

Template C4



Programme Specification

Title of Course: *MSc Clinical Applications of Psychology*

Date first produced	30/09/2012
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Version number	9
Faculty	Faculty of Business and Social Sciences
School	School of Law, Social and Behavioural Sciences
Department	Department of Psychology
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	MSc Clinical Applications of Psychology
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	PgCert PGDip
Course Code <i>For each pathway and mode of delivery</i>	HFFKPMA1FCAP
UCAS code <i>For each pathway</i>	n/a

RQF Level for the Final Award:	Masters
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time
Available as:	
Minimum period of registration:	Part-time - 2 Full-time - 1
Maximum period of registration:	Part-time - 4 Full-time - 2
Entry Requirements:	1. The Minimum Entry Qualifications for the Field are: At least a second class honours degree (or equivalent) in Psychology <u>OR</u> a degree in which Psychology comprises the main part of the programme of study, <u>OR</u> (exceptionally) a degree in a relevant Social Science discipline. In addition, applicants must be able to demonstrate mathematical competence equivalent to grade C or above at GCSE level. Where a candidate's first language is not English, advanced English Language competence in the form of appropriate certificated learning (IELTS requirement of 6.5 overall with 7.0 in Writing) must be demonstrated as detailed in Kingston University's Admission Regulations.

	Note that students who specifically wish to conduct dissertation research with children, adolescents or protected populations must submit to a Criminal Records Bureau (CRB) check. Without a check, students are not allowed to interview or test protected populations. 2. Typical Entry Qualifications Set for Entrants to the Field are: BSc or BA (Hons) in a subject where Psychology is the major topic of study (Second Class). Applicants should have British Psychological Society (BPS) eligibility (UK applicants) or equivalent (overseas applicants). Students working with children, adolescents or protected populations must submit to a CRB (Criminal Records Bureau) check. Without a check, students are not allowed to interview or test protected populations. Passing a CRB check, however, does not automatically allow students to work with children or other protected populations; the final decision is at the discretion of the programme leader. Intake is normally in September. All students accepted onto the courses will be entered for a Master's programme initially, but may exit with a postgraduate diploma.
Programme Accredited by:	
QAA Subject Benchmark Statements:	<i>Psychology</i>
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	
Recruitment, Selection and Admission process:	

End Point Assessment Organisation(s):	
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SECTION 2: THE COURSE

A. Aims of the Course

The MSc in Clinical Applications of Psychology aims to:

- Extend and enhance students' knowledge and understanding of the key areas of clinical applications of psychology;
- Deepen their understanding and critical engagement with contemporary research in the areas of clinical applications of psychology;
- Provide students with an awareness of the professional organisation and context of clinical and counselling psychology and psychotherapy in the UK;
- Enable the development of basic counselling and cognitive behaviour therapy skills (CBT);
- Develop students' abilities to formulate research questions in clinically relevant areas, and to design appropriate methodologies to address them, at a level consistent with academic and professional standards;
- Develop critical awareness in analysing and evaluating data to a professional level;
- Provide training in the application of ethical principles to psychological research as well as an awareness of ethical issues relevant to clinical practice;
- Provide students with the opportunity to discuss the importance of diversity in the professional context and to reflect on the extent to which their background and culture may impact on their future clinical practice;
- Enhance students' capacity to work independently;
- Develop students' written, oral, organisational, analytical, self-reflection and problem-solving skills to an advanced standard;
- Improve students' employability, both within psychology and beyond.

B. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the areas mental health and psychopathology across the life span, professional and practical issues and experiences, behavioural medicine, statistical and research skills. The programme outcomes are referenced to the QAA 2019 subject benchmarks for Psychology, and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2014), and relate to the typical student.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [‘Sector Recognised Standards in England’](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A2	Identify the ways in which psychology informs understanding of the development and treatment of physical illnesses	B7	To define complex problems and apply appropriate knowledge and skills to their solution in a competence and flexible way	C6	Employ evidence-based reasoning to examine theoretical, practical, and ethical issues associated with the use of differing paradigms and methodologies in clinical psychology
A1	Recognise the psychological theories and contemporary research that explain the aetiology, maintenance and treatment of psychopathology from childhood to adulthood	B6	To identify, and evaluate general patterns in behaviour, psychological functioning and experience relevant to clinical psychology	C5	Demonstrate the acquisition of basic counselling skills as well as the knowledge of CBT skills and how they can be applied
A7	Identify the ways in which individuals' happiness and well-being can be enhanced using psychological theories and intervention	B5	To design novel solutions towards a given purpose when dealing with abstract data and concepts	C4	Present and critically evaluate psychological theory and research findings in a variety of formats including essays, self-reflective transcripts, reports, and oral presentations
A6	Distinguish the professional context and impact of diversity, as they affect clinical practice in the UK	B2	To critically review and analyse evidence independently and in-depth and to assimilate information that may appear contradictory	C3	Analyse data using both quantitative and qualitative methods
A5	Know how to design and carry out a research project that includes in-depth knowledge of the clinical applications of psychology	B1	To integrate ideas and findings across the multiple perspectives of clinical psychology and to recognise distinct approaches to relevant issues	C2	Carry out empirical studies in the area related to clinical psychology involving data collection

A4	Be familiar with the philosophical and theoretical underpinnings of counselling and CBT	B4	To have an advanced level of competence in the ability to analyse new and/or abstract data and situations independently	C1	Write critical reviews of the literature in the area of clinical psychology addressing complex evidence
A3	Know the importance of ethical considerations in psychological research and ethical debates in clinical practice	B3	To summarise, evaluate and present complex arguments, orally and in writing, from a variety of perspectives	C7	Use a variety of general and specific library resources to source appropriate information to support advanced level clinical psychology research

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

A student must complete 180 credits. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

This field is part of the University's Postgraduate Credit Framework. Fields in the PCF are made up of modules which are designated at level 7 (up to 30 credits at level 6 may occasionally contribute to a postgraduate field). Single modules in the framework are valued at 30 credits and the field may contain a number of multiple modules. The minimum requirement for a Masters degree is 180 credits. In some instances the Postgraduate Diploma may be the final award or may be offered to students who only complete 120 credits (all credits except for the 60 credit dissertation). The awards available are detailed in section A and the requirements are outlined in this section. All students will be provided with the PCF regulations.

The proposed course offers a common foundation of core taught modules, taken by all students. The core provision covers Psychopathology across the life span, advanced research design and analysis, behavioural medicine, and professional practice (including professional issues and CBT and counselling). In the second semester the course offers students the opportunity to work in a clinical placement. The placement should be under the direction of a staff member from the Clinical research grouping. Students have an option to either engage in a clinical placement or with a staff member from the Clinical research grouping for an in-house placement. The placement will entail work on a specific research topic, and will involve design, conduct or analyse a specific research piece of work, and write-up a psychology report. All placements offered will be subject to approval by the Department. Finally, students are able to work with a member of staff on a specific research to design, conduct, analyse and write-up a research study in clinical psychology (the dissertation). The dissertation supervisor will be allocated to the student in accordance with the student's interests, subject to availability.

Level 7							
MSc Clinical Applications of Psychology							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Clinical Applications of Psychology	PS7010	30	7				
Professional Practice	PS7011	30	7				
Psychology Dissertation	PS7000	60	7				
Psychopathology across the Life Span	PS7009	30	7				
Research Design and Analysis	PS7002	30	7				
Optional Modules							

D. Principles of Teaching, Learning and Assessment

The teaching and learning strategies are informed by the need for students to enhance and develop their knowledge of the ways and the extent to which psychological theory and research can explain or provide solutions to issues relevant to clinical practice. Additionally, the students will undertake a sustained research project in an area of clinical psychology and will present research findings to a professional level. In order to achieve these aims, students will explore key paradigms, approaches, concepts, and methodologies in lectures, seminars, workshops or tutorials.

The teaching and learning strategy encompasses:

- Lectures;
- Seminars;
- Debates;
- Workshops utilising role-play and experiential exercises;
- Web-based activities and discussion boards;
- Small group exercises;
- Oral presentation;
- Small group laboratory work;
- Individual tutorials.
- Clinical and research placements

Lectures will be used to disseminate key material, providing a structure to the particular topic. These sessions will provide theoretical, empirical and practical information and will identify areas of disagreement, controversy, or need for further empirical evidence. Seminars or practical classes/workshops following lectures will enable students to clarify points, address the topic in more depth (often related to further reading recommended prior to the session), or to gain first-hand practical experience relevant to the topic. Seminars,

workshops, tutorials and laboratory classes will also play an important role in promoting the development of oral communication skills, and the ability to synthesise and present relevant information in a clear and coherent manner. Small group teaching will enable students to work with, and listen to the views of others, and to share and debate ideas relevant to the topic. Students will also be expected to attend the research seminar series to which established researchers from other institutions are invited to present their latest research findings, some of which will be on topics directly relevant to clinical psychology; these occur 3-4 times in each of the two semesters.

Students will also be trained to address the ethical issues raised by different kinds of psychological research, as well as the ethical and diversity issues relevant to clinical practice. They will be required to take part in a collaborative learning experience, in which they will provide summaries of relevant readings to their group, engage in discussions and reflections concerning ethics and the impact of diversity, as they affect clinical practice.

The acquisition of knowledge and skills of counselling and CBT will be facilitated through formal lectures, seminar discussions as well as workshops that will involve experiential exercises and role-play. Most of the role-play will occur in small groups to provide the students with an opportunity to observe as well as practice and discuss various skills. Both teaching staff as well as students will take part in role-play. Role play will only involve students in a low level of personal disclosure, and they will be provided with the opportunity to opt out of particular role plays if they felt uncomfortable. It is expected that such role-play and interactions will facilitate development of practical competence in counselling approaches. Participants will be required to adhere to the usual confidentiality conditions which apply to personal work in clinical/counselling psychology and psychotherapy.

The clinical application module in the second semester will maximise the learning experience of students who are in clinically-relevant placements through exercises such as recording of all relevant activities and critically reflecting on their practice in a given setting. Based on practical experience in an organisation that is concerned with enhancing mental and/or physical health, students will be able to advance their understanding of how psychological knowledge and science are applied outside an academic environment. Through group discussions and supervision they will be able to share these experiences with others and in such way take part in collaborative learning. Those students with no relevant clinical placements will choose to take part in a research activity with a member of staff in the department. The latter is likely to be of greater interest to students with research interests, who wish to gain further research skills under the guidance of a research active member of staff. It is important to note that students will be expected to arrange suitable placements. We have arranged some agreement with some clinical placements to accept our students in their settings, but availability may not always occur.

The training modules in data analysis and research skills will take the form of small group laboratory classes of two or three hours. This enables challenging material to be taught from first principles. Students will be taught in the computer laboratory in order that they can enter, analyse and interpret both quantitative and qualitative data using specialist software, such as SPSS and Atlas-ti. The Research Design and Analysis module builds on undergraduate knowledge of research methods and statistics. Those students wishing to refresh their knowledge of the basics will be offered the opportunity to attend additional undergraduate classes.

The dissertation component of the programme will require a high level of independent study on the part of the student under the supervision of a member of the lecturing team from the Clinical and Health Psychology group. This supervision will take the form of individual tutorials which will provide structure and advice to the student when he or she is planning, carrying out, analysing and writing-up the dissertation. These individual tutorials will be tailored to meet the research needs of the student at each point of the project and will be arranged at times that are convenient to both parties. The dissertation module allows students to assimilate key theoretical and empirical areas of knowledge in clinical aspects of psychology whilst gaining the skills and techniques to conduct research.

A clear development in the skills and knowledge required of students can be seen across the year. During semester one, students will develop their understanding of the ways in which psychological knowledge and research have contributed to the understanding as well as treatment of both mental and physical health conditions in adulthood, with this being extended to children and adolescents in the second semester. Building on a revision of basic descriptive and inferential statistics in the module covering research design and analysis, a consideration of advanced quantitative methods and their applications will take place, especially in the second semester. Similarly, teaching of Counselling and CBT theory and skills, as well as Professional Issues, will begin in semester one and will extend into semester two. Such extended engagement with the material is likely to facilitate deeper understanding of the relevant issues and in case of practical competence development, allow students more time to practice and acquire the relevant skills.

The dissertation module runs across the entire year, but is largely weighted towards the second half of the course. Early in semester two, the student will submit a brief research proposal outlining the project's theoretical underpinnings and a provisional methodology. A supervisor will be allocated, and the project will be agreed between student and supervisor. It is expected that data collection will begin during semester two and continue until August at the latest. The dissertation will be informed by the students' theoretical and research training in semester one, and will continue to be enriched by ongoing research training in semester two.

In addition to face-to-face contact between students and teaching staff, a virtual learning environment (Canvas) will provide students with access to a range of materials for each module, including the module guide, lecture slides and handouts, links to useful web-resources, and formative multiple-choice questions. Use of the collaborative tools offered by Canvas (e.g., discussion boards, blogs, wikis etc) will be encouraged, where appropriate, to facilitate team-working and interactive problem-solving skills, and to prepare for and follow up taught sessions. Online interaction with staff and other students will be expected for successful completion of certain modules. Canvas can be used from any networked personal computer in the University as well as from most personal computers connected to the Internet.

Students will be introduced to the nature of the teaching and learning strategy during induction. Due to the small group nature of much of the teaching, a series of social events will be organised early on in the course in order to promote group cohesion and the building of a group identity. Students will also be allocated to a personal tutor who will be able to provide help and support throughout the course.

Support in written and oral skills is offered both by the Centre for Academic Support and Employability (CASE) and by English Language Support. The needs of international students are a particular concern of both these institutions.

The assessment strategies address the key objectives of the programme: to extend students' knowledge of the ways psychology is applied in clinical settings, as well as to develop advanced skills in the critical evaluation of psychological theories, methodologies and research findings, and to undertake and present a research project to an advanced level. The strategies are also designed to facilitate the acquisition of transferable skills that will enhance the students' employability in a range of sectors, and to enable students to proceed to more advanced research degrees.

Assessments are tailored to promote learning of the core material, the development of appropriate practical, professional and methodological skills, and the critical analysis of psychological knowledge and its theoretical context.

The assessment strategies are mapped against the teaching and learning strategy and related to the module learning outcomes. They are designed to assess the development of students' knowledge, understanding and skills in a variety of ways, and also to offer a set of stimulating challenges, a number of which reflect demands likely to be imposed on them in the workplace as well as in research. These skills will be assessed in different ways across the modules using a combination of:

- Essays;
- Exams;
- Reflective reviews;
- Reports;
- Oral presentation;
- Portfolio of assignments;
- A dissertation.

Each of the assessment methods is pertinent to students' development as a practicing psychologist: e.g. essays, exams and reports will lead to development of written skills, oral presentations will enhance their verbal competence and confidence, whilst reflective reviews and reports will enhance their self-awareness and reflective abilities. The kinds of information dissemination that the course requires are designed to reflect professional methods of presenting theory and research within the academic and practitioner communities.

Students will be expected to make oral presentations to their cohort and academic staff. These will give students the opportunity to refine their oral presentation skills in the light of oral feedback from both peers and tutors.

The specific skills necessary for conducting psychological research will be assessed by a dissertation. The dissertation will require students to carry out an advanced independent research project which is theoretically motivated and that reflects recent developments in clinical psychology. This substantial piece of work will assess the students' understanding of the literature in an area of psychology that is clinically relevant, as well as their skills in

carrying out a research project, analysing data and writing-up the outcomes in a format appropriate for publication.

There will be many opportunities for students to receive feedback from their tutors: through seminar discussions, formative assessments, and one-to-one sessions with the dissertation supervisor.

Types of assessment across different modules are given in Appendix 2. Delivery of modules and deadlines for main assessments are given in Appendix 3.

E. Support for Students and their Learning

Students are supported by:

- A course leader who helps students to understand the course structure and provides an induction at the start of the course
- A module leader for each module
- A research supervisor for the dissertation
- Workshop/seminar tutors
- Technical support to advise students on IT and the use of IT facilities and software appropriate to the degree (some collaboration with members of staff for specific use of equipment).
- A designated programme administrator
- Staff-Student Consultative Committee
- Canvas: versatile online interactive intranet learning environment
- A designated Psychology information advisor/librarian and a specialised Psychology library
- A personal tutor
- Help Desk
- CASE
- Psychology facilities
- The Psychology Society
- The Student Union

Library. In collaboration with the Psychology course team, the Library provides information skills teaching tailored to meet the subject needs of the students. Postgraduate Psychology students are given an initial introduction followed by a more detailed session on accessing e-resources. Research students are encouraged to attend the Research Information Skills Training course provided through the Graduate School. Students also have the opportunity to make individual appointments with their Psychology information advisor and are encouraged to seek advice by phone or email as well as in person.

Personal tutors for these programmes meet with all students to introduce them to the support provided by Information Services on Canvas and to support them during their study at the University. Tutors should discuss any difficulties or obstacles that the students face during their study and how to overcome these difficulties. Tutors also discuss the progress of the students along the year.

Help Desk. The LRC Help Desks are staffed during opening hours to help with users' information enquiries on an individual basis. Students are encouraged to learn how to find

information for themselves so that they are able to carry out their own independent learning. Staff at the Help Desks also support basic IT enquiries (e.g., password or printing problems). The introduction of self-service borrowing and return facilities at all sites means that staff at the desk can focus on more complex enquiries. In addition, Information Services work with Student Services to provide integrated student support within the LRCs.

The Centre for Academic Support and Employability (CASE) assists students in one-to-one sessions to support them with their assessments and, in particular, at the time of preparation of the dissertation.

Employability. The Faculty has a specialist Employability Coordinator who works in partnership with CASE to ensure that students are able to identify and develop employability skills. Studying non-vocational subjects can make it hard to narrow down a clear direction so she can also help to identify strengths, areas for development and potential career opportunities. Throughout the academic year the following activities will take place:

Workshops and seminars, covering all aspects of the recruitment process, from CVs to interviews;

Employer events, giving students a chance to network and gain a stronger understanding of the 'world of work';

Drop-in appointments for queries regarding career direction or any aspects of employability.

Psychology facilities. The Department has a suite of purpose-built teaching and research laboratories. Laboratories are bookable online and accessible by swipecard. Facilities and equipment include: one large teaching laboratory with 25 computers, together with a scanner and laser printer. These are available outside of teaching periods for students to conduct practical work; a large observation/test room with remote controlled digital cameras and microphones connected to a monitoring room. The room has soft chairs and coffee tables to promote a relaxing atmosphere. This room also serves as generic research space. There are a large number of data points and computers can be wheeled into the room for the testing of multiple participants (at least 6). A monitor room can be used to monitor activity in the observation/test room but can also act as separate, generic research space. The monitor room has recording equipment and video editing facilities including a DVD burner for storing digital video recordings, or it can serve as space to test 2 participants. Three other laboratories are located nearby in the Psychology space. Two of these are eyetracker laboratories: one holds an Eyelink II eyetracker which is primarily used for studies of visual attention and neuropsychology; the other holds a Tobii T120 eyetracker and is primarily used for studies of developmental disorders such as autism and Williams syndrome. The third laboratory houses psychophysiological monitoring equipment (Biopac MP100 Advanced system) and neuropsychological test apparatus (CANTAB Eclipse with touch screen tablet PC) and is configured as a psychopharmacology laboratory (including drug balance, lockable refrigerator, scales, sink etc). All of the laboratories have good light attenuation and an in-use light indication system, and all contain at least two networked computers. A suite of six generic laboratories are also suitable for interviews. Four are similar in size to the three laboratories described above, one is larger, and one is smaller. All are equipped with two networked dual-function Mac/Windows computers, tables and chairs. A dedicated Psychology Store room houses the psychometric test bank (for loan). We allocate £2000 per annum from our capital budget to maintain the currency of the psychometric store. Noldus/Tracksys Observer XT behaviour measurement system for observational studies and analyses is also available to students. Other portable psychophysiological monitors of blood pressure, GSR, and blood-alcohol concentration complete the testing suite of opportunities. A large number of video cameras and digital recording devices is available for use in experiments and projects throughout their year in the Department.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual monitoring and enhancement
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies
- CRB checks and adhering to the code of conduct, ethical and professional issues.

G. Employability and work-based learning

Psychology degrees (postgraduate and undergraduate) develop skills that are highly valued by employers in general. In Psychology, written abilities, teamwork, independent thinking, research skills, time management, and, importantly, training in the use of statistical tools, make a student very well-equipped for a wide range of careers.

Student development and enhancing graduate employability at Kingston is given high priority. Students are actively encouraged to engage with PDP throughout their programmes of study, support being provided by the Faculty-run Centre for Academic Support and Employability (CASE). CASE also provides specific and drop-in sessions on a range of topics related to student development and employability and experts in these fields come into lectures and seminars throughout student's time at Kingston to provide support purely for groups of Psychology students at all levels. Such support includes CV writing sessions, networking, interview skills led by the Faculty's employability co-ordinator.

Students are also actively and explicitly encouraged to enhance their employability skills both with a view to becoming professional Psychologists but also to enhance more general employability skills, by taking part in extracurricular activities throughout their time at KU. We provide a volunteer research assistant scheme where students can obtain work experience with academic staff in the department both during the academic year as well as the summer. The University also runs a volunteering scheme which provides opportunities (with support) to choose work activities in a huge range of areas. We also incorporate work-based learning in the module "Applied Research in Psychology" which provides students with the opportunity to gain work experience either within the Department or in external placements [schools, clinical settings].

Speakers give talks about careers for Psychology students, to which all students are encouraged to attend, and the Faculty provides additional careers talks and recruitment fairs with graduate employers. The careers and employability service run many events throughout the year which are designed to help students understand a particular sector. The "*Spotlight on Psychology*" event in October 2012, for example, was specifically designed for students

of sociology, psychology and criminology. Some students collect their data for their psychology dissertation in local schools, nurseries, refugee charities or special needs and clinical settings and staff have good links with local hospitals and counselling services within Kingston Royal Borough.

Graduates from the MSc Clinical Applications in Psychology are successful in a variety of different careers including health and social occupations, such as care assistants and assistant psychologists, to commercial, professional and managerial jobs, such as events and media organiser, sales executive, recruitment. Graduates have also entered clinical courses, teacher training, counselling courses and other postgraduate training (e.g., play therapy).

Work-based learning, including sandwich courses and higher or degree apprenticeships

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. We developed an agreement with various clinical placements to accept our students, for example Kingston Hospital Dementia care, Paiwand Afghan Association a refugee charity in London and NHS and St Bernard's Hospital in the Drug and Alcohol Service. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. In addition, student can work with a member of staff on a specific research project where they can develop their research skills and analysis further. All placements offered will be subject to approval at the discretion of the Department.

H. Other sources of information that you may wish to consult

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	Level 7				
	PS7000	PS7002	PS7009	PS7011	PS7010
Knowledge & Understanding A2					S

	A1	S		S		S
	A7			S	S	S
	A6				S	
	A5	S				S
	A4				S	
	A3	S	S	S	S	S
	B7	S	S	S	S	S
Intellectual Skills	B6	S		S	S	S
	B5	S	S	S	S	S
	B2	S		S	S	S
	B1	S		S	S	S
	B4	S	S	S	F	S
	B3	S		S	S	S
	C6					
Practical Skills	C5					
	C4					
	C3					
	C2					
	C1					
	C7					

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.