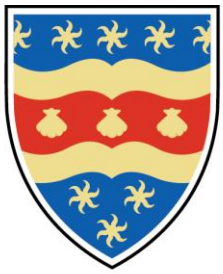
Highlands University College Jersey



UNIVERSITY OF PLYMOUTH

University of Plymouth
Academic Partnerships

University College Jersey

Programme Quality Handbook for

BSc (Hons) Social Sciences

2020-2021

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WELCOME AND INTRODUCTION

1. Welcome and Introduction to BSc (Hons) Social Sciences Degree

Welcome to the BSc (Hons) Social Sciences degree offered at Highlands College and approved by University of Plymouth.

The degree has been written to reflect the special features of Jersey's society.

The course covers: Psychology, Criminology, Globalization, Research including the references to small states and Jersey's unique political status. Research methods taught in Stage 1 and Stage 2 will give Students skills to undertake their own research in the final year of the course for dissertations and work-based action research. This Degree provides a broad overview of the institutions of society, theories and perspectives that show how individuals they relate to each other and institutions.

Jobs requiring graduate skills will look favourably on this course, opening doors to a wide range of professions. If a Student wishes to specialise they can tailor their Work based learning in Stage 2, Work based action research and Dissertation in Stage 3 to an area they are interested in finding employment in; Civil Service, Housing, Primary Teaching, or dependant on obtaining a good classification of Degree go on to further Studies e.g. Masters in a range of disciplines.

This programme has been designed to equip Students with the skills and knowledge base required to work in their chosen specialism or other graduate opportunities. It is also a platform from which Students can undertake additional vocational and academic qualifications.

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 College / University Student handbook 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 Teaching, Learning and Assessment Handbook available on your programme virtual learning environment.

2. Programme Specification

Stage 3 (Level 6)	No. of Credits
SSJ3001 Social Science Dissertation	40
SSJ3002 Work-based Action Research	20
HIGH3038 Psychology of Performance	20
HIGH3026 Contemporary Social Issues: Policing the Private Sphere	20
HIGH3036 Psychology and Society	20

3. Programme Specification

Programme Title: BSc (Hons) Social Science
Partner Delivering Institution: University College Jersey at Highlands College
Start Date: 2000-2001
First Award Date: July 2001
Date(s) of Revision(s) to this Document: March 2006
This programme specification template aligns with recommendations within the UK Quality Code for Higher Education[1]. The information provided, by the programme proposer, in each section is definitively agreed between the delivering institution and University of Plymouth at approval. Therefore any requests for changes to content (post the conditions set at approval) must follow University of Plymouth's procedures for making changes to partnership programmes[2].

PS1. Programme Details

Awarding Institution: University of Plymouth

[1]QAA, 2011, Chapter A3: The Programme Level, UK Quality Code for Higher Education: http://www.qaa.ac.uk/en/Publications/Documents/quality-code-A3.pdf , last accessed 28th July 2014 [N.B. this includes *'Appendix 2: Working with programme specifications: A leaflet for further education colleges'*]
[2] If required please contact Academic Partnerships Programme Administration for assistance.

Partner Institution and delivery site (s):	Highlands College. Jersey
Accrediting Body:	N/A
Language of Study:	English[3]
Mode of Study:	Full-time / Part-time
Final Award:	BSc (Hons)
Intermediate Award:	Ordinary degree
Programme Title:	B. Sc (Hons) Social Science
UCAS Code:	N/A
HECoS Code:	100471
Benchmarks:	Framework for Higher Education Qualifications (FHEQ) QAA Subject Benchmark General Business and Management
Date of Programme Approval:	March 2006

PS2. Brief Description of the Programme

The degree has been written to reflect the special features of Jersey's society. The course content covers: Sociology, Social History and Economics, Globalization, Criminology, Public Policy including the politics of Jersey and small states, Social Policy and Social Justice and Research methods; which will give Students skills to undertake their own research in the final year of the course. This Degree provides a broad overview of the institutions of society, theories and perspectives that show how individuals they relate to each other and institutions.

PS3. Details of Accreditation by a Professional/Statutory Body (if appropriate)

N/A

PS4. Exceptions to University of Plymouth Regulations

(Note: University of Plymouth's Academic Regulations are available internally on the intranet: https://staff.plymouth.ac.uk//extexam/academicregs/intranet.htm)
None

[3] Unless otherwise approved through University of Plymouth's Academic Development and Partnerships Committee

PS5. Programme Aims

This Programme aims to provide students who are resident in Jersey with an opportunity to undertake and study a range of Stage 3 modules in the Social Sciences offered in Jersey. It is intended:

1. to stimulate students to synthesise, analyse, critically evaluate and apply ideas, concepts, and methods grounded in the social sciences to a variety of contemporary domestic and international issues and problems in the Jersey context;
2. to develop a range of intellectual and research skills, including critical thinking skills, writing and oral skills, interpersonal and group skills, and independent working skills, all of which will have relevance for a variety of employment opportunities; and
3. to encourage methods of learning and working that help prepare students to be life-long learners able to accept responsibility for their own personal and professional development and to play a co-operative and socially responsible role in society.

PS6. Programme Intended Learning Outcomes (ILO)

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

On completing this Stage 3 only Programme graduates will be able to:

1. synthesise, analyse and critically evaluate ideas, concepts, and methods grounded in the social sciences in a creative way, so as to gather a systematic understanding of a variety of contemporary domestic and international issues and problems in the Jersey context;
2. apply analytical and critical thinking to, and make critical judgements about, the identification and/or solutions to a contemporary domestic and international issues and problems in the Jersey context based on the conduct independent research;
3. make appropriate use of information technology for the retrieval, analysis and presentation of information, thereby being able to communicate ideas and information clearly and effectively in a variety of forms;
4. manage their own learning, increase their independence as reflective learners, and use feedback effectively; and,
5. collaborate effectively with others in the pursuit of common objectives.

PS7. Distinctive Features

This Programme has been designed to permit the continued provision in Jersey of an entire Honours Degree that builds upon the Dip HE provision by Highlands College, the programme is validated by University of Plymouth (Academic partnerships). The Students benefit from small groups, close proximity to Tutors and are able to access student support services provided by Highlands College. Its content enables students to apply a range of social science perspectives (political economy, social psychology, sociology, criminology) to both explore a range of domestic policy and international political economy and governance issues that are germane to Jersey's future in a globalising world and on the fringe of Europe. Students are able to undertake their work-based action research with local organisations e.g. States of Jersey Police and Probation Services, Government of Jersey Offices, Schools, and Charities. There are full historical resources at the Jersey Archive, which have proved useful for Students wishing to undertake a locally based dissertation.

Student Numbers

Minimum student numbers per stage = 6
Target student numbers per stage = 10
Maximum student numbers per stage = 15

PS8. Progression Route(s)

Progression routes at the University of Plymouth: N/A

PS9. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Level 3: at least one of the following: - **AS / A Levels** - **Advanced Level Diploma:** - **BTEC National Certificate / Diploma:** - **VDA: AGNVQ, AVCE, AVS:** - **Access to HE or Year 0 provision:**	Successful completion of Stage 2 Social Science, the FdSc Psychology with Criminology or similar Level 5 qualification.
- **International Baccalaureate:** - **Irish / Scottish Highers / Advanced Highers:**	
Work Experience:	n/a
Other HE qualifications / non-standard awards or experiences:	Considered on individual merit.
APEL / APCL[4] possibilities:	APL will be considered as per University of Plymouth Regulations.
Interview / Portfolio requirements:	Interview will be required.
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:	No

PS10. Academic Standards and Quality Enhancement

The Programme Leader/Manager (or other descriptor) leads the Programme Committee in the following of University of Plymouth's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed

[4] Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

change to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.
Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

Subject External Examiner(s):
The list below indicates the modules allocated to the external examiner, Dr Rachel Monaghan for this titled programme.

Social Science
HIGH3026 Contemporary Social Issues:
Policing the Private Sphere
HIGH3036 Psychology and Society
HIGH3038 Psychology of Performance
SSJ3002 Work-based Action Research
SSJ3001 Social Science Dissertation

Additional stakeholders specific to this programme:
Students are engaged with through a range of processes to ensure the standards and quality of the programme. These include formal Programme Committee meetings, the Periodic Review, meetings with the External Examiners, feedback gained through the University SPQ process, Module Evaluation questionnaires, and individual academic tutorials, through the class representatives and through informal discussion with students.
Graduates are involved through development of an Alumni Organisation, focus groups and by individual meetings or contacts through e-mail and social media.
Organisations are also engaged through a number of different processes. These include focus groups, individual organisation feedback is gathered when the Work-based Learning tutor visits students in placement. Interviews and discussion are held with a network of senior managers in a range of organisations. Contacts are also made with Skills Jersey, the Chamber of Commerce and a range of organisations through tutors' personal contacts.

PS11. Programme Structure[5]

The following structure diagram(s) provides the current structure for this programme:

FHEQ level: 6 For: BSc (hons) Social Science Full Time				
F/T Route Year	**When in Year? (i.e. Autumn, Spring etc.)**	**Core or Option Module**	**Credits**	**Module**
Year 1	All Year	Core Core Core Core Core	20 20 20 20 40	HIGH3026 Contemporary Social Issues: Policing the Private Sphere HIGH3036 Psychology and Society HIGH3038 Psychology of Performance SSJ3002Work-based Action Research SSJ3001 Social Science Dissertation

FHEQ level: 6 For: BSc (hons) Social Science Part Time				
P/T Route Year	**When in Year? (i.e. Autumn, Spring etc.)**	**Core or Option Module**	**Credits**	**Module**
Year 1	All Year	All are Core Modules	20 20 20	HIGH3026 Contemporary Social Issues: Policing the Private Sphere HIGH3036 Psychology and Society HIGH3038 Psychology of Performance

[5] The provided table includes only a single line. This should be multiplied by copying and pasting to produce the correct number of modules for the level of the programme. For ease of consideration and clarity, please include a separate table for each level by again copying and pasting this table. Colour coding/ shading may be used to differentiate between new modules and existing approved modules shared with other programmes.

FHEQ level: 6 For: BSc (hons) Social Science: **Part Time**				
P/T Route Year	**When in Year? (i.e. Autumn, Spring etc.)**	**Core or Option Module**	**Credits**	**Module**
Year 2	All Year	Core Core	40 20	SSJ3001 Social Science Dissertation SSJ 3002Work-based Action Research

PS12. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment[6]

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.
Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

[6] For programmes containing more than one FHEQ level of study, i.e. a bachelor programme with levels 4, 5 & 6, a separate map must be provided for each level. The table should be copied and pasted to enable this.

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
Knowledge / Understanding:					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: synthesise, analyse and critically evaluate ideas, concepts, and methods grounded in the social sciences in a creative way, so as to gather a systematic understanding of a variety of contemporary domestic and international issues and problems in the Jersey context; Demonstrate an awareness of, and sensitivity to, ethical considerations. (From Table 1 p7 March 2006 doc)	Primary: Lectures, tutorials, seminars, directed independent learning Secondary/ Supplementary: Case Studies, Problem solving	A1, A2, A3,	ILO1, ILO2, ILO3, ILO4, ILO5	Coursework including case studies. Honours project / WBAR Presentations Examinations	
An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: While subjects are introduced through formal lectures, problem-based learning, case studies, directed independent learning and student-led learning underpins the development of the student Level 6 knowledge base.					
Cognitive and Intellectual Skills:					

apply analytical and critical thinking to, and make critical judgements about, the identification and/or solutions to a contemporary domestic and international issues and problems in the Jersey context based on the conduct independent research; Analyse reasonably complex problems in uncertain contexts. Manipulate abstract data and concepts to design solutions. (From Table 1 p7 March 2006 doc)	Primary: Honours Project, Work-based action research Seminar discussions Problem based learning Case studies Guest speakers Secondary/ Supplementary: None	A1, A2, A3,	ILO1, ILO2, ILO3, ILO4, ILO5	Honours project Examination In-class tests Coursework including case studies. Projects Presentations	SSJ3001 Social Science Dissertation SSJ3002 Work-based Action Research HIGH3036 Psychology and Society HIGH3026 SSJ3001 Social Science Dissertation SSJ3002 Work-based Action Research HIGH3037 Psychology and Society
An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Cognitive skills are developed through discussion and debate of knowledge gained through independent research brought to seminars, presentations, guest speaker led discussions, academic tutorials and assessment feedback.					
Key Transferable Skills:					
collaborate effectively with others in the pursuit of common objectives. Advocacy and negotiation	Primary: Self-directed study, Individual learning, Group work Seminars Feedback	A1, A2, A3,	ILO1, ILO2, ILO3, ILO4, ILO5	Honours project Coursework including case studies. Projects, Presentations	SSJ3001 Social Science Dissertation SSJ3002

Communicate effectively through oral and written presentations and reports. From Table 1 p7 March 2006 doc .	Secondary/ Supplementary: Presentations			Group work Seminars	Work-based Action Research

An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:

Given that this is a Level 6 programme students will be expected to demonstrate transferable skills to a high standard with many of these skills being demonstrated through seminar discussions, group work, meeting of deadlines and engagement with individual research projects.

Feedback will be used to enable students to reflect on their progress and skill set.

Employment-related Skills:					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: .	Primary: Individual self-directed learning Honours Project Lectures Seminars Workshops Group exercises Problem-based Learning Group work Secondary/ Supplementary:	A1, A2, A3,	ILO1, ILO2, ILO3, ILO4, ILO5	Research projects Written reports Presentations Group work Case studies Project work	SSJ3001 Social Science Dissertation SSJ3002 Work-based Action Research HIGH3038 HIGH3026

	None				
An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Employment related skills are embedded within the taught module elements of the course with some such as Applied Wealth Management relating to a specific skills set within the sector. More generic employment related skills such as interpersonal skills are embedded through the whole programme often in the assessment process.					
Practical Skills: Apply methods and techniques they will be able to;. LO4 manage their own learning, increase their independence as reflective learners, and use feedback effectively; and, work with a degree of autonomy with only a medium amount of supervision		A1, A2, A3,	ILO1, ILO2, ILO3, ILO4, ILO5	Research projects Written reports Presentations Group work Case studies Project work	SSJ3001 Social Science Dissertation SSJ3002 Work-based Action Research
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: LO3 make appropriate use of information technology for the retrieval, analysis and presentation of information, thereby being able to communicate ideas and information clearly and effectively in a variety of forms .	Primary: Honours project, Workshops Problem-based learning Seminars Group exercise Research tasks Secondary/ Supplementary: Project work Case studies	A1, A2, A3,	ILO1, ILO2, ILO3, ILO4, ILO5	Honours project Examinations Group presentations Written coursework	SSJ3001 Social Science Dissertation SSJ3002 Work-based Action Research HIGH3036 Psychology and Society SSJ3001

	Presentations				Social Science Dissertation
An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Students will develop this skill set through research exercises, presentation of different formats of work and through group work.					

PS13. Work Based/Related Learning[7]

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

FHEQ **level:** 6					
WBL/WRL Activity:	**Logistics**	**Prog Aim**	**Prog Intended LO**	**Range of Assessments**	**Related Core Module(s)**
The Work Related Activity is related to several modules where academic theory is related to work practices and case studies. Students must undertake an Honours project and consultancy-type project. This is directly related to employment. Guest speakers from industry and part-time tutoring staff add to work related learning, as does attendance at CPD seminars.	Modules delivered, Research Project Guest speakers from industry and part-time tutoring staff Assessments undertaken CPD events attended	A2, A3,	ILO3, ILO4, ILO5	Research projects Coursework Examinations Reports Seminar work Presentations	SSJ3001 Social Science Dissertation SSJ3002 Work-based Action Research HIGH3036 Psychology and Society
An explanation of this map: As an industry focused degree following on from a foundation degree with extensive WBL, much of the teaching is related to putting theory into practice focused on the local context and comparing to the UK and international contexts. More research is carried by students with facilitation of knowledge replacing structured teaching to ensure students have an appropriate graduate skill set to take into employment.					

[7] The provided table includes only a single line. This will need replicating for each WBL/WRL activity (I,e, placements / real-world industry provided problems to solve / visits / trade shows etc.). Additionally, the table should be replicated for each stage of the programme for clarity.

4. Module Records

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

MODULE CODE: HIGH3026	**MODULE TITLE: Contemporary social issues: policing the private sphere**

CREDITS: 20	**FHEQ LEVEL: 6**	**JACS CODE:**

PRE-REQUISITES: none	**CO-REQUISITES:** none	**COMPENSATABLE WITHIN THIS PROGRAMME:** Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module looks at areas of policy and practice that effect families and family members. Those areas include substance use, including both global, European and local dimensions, the nature of and response to intra-familial violence and abuse and health-related problems within households

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ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]		
(E1) WRITTEN EXAMINATION 50%	(C1) 50%	(P1) PRACTICAL

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

MODULE AIMS: *(max 425 characters)*
This module aims to equip students to critically understand the social, political and economic underpinnings of aspects of family and individual behaviours which impact negatively on family life.

ASSESSED LEARNING OUTCOMES: *(max 700 characters)*
At the end of the module the learner will be expected to be able to:

- Critically analyse international and domestic policy relating to substance use, intra-familial violence and abuse and health-related problems
- Demonstrate an ability to undertake individual research and synthesise and critically analyse material from a variety of sources.
- Apply theoretical perspectives to 'real-world' situations
- Demonstrate an ability to understand the difficulties and problems in 'policing' the private sphere

DATE OF APPROVAL: Sept 2013	**FACULTY:**
DATE OF IMPLEMENTATION:	**SCHOOL:**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**TERM:** AY

Additional notes:

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 KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes via TuLiP.

ACADEMIC YEAR: 2020-21

MODULE LEADER: Dr Adrian Barton	**OTHER MODULE STAFF:**

Summary of Module Content *(max 2000 characters)*

This module aims to provide students with an understanding of the complex problems surrounding the 'policing' of actions which take place within the private sphere. As such it draws on a number of disciplines including social policy, sociology, criminology, politics, economics and international relations. It will concentrate on three aspects of modern life – illegal drug use; alcohol and food intake and intra-familial violence – to demonstrate that whilst these areas are problematic and cost nation states billions in terms of trying to deal with the consequences of these actions, the fact that these actions take place within the private sphere limits the range and scope of polices available. The module will be broken into two sections. Term 1 deals exclusively with illicit drug use and looks at this through three lenses: international, national and individual. Term 2 then moves to look at alcohol and lifestyle choices and family life and violence and abuse within the family.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	**Hours**	**Comments**
Lecture	12	6 x 2 lectures per academic year
Tutorial	20	Advice sessions for study topic
Guided independent learning	168	Includes sessions with organisational mentors and informal discussions with module leader
Total	**200**	

COMPONENTS OF ASSESSMENT (add/delete E, C, P elements and W components as required)				
Category	**Element**	**Component**	**Component weighting**	**Comments** *Include links to learning objectives*
Written exam	E1	100% 2 hour exam		•Critically analyse international and domestic policy relating to substance use, intra-familial violence and abuse and health-related problems •Demonstrate an ability to undertake individual research and synthesise and critically analyse material from a variety of sources. •Apply theoretical perspectives to 'real-world' situations •Demonstrate an ability to understand the difficulties and problems in 'policing' the private sphere
Coursework	C1	100% 3000 word essay		Same L.O. assessed in essay

Updated by: Adrian Barton Sept 2018	**Approved by**: M. Ayling-Phillip Date: 19/09/20

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: HIGH3036	**MODULE TITLE: PSYCHOLOGY AND SOCIETY**	
CREDITS: 20	**FHEQ LEVEL: 6**	**HECoS CODE:** 100471 Social Sciences
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module draws together psychological and sociological themes and has two aims: to look at contemporary social issues from a psychological perspective, and to examine the nature, assumptions and practices of key areas of applied social psychology. The module is intended to showcase the scope of professional psychology and to demonstrate how the discipline applies academic knowledge and experience to real-world issues and problems.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
E1 (Examination)		**C1** (Coursework)	75%
T1 (Test)		**P1** (Practical**)**	25%

SUBJECT ASSESSMENT PANEL to which module should be linked: BSc (Hons) Level 6

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
This module will enable students to:

- identify what characterises the role of 'psychologist as practitioner';
- understand the nature of applied psychology in terms of theory and practice;
- evaluate the extent to which psychology adds to our knowledge of complex social issues.

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

Assessed Module Learning Outcomes	B. Sc (hons) Social Science
1. Demonstrate an in-depth awareness of the role and responsibilities of 'applied psychologist'. 2. Critically evaluate research relevant to areas of applied psychology. 3. Demonstrate analytical, synthetic and problem-solving skills relevant to applied psychological and non-psychological settings. 4. Analyse and evaluate the contribution of psychology to contemporary societal issues.	1. Synthesise, analyse and critically evaluate ideas, concepts, and methods grounded in the social sciences in a creative way, so as to gather a systematic understanding of a variety of contemporary domestic and international issues and problems in the Jersey context. 3. Make appropriate use of information technology for the retrieval, analysis and presentation of information, thereby being able to communicate

	ideas and information clearly and effectively in a variety of forms. 4. Manage their own learning, increase their independence as reflective learners, and use feedback effectively.

Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

DATE OF APPROVAL: 06/02/2019	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: 09/2019	**SCHOOL/PARTNER: Highlands College, Jersey.**
DATE(S) OF APPROVED CHANGE: 06/02/2019	**SEMESTER: Semester 1 & 2**

Additional notes (for office use only):

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 KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019/20	**NATIONAL COST CENTRE: 132**
MODULE LEADER: Dr Paul Mahrer	**OTHER MODULE STAFF: Christopher Journeaux**

Summary of Module Content

This module provides Level-6 psychology content; the module gives an understanding of the nature and practice of applied psychology. Students will learn how generic psychological concepts, techniques and theory complement fields such as crime, health, education, sport, business and the environment. The interplay between domain-specific knowledge and psychological insight will be illustrated by reference to contemporary societal issues relevant to each discipline. For example, within education, students will learn the contribution of psychology to our understanding of disruptive behaviour; within health, they will learn the psychological dimensions of substance abuse.

Assessment for the module will be by way of an essay, a seminar and thematic report. The seminar and report will evaluate students' understanding of applied psychological practice and will relate to issues such as professional competence and judgment as well as the ethical and logistical challenges of applying psychological method and theory within non-psychological professions. This part of the module will be supported by content from established, applied-psychology practitioners.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled	48	Lectures
Independent	152	This includes directed reading, independent reading, completion of formative assessment tasks, development and completion of course work, preparation for seminar.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Essay Reflective report	66.6% 33.3% 100%
Practical	Seminar presentation	100% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Essay in lieu of seminar presentation	% % 100%
Coursework	Essay.	

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Dr Paul Mahrer Date:12/12/2018	**Approved by**: Mary Ayling-Phillip Date: 12/09/2020

SECTION A: DEFINITIVE MODULE RECORD*. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: *SSJ3001*	**MODULE TITLE:** Social Science Dissertation

CREDITS: 40	**FHEQ LEVEL:** 6	**JACS CODE:**

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module provides students with the opportunity to design and implement their own research project, working independently but under the supervision of an academic staff member.

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ELEMENTS OF ASSESSMENT ***[Use HESA KIS definitions}***					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	xx%	**C1**	100%	**P1**	xx% or Pass/Fail
E2 (OSCE)	xx%	**C2**	xx%	**P3**	xx% or Pass/Fail
T1 (in-class test)	xx%	**A1**	xx%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Dip HE

Professional body minimum pass mark requirement: n/a

MODULE AIMS:
This module aims to develop a capacity for independent research by conducting a substantial investigation in a specialist knowledge area; and to provide a review point at the end of the 3 year degree period in relation to Personal Development Planning.

At the end of this module students will be able to:
Demonstrate a comprehensive and detailed knowledge of the area of specialisation, together with an awareness of relevant ethical issues;
Demonstrate a capacity for analysis, synthesis, evaluation and application in relation to the chosen subject area;
Demonstrate autonomy in undertaking the elements of the dissertation project;
Demonstrate reflection in reviewing progression in relation to Personal Development Planning, including an assessment of the development and application of key and transferable skills in terms of career plans, academic progress and personal development.

DATE OF APPROVAL: 16/05/2006	**FACULTY/OFFICE:** Academic Partnership
DATE OF IMPLEMENTATION: September 2006	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**TERM: Autumn/Spring/Summer/other (please specify)**

Additional notes (for office use only):

- **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 KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020-21	**NATIONAL COST CENTRE:**

MODULE LEADER: Mary Ayling-Philip	**OTHER MODULE STAFF:**

Summary of Module Content

Students will complete a research proposal form; write a literature review and write a 10,000 word dissertation.

SUMMARY OF TEACHING AND LEARNING ***[Use HESA KIS definitions}***		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	4	Classroom activities
Dissertation Supervision.	10	To support (proposal form; literature review; research and writing dissertation).
Research Methods	8	To support Students research skills.
Private study	178	Undertaking research.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**

Category	***Element***	***Component Name***	***Component weighting***	***Comments*** *Include links to learning objectives*
Coursework	C1 (100%)	Dissertation-Proposal	10%	Demonstrate a comprehensive and detailed knowledge of the area of specialisation, together with an awareness of relevant ethical issues;
		Dissertation-Final	90%	At the end of this module students will be able to: Demonstrate a capacity for analysis, synthesis, evaluation and application in relation to the chosen subject area; Demonstrate autonomy in undertaking the elements of the dissertation project; Demonstrate reflection in reviewing progression in relation to Personal Development Planning, including an

				assessment of the development and application of key and transferable skills in terms of career plans, academic progress and personal development.

Updated by: M. Ayling-Phillip Date: 16/06/18	**Approved by**: Ben Bennett Date: 09/09/20

SECTION A: DEFINITIVE MODULE RECORD*. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: *SSJ3002*	**MODULE TITLE:** Work-Based Action Research

CREDITS: 20	**FHEQ LEVEL: 6**	**JACS CODE:**

PRE-REQUISITES: none	**CO-REQUISITES:** none	**COMPENSATABLE WITHIN THIS PROGRAMME:** Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module requires students to negotiate and conduct a workplace-based action research project on a specific policy or practice issue for host (client) organisation.

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ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]		
	Coursework 100%	

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

MODULE AIMS: *(max 425 characters)*
This module aims to provide students with an opportunity to apply and develop their analytical knowledge and research skills; to improve their preparation for employment; and to gain insights into the work undertaken by a researcher in an organisational setting.

ASSESSED LEARNING OUTCOMES: *(max 700 characters)*
At the end of the module the learner will be expected to be able to:

- Negotiate, plan and conduct a piece of independent research for a host (client) organisation;
- Demonstrate a comprehensive and detailed knowledge of the area of specialisation and of relevant ethical issues;
- Demonstrate a capacity for analysis, synthesis, evaluation and application in relation to the chosen subject area;
- Demonstrate autonomy in undertaking a workplace-based project; and
- Demonstrate reflection in reviewing progression.

DATE OF APPROVAL: 16/05/2006	**FACULTY:**
DATE OF IMPLEMENTATION: September 2006	**SCHOOL: A/P**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**TERM:** 12**/**AY/AU/M

Additional notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2020-21

MODULE LEADER: Sean Dettman	**OTHER MODULE STAFF: Mary Ayling-Philip**

Summary of Module Content *(max 2000 characters)*

This module aims to equip students with the skills and confidence to become active and accomplished researchers within the workplace. As such, it is based on the belief that student best learn research by 'doing' real-world work. It asks students to find a relevant organisation and to offer their research skills in a consultancy role by undertaking a small piece of action research. By engaging with the organisation, under the guidance of a mentor from the organisation and the module leader, the students learn negotiation skills, how to interact in a professional manner, working within externally imposed time constraints and the importance of meeting deadlines. In addition, the students put into practice research theories and skills learnt in the previous two stages. The module is delivered via a mix of formal lecture sessions and intensive one-to-one tutorials. On completion, students will have demonstrated that they can plan, execute and present a coherent and professional piece of research

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	**Hours**	**Comments**
Lecture	12	6 x 2 lectures per academic year
Tutorial	10	Advice sessions for study topic
Placement visit	10	Visit the placement with Student and host mentor.
Guided independent learning	168	Includes sessions with organisational mentors and informal discussions with module leader
Total	**200**	

COMPONENTS OF ASSESSMENT (add/delete E, C, P elements and W components as required)				
Category	**Element**	**Component**	**Component weighting**	**Comments** *Include links to learning objectives*
Coursework 1	C 1 (100%)	**Project proposal**	**10%**	Negotiate, plan and conduct a piece of independent research for a host (client) organisation; and consider relevant ethical issues.
		Final report	**90%**	Final Report; Demonstrate a comprehensive and detailed knowledge of the area of specialisation. Demonstrate a capacity for analysis, synthesis, evaluation and application in relation to the chosen subject area; Demonstrate autonomy in undertaking a workplace-based project; and Demonstrate reflection in reviewing progression.

Updated by: Mary Ayling-Phillip Date: 16/6/19	**Approved by**: Ben Bennett 10/09/20

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

MODULE CODE: **HIGH3038**	**MODULE TITLE:** **Psychology of Performance**

CREDITS: 20	**FHEQ Level: 5**	**HECOS CODE: 100497**

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

4.1.1.1.1. This module examines the theories of performance through the psychological prisms of motivation; control; the theory of reasoned action & planned behaviour and influence, for example, self-efficacy. Particular focus will be given to the application of theory to live contexts that show how scientific learning and understanding can deliver or influence change.

ELEMENTS OF ASSESSMENT ***Use HESA KIS definitions]***

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	Click here to enter text.	**C1** (Coursework)	**100%**	**P1** (Practical)	
E2 (Clinical Examination)		**A1** (Generic Assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Dip HE

Professional body minimum pass mark requirement: n/a

MODULE AIMS:

This module will enable students to:

- develop an understanding of a range of psychology theories connected to the understanding of performance
- secure knowledge and a range of skills and methods for developing performance in a variety of contexts
- understand and apply the knowledge and skills needed to assess psychological factors that may be affecting performance; motivation and self-efficacy
- put forward strategies that have the potential to bring about improvements in performance through therapeutic intervention

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

- develop an understanding of the role of empirical evidence in the creation and constraint of theory
- show understanding of multiple psychological perspectives in a way that fosters critical evaluation, reflection and application
- apply a scientific understanding of the mind, brain, behaviour and experience, and how they interact with the complex environments in which they exist, to explain and/or enhance performance

- demonstrate and work with an understanding of real-life applications of theory to the full range of experience and behaviour with the application of psychological understanding to real-world questions.

DATE OF APPROVAL:	**FACULTY/OFFICE:** UPC
DATE OF IMPLEMENTATION:	**SCHOOL/PARTNER:** UCJ Highlands
DATE(S) OF APPROVED CHANGE:	**TERM/SEMESTER:** All year

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2020-2021	**NATIONAL COST CENTRE:**

MODULE LEADER: Christopher Journeaux	**OTHER MODULE STAFF: None**

SUMMARY of MODULE CONTENT

This module develops a holistic understanding of performance. By focusing on motivation; control; self-efficacy and belief a matrix will be examined that seeks to blend these psychological models and deliver an individual or group based process to achieve specific objectives in this area. Current theory will be evaluated using the understanding developed through the module with a view to understanding and/or influencing action. Two sections will dominate the learning with a focus on the theory and evaluation and practical application where group and individual research will be central.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	40	
Workshops		
Tutorials		
Guided independent study	160	This includes; directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Written exam	E1			
	T_			
Coursework	C**1**	Coursework 1: essay Coursework 2: report	50% 50% **Total = 100%**	Show a clear understanding of the topic in an evaluative, scientific context that explores the impact of key theories of performance in a practical context. LO1, LO2, LO3 & LO4 Using an identified group, such as those looking to increase their business effectiveness or sport performance, assess which model of performance enhancement would be best applied alone, or in combination with other models, to achieve a selected outcome for that group. LO1, LO2, LO3 & LO4
Practical	P_			

Updated by:	**Date:**	**Approved by:**	**Date:14/9/2020**

Christopher Journeaux	02/01/2020	Mary Ayling-Phillip	

Recommended Texts and Sources:

Core texts:

Hays, K.F. (2009) *Performance Psychology in Action: A Casebook for Working with Athletes, Performing Artists, Business Leaders, and Professionals in High-risk Occupations.* Washington: American Psychological Association

4.2. Parkinson, M. (1999) *Using Psychology in Business: A Practical Guide for Managers*

Aldershot, Gower Publishing

Raab, M et al. 2015 *Performance Psychology: Perception, Action, Cognition, and Emotion.* Academic Press, London

Biddle, S.J.H & Mutrie, N. (2001). *Psychology of Physical Activity.* Routledge, London

Kremer, J., and Moran, A. P., 2013. *Pure sport: practical sport psychology*. 2nd ed. London: Routledge

Cox, R.H., 2011. *Psychology: Concepts and Applications* 7th ed. McGraw-Hill Higher

Weinberg, R.S. and Gould, D., 2010. *Foundations of sport and exercise psychology*. 5th ed. Human Kinetics

Websites:

http://www.bacp.co.uk/
www.bps.org.uk
BPS Cognitive Psychology Section
BPS Psychobiology Section

Journals: Journal of Applied Psychology, The Sport Psychologist, Psychology of Sport and Exercise