London South Bank University

Course Specification

A. Course Information	
Final award title(s)	BSc (Hons) Psychology (Forensic Psychology)
Intermediate exit award title(s)	University Certificate CertHE Psychology DipHE Psychology (N.B. specialism in forensic psychology requires completion of L6)

UCAS Code		**Course Code(s)**	*Psychology(Forensic Psychology)* FT: 4286 4.5 Yr PT: 5256 6 Yr PT: 4287

	London South Bank University
School	☒ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS
Division	Psychology
Course Director	Jaimee Mallion
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify
Mode(s) of delivery	☒Full time ☒Part time ☐other please specify

Length of course/start and finish dates

Mode	Length years	Start - month	Finish - month
Full time	3	September	July
Full time with placement/ sandwich year			
Part time	4.5	September	January
Part time	6	September	July

Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire **Yes** No Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.

Approval dates:	Course(s) validated	October 2011
	Course specification last updated and signed off	December 2021 Janice Brown

Professional, Statutory & Regulatory Body accreditation	British Psychological Society (students are eligible for graduate Basis for Chartership with the BPS provided they complete the full award, with a classification of 2:2 or above).

Reference points:	Internal	Group Strategy 2020-2025 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications 2014 Psychology Subject Benchmark Statements (2019 PSRB: British Psychological Society Standards and Guidelines https://www.bps.org.uk/our-members/standards-and-guidelines Competitions and Markets Authority SEEC Level Descriptors 2021

B. Course Aims and Features

Distinctive features of course	BSc (Hons) Psychology (Forensic Psychology) offers students the opportunity to graduate with a BPS-accredited undergraduate degree oriented towards their particular interests in forensic psychology. In the first year and second years of the course, students follow the same modules as for the BSc (Hons) Psychology course with the exception of one module at Level 4 that will provide an introduction to forensic science. In the third year of the course, in addition to two optional modules, students undertake a specialised research project in the area of forensic and investigative psychology and a taught module on incident investigation. There is also an opportunity in the third year for students to complete an assessed professional placement in an area related to forensic and investigative psychology. Completion of this course will provide students with expertise in forensic psychology, and awareness of broader issues within the forensic sciences. On completion of this course students are not qualified to practise as a Forensic Psychologist without further training in Forensic Psychology.
Course Aims	The BSc (Hons) Psychology (Forensic Psychology) aims to: 1. Provide students with a grounding in the empirical study of behaviour and of psychological processes and to acquaint them with the major facts, theories and debates in contemporary Psychology; 2. Provide students with specific expertise in forensic psychology, and to acquaint them with the major theories and contemporary debates in this specialist field; 3. Provide an up-to-date curriculum that is delivered to a high quality and is informed by scholarship and research; 4. Provide students with the knowledge, skills and techniques to identify and investigate psychological issues and problems empirically and ethically; 5. Support and meet the needs of students from varied educational and personal backgrounds so that they have the best opportunity to meet the demands of degree-level education; 6. Ensure students develop the core skills of critical thinking, communication, and employability, which provide a sound basis for progression into work and/or further study. 7. Provide programmes of study that lead to Graduate Membership and eligibility for the Graduate Basis for Chartered membership with the BPS.
Course Learning Outcomes	a) **Students will have knowledge and understanding of:**

	A1 Biological psychology including evolutionary approaches and genetics, the biological basis of perception, learning and behaviour, brain functioning and neuroanatomy, synaptic transmission, neuropsychology and hormones. **A2** Cognitive psychology including perception, attention, memory, language, thinking, reasoning and decision-making. **A3** Social psychology including social cognition, critical approaches to understanding social behaviour, interpersonal behaviour intrapersonal behaviour, group processes, social communication, social development, and intergroup relations and conflict. **A4** Developmental psychology including cognitive and language development, social behaviour, emotional development and attachment. **A5** Individual differences including personality, intelligence, psychological testing, emotions and feelings, abnormal psychology and mental health. **A6** Research methods and statistics including research design, quantitative methods, statistical analysis, inference and interpretation, qualitative analysis, and ethics in research design and conduct. **A7** Conceptual and historical issues in psychology including locating current approaches in the developing history of the discipline, defining principles of psychology, approaches to the study of behaviour and experience, and conceptual debates. **A8** Applied psychology encompassing principles of application to real world issues, with a particular focus on addiction. b) **Students will develop their intellectual skills such that they are able to:** **B1** Integrate and evaluate multiple psychological perspectives, and to generate, explore, and evaluate research questions and empirical evidence, for theoretical and real world applications, using a diverse range of source material c) **Students will acquire and develop practical skills such that they are able to:** **C1** Write, speak, and listen appropriately in a variety of environments and for a range of audiences, both independently and as part of a group. d) **Students will acquire and develop transferrable skills such that they are able to:** **D1** Recognise, utilise and reflect upon those abilities which are relevant for successful employment in psychology-specific and other professions.

C. Teaching and Learning Strategy

- A1, A2, A3, A4, A5, A7, and A8 are all introduced in level 4. These core domains are delivered via a combination of lectures plus seminars or workshops in all levels. Topic areas are added and developed in level 5. In level 6 students specialise through a number of optional modules. In most level 4 seminars practical and/or interactive exercises that either support learning or enhance study skills are used. In levels

- 5 and 6 a variety of seminar, workshop, presentation, interactive and e-learning activities aim to help students develop their critical and analytical skills.
- A6 is covered in a spine of modules running through levels 4 and 5. Topics are covered in a combination of lectures, seminars and practical classes. A major piece of empirical work, requiring working knowledge of this domain, is carried out in level 6.
- Directed reading is an important aspect of teaching and learning in all domains. The amount, sophistication and primary nature of the directed reading increases from level 4 through level 6.
- Critical thinking is developed in a scaffolded manner, such that students are provided with level appropriate guidance and signposting as outlined in the table below. Module outcomes have been developed to reflect these stepping stones.

Stepping Stones in the Development of Critical Thinking Skills			
	Level 4	Level 5	Level 6
Knowledge and understanding	• Awareness that knowledge base is open to ongoing debate and reformulation • Understands the difference between primary and secondary sources	• Recognises the weight of evidence in supporting perspectives • Recognises that perspectives/approaches can differ in the quality of evidence used to support them	• Can relate the knowledge base to other fields of study
Conceptualisation	• Identifies key concepts • Identifies strengths and weaknesses of above	• Recognises competing perspectives	• Can argue from competing perspectives
Synthesis	• Collects information from a variety of sources	• Synthesises information from a variety of sources	• Applies knowledge in unfamiliar contexts
Evaluation	• Judges the reliability of data	• Compare methods and techniques • Can select appropriate methods for evaluation	• Sophisticated explanation for contradictory data/evidence

- There is a focus on the explicit teaching of written, spoken, and listening based communication skills at level 4. This is then further developed at levels 5 and 6.
- We have placed employability at the heart of our psychology courses. To this end, the teaching and learning strategy will ensure that students are aware of skills development in relation to future employment (e.g. through personal developmental programmes, academic tutoring, clear signposting of skills development within modules, career and skills development opportunities from the Division and central services).

D. Assessment

- Assessment is varied. Summative assessments at levels 5 and 6 are generally assessed with a combination of examination and coursework. Coursework activities vary from essays through to a commentary on a persuasive communication, applied reports and research reports.

- Examination formats vary. Some use multiple choice questions, short answer questions, essays and tests of statistical knowledge and reasoning

- Formative assessment using traditional and e-learning tools are built in to all modules.

- Critical thinking is assessed in all modules, at the appropriate level (see above table). Summative assessment of critical thinking only occurs after formative assessment; therefore, a large component of formative assessment of critical thinking takes place at level 4, with summative assessment taking place increasingly at levels 5 and 6.

- Communication skills are assessed in all modules, at the appropriate level. Summative assessment of communication skills only occurs after formative assessment; therefore, a large component of formative assessment of communication skills takes place at level 4, with summative assessment taking place increasingly at levels 5 and 6.

- Assessment of employability skills is a mixture of formative and summative assessment in modules across all levels. Employability skills are also supported and developed via academic tutoring, and as such are formatively assessed outside taught modules.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

The standard entry requirement for students (under 21 years old on Sept 1st) is 120 UCAS points plus 5 passes at GCSE level at grade C or above (reformed GCSEs Grade 4 or above) which must include English Language and Mathematics.

Applicants can be admitted if they pass the Access to HE Diploma with a minimum of 24 Distinctions and 21 Merits

Credit may be given for prior learning via APL at level 4 only and in accordance with the policies set by LSBU.

G. Course structure(s)

Course overview

Awards are given in accordance with current London South Bank University Academic Regulations for Taught Programmes. Students are required to do six psychology modules in each of Levels 4, 5 and 6. All psychology modules in Levels 4 and 5 are compulsory. At Level 6 there is a combination of compulsory and optional modules depending on route. See below. The programme confers professional certification by the British Psychological Society (GBC) on graduates and the modules required for GBC are indicated below. To obtain GBC students have to pass the modules indicated in the curriculum below, with an overall degree classification of 2:2 or above.

The Empirical Project module is exempt from the compensated pass regulation.

BSc (Hons) Psychology (Forensic Psychology) – *Full time*

Level	Semester 1	Semester 2
4	Psychological Research Methods 1	Psychological Research Methods 2 (GBC)
	Introducing Psychological Approaches	Exploring Psychological Approaches
	Introduction to Forensic Science	Exploring Real World Psychology
5	Psychological Research Methods 3 (GBC)	Psychological Research Methods 4 (GBC)
	The Psychology of Learning and Memory (GBC)	The Psychology of Behaviour with Others (GBC)
	The Psychology of Feelings (GBC)	The Psychology of Thinking and Communication (GBC)
6	Empirical Project (GBC)#	Empirical Project (GBC)#
	• Incident Investigation (CORE) 1 option from: • Psychology of Mental Health and Distress • Psychology of the Performing Arts • Thinking: Past, Present and Future • Psychology of Inter and Intra Group Processes • Development of Brain and Behaviour in Infancy • Psychopharmacology • Sex Gender Relationships • Psychology in the Criminal Justice System • Professional Placement in Psychology	2 options from: • Psychology of Addictive Behaviours • Psychology of Judgement and Decision Making • Lifespan Development • Neuropsychology • Counselling Psychology and Psychotherapy • Psychology in the Workplace • Health Psychology • Clinical Approaches in Forensic Psychology • Applied Psychometrics • Professional Placement in Psychology

BSc (Hons) Psychology (Forensic Psychology) – **Part time *6 years' option***

Level	Yr	Semester 1	Semester 2
4	1	Psychological Research Methods 1	Exploring Psychological Approaches
		Introducing Psychological Approaches	
	2	Introduction to Forensic Science	Psychological Research Methods 2 (GBC)
			Exploring Real World Psychology
5	3	Psychological Research Methods 3 (GBC)	The Psychology of Thinking and Communication (GBC)
		The Psychology of Learning and Memory (GBC)	
	4	The Psychology of Feelings (GBC)	Psychological Research Methods 4 (GBC)
			The Psychology of Behaviour with Others (GBC)

6	5	• Incident Investigation (CORE)	2 options from: • Psychology of Addictive Behaviours • Psychology of Judgement and Decision Making • Lifespan Development • Neuropsychology • Counselling Psychology and Psychotherapy • Psychology in the Workplace • Health Psychology • Clinical Approaches in Forensic Psychology • Applied Psychometrics • Professional Placement in Psychology
	6	Empirical Project (GBC) #	Empirical Project (GBC)#
		1 option from: • Psychology of Mental Health and Distress • Psychology of the Performing Arts • Thinking: Past, Present and Future • Psychology of Inter and Intra Group Processes • Development of Brain and Behaviour in Infancy • Psychopharmacology • Sex Gender Relationships • Psychology in the Criminal Justice System • Professional Placement in Psychology	

BSc (Hons) Psychology (Forensic Psychology) -*Part time mode: 4.5 years option*

Level	Year	Semester 1	Semester 2
4	1	Introduction to Forensic Science	Exploring Real World Psychology
		Introducing Psychological Approaches	Exploring Psychological Approaches
4/5	2	Psychological Research Methods 1	Psychological Research Methods 2 (GBC)
		The Psychology of Learning and Memory (GBC)	The Psychology of Behaviour with Others (GBC)
5	3	Psychological Research Methods 3 (GBC)	Psychological Research Methods 4 (GBC)
		The Psychology of Feelings (GBC)	The Psychology of Thinking and Communication (GBC)

| 6 | 4 | • Incident Investigation (CORE)

1 option from:
• Psychology of Mental Health and Distress
• Psychology of the Performing Arts
• Thinking: Past, Present and Future
• Psychology of Inter and Intra Group Processes
• Development of Brain and Behaviour in Infancy
• Psychopharmacology
• Sex Gender Relationships
• Psychology in the Criminal Justice System
• Professional Placement in Psychology | 2 options from:
• Psychology of Addictive Behaviours
• Psychology of Judgement and Decision Making
• Lifespan Development
• Neuropsychology
• Counselling Psychology and Psychotherapy
• Psychology in the Workplace
• Health Psychology
• Clinical Approaches in Forensic Psychology
• Applied Psychometrics
• Professional Placement in Psychology | |
| | 5 | Empirical Project (Fast Track) (GBC) # | | |

Empirical Project and Empirical Project (Fast Track) must be on a topic related to forensic psychology

Placements information

Students have the option of taking the placement module at level 6. Students will find their own placements.

H. Course Modules

- Level 6 optional modules are subject to change depending on staffing and availability.
  - Should an optional module need to be changed, students will be notified by email and also in person at lectures as appropriate. If the change occurs after students have selected their module options, students will be offered the opportunity to switch to another module of their choice.

Module Code	Module Title	Level	Semester	Credit value	Assessment
ASC_4_414	Introduction to Forensic Science	4	1	20	- in-class assessment (40%) -crime scene scenario (60%)
PSY_4_ERW	Exploring Real World Psychology	4	2	20	- Portfolio (2 technical reports 80%, reflective essay 20%) (100%)
PSY_4_RM1	Psychological Research Methods 1	4	1	20	- Practical Report (60%) - Exam (40%)
PSY_4_PRM	Psychological Research Methods 2	4	2	20	- Practical Report (50%) - Practical Report (50%)
PSY_4_IPA	Introducing Psychological Approaches	4	1	20	- Portfolio (2 essays) (100%)
PSY_4_EPA	Exploring Psychological Approaches	4	2	20	- Exam (100%)
PSY_5_ERM	Psychological Research Methods 3	5	1	20	- Practical report (40%) - Exam (60%)
PSY_5_PBO	Psychology of Behaviour with Others	5	2	20	- Portfolio (persuasive communication essay 50%, 1 mini essay 50%) (100%)
PSY_5_POF	Psychology of Feelings	5	1	20	- Portfolio (PPT slides 70%, annotated bibliography 30%) (100%)
PSY_5_PRM	Psychological Research Methods 4	5	2	20	- Practical report (qualitative or quantitative) (40%) - Specialised research practical report (60%)
PSY_5_PTK	Psychology of Thinking and Communication	5	2	20	- Portfolio (essay 50%, exam 50%) (100%)
PSY_5_PLM	Psychology of Learning and Memory	5	1	20	- Essay (100%)
PSY_6_HTP	Health Psychology	6	2	20	- Coursework essay (100%)

PSY_6_APM	Applied Psychometrics	6	2	20	- Performance in administering tests (20%) - Exam (80%)
PSY_6_DBB	Development of Brain and Behaviour in Infancy	6	1	20	- Poster portfolio (poster 80%, annotated bibliography 20%) (100%)
PSY_6_EPP	Empirical Project	6	1+2	40	- Empirical project (100%)
PSY_6_EPF	Empirical Project (Fast Track)	6	1	40	- Empirical project (100%)
PSY_6_NRP	Neuropsychology	6	2	20	- Coursework essay (40%) - Exam (60%)
PSY_6_LSD	Lifespan Development	6	2	20	- Coursework essay (100%)
PSY_6_PAB	Psychology of Addictive Behaviour	6	2	20	- Technical report (100%)
PSY_6_PII	Psychology of Inter- and Intra-Group Processes	6	1	20	- Portfolio (essay 50%, mini essays 50%) (100%)
PSY_6_PPF	Thinking: Past, Present & Future	6	1	20	- Portfolio (Group oral poster presentation 40%, 2 mini essays 60%) (100%)
PSY_6_PYP	Psychopharmacology	6	1	20	- Technical report (50%) - Exam (50%)
PSY_6_PPP	Professional Placement in Psychology	6	1 or 2	20	- Reflective essay (100%)
PSY_6_PWK	Psychology in the Workplace	6	2	20	- Portfolio of work (group oral PPT presentation 60%, reflective essay 40%) (100%)
PSY_6_CPP	Counselling Psychology and Psychotherapy	6	2	20	- Coursework essay (100%)
PSY_6_PMH	Psychology of Mental Health and Distress	6	1	20	- Coursework essay (100%)
PSY_6_PPA	Psychology of the Performing Arts	6	1	20	Portfolio (100%)

PSY_6_PSR	Psychology of Sex Gender Relationships	6	1	20	Coursework essay (50%) Portfolio (50%)
PSY_6_PCJ	Psychology in the Criminal Justice System	6	1	20	Coursework essay (100%)
PSY_6_PJD	Psychology of Judgement and Decision	6	2	20	Coursework essay (60%) Technical report (40%)
PSY_6_CAF	Clinical Approaches in Forensic Psychology	6	2	20	Coursework essay (comprised of two elements at 40% and 60%, totalling 100%)
ASC_6_427	Incident Investigation	6	1	20	- Case study project (50%) - Exam (50%)

I. Timetable information

Exact timetables will be communicated to students before each semester starts.
- The full-time course is taught over three half days per teaching week
- The part-time 4.5 year course is taught over 2 half days per teaching week
- The part-time 6 year course is taught over 1 or 2 half days per teaching week

J. Costs and financial support

Course related costs

- There are no specific additional course-related costs for this course

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
Appendix B: Educational Framework (undergraduate courses)
Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

A = Assessed (Summative), T = Taught, D = Developed. *** =** depending on topic chosen. ** Additional learning outcomes addressed are: TDA (B4 & B6); D (B5 & B7).

*** Additional learning outcomes addressed are: TDA (B3,B4,B6, B7, D1, D2, D4, D5, & D8); and TD (D3, D6, D9)

= new modules in 21/22 awaiting verification of outcomes which are taught, developed, and assessed. Note: All modules are 20 credits except the Empirical Project, which is 40 credits.

Level	Module Title	A1 Biological	A2 Cognitive	A3 Social	A4 Developmental	A5 Individual Differences	A6 Research Methods	A7 Conceptual and Historical Issues	A8 Applied	B1 Critical thinking	C1 Communication	D1 Employability
4	Psychological Research Methods 1	-	-	-	-	-	TDA	TD	-	TDA	TDA	TD
4	Introducing Psychological Approaches	TDA	TDA	TDA		TDA	-	TDA	-	TDA	TDA	TDA
4	Introduction to Forensic Science**	TD	-	-	-	-	-	TD	-	-	-	D
4	Psychological Research Methods 2	-	-	-	-	-	TDA	TD	-	TDA	TDA	D
4	Exploring Psychological Approaches	TDA	TDA	TDA	TDA	TDA	-	-	TD	TDA	T DA	D A
4	Exploring Real World Psychology	-	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	T DA	T D A
5	Psychological Research Methods 3	-	-	TDA	-	TDA	TDA	TDA	-	TDA	TDA	D
5	The Psychology of Learning and Memory		TDA			TDA	-	TD	-	TDA	TDA	DA
5	The Psychology of Feelings	TDA		TDA	TDA	TDA	-	TD	TD	TDA	TDA	DA
5	Psychological Research Methods 4	-	-	-	-	-	TDA	TD	-	TDA	TDA	D
5	The Psychology of Behaviour with Others	TDA	TDA	TDA		-	TDA	TD	TDA	DA	TDA	D
5	The Psychology of Thinking and Communication	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TD	DA	TDA	TD
6	Health Psychology		T DA	TDA	TDA	TDA		TDA	TDA	TDA	DA	-
6	Development of Brain and Behaviour in Infancy	TD	TD	TD	TDA	TD	DA	TD	TDA	TDA	DA	D
6	Psychology of Mental Health and Distress	TDA	TDA	TDA	TDA	TDA		TDA	DA	TDA	D A	D
6	Psychology of Addictive Behaviour	TDA	TDA	TDA	TDA	TDA	D	DA	TDA	TDA	DA	-
6	Psychopharmacology	TDA	TDA			TDA	D	D	TDA	TDA	TDA	-
6	Psychology of intra and inter group processes	-		TDA	-				TDA	TDA	DA	-
6	Thinking: Past, Present, and Future	TDA	TDA	-	TDA	TDA	TD	TDA	TDA	TDA	DA	-
6	Psychology of the Workplace	-	TDA	TDA	-	TDA	-	TDA	TDA	TDA	TDA	-
6	Lifespan Development	-	TDA	TDA	TDA			-	-	TDA	DA	-
6	Counselling Psychology and Psychotherapy	-	TDA		TDA	TDA	TDA	TDA	TDA	TDA	D A	-
6	Neuropsychology	T D A	T D A	-	T D A	T D A	T D A	T D A	T D A	T D A	TD A	D
6	Applied Psychometrics	-	TDA	TDA	TDA	TDA	TDA	TDA	TDA	D	TDA	TDA
6	Psychology in the Criminal Justice System	-	TDA*	TDA*	-	-	TD	TDA	TDA	DA	DA	Da
6	Psychology of Judgment and Decision-Making	TDA*	TDA	TDA*	-	TDA*	TD	TD	TDA	TDA	DA	DA

6	Psychology of Sex, Gender and Relationships #	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
6	Psychology of the Performing Arts #	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
6	Clinical Approaches in Forensic Psychology #	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
6	Empirical Project	DA*	DA*	DA*	DA*	DA*	D A	DA*	DA	DA	DA	DA
6	Empirical Project (Fast Track)	DA*	DA*	DA*	DA*	DA*	D A	DA*	DA	DA	DA	DA
6	Professional Placement in Psychology	DA*	DA*	DA*	DA*	DA*	-	DA*	DA	DA	DA	DA
6	Incident Investigation***	TDA	TDA	D	D	D	D	D	TDA	D	-	-

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:
- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	Outcomes focus and professional/employer links All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	The programme is based upon the BPS framework for teaching undergraduate psychology courses. Guest lecturers (psychologists registered with the Health and Care Professions Council - HCPC) included within the curriculum at level 4. Students are encouraged to join the British Psychological Society, with 1 year of student membership provided by the Division of Psychology.
Embedded learning development	Support for transition and academic preparedness At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	All level 4 modules contain embedded learning development of key academic skills using a variety of teaching methods.
High impact pedagogies	Group-based learning experiences The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity	A scaffolding approach to group-based learning is taken from level 4 (beginning with a formative exercise) and across the course with summative assessments.

	for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	
Inclusive teaching, learning and assessment	Accessible materials, resources and activities All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	All lecture and seminar/workshop materials, and reading lists are available on Moodle in accessible format that students can modify to suit their individual needs (e.g. font size, colour etc.). Reading is presented on Moodle site by week, and also in electronic reading list.
Assessment *for* learning	Assessment and feedback to support attainment, progression and retention Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	Formative or low-stakes assessment is included in all level 4 modules. A scaffolding approach to assessment with formative activity or assessment embedded within modules, to provide students with individual feedback (written or verbal) to support their skill development. Feedback for summative assessments is provided in written form and include practical suggestions to support them to improve future work.
High impact pedagogies	Research and enquiry experiences Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate	Research modules are integral to the course. A scaffolding approach is taken across each semester, to support the learning and skill development required to conduct an independent study in final year empirical project.

	dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	Publication in peer-reviewed journals is considered for final year empirical projects.
Curricula informed by employer and industry need / Assessment *for* learning	Authentic learning and assessment tasks Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	Final year empirical projects enable authentic workplace learning experience and are assessed. This includes project design, communicating with Ethics boards and the opportunity to engage with external clients. Students have the opportunity to take a professional placement module at level 6, also linked to assessment.
Inclusive teaching, learning and assessment	Course content and teaching methods acknowledge the diversity of the student cohort An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	This is embedded within course content across modules.

Curricula informed by employer and industry need	<u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	Final year empirical projects provide the opportunity for learning to develop work-relevant skills. Students also have the opportunity to take a professional placement module at level 6, also linked to assessment. The course has an applied focus with several modules that include simulation of workplace contexts in assessments.
Embedded learning development	<u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	Students undertake several industry related tasks. For example, case report, research reports, technical reports, posters and presentations.
High impact pedagogies	<u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u>	Students have the opportunity to take a professional placement module at level 6, also linked to assessment.

	Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	
Assessment *for* learning	Variation of assessment An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	Current assessment diet offers a range of different assessment types across modules allowing all students an opportunity to be assessed on areas they consider to be a strength. When agreed, students registered with DDS can be offered alternative assignments, for example if they cannot take an exam. This approach to assessment is currently being reviewed as part of a university-based initiative.
Curricula informed by employer and industry need	Career management skills Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	All students are allocated to an academic tutor. Tutors assist students to identify first steps to achieving career goals. In addition, to highlight some of the skills and experiences students need to acquire during their studies.
Curricula informed by employer and	Capstone project/dissertation The level 6 project or dissertation is a critical point for the integration and	Students undertake an empirical project at level 6. The project relates to the content of the

industry need / Assessment *for* learning / High impact pedagogies	synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	course and explores real world issues (in the field of child development for the BSc Hons Psychology – Child Development, and clinical psychology for the BSs Hons Psychology – Clinical Psychology) related to potential future employment.

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors

extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions