



Course Information Form

This Course Information Form provides the definitive record of the designated course.

General Course Information

Course Title	Health Psychology Health Psychology (with Professional Practice Year)
Qualification	BSc (Hons)
FHEQ Level	4,5,6
Intermediate Qualification(s)	
Awarding Institution	University of Bedfordshire
Location of Delivery	AA
Mode(s) of Study and Duration	Full-time over 3 years, 4 years with professional practice year Part-time pathway typically over 6 years
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	British Psychological Society (BPS)
UCAS Course Code	C841
External Benchmarking	Quality Assurance Agency for Higher Education (QAA) Quality Code Section A2: Subject benchmark statement (Psychology 2007). BPS Programme Standards
Entry Month(s)	October and February

Why study this course

The BSc Health Psychology course is one of only two in the country that deals with how psychology can impact on the motivations, thoughts and feelings that underpin human health related behaviours. . Students opting to take the Professional Practice Year will gain significant relevant experience that will allow you to significantly enhance your CV and demonstrate to potential future employers how you have applied your subject knowledge in the workplace.

Educational Aims

The course aims to provide you with an appreciation of how psychology can have a positive impact on people's health and wellbeing, as evidenced by the range of health-related research conducted by your lecturers. Combined with the core areas of psychology (cognitive, social, developmental, biological, individual difference psychology) the course helps you develop an understanding of the importance of various applications of psychology and of the career paths open to you.

The specific aims of the course are:

- To enable you to apply psychological knowledge and perspectives to everyday situations particularly in relation to people's health and wellbeing;
- To provide an understanding of a range of issues, theories, empirical methods and ethical considerations in psychology with a particular focus on health psychology;
- To demonstrate the importance of research and evidence in understanding human behaviour both through the expertise of staff and through your own critical enquiry;
- To encourage you to reach your potential for future postgraduate study and employment by enhancing your knowledge, skills and self awareness through the development of analysis, evaluation, reflection and synthesis.
- To encourage an enterprise culture where you have the opportunity to collaborate and take part in activities that develop your autonomy.

Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
FULL TIME				
LEVEL 4				
PSY001-1	4	30	Foundations to Psychology	Core
PSY002-1	4	30	Introduction to Psychological Research Methods and Data Analysis	Core
PSY019-1	4	30	Health and Wellbeing Psychology	Core
PSY004-1	4	30	Psychology in Every Day Life	Core
LEVEL 5				
PSY001-2	5	30	Social Processes and Lifespan Development	Core
PSY002-2	5	30	Biological and Cognitive Psychology	Core
PSY016-2	5	30	Methods of Research in Psychology	Core
PSY017-2	5	30	Health Psychology and Public Health	Core
PSY020-2	5	0	Professional Practice Year (Psychology)	Core for students on 'with professional Practice Year'
LEVEL 6				
PSY027-3	6	45	Psychology Honours Project	Core
PSY022-3	6	30	Community Health Psychology	Core
PSY019-3	6	15	Cultural and Individual Differences	Core
PSY002-3	6	15	Coaching Psychology	Core
PSY006-3	6	15	Psychology of Mental Health	Core
PART TIME - YEAR 1				
PSY001-1	4	30	Foundations to Psychology	Core
PSY002-1	4	30	Introduction to Psychological Research Methods and Data Analysis	Core
YEAR 2				
PSY019-1	4	30	Health and Wellbeing Psychology	Core
PSY004-1	4	30	Psychology in Every Day Life	Core

YEAR 3				
PSY001-2	5	30	Social Processes and Lifespan Development	Core
PSY002-2	5	30	Biological and Cognitive Psychology	Core
YEAR 4				
PSY016-2	5	30	Methods of Research in Psychology	Core
PSY017-2	5	30	Health Psychology and Public Health	Core
YEAR 5				
PSY019-3	6	15	Cultural and Individual Differences	Core
PSY002-3	6	15	Coaching Psychology	Core
PSY006-3	6	15	Psychology of Mental Health	Core
YEAR 6				
PSY027-3	6	45	Psychology Honours Project	Core
PSY022-3	6	30	Community Health Psychology	Core

Course-Specific Regulations

N/A

Additional Course Costs

N/A

Entry requirements

Applicants must have at least 80 points with 64 points from 2 A level passes at C or above and a GCSE maths at grade C or above or equivalent.

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Are able to apply psychological knowledge and principles to interpersonal relationships and organizational issues at work that can have a positive impact on the workplace and in the community;
- Are able to solve complex problems both individually and as part of a team demonstrating an ethical and professional attitude to customers, clients and other stakeholders;
- Have a proactive attitude to work involving collaboration, commitment, innovative and creative thinking, and a degree of risk-taking where appropriate.

Course Learning Outcomes

A graduate will be able to:

Subject knowledge and understanding:

- understand the scientific underpinnings of psychology as a discipline by applying scientific principles to the examination of behaviour in general and health behaviours in particular

- recognise and demonstrate competence in assessing the inherent variability and diversity of psychological functioning
- demonstrate a good knowledge and critical understanding of a range of influences on psychological functioning, and how they are conceptualised in the field of health psychology
- demonstrate confident familiarity with health psychology and the core areas of psychology including aspects at the forefront of the discipline
- demonstrate knowledge of a range of research paradigms, research methods and measurement techniques, including statistical analysis.

Subject specific skills

- reason scientifically and demonstrate empirically the relationship between theory and evidence
- demonstrate the ability to adopt multiple perspectives in understanding behaviour
- detect meaningful patterns in behaviour and experience
- pose and operationalise research questions, analyse data and situations without guidance using a range of research techniques.
- demonstrate competence, confidence, flexibility and critical analysis through in research skills and practical activities
- reason statistically and demonstrate competence in a range of statistical methods
- initiate, design, conduct and report an empirically-based research project in an area of health psychology with minimal guidance.
- be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project.

Generic skills

- communicate and critique ideas and research findings by written, oral and visual means
- interpret and use numerical, statistical and other forms of data
- be computer literate, for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings
- approach problem solving in a systematic way when faced with complex or unpredictable contexts
- be aware of contextual and interpersonal factors in groups and teams including personal responsibility and professional codes of conduct
- undertake self-directed study and project management in a supportive environment showing autonomy in planning and managing the learning process
- take responsibility for own learning and recognise the need to assess their own skills and to harness them for future learning.

In order to qualify for the award of Bsc (Hons) Health Psychology (with Professional Practice year) students will need to meet all of the outcomes above and demonstrate knowledge and analytical understanding of professional practice by successfully completing an approved period of approved work place practice.

PSRB details

The BSc (Honours) Health Psychology course is accredited by the British Psychological Society (BPS) as conferring eligibility for the Graduate Basis for Chartered Membership of the BPS (GBC), provided the minimum standard of a Second Class Honours is achieved. This is the first step towards becoming a Chartered Psychologist.

Students must pass the empirical project in order to be eligible for the Graduate Basis for Chartered Membership.

Students must recognise that training in specific fields of psychology such as health, forensic or counselling psychology is acquired through postgraduate education and supervised practice, not through an undergraduate degree. On completion of this course students are not qualified to practise as a Health Psychologist without further training in those areas.

Learning and Teaching

The teaching reflects the BPS core curriculum with an emphasis on health related research and research methods as well as the other core areas of a Psychology curriculum. The units related specifically to health psychology concentrate on the teaching and assessing of relevant practical as well as academic skills such as peer coaching and producing health behaviour interventions. The QAA and BPS curricula are covered and assessed mainly at level 5. Assessments based on empirical studies are a required aspect of a psychology degree and these are covered at all three levels leading to the Honours Project where the student engages in an empirical study with supervision from a member of the Psychology staff. The Introduction to Research Methods and Data Analysis unit introduces the student to the philosophy behind the scientific and interpretivist/constructivist approaches to research, the various methods used to examine human behaviour and an introduction to different types of qualitative analysis as well as statistical analysis and the software used to analyse data. Students engage in studies that involve qualitative data as well as quantitative data involving different types of analysis.

At Level 4 there is a predominance overall of scheduled and guided learning giving way to more independent study over Levels 5 and 6 as students become more autonomous and self-directed in their studies. At level 5 the development of autonomy is also supported by having students research an aspect of behaviour in a group in a form of problem-based learning.

The assessment types are varied to reflect both a progression in terms of developing skills that assess the learning outcomes and to cater for different thinking styles.

The portfolio in Social Processes has an emphasis on employability which feeds in turn into the e-portfolio that forms part of the assessments in the Health Psychology Honours Project.

At Level 6 students will be in a position to engage in their own project studying an area of health psychology supported by a supervisor with expertise in the topic. Students will be doing a unit on Cultural and Individual Differences covering the final core BPS area of the curriculum. Alongside this students will also do Coaching Psychology providing them the applied communication skills used to encourage positive health behaviour. Alongside these units students will do community health psychology alongside Psychology of Mental Health both of which aim to provide a more critical approach to understanding health and disease from a variety of perspectives. All of these specialist units offer a preparation for Masters courses in those areas and are taught by staff who have published in the area.

Assessment

Throughout your degree you will encounter a wide variety of types of assessment collectively designed to suit the variety of individual learning styles. The assessments provide feedback to help with your own development and to inform your completion of future assessments.

Development of presentation skills:

Presentation skills are introduced in Level 4 where there is a focus on the techniques of delivering a presentation as well as summarising material on a general topic area you have chosen. These skills are

further developed in Level 5 where you present aspects of a group organised study. In Level 6 you get a chance to present your own work at the Undergraduate Psychology Conference at the end of your final year.

Development of group-work related assessments:

Group-work forms a key activity at all levels and allows you to reflect on interactions with peers with an element of professional skills assessment such as health coaching. In Level 5 the Research in Psychology unit involves teams engaging in and reporting on a project. Social Processes and Lifespan Development involves reflection on a group performance. Group-work is developed further in Level 6 where teams produce an artefact in Atypical Childhood Development.

Development of report writing:

The general structure of a report is introduced in Level 4 paying particular attention to the methods and analysis sections of a quantitative and qualitative report in preparation for several reports on studies at Level 5 so that by the end of that year you should be in a position to develop your own individual study based on the research expertise of staff in the Level 6 Honours Project.

Development of essay writing

Essays, literature reviews and critiques allow you to develop skills of analysis and critical thinking as well as writing for a particular audience and in a particular genre. They are used to assess your ability to construct an argument and your information literacy and referencing skills.

There is an essay early on in the Foundations to Psychology unit and another on a different topic later on in the unit. You can therefore use the feedback on the first to improve on the second.

Besides these there is a range of other assessment types such as: computer-based assessments, portfolios, reflective journals, exams and much more. Support is provided through staff office hours as well as statistics drop-in sessions.

Assessment Map

Unit Code	C/O	SEMESTER 1														SEMESTER 2																
		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
Level 4																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
PSY001-1	C					Ex-PT				EX-PT						CW - Ess														Ex-CB		
PSY002-1	C																	WR -I							WR -I	EX-PT						
PSY004-1	C																CW - Ess								E-Port							
PSY019-1	O										WR - POST																					CW -LR

CIF 2016

	C/O	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Level 5																															
PSY001-2	C												EX-PT												EX-PT						
PSY002-2	C											WR-I											WR-I								EX-CB EX
PSY016-2	C												WR-I										WR-I								
PSY017-2	C											CW-PORT																			CW-OT

CIF 2016

Unit Code	C/O	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Level 6																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
PSY002-3	C													CW - Por t																
PSY006-3	C																						CW - Ess							EX
PSY019-3	C										WR -I				Ex															
PSY022-3	C														CW -LR															CW -CS
PSY027-3	C					WR -I																		CW - ePo rt		PJ- Pro j		WR - Pos t		

Developing your employability

- Our commitment to your employability starts in your induction to the department and university when you are introduced to a local employer and your faculty careers advisor.
- Employability skills (team working, communication, ability to learn and adapt, etc.) are embedded into all units offering the opportunity to develop a range of generic and specific skills and aptitudes related to health psychology. These are also developed through volunteering opportunities, our Junior Research Institute and social activities.
- There are careers related activities including specialised subject related talks at all levels and student representatives work with staff to ensure that the career talks meet students' requirements.
- There are activities in collaboration with the careers department such as the entrepreneurship scheme and assessment centre events where interviewing skills are honed.
- Psychology related trips and visits are organised along with the Student Psychology Society developing their co-curricular experience.
- The course focuses on the applied nature of psychology and provides a taster of the various fields of postgraduate psychology and the world of work more generally.
- Students can enhance their CV through the Student Research Assistant Scheme by acting as research assistants supporting staff research.
- In preparation for work as a professional practitioner, the course helps develop an understanding of: the importance confidentiality; the need for effective self-management of workload and resources; and the ability to monitor and review the on-going effectiveness of planned activity and to modify it accordingly.
- The course provides BPS accreditation allowing entry to postgraduate Psychology courses in any Division of Psychology.

Students who register for the degree with professional practice year will additionally attend a series of workshops and activities related to securing a suitable placement and compulsory briefings at the end of year 2 to ensure that all legal requirements for health and safety, safeguarding etc. training have been met. This will be explained more fully in your professional practice handbook once you have registered with the Careers and Employability Service's Student Development and Awards Team in your first year. If you will be working with children and/or vulnerable people you will be required to have a DBS check and undertake Safeguarding and Prevent training.

After Graduation

Typical employment destinations within six months of graduation include as an Education Advisor, Financial Analyst, Housing and Welfare Officer, Primary and Nursery Education Teaching Professional, Psychologist, Special Needs Education Teaching Professional, Sports coach, Therapist, Vocational and Industrial trainer and also a Youth and Community worker. Our graduates also go on to a range of post-graduate taught and research degrees such as the MSc Health Psychology. Graduates could also act as health trainers, health advisors (e.g. GUM clinics, Smoking cessation clinics) or as a community wellbeing advisor.

Additional Information

You will have the opportunity to act as a Research Assistant and to work as part of a team in several units. The course is designed to develop a "psychologically literate" graduate with a knowledge of individual differences, ethics, human reasoning, statistics and research methods. Psychological literacy helps graduates see how psychological knowledge can be applied to real world situations particularly in relation to health behaviours.

The portfolio in Social Processes has an emphasis on Employability which feeds in turn into the e-portfolio in the Honours Project.

Students are given the opportunity to engage in a number of ways in activities that are relevant to the HEAR. These include Peer Assisted Learning, the Undergraduate Research Assistant Scheme, the Junior Research Institute, the Student Psychology Society and the opportunity to act as Student Course and Portfolio Representatives. Students are required to produce a Personal Statement and CV backed up by a more detailed e-portfolio in the Honours Project.

Student Support during the course

The Department of Psychology places strong emphasis on student support so that you are in a good position to achieve your maximum academic potential and to enjoy the University experience. We are very aware of the differing needs of our students and this is reflected in the range of support mechanisms that are available.

The induction programme provides a range of activities to introduce you to the Psychology Department. You will also be provided with a separate induction that will focus on the University Services that are available to you.

We aim to foster a sense of belonging to the University, Psychology Department and your own award programme in order to nurture your academic and professional identity. During induction you will hear about the units you will study and you will learn how to access your unit results using e-vision, learn about creating your personal e-portfolio using PebblePlus and practise using BREO the University's virtual learning environment.

You will normally meet your Personal Academic Tutor (PAT) during the induction period of your course. You will also be asked to have face-to-face meetings with your PAT during the course of the first term. You can also contact your PAT at any time if you have general queries or academic issues. The role of the PAT is to assist and coach you in your journey through your degree and to discuss the progress of your professional goals.

Alongside the PAT scheme there is a Peer Assisted Learning (PAL) scheme where students from the second and third years (Levels 5 and 6) act as a kind of mentor or “buddy” to students in the first year (Level 4). Their experience can often be invaluable as they have experience of dealing with the kinds of questions you may have.

We offer assessment drop-in sessions in level 4 for research methods and statistics drop-in sessions throughout all three years of the Honours course so that you can get extra individual help with statistics procedures and interpretation if you find you are having difficulties or misapprehensions.

As well as offering the opportunity to raise questions during small group tutorials, staff have published office hours and these are particularly useful if you have queries about a unit’s content or assessment. These are fixed times each week and a face-to-face meeting is often preferable to strings of emails some of which are easy for staff to miss. These sessions are also an excellent opportunity to obtain academic advice, get further feedback on assessments if you want more information about how to improve in that unit.

Academic support and advice is available from our Engagement and Mitigation teams who can give you independent and confidential advice if you are having difficulties, for example, if you are unwell during an assignment hand-in or exam period. When you have extenuating circumstances, perhaps an untimely illness then the service can provide you with extra time to complete your work or postpone an exam without penalty when the work is marked. You can contact: <http://www.beds.ac.uk/studentlife/student-support/academic/extenuating>

Field Cod

Field Cod

Field Cod

The Professional and Academic Development team are able to help you through study skills workshops or with one-to-one sessions to help you improve the quality of your written assignments, organisations skills to help you manage your study programme, language skills and much more. PAD can be contacted via the PAD BREQ site that you will be automatically enrolled on (<http://www.beds.ac.uk/studentlife/student-support/academic/studysupport>)

We also have a Disability Advice Team and the Counselling Service. The Disability Advice Team is available to discuss any issues you may have and can provide services such as dyslexia screening. The Learning Resources Centre (LRC) offers a range of services and specialist software and equipment. You can find out more on the LRC website: <http://www.beds.ac.uk/studentlife/student-support> The counselling service is available at Student Services and assists with personal, and financial difficulties.

Field Cod

The LRC provides valuable resources to enable you to develop essential, knowledge and understanding of the range of online databases available to you so that you are in a good position to expand your knowledge of Psychology and undertake your independent project. The Psychology Department works closely with our subject specific librarian and with our commitment to supporting students’ employability skills we have embedded into the curriculum as series of lectures, tutorials and workshops to enhance your employment opportunities. In addition, our subject librarian is available for one to one support outside of the teaching programme.

The Careers and Recruitment Service helps students to reflect on their unique capabilities, interests and circumstance which can be expanded during your third year and to prepare you for successful employment or postgraduate study. This service offers one-to-one career coaching on job search, how to complete application forms, interviews techniques, and study and career planning. If you are interested in Community Volunteering then visit the Careers Service to help to build your personal confidence and participate in work experience. The Psychology Department works closely with the Careers Service and staff from the Careers and Recruitment Service to deliver lectures and workshops which are embedded into the curriculum to encourage you to consider the Psychological aspects of your career choice and personal development as well as to help you to develop very practical employability skills. For more information on the services offered go to: <http://www.beds.ac.uk/studentlife/careers/services>

Field Cod

Additional Course costs

N/A

Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	N	If so indicate the anticipatory adjustments and arrangements here.
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ?	N	If so then indicate the anticipatory adjustments and arrangements here.
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N	
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	

Administrative Information	
Faculty	CATS
Portfolio	PSY UG
Department/School	PSY
Course Coordinator	Dr E Cook

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.

PSRB Renewal Date (where recognised)	2019
Version Number	1/17
Approved by (cf Quality Handbook ch.2)	FTQSC
Date of approval (dd/mm/yyyy)	5/7/2017
Implementation start-date of this version (plus any identified end-date)	2017/18

Form completed by:

Name: ...A.Guppy **Date:**24/01/17.....

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: **Date:**

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
17/7/16	Update of sandwich year to professional practice and adjustment to employability section and CLO 8	
5/7/2017	Replaced PSY023-3 with PSY027-3 Psychology Honours Project	

