

Programme Specification for BSc (Hons) Developmental Psychology

This document applies to students who commence the programme in or after September 2017

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	British Psychological Society (BPS); Graduate Basis for Chartered Membership (GBC)
4.	Final award	BSc (Hons)
5.	Programme title	Developmental Psychology
6.	Pathways available	Single
7.	Mode and/or site of delivery.	Taught programme at the University of Worcester
8.	Mode of attendance	Full-time, part-time
9.	UCAS Code	C820
10.	Subject Benchmark statement and/or professional body statement	QAA Subject Benchmark Statement Psychology 2016; BPS Accreditation through partnership handbook: Guidance for undergraduate and conversion psychology programmes
11.	Date of Programme Specification preparation/revision	November 2015 December 2016 updated to QAA Subject Benchmark Statement Psychology 2016 August 2017 AQU amendments and updates

12. Educational aims of the programme

This course is designed to permit students to study key components of Developmental Psychology alongside mainstream psychology whilst still obtaining eligibility for Graduate Basis for Chartered membership (GBC) with the British Psychological Society (BPS). The degree prepares students for employment and further study in psychology through acquisition of the first step in a career in psychology, a GBC degree. This course is not a professional qualification in Developmental Psychology as further rigorous postgraduate study would be necessary for students to become eligible to apply for Chartership with the BPS. This programme does however provide students with the necessary foundations to pursue such training, including the GBC requirement. The Educational Aims of the programme are based on the principles of the QAA Subject Benchmark Statement Psychology 2016.

These are to:

1. Facilitate the exploration of the complex interaction between mind, brain, behaviour and experience;
2. Develop knowledge and present multiple perspectives in a manner that encourages their critical evaluation;
3. Develop a critical understanding of how theory and research findings can be applied to real life experience and behaviour, and future vocational and career goals;
4. Develop an understanding of how theory is created and constrained by empirical evidence, and the interdependence of this knowledge;
5. Facilitate the acquisition of knowledge and skills in a range of quantitative and qualitative research methods, skills and techniques, leading to the ability to conduct research independently;
6. Provide appropriate learning experiences to ensure the development of a range of transferable skills;
7. Implement the University of Worcester Learning, Teaching and Assessment Strategy by providing an academically rewarding, personally fulfilling student experience in order to meet the diverse needs of students, employers and society.

13. Intended learning outcomes and learning, teaching and assessment methods

The Intended Learning Outcomes of the course are commensurate with the following frameworks:

- [QAA Subject Benchmark Statement Psychology 2016](#);
- [The Framework for Higher Education Qualifications \(FHEQ\)](#)

The programme uses a set of 12 Intended Learning Outcomes shaped by the above frameworks as outlined below.

On successful completion of the course, students will be able to:

1. Understand the historical and scientific origins and limitations of Developmental Psychology as a discipline;
2. Use scientific and evidence-based reasoning to critically evaluate psychological arguments and develop their own perspective on debates within Developmental Psychology by the systematic analysis of multiple perspectives, their interrelationships, and their ethical and contextual underpinnings;
3. Show knowledge and critical understanding of how core areas within the discipline have conceptualised factors that influence psychological behaviours, experience and functioning;
4. Identify and evaluate, meaningfully, significant patterns, variability and diversity in the full range of psychological behaviour, experience and functioning;
5. Problem solve by developing and evaluating research questions;

6. Demonstrate substantial and competent research skills through the appropriate and critical use of research paradigms, and a range of qualitative and quantitative research methods and measurement techniques; including: statistical reasoning; comprehension and use of numerical and other data, including presenting and analysing complex data sets by a variety of methods;
7. Show knowledge of some of the cutting edge research in specialised and/or applied areas of psychology;
8. Initiate, design, conduct with appropriate supervision, and report an ethical empirical research project on a topic within Developmental Psychology, and recognise its methodological and ethical limits;
9. Use effective and fluent written, oral and visual communication to convey ideas and research findings;
10. Learn independently through self-reflection, the evaluation of strengths and weaknesses, self-directed study, and self and task management to meet set objectives;
11. Demonstrate team working skills through awareness and sensitivity to the contextual and interpersonal features of group work;
12. Review and evaluate the application of psychology generally to a Developmental setting.

The Intended Learning Outcomes map onto the QAA Subject Benchmark Statement Psychology 2016. A grid showing this mapping, along with how these Intended Learning Outcomes are placed across the modules in the course can be found in the Course Handbook.

The learning, teaching and assessment methods of the course provide students with a wide range of learning and teaching experiences. These include lectures, seminars, practical classes, computer workshops, tutorials, visiting speakers and directed study. Each module has a dedicated Blackboard page (the virtual learning environment), which gives access to a range of resources including self-directed learning and assessment tasks, discussion boards and other learning materials. Full use is also made of facilities provided by learning technologies such as PebblePad.

A range of assessment methods is used to enable students to achieve and demonstrate the learning outcomes. Literacy and critical thinking around psychology is developed and assessed through assignments such as essays, literature reviews and critical reviews of journal papers. Quantitative and qualitative data collection and analysis report writing assessments aim to develop skills such as problem solving, research, organisation, planning and effective communication. Effective and fluent written, oral and visual communication is enhanced further through assessments using posters and PowerPoint presentations, video and webpage design; whilst the use of group work for assessment enables better team working and the development of leadership skills. Finally a number of modules use weblogs, e-portfolios and wikis to develop and assess a range of skills including self- reflection and independent learning.

In addition, there is considerable support available for students. A Student Handbook is available and is updated annually. An initial one week induction programme is provided for all new entrants, which is designed and delivered in conjunction with students to promote the ethos of academic partnership under which the course operates. Activities include general University information as well as subject specific study and research skills and relationship building sessions. Library induction and information skills packages are available at induction and throughout the course with a strong focus during Level 4, to support students' transition to higher education. A general psychology Blackboard page contains many resources to support skills development. Study skills sessions are also provided by the subject team and additional support is provided and learning support services (Library Services, ICT and Media and Print). There are also opportunities for students to study abroad.

14. Assessment Strategy

The assessment strategies adopted in the course reflect the aims of the course and the descriptors for undergraduate level study and make a significant contribution to learning. The assessment strategies are designed to develop skills and knowledge in Developmental Psychology and provide evidence of the students' progress and achievement throughout the course, preparing the students for a range of careers. Both formal (summative) and informal, developmental (formative) approaches are used. In order to develop the skills of higher education study, students experience a variety of assessment strategies. These include case studies, essays, literature reviews, presentations, assessment of their interpersonal communication skills, portfolios, research reports and examinations. The overall assessment strategy of the course is to provide a balance of innovative and traditional assessment methods, allowing students to develop both subject specific and transferable skills and show progression of learning across the course. The opportunity for students to demonstrate independence in a sustained piece of work is provided in the completion of the Psychology Research Project, which must have a Developmental Psychology emphasis.

Formative assessment is an important feature of the assessment methods of the course. These informal developmental assessments are used across the course to provide students with regular feedback on how they are progressing in their learning in a module. Psychology uses a mixture of self-directed, e-learning, and in-class formative assessment activities as summarised in the BSc Developmental Psychology Course Handbook. For example, Turning Point quizzes are used within lectures to allow students to self-assess levels of knowledge and areas for development. Seminars are used for group discussion with peer and tutor formative feedback on progress. These assessments are designed to ensure that students are able to develop the key skills needed when studying psychology at undergraduate level. The formative tasks are carefully designed for each module to give students the opportunity to practice core skills and consolidate both generic and subject specific learning. The need to provide opportunities to practice skills without penalty is one of the underpinning philosophies of the undergraduate psychology programmes at Worcester. In all our formative tasks the emphasis is clearly on assessment *for* learning as opposed to assessment *of* learning. This is especially important where new skills are being developed that students are able to do so in the safe and supportive learning environment provided by this approach.

Overall, the programme has been designed to ensure that across each semester students get regular formative assessment opportunities that are both diagnostic – to help students self-assess their progress; and, aligned to the summative assessment – to ensure students' learning experiences are enhanced as they work towards achieving the learning outcomes of a module as measured in the formal summative assessments.

Developmental Psychology uses the undergraduate generic grade descriptors adapted to the subject and, where necessary, made specific to the assessments they are used to evaluate. An example of these feedback grids is provided in the BSc Developmental Psychology Course Handbook. These assessment criteria along with a range of formative assessments are used widely in the programme at all points during semesters to provide students with timely feedback about their progress in preparation for summatively assessed work. Formative assessments are varied and reflect the variety of skills and, summative assessments, they relate to.

A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates is included in the Course Handbook

The course is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please follow this link to the [Registry website](#) or see the [UW Student Handbook](#).

15. Programme Structures and requirements

Award Map

Course Title: BSc(Hons) Developmental Psychology	Year of entry: 2015
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Level 4					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
PSYC1430	Introduction to Psychology	30	M	None	None
PSYC1431	Psychological Research Methods 1	30	M	None	None
PSYC1432	Introduction to Developmental Psychology	15	M	None	None
PSYC1434	Introduction to Forensic Psychology	15	O	None	None
PSYC1433	Introduction to Counselling Psychology	15	O	None	None
PSYC1436	Introduction to Clinical Psychology	15	O	None	None
LANGxxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include mandatory modules PSYC1430, PSYC1431 and PSYC1432 plus optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website:

<http://www.worcester.ac.uk/your-home/language-centre-module-options.html>

Level 5					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
PSYC2530	Biological & Cognitive Psychology	30	M	PSYC1430 & PSYC1431	None
PSYC2531	Social & Developmental Psychology	30	M	PSYC1430 & PSYC1431	None
PSYC2532	Psychological Research Methods 2	15	M	PSYC1430 & PSYC1431	None
PSYC2533	Individual Differences	15	M	PSYC1430 & PSYC1431	None
PSYC2537	Evolution and Human Behaviour	15	O	None	None
PSYC2538	Diversity and Inclusivity in Psychology	15	O	None	None
LANGxxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include mandatory modules PSYC2530, PSYC2531, PSYC2532 and PSYC2533, plus optional modules which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website:

<http://www.worcester.ac.uk/your-home/language-centre-module-options.html>

Level 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
PSYC3630/31	Psychology Research Project	30	M	PSYC2532	None
PSYC3643	Applied Child and Adolescent Psychology	30	M	ANY LEVEL 5 PSYC MODULE	None
PSYC3644	Transitions Across the Lifespan	15	M	ANY LEVEL 5 PSYC MODULE	None
PSYC3638	Forensic Psychology	15	O	ANY LEVEL 5 PSYC MODULE	None
PSYC3633	Business Psychology	15	O	ANY LEVEL 5 PSYC MODULE	None
PSYC3634	Clinical Psychology	15	O	ANY LEVEL 5 PSYC MODULE	None
PSYC3635	Coaching Psychology	15	O	ANY LEVEL 5 PSYC MODULE	None
PSYC3636	Counselling Psychology	15	O	ANY LEVEL 5 PSYC MODULE	None
PSYC3637	Educational Psychology	15	O	ANY LEVEL 5 PSYC MODULE	None
PSYC3639	Health Psychology	15	O	ANY LEVEL 5 PSYC MODULE	None
PSYC3645	Applied Sports Psychology	15	O	ANY LEVEL 5 PSYC MODULE	None

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include PSYC3630 or PSYC3631, PSYC3643 and PSYC3644, **plus**, 45 credits from the optional modules listed.

16. QAA and Professional Academic Standards and Quality

A range of external and internal frameworks helps shape the Aims and Intended Learning Outcomes of the programme. The curriculum of the programme follows the content set out by the [QAA Subject Benchmark Statement Psychology 2016](#) and the [BPS Accreditation through partnership handbook: Guidance for undergraduate and conversion psychology programmes](#). This means that the programme has a syllabus covering the core areas specified within the BPS Accreditation through partnership handbook (i.e. biological psychology, cognitive psychology, developmental psychology, individual differences, social psychology, conceptual and historical issues, and research methods). This is introductory at Level 4, providing an overview, with mandatory modules on these topics repeated at Level 5 so that students learning, knowledge and skills can show progression; and, at Level 6 a range of optional more advanced modules in these core and more specialist applied topic areas in Psychology are available to enable continued student progression. This award is located at level 6 of the FHEQ.

17. Support for students

Before starting the course, applicants are offered the opportunity to visit the University and experience the styles of learning and teaching to help them prepare for University life. Upon joining the course, an initial one week induction programme is provided for all new entrants, which is designed and delivered in conjunction with students to promote the ethos of academic partnership under which the course operates. Activities include general University information as well as subject specific study and research skills and relationship building sessions. Library and information staff are available to provide support during induction and throughout the course.

Whilst at the University, students will be allocated a Personal Academic Tutor who will work with them to support academic development. Personal Academic Tutoring is about supporting student learning and progression. Our aim is to help students make the transition from one level to another as they progress through higher education. The academic tutor is there to help ease the shift from school/FE college to higher education, from level four to level five, university to work. Students will be supported to develop as a self-reflective learner, recognise the knowledge and skills achieved, identify gaps in knowledge and think about how to address these gaps. The defining questions about this journey are therefore 'Where have you been?' 'Where are you going?' and 'How will you get there?' In order to achieve this in Psychology, Personal Academic Tutoring is supported by dedicated Blackboard pages and PebblePad activities for reflection.

Students meet with their tutor at least four times during the academic year. They are provided with a personal space on PebblePad in which to evidence key skills learnt during their studies, and to align the skills with those skills highly valued by employers. Students are encouraged to reflect on the skills that they have both built upon and learnt anew and complete a progress review form towards the end of each semester. In this way tutors are able to support students' academic, professional and career related planning and development, and appropriate recording of this. Students also are encouraged to take advantage of the opportunities provided to see tutors on a one to one basis throughout the academic year via online booking of tutorials.

In addition to supporting academic development, tutors are able to advise and guide students on any issues or problems arising whilst they are at the University and signpost them to the broader range of services provided by the University.

Tutors also aim to help students make the most of the learning resources and other forms of learning support available to them, including the University wide [student services](#). Students with additional needs may also wish to take advantage of the [Disability and Dyslexia Service](#) within Student Services, which provides specialist support on a one to one basis to any student requiring such services.

18. Admissions

Admissions Policy

The course team seeks to admit students who have the capacity to benefit from study at higher education level, and Admissions Tutors seek to identify applicants who can demonstrate their potential to succeed at this level.

Mature Students: UW values diversity in its student body and students over the age of 21 are very welcome. If students fulfil the standard entry requirements as detailed above, they should apply through UCAS.

Students with few or no formal qualifications should contact the Registry Admissions Office (01905 855111) with details of their age, any work undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published on the UW website: <http://www.worcester.ac.uk/courses/developmental-psychology-bsc-hons.html>

See [Admissions Policy](#) for other acceptable qualifications.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Full-time applicants apply through UCAS (C820)

Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Places are offered to all students who fulfil the university entry requirements and who demonstrate that they have the potential to benefit from the study of psychology at degree level.

Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

19. Methods for evaluating and improving the quality and standards of teaching and learning

There are a number of methods used by the course team in order to monitor, evaluate and improve the quality and standards of teaching and learning:

- Annual Evaluation of the quality of the Subject;
- External Examiners reports;
- Mid and end of module evaluations by students;
- Subject course management committee considers student and staff feedback on modules;
- Feedback from Student Academic Representatives (StARs);
- Peer observation of teaching;
- A teacher accredited course (PG Certificate Learning and Teaching in Higher Education, accredited by HEA, and SEDA for new staff);
- Regular staff meetings have a standing item on sharing good practices, including teaching and learning;
- Institute of Health and Society, Learning and Teaching Group;
- National Student Survey and University of Worcester Student Survey and Enhancement Plans;
- Psychology Partnership Panel;
- Staff appraisal and development;
- BPS accreditation.

20. Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Taught Courses Regulatory Framework](#).

Retrieval of failure

- Students are entitled to re-sit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
Certificate of Higher Education (Cert HE)	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education (Dip HE)	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

The BPS currently requires that, for students to achieve eligibility for GBC, their degree classification must be at least 2ii honours degree and that the Psychology Research Project Component has been passed.

21. Indicators of quality and standards

Psychology achieved re-accreditation as appropriate for a GBC accredited course for all pathways by the British Psychological Society in 2014 for a period of 5 years. The BPS accreditation committee commended the course for:

1. The range of interesting and applied pathways available to students.
2. The variety of valuable student engagement schemes available, including the Students as Academic Partners and Vacation Research Assistant schemes.
3. The way in which the employability strand is embedded throughout the programmes.
4. The clear and detailed information provided to students about accreditation, professional development and membership of the British Psychological Society, which enables them to develop their identity as a psychologist.
5. The responsive and proactive approach taken by the programme team, particularly in response to student feedback, external examiner comments and the results of the National Student Survey.

The quality of the provision is also supported by feedback from students; National Student Survey (NSS) scores demonstrated an overall satisfaction rate of 4.1 out of 5 in 2015. Module evaluations across all Levels of the programme are strong, with the main areas of strength including enthusiasm, clarity and approachability of lecturers. This supports the NSS data that our strength as a team lies in the teaching of the course. The majority of our students progress and complete the course. During 2014/15, a total of 80% of students successfully achieved an award, with 16% continuing. University of Worcester Psychology graduates continue to be highly employable with 66% of graduates employed in 2013/14, 25% undertaking further study and only 5% unemployed. These figures are in line with the national average for Psychology graduates.

External Examiners in the past three years have consistently judged the course as meeting the academic standards of an accredited Psychology undergraduate degree course, and commended the learning opportunities and confirmed that the quality enhancement of the provision meets required standards. In particular, External Examiners have commended Psychology for providing a course that not only meets both internal and external criteria for a BPS GBC accredited provision, but that students on the course have a high quality learning experience that supports their achievement in a friendly context with supportive and accessible staff.

22. Graduate destinations, employability and links with employers.

Graduate destinations

This course is designed to permit students to study key components of Developmental Psychology alongside mainstream psychology whilst still obtaining eligibility for Graduate Basis for Chartered membership (GBC) with the British Psychological Society (BPS). Although the degree prepares students for employment and further study in psychology,

(through acquisition of the first step in a career in psychology- a GBC degree); it should be noted that **this is not a professional qualification in Developmental Psychology**. Further postgraduate study would be necessary for students to become eligible to apply for Chartership with the British Psychological Society and this programme provides students with the necessary foundations to pursue such training, including the GBC requirement.

The course is therefore designed to meet a number of different needs:

- To provide an opportunity for undergraduate students to study Developmental Psychology as a Single Honours pathway;
- To enable students to develop the graduate knowledge, skills and attitudes to critically evaluate the contested and multi-dimensional nature of psychology and Developmental Psychology;
- To prepare students for a number of diverse roles, for example, further training in Developmental Psychology, Management, Health Education, Human Resource Management and other careers in psychology-related fields.

This specific pathway has been designed with employability in mind. It has been introduced to better suit the needs of the market, and students, with a more focused attitude towards skills and employment opportunities in Developmental Psychology and related careers. Hence it is designed to cater for three types of student: those who are aiming for a career in a developmental setting, in particular fields whereby communication skills are central, such as within the health and social care professions; those who are currently working within a counselling setting, indeed perhaps as a counsellor, who wish to gain additional understanding and knowledge of the theoretical underpinnings of their work; and those who are aiming for a career in Developmental Psychology. Hence the degree is designed for those with both an interest in the application of psychological theory to the developmental practice and for those wishing to contribute their knowledge and skills to other general and/or specific settings. This programme hopes to attract those who wish to develop their career in Developmental Psychology whilst furthering their interest in other areas of psychology. Furthermore they would be particularly suited to further professional training in Educational Psychology.

In addition to the usual recruitment of school/college leavers with A levels and equivalent, recruits to this course may include individuals working in the health-care professions, including counsellors and psychotherapists who wish to gain further theoretical knowledge to assist and develop their practice. The Developmental Psychology course differs from the BSc (Hons) Psychology degree by providing a specific vocational direction in Developmental Psychology, whilst still providing the GBC status to students who want to study postgraduate courses in other aspects of psychology (e.g. Forensic, Educational, Occupational or Health Psychology). It will allow those GBC students membership of the BPS and therefore to engage with the psychological community of applied psychologists through the BPS and other professional bodies (e.g. European Health Psychology Society). In terms of employability, these students will have 'added value' for any organisation seeking graduates with interpersonal and communication skills because of their basic grounding in counselling and relationship formation as well as psychology. They would also be particularly suited to further professional training in Developmental Psychology.

Students are encouraged to consider their potential career pathways at the earliest opportunity in their choice of modules. Psychology liaises with the University's Careers service to keep it informed of changes within professional areas of the discipline, and to communicate to potential employers the knowledge and skills acquired by students taking

psychology. The Careers Service runs a series of workshops especially for Psychology Students. The course prepares students for careers in the following areas:

- Educational or Clinical Psychology (after postgraduate professional training)
- Those electing to take a course which confers GBC can apply for postgraduate psychology training required to become a professional (Chartered) psychologist (e.g. Sports, counselling, clinical, educational, occupational)
- Health related disciplines (e.g. Assistant Psychologist; mental health worker)
- Social work
- Play therapist
- Employment in an early years setting
- Research
- Other postgraduate study (e.g. PGCE)
- Police force at graduate level
- General graduate careers

Student employability

Both Psychology and Developmental Psychology at the University of Worcester have a strong emphasis on employability through the course. For example the applied modules within Level 6 (e.g. PSYC3635 Coaching Psychology) offers students the opportunity to apply their knowledge of psychology to employment issues. This is not a work placement, but does enable students to use their psychological knowledge and skills in a work context of their choice. As a result graduates from the psychology degree at Worcester have a high employment rate with 66% of graduates employed in 2013/14, 25% undertaking further study and only 5% unemployed.

There is also guidance for students on the BSc (Hons) Developmental Psychology on how to gain relevant work and voluntary experience in order to develop relevant practical skills and employability. This is done through a variety of methods e.g. identifying and providing training and careers guidance, signposting of relevant volunteering opportunities, information on career paths and development, and vacation research assistant projects within a relevant area.

Links with employers

The programme is fully aligned with the [BPS Accreditation through partnership handbook: Guidance for undergraduate and conversion psychology programmes](#) to ensure that graduates with a 2ii or above are eligible for GBC, thereby giving them access to further professional training in psychology.

For those interested in a career in or related to Developmental Psychology, the course team develop links with local organisations and projects such as the University nightline scheme, in order to support students in gaining relevant experience. In addition, students are directed to the BPS resources on careers in Educational Psychology if they wish to pursue this route via further postgraduate study <http://careers.bps.org.uk>

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation eg course handbooks, module outlines and module specifications.