# Programme Specification

## Postgraduate

**Applicable to postgraduate programmes**

Please click [here](#) for guidance on completing this specification template.

## Part A: Programme Summary Information

1. **Title of programme:**
   - MSc Reading for Life

2. **Programme Code:**
   - MSC/RL/P
   - Major Code: PSRL

3. **Entry Award(s):**
   
<table>
<thead>
<tr>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ 180</td>
<td>7</td>
</tr>
<tr>
<td>☒ 120</td>
<td>7</td>
</tr>
<tr>
<td>☒ 60</td>
<td>7</td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

   **Other (please specify below):**
   - 

4. **Exit Awards:**
   
<table>
<thead>
<tr>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ 120</td>
<td>7</td>
</tr>
<tr>
<td>☒ 60</td>
<td>7</td>
</tr>
<tr>
<td>☒ 30</td>
<td>7</td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

   **Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or if it is to have a different name from the entry qualification you must indicate this below:**
   - 

---

**TQSD/15.16**

2016-17 v.1

1 of 17
5. **Date of first intake:** September 2016

6. **Frequency of intake:** Biennial in September

7. **Duration and mode of study:** Part-time, 2 years

8. **Applicable framework:** University Framework for Postgraduate Modular Provision

   **Framework exemption required:**
   - ☒ No (please go to section 9)
   - ☐ Yes (please provide a brief summary below)

   **Date exemption approved by AQSC:**

9. **Applicable Ordinance:** General Ordinance for Modular Masters Degrees, Postgraduate Diplomas, Postgradutate Certificates and Postgraduate Awards (applicable to students who commenced their studies from 2014-15 onwards)

   **New/revised Ordinance required:**
   - ☒ No (please go to section 10)
   - ☐ Yes (please provide a brief summary below)

   **Date new/revised Ordinance approved by Council:**

10. **Faculty:** Health & Life Sciences

11. **Level 2**
    **School/Institute:** Institute of Learning & Teaching

12. **Level 1 unit:** School of Psychology

13. **Campus:** Liverpool

14. **Other contributors from UoL:**
    - Centre for Research into Reading, Literature & Society (CRILS)
    - Department of Psychological Sciences
    - Department of Health Services Research

15. **Teaching other than at UoL:** None

16. **Director of Studies:** Professor Philip Davis

17. **Board of Studies:** School of Psychology
18. **Board of Examiners:**

School of Psychology

19. **External Examiner(s):**

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Rick Rylance</td>
<td>Institute of English Studies</td>
<td>School of Advanced Studies</td>
</tr>
<tr>
<td></td>
<td>University of London</td>
<td></td>
</tr>
</tbody>
</table>

20. **Professional, Statutory or Regulatory body:**

N/A

21. **QAA Subject benchmark Statements(s):**

N/A

22. **Other reference points:**

QAA's Framework for Higher Education Qualifications

23. **Fees:**

Standard PGT fee

24. **Additional costs to the student:**

None

25. **AQSC approval:**

Major modifications 10th June 2016

---

**Part B: Programme Aims & Objectives**

26. **Aims of the Programme**

*Bibliotherapy* is defined as an expressive therapy that uses an individual's relationship to the content of books and poetry and other written words in the search for human meaning and well-being. In its breadth and depth it is contrasted with the prescription of specifically targeted self-help books (e.g. on practical means of coping with depression).

The programme aims to explore how creative literature and its depiction of human troubles and possibilities resonate with people emotionally and imaginatively; and how reading can contribute to health in its broadest sense.

On this programme the student will study books of all kinds and from all periods and will examine critically complex case-histories from the history of reading spanning three centuries, with particular relation to the interaction between literary, psychological, philosophical and theological concerns.

<table>
<thead>
<tr>
<th>No.</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To provide opportunity for the student to:</td>
</tr>
<tr>
<td></td>
<td>Develop the ability and confidence to use all literature as a form of personal time-travel and meditation, with particular relation to mental health and well-being, and in turn to create this process for others.</td>
</tr>
<tr>
<td>2</td>
<td>Undertake an advanced programme in reading, involving the acquiring and development of attentive reading skills, in relation to both affect and cognition, together with a critical investigation of historical examples of reading as a form of potentially therapeutic meditation.</td>
</tr>
</tbody>
</table>
3 Gain an understanding of the theoretic models of bibliotherapy, practical performance-related skills, and workshop experience, enabling participants to establish courses in reading at appropriate levels.

4 Demonstrate the application appropriate research methods necessary for advanced literary scholarship.

In addition, the programme aims to:

5 Promote the development of effective communication and team-working skills capable of working collaboratively with all stakeholders.

6 Foster independent, reflective and self-directed learning.

7 Produce an individual with the ability to analyse and reflect critically on reading practice through experience.

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Master’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On completion of the Master’s programme the student will be able to:</td>
</tr>
<tr>
<td>M1</td>
<td>Demonstrate advanced understanding of the role of the therapeutic element in literature, the importance of live reading as literature in performance and psychology in action and the nature and value of both authorial revision and performative reading aloud.</td>
</tr>
<tr>
<td>M2</td>
<td>Apply advanced skills in close reading and reader response in relation a wide chronological range of literary thinking.</td>
</tr>
<tr>
<td>M3</td>
<td>Demonstrate in-depth analysis of the scientific evidence-base for the dramatic effect of verse on the brain and the benefits of reading.</td>
</tr>
<tr>
<td>M4</td>
<td>Critically analyse the intellectual principles lying behind the creation of shared reading community groups.</td>
</tr>
<tr>
<td>M5</td>
<td>Demonstrate practical skills that can be deployed in possible future training in the facilitation of reading groups.</td>
</tr>
<tr>
<td>M6</td>
<td>Show enhanced ability to reflect critically on reading practice in light of experience.</td>
</tr>
<tr>
<td>M7</td>
<td>Evaluate critically research and advanced scholarship in the discipline of bibliotherapy.</td>
</tr>
<tr>
<td>M8</td>
<td>Demonstrate a comprehensive understanding of a range of techniques applicable to their own research or scholarship in the discipline of bibliotherapy.</td>
</tr>
<tr>
<td>M9</td>
<td>Undertake an independent research or scholarly activity for the generation of new knowledge in the discipline of bibliotherapy.</td>
</tr>
<tr>
<td>M10</td>
<td>Demonstrate the independent learning ability required for continuing development in the discipline of bibliotherapy.</td>
</tr>
</tbody>
</table>
### Learning Outcomes – Postgraduate Diploma

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>Demonstrate advanced understanding of the role of the therapeutic element in literature, the importance of live reading as literature in performance and psychology in action and the nature and value of both authorial revision and performative reading aloud.</td>
</tr>
<tr>
<td>D2</td>
<td>Apply advanced skills in close reading and reader response in relation a wide chronological range of literary thinking.</td>
</tr>
<tr>
<td>D3</td>
<td>Demonstrate in-depth analysis of the scientific evidence-base for the dramatic effect of verse on the brain and the benefits of reading.</td>
</tr>
<tr>
<td>D4</td>
<td>Analyse the intellectual principles lying behind the creation of shared reading community groups.</td>
</tr>
<tr>
<td>D5</td>
<td>Demonstrate practical skills that can be deployed in possible future training in the facilitation of reading groups.</td>
</tr>
<tr>
<td>D6</td>
<td>Show ability to reflect critically on reading practice in light of experience.</td>
</tr>
<tr>
<td>D7</td>
<td>Evaluate critically research and advanced scholarship in the discipline of bibliotherapy.</td>
</tr>
<tr>
<td>D8</td>
<td>Demonstrate an understanding of a range of techniques applicable to their own research or scholarship in the discipline of bibliotherapy.</td>
</tr>
<tr>
<td>D9</td>
<td>Demonstrate the independent learning ability required for continuing development in the discipline of bibliotherapy.</td>
</tr>
</tbody>
</table>

### Learning Outcomes – Postgraduate Certificate

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Demonstrate systematic understanding of the role of the therapeutic element in literature and the nature and value of both authorial revision and performative reading aloud.</td>
</tr>
<tr>
<td>C2</td>
<td>Apply advanced skills in close reading and reader response in relation a wide chronological range of literary thinking.</td>
</tr>
<tr>
<td>C3</td>
<td>Show ability to reflect critically on reading practice in light of experience.</td>
</tr>
<tr>
<td>C4</td>
<td>Demonstrate the independent learning ability required for continuing development in the discipline of bibliotherapy.</td>
</tr>
</tbody>
</table>
The learning outcomes for the Postgraduate Award are variable, depending on the modules to the value of 30 credits that have been successful passed.

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1, D1, C1</td>
<td>PSYC600 PSYC601 PSYC602</td>
<td>Written assignment Oral presentation</td>
<td>N/A</td>
</tr>
<tr>
<td>M2, D2, C2</td>
<td>PSYC600 PSYC601</td>
<td>Written assignment</td>
<td>N/A</td>
</tr>
<tr>
<td>M3, D3</td>
<td>PSYC602</td>
<td>Written assignment Oral presentation</td>
<td>N/A</td>
</tr>
<tr>
<td>M4, D4</td>
<td>PSYC602</td>
<td>Written assignment Oral presentation</td>
<td>N/A</td>
</tr>
<tr>
<td>M5, D5</td>
<td>PSYC602</td>
<td>Written assignment Oral presentation</td>
<td>N/A</td>
</tr>
<tr>
<td>M6, D6, C3</td>
<td>PSYC600 PSYC601</td>
<td>Written assignment</td>
<td>N/A</td>
</tr>
<tr>
<td>M7, D7</td>
<td>PSYC503 PSYC505</td>
<td>Proof reading exercise Annotated bibliography Oral presentation Piece of reflective writing</td>
<td>N/A</td>
</tr>
<tr>
<td>M8, D8</td>
<td>PSYC503 PSYC505 PSYC504</td>
<td>Proof reading exercise Annotated bibliography Oral presentation Piece of reflective writing</td>
<td>N/A</td>
</tr>
<tr>
<td>M9</td>
<td>PSYC504</td>
<td>Dissertation</td>
<td>N/A</td>
</tr>
<tr>
<td>M10, D9, C4</td>
<td>PSYC600 PSYC601 PSYC602 PSYC503 PSYC505</td>
<td>All assessments</td>
<td>N/A</td>
</tr>
</tbody>
</table>
28. Skills and Other Attributes

**Skills and attributes:**

The following are developed and assessed through the programme:

1. **Communication skills** (oral, written, listening and visual)
2. **Information skills** (accessing, online, critical reading and evaluation)
3. **Problem solving/critical thinking/creativity skills** (analysing facts and situations and applying creative thinking to develop appropriate solutions)
4. **Team (group) working skills** (respecting others, co-operating, negotiating / persuading, awareness of interdependence with others)

In addition, other skills will be developed by participating in the activities of the programme but these will not be assessed directly and include:

- **Personal organisation and time management** – through organisation of time for reading, reflection and preparation of assessments
- **Improving own learning/performance** - through promotion of reflective practice as a result of formative feedback from peers and tutors

28a. Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>Skills and other attributes</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Communication</td>
<td>PSYC600, PSYC601, PSYC602, PSYC503</td>
<td>Learning skills</td>
<td>Written assignments</td>
</tr>
<tr>
<td>2 Information</td>
<td>PSYC600, PSYC601, PSYC602, PSYC503, PSYC504</td>
<td>Learning skills</td>
<td>Written assignments</td>
</tr>
<tr>
<td>3 Problem solving/critical thinking/creativity</td>
<td>PSYC600, PSYC601, PSYC602, PSYC503, PSYC504</td>
<td>Learning skills</td>
<td>Written assignments</td>
</tr>
<tr>
<td>4 Team (group) working</td>
<td>PSYC602, PSYC503, PSYC504</td>
<td>Learning skills</td>
<td>Written assignments</td>
</tr>
</tbody>
</table>

29. Career opportunities:

Reading in mental health contexts for health professionals and carers; enhancement of skills in librarianship and in education; occupations related
to reader development and literature outreach.

**Part C: Entrance Requirements**

**30. Academic Requirements:**

Applicants are normally required to have a 2:1 Hons degree from a UK University or degree-awarding HE institution, or the international equivalent of such a qualification, as recognised by NARIC and/or by the University’s International Recruitment Office.

The subject of an applicant’s first degree would normally be English or a joint/combined degree with English as a significant component. Applicants with a good degree (i.e. 2:1 BA Hons) in other Arts/Humanities subjects will also be seriously considered.

Students for whom English is not a first language will be required to demonstrate proficiency in English through an IELTS or TOEFL qualification, achieving a score of 7.0 (in IELTS, or the equivalent in TOEFL tests).

**Recognition of Prior Learning**

Accreditation of Prior Formal Learning (APFL)/ Accreditation of Prior Certificated Learning (APCL) i.e. credit transfer will be in accordance with the University’s policy on Recognition of Prior Learning (RPL).

[http://www.liv.ac.uk/eddev/supporting-teaching/rpl/](http://www.liv.ac.uk/eddev/supporting-teaching/rpl/)

Applicants with relevant certificated credits from previous study, which have not been credited to an award, maybe permitted to transfer these into the programme. No more than one third of the total credits for an award may derive from credit transfer. Applicants should discuss their potential for RPL with the School RPL advisor and submit their request for accreditation prior to entry to the programme.

**31. Work experience:**

None

**32. Other requirements:**

None

**Part D: Programme Structure**

**33. Programme Structure:**

The programme is modular and part-time.

Each year is divided into two 15 week semesters.

The programme is designed to be delivered over two academic years with:
- 60 credits of taught modules in each year
- 60 credit dissertation in year 2.
All modules are at level 7 and all modules are required modules.

PSYC600, PSYC601 and PSYC602 (PSYC500, PSYC501 and PSYC502 – London campus versions) can be taken as a stand-alone CPD module to accumulate credit for the award but to register for the programme it is recommended that they are studied in the order indicated in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>semester 1</th>
<th>semester 2</th>
<th>summer</th>
<th>Exit awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>year 1</td>
<td>PSYC600 Bibliotherapy 1: Therapy through literature 30 credits level 7</td>
<td>PSYC601 Bibliotherapy 2: Case Histories 30 credits level 7</td>
<td></td>
<td>PG Award with 30 credits @ level 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PGCert with 60 credits @ level 7</td>
</tr>
<tr>
<td>year 2</td>
<td>PSYC602 Bibliotherapy 3: Practices 30 credits level 7</td>
<td>PSYC503 Bibliotherapy 4: Research Skills 15 credits level 7</td>
<td>PSYC505 Bibliotherapy 5: Dissertation Project 15 credits level 7</td>
<td>PGDip with 120 credits @ level 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PSYC504 Bibliotherapy 6: Research Dissertation 60 credits level 7</td>
</tr>
</tbody>
</table>

The assessment tasks for the programme

<table>
<thead>
<tr>
<th>Year</th>
<th>semester 1</th>
<th>semester 2</th>
<th>summer</th>
<th>Exit awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>year 1</td>
<td>PSYC600 Bibliotherapy 1: Therapy through literature 30 credits level 7, Task 1 Written assignment</td>
<td>PSYC601 Bibliotherapy 2: Case Histories 30 credits level 7, Task 1 Written assignment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Year 2 | PSYC602 Bibliotherapy 3: Practices
30 credits level 7 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>Oral presentation 20 minutes 30%</td>
</tr>
<tr>
<td>Task 2</td>
<td>Written assignment (6000 words) 70%</td>
</tr>
</tbody>
</table>

| PSYC503 Bibliotherapy 4: Research Skills
15 credits level 7 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>Proof reading &amp; correction exercise 300 words 30%</td>
</tr>
<tr>
<td>Task 2</td>
<td>Critical annotated bibliography (30 items) 4000 words 70%</td>
</tr>
</tbody>
</table>
| PSYC505 Bibliotherapy 5: Dissertation Project
15 credits level 7 |
| Task 1            | Oral presentation of proposed project 15 minutes + 10 minutes questioning (50%) |
| Task 2            | Write up of |
oral presentation
3000 words (50%)  
PSYC504 Bibliotherapy
6: Research Dissertation
60 credits
level 7
Task Dissertation
15000 words (100%)  
MSc with 180 credits
@ level 7

34. Industrial placement/work placement/year abroad:
N/A

35. Liaison between the Level 2 Schools/Institutes involved:
N/A

Part E: Learning, Teaching and Assessment Strategies

36. Learning, Teaching and Assessment Strategies:

Learning and Teaching Strategies

Teaching activities emphasise the importance of set reading intended as a springboard to further independent research. Self-directed learning (SDL) is a key element of the programme and involves the student taking the initiative and primary responsibility for the learning experience. This will enable them to question and investigate the meaning and role of 'the therapeutic' in a range of writings from key test-areas in English Literature, across different genres and in relation to critical and theoretical texts. SDL will enable students to learn how to deploy advanced close-reading skills in the analysis and understanding of what it is that constitutes 'literary' thinking. This student-centred approach to learning and learning through active participation constitutes the underlying principles of the teaching approach.

Face-to-face delivery, through seminars supported by online group activity, will provide the student with opportunity to be introduced to and explore topics by discussion i.e. to focus on critical understanding of the key texts and encourage group interaction. This teaching activity creates opportunities to share ideas; to learn from other people’s experiences and background knowledge; to consider other points of view; to clarify and
Programme Specification PG

deepen understanding; to increase confidence in the topics studied and to build up a network of peer support.

Feedback to students on understanding and performance is a vital element in facilitating learning. Individual tutorials will be used to provide formative feedback on assessment tasks. The tutorials will identify specific qualities in the work, aspects needing improvement and what steps to take. They will be used to guide the student towards becoming an independent and self-reflective learner and their own critic.

Students will be introduced to and expected to use and develop research skills, particularly in the finding and retrieval of primary and secondary sources and in using libraries, archives and collections, and scholarly electronic databases and other similar resources. This will be encouraged in all modules but the modules PSYC503 Bibliotherapy Research Skills & PSYC505 Dissertation Project and PSYC504 Dissertation are especially designed to ensure that students have the necessary research and communication skills for academic and professional competence at postgraduate level.

**Assessment Strategies**

Assessment is designed to both motivate and monitor student performance in attaining appropriate standards in the programme learning outcomes and skills outlined in sections 27 and 28. Assessment tasks are designed to test the specific module learning outcomes and skills and use a variety of methods including written assignments varying in length, assessed oral presentations, an editing exercise, and the 15000 word Dissertation.

The assessment tasks require students to communicate their knowledge and understanding of the subjects studied in high-order written and oral forms, and also to analyse and evaluate the literary works, authors and issues examined in sophisticated ways. The Dissertation in particular is designed to establish and to assess students’ abilities in researching, developing, and completing a supervised yet independently devised and extensive research project.

Along with assessed coursework and presentations, formative work will be used to enable students to judge how well they are progressing throughout the programme. Written feedback will be provided on all assessed coursework submitted, and students will also be offered individual feedback sessions on their work.

One key assessment strategy used in written assignments is the two stage approach to the development of understanding and critical insight of the reading material. Stage one involves a short piece of formative writing to inform the final stage two more substantive piece of written work task. It should be noted that these short formative pieces constitute preparation for assessment task 2 but are not of the same material.

A portfolio task is used to provide the student with opportunity to examine key case histories in the area between religion and secularization, where literature offers a testing ground for human meaning in relation to other disciplinary areas (psychology, philosophy and theology). Oral presentations and a practical demonstration of leading a ‘Reader’ session are employed to test the development of the presentation and practical skills that will be deployed in future training in the facilitation of reading
group.

The focus is on the development of the specific research skills within the field of bibliotherapy involving proof reading tasks, correction tasks and producing an annotated bibliography. To complete these assessment tasks the student will have to use of a wide range of traditional and electronic resources available in a critical, discriminating and systematic way. Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research which will prepare the student for their dissertation module. Presenting a project proposal and report (respectively, oral and revised and written-up) has been included in the assessment tasks as an essential element of ensuring that the final dissertation is planned and feasible.

36a. Learning, Teaching and Assessment methods:

- Seminars incorporating interactive group discussions
- Self-directed learning for reading and critical reflection on key texts
- Online group discussions through discussion boards hosted in VITAL. These will focus on critical understanding of the key texts.
- Individual tutorials for formative feedback on assessment tasks
- Written assignments
- Portfolio of initial investigative writings
- Oral Presentation
- Practical demonstration
- Proof reading & correction exercise
- Critical Annotated Bibliography
- Presentation of project proposal – oral and written
- Dissertation

37. Assessment information for students:

Code of Practice on Assessment

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

The University marks scale, marking descriptors and qualification descriptors; The framework for modular, postgraduate programmes; Information about students’ progress, including guidance for students; The procedure for assessment appeals; Regulations for the conduct of exams; The University's policy on making adjustments to exam arrangements for disabled students. The code of practice relating to external examining (see also below) The Academic Integrity Policy, which covers matters such as plagiarism and
collusion and includes guidance for students;
The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
The policy on providing students with feedback on assessment.

Please click here to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the ‘Your University’ handbook.

**Marking criteria:**

**Scope**
Does the essay include all the facts, theories and discussions relevant to the issue? Is it comprehensive?

**Critical Analysis**
Does the writer show an adequately critical appraisal? Is the criticism constructive? Are the arguments logically valid? Is it free from irrelevancies and unsupported generalisations?

**Originality**
Is there clear evidence of original thinking? Does the writer contribute new viewpoints, or synthesise and categorise their facts in a new way?

**Bibliography**
Are the references comprehensive and up to date? Are the sources appropriate? Are all the important references included? Are the references correctly cited according to APA style?

**Communication**
Does the essay communicate the writer's ideas and knowledge well? Are conclusions adequately and logically drawn? Is it concisely written and grammatically and orthographically correct? Is it legible?

**Distinction – 70% and above**

Work that is graded within this range is exceptionally good. The student will have clearly met the criteria for a merit and the work will meet the following criteria:

- Addresses the question in a focussed and authoritative manner
- Provides a comprehensive and accurate coverage of the area
- Offers deep insight into theoretical issues
- Demonstrates ability to integrate a wide range of different kinds of knowledge from within and outside the practice/discipline area
- Demonstrates highly developed theoretical and methodological skills of critical analysis
- Offers a convincing line of argument that can be followed very easily throughout
- Generates new ideas and/or handles information in novel ways
- Provides wide-ranging and appropriate evidential support for claims that are made
Merit – 60%- 69%

Work that is graded within this range is highly competent. The student will have met the specific learning outcomes fully and the work will meet the following criteria:

- Addresses the question in an explicit and relevant manner
- Provides a reasonably comprehensive and generally accurate coverage of the area
- Demonstrates good understanding of theoretical issues
- Demonstrates ability to integrate a fairly wide range of different kinds of knowledge from within and outside the practice/discipline area
- Demonstrates reasonably well developed theoretical and methodological skills of critical analysis
- The line of argument is well organised, structured and clearly presented
- Arguments made are supported with reference to relevant literature.

Pass – 50%- 59%

Work that is graded within this range shows an acceptable level of competence. The student will have met the specific learning outcomes and the work will meet the following criteria:

- The work is clearly presented and attempts to address the question
- Draws on relevant material but does not use it to explicitly address some key issues in the question
- Provides a generally accurate coverage of the area, though with some omissions and errors
- Demonstrates some understanding of theoretical issues
- Demonstrates the ability to integrate a range of different kinds of knowledge from within and outside the practice/discipline area
- There is some evidence of critical analysis of theoretical and methodological issues
- The argument is not well developed
- There is a tendency to make claims without supporting evidence

Compensable Fail – 40%- 49%

Work that is graded within this range demonstrates some knowledge and understanding of the area. The student will have met some of the specific learning outcomes and the work will meet the following criteria:

- The question is not answered directly
- Gaps in knowledge and understanding are evident
- Sparse coverage of relevant information with substantial amounts of irrelevant and/or inaccurate information
- Draws on a limited range of different kinds of knowledge from within and outside the practice/discipline area
- Includes only implicit critical evaluation of the material, usually through structure
- The argument is poorly developed and expressed
39. **Student representation and feedback:**

All students on the programme are encouraged to stand for election in the School of Psychology’s Staff-Student Liaison Committee (SSLC) in accordance with the University Code of Practice on Student Representation.

Information on the election process and dates will be announced at the start of the academic year.

The SSLC will normally meet at least three times a year. The membership of the SSLC, its terms of reference, and the manner in which it conducts its business will conform to the requirements of the Annex to the Code of Practice on Student Representation. Elections to the SSLC will be carried out within the structure determined by the University Student Representation Steering Group, and Programme Representatives will be encouraged to attend the training provided for them by the Guild of Students.

At the end of each module students are asked to complete module evaluation. Quantitative measures are taken on overall organisation and satisfaction, subject knowledge, delivery, learning resources and tutorials if relevant. The module coordinator then produces a response which is fed back to the students through VITAL.

---

**Part F: Status of Professional, Statutory or Regulatory Body Accreditation**

39. **Status of Professional, Statutory or Regulatory Body Accreditation:**

N/A

---

**Part G: Diversity & Equality of Opportunity and Widening Participation**

40. **Diversity & Equality of Opportunity and Widening Participation:**

The programme design, structure and content are consistent and compliant with the University’s Diversity and Equality of Opportunity Policy.
ANNEX 1

Annex Of Modifications Made To The Programme

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>