College Sports Assessment Panel.

**Professional body minimum pass mark requirement:** N/A

#### MODULE AIMS:

- Examine and critically evaluate mental skills training and its effects on performance and health.
- Apply psychological theory to improve sporting performance
- Apply psychological theory to improve physical health and mental wellbeing

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:	
	BSc (Hons) Applied Sport and Health Science	BA (Hons) Human Behavioural Studies
1. Understand and critically evaluate the theoretical approach to mental skills training of performance and health.	PILO 8.3.1	PILO 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.3, 8.2.4, 8.3.2, 8.4.1, 8.5.1, 8.5.2
2. Analyse the psychological consequences of sport performance.	PILO 8.1.2	PILO 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.3.2, 8.5.1, 8.5.2
3. Synthesise and apply theoretical grounded interventions to specific psychological issues that arise.	PILO 8.3.3,8.3.4,8.5.1,8.5.2,8.5.3	PILO 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.4.3, 8.5.1, 8.5.2
4. Demonstrate the capacity to critically analyse components of a mental training to aid sports performance and wellbeing.	PILO 8.3.3,8.4.1	PILO 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.2.1, 8.2.4, 8.3.2, 8.4.3, 8.5.2, 8.5.3

**DATE OF APPROVAL:** Apr-2021

**DATE OF IMPLEMENTATION:** Sep-2021

**FACULTY/OFFICE:** Academic Partnerships

**SCHOOL/PARTNER:** Truro and Penwith College

**DATE(S) OF APPROVED CHANGE:****SEMESTER: AY****SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR: 2023-24</b>	<b>NATIONAL COST CENTRE: 104</b>
<b>MODULE LEADER:</b>	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b>	
This module will provide students with an understanding of contemporary developments in sport psychology. The module will enable learners to examine and critically evaluate mental skills training and its effects on performance and health.	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	Formal Lectures
Seminar		
Tutorial	5	Small group and one to one support
Project Supervision		
Demonstration		
Practical classes and workshops	10	Scenario based practicals
Supervised Time in Studio/Workshop		
Fieldwork		
External Visits		
Work Based Learning		
Guided Independent Study	140	Preparation and completion of summative assessments
Other		
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

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### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 (LO1,3) Assignment	100% = 100%
Online Assessment	Online Open Book Assessment (LO2,4)	100% = 100%

### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 (LO1,3) Assignment	100% = 100%
Online Assessment	Online Open Book Assessment (LO2,4)	100% = 100%

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

<b>Updated by:</b> Optional Date: September 2023	<b>Approved by:</b> Optional Date: September 2023
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# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR3095    **MODULE TITLE:** Pro-Bono

**CREDITS:** 20    **FHEQ LEVEL:** 6    **HECoS CODE:** 101465 (Sociology of Law)/  
101307 (Applied Social Science)/ 100692  
(Legal Practice)

**PRE-REQUISITES:** None    **CO-REQUISITES:** None    **COMPENSATABLE:** Yes

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Decreases in Legal Aid and economic pressures has limited access to justice and increased Litigants in Person and vulnerable people particularly in areas like debt, housing, family, welfare and mental health. The College is working with front line organisations to develop opportunities for members of the public to access support. This module enables students to work with professionals to help provide access to justice.

**ELEMENTS OF ASSESSMENT** – see [Definitions of Elements and Components of Assessment](#)

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)		<b>O1</b> (Online Assessment)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Law

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To develop skills in interacting appropriately and effectively, professionally and ethically within a professional environment
- To develop skills in the keeping of detailed client records as directed
- To develop skills in identifying relevant legal issues and/ or facilitating further advice where appropriate

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

At the end of the module to learner will be expected to be able to:

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:	
	LLB (Hons) Law	BA (Hons) Human Behavioural Studies
1. Identify and synthesise the social context of issues facing members of the community	PILO 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3	PILO 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.2, 8.4.1, 8.4.2, 8.4.3
2. Demonstrate ability to take initial instructions from clients and communicate these to professionals	PILO 8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.4.1, 8.4.2, 8.4.3	PILO 8.1.2, 8.2.1, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.4.2, 8.4.3
3. Communicate basic legal information to clients in an appropriate manner	PILO 8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.3.2, 8.4.1, 8.4.2, 8.4.3	PILO 8.1.2, 8.2.2, 8.3.1, 8.3.2, 8.4.2
4. Critically reflect on own development as a professional	PILO 8.1.1, 8.1.2, 8.2.2, 8.3.3, 8.3.4, 8.3.5, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.4, 8.5.5	PILO 8.1.4, 8.2.2, 8.2.3, 8.3.3, 8.4.1

**DATE OF APPROVAL:** 18<sup>th</sup> Feb 2022

**FACULTY/OFFICE:** Academic Partnerships

**DATE OF IMPLEMENTATION:** Sept 2022

**SCHOOL/PARTNER:** Truro and Penwith College

**DATE(S) OF APPROVED CHANGE:** N/A

**SEMESTER:** 1 & 2

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR:</b> 2023/24	<b>NATIONAL COST CENTRE:</b> 130
<b>MODULE LEADER:</b>	<b>OTHER MODULE STAFF:</b>
<p><b>SUMMARY OF MODULE CONTENT:</b></p> <p>Whilst the module's precise content may vary according to the variety of settings that might be chosen, it is envisaged that students will gain experience in the following areas:</p> <ul style="list-style-type: none"> <li>• Shadowing and learning from legal professionals in the workplace, and working as part of a team</li> <li>• Listening to and/ or interviewing members of the public</li> <li>• Completing attendance notes and maintaining client records</li> <li>• Issue Spotting, signposting and facilitating advice where necessary</li> <li>• Dealing with clients who are distressed or angry</li> <li>• Adhering to policies on ethics and confidentiality</li> <li>• Assisting members of the public with administrative tasks like the completion of forms and court paperwork.</li> </ul>	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Tutorial	1	1:1 formative tutorial with Module Leader at approximate half-way point during placement to check progress with Field Journal
Lectures/ workshops	9	6 x 1.5 hour workshops delivered by Module Leader
Work Based Learning	30	Attendance at Dracaena Centre, Citizens Advice Cornwall, Court Help Desk or other appropriate setting
Guided Independent Study	160	Preparation for clinical work, on-line skills and knowledge training appropriate to setting and preparation of Field Journal

<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)
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### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1: (LO 4) Employability Document Pack	50%
	Coursework 2: (LO 1-4) A 2000-word Field Journal	50%
		100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1: (LO 1-4) An Employability Document Pack to include a 2000-word reflective field journal.	100%

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

<b>Updated by:</b> Optional	<b>Approved by:</b> Optional
Date: September 2023	Date: September 2023

# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR3067    **MODULE TITLE:** Occupational Psychology  
**CREDITS:** 20    **FHEQ LEVEL:** 6    **HECoS CODE:**  
**PRE-REQUISITES:** None    **CO-REQUISITES:** None    **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** (max 425 characters)

This module will offer students an insight into the role psychology plays within the workplace. From the theoretical underpinning, students will be able to show how both workplace performance and satisfaction can be affected.

**ELEMENTS OF ASSESSMENT** – see [Definitions of Elements and Components of Assessment](#)

<b>C1</b> (Coursework)	100%	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (online open book assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:**

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To show how an understanding and application of psychological theory can benefit those operating in the workplace.
- To show that though consideration of the organisation, management, employee and environmental factors, it is possible to affect staff satisfaction, motivation, anxiety and performance.

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

At the end of the module to learner will be expected to be able to:

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:	
	BA (Hons) Business Enterprise and Leadership	BA (Hons) Human Behavioural Studies
1. Critically evaluate research methodological approaches with an awareness of personal and professional ethical responsibilities within occupational psychology.	PILO 1, 2, 3, 5, 6, 8, 9, 10, 11, 12, 13, 15	PILO 8.1.1, 8.1.5, 8.2.4, 8.3.2
2. Demonstrate a critical understanding of the theoretical underpinnings of social psychology with respect to the interpersonal and inter-organisational impacts on employees.	PILO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15	PILO 8.1.1, 8.1.2, 8.1.3, 8.2.2, 8.2.3, 8.3.2,
3. Demonstrate a critical understanding of the theoretical underpinnings of environmental psychology with respect to the impact that workplace and technology have on employees.	PILO 1, 3, 4, 5, 6, 8, 9, 12, 13	PILO 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.3, 8.3.2, 8.4.1, 8.5.2,
4. Apply and evaluate theories to enhance performance and reduce negative workplace factors.	PILO 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 14, 15	PILO 8.1.2, 8.1.3, 8.1.4, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.3, 8.5.2

**DATE OF APPROVAL:** May-17

**FACULTY/OFFICE:** Academic Partnerships

**DATE OF IMPLEMENTATION:** Sep-17

**SCHOOL/PARTNER:** Truro and Penwith College

**DATE(S) OF APPROVED CHANGE:**

**SEMESTER:** 1 & 2

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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<b>ACADEMIC YEAR:</b> 2023/24	<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b>	<b>OTHER MODULE STAFF:</b> N/A
<b>SUMMARY OF MODULE CONTENT:</b> Students will be introduced to the role of the occupational psychologist, considering both academic and professional practice, through the design and utilisation of tools of investigation. A range of factors that may affect productivity, performance and satisfaction will be examined. These will include social factors, such as the organisational structure, management, leadership and team cohesion, and environmental factors such as workplace design and technology.	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	
Seminar	10	
Tutorial	5	A range of group and 1:1 tutorial sessions.
Guided Independent Study	140	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

**SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 – Magazine article	40%
	Coursework 2 – Case study intervention report	60%
		= 100%

**REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Optional Date: September 2023	<b>Approved by:</b> Optional. Date: September 2023