# KentVision Code and title of the module

PSYC6175 Psychology Placement

# Division and School/Department or partner institution responsible for the module

Division of Human and Social Sciences, School of Psychology

# The level of the module

Level 6

# The number of credits and the ECTS value which the module represents

120 credits (60 ECTS)

# Which term(s) the module is to be taught in (or other teaching pattern)

Year Long

# Delivery of the module

* 1. **Mode of study**

In person

* 1. **Campus(es) or centre(s) where module will be delivered**

Part of Canterbury-based courses. Content will be delivered at various locations depending on the placement.

# Prerequisite and co-requisite modules and/or any module restrictions

None. Not available as an elective module. Not available to short term credit students.

# The course(s) of study to which the module contributes

* 1. **The module is compulsory for the following courses**

Business Psychology with a Placement Year

Psychology with a Placement Year

Psychology with Clinical Psychology and a Placement Year

* 1. **The module is optional for the following courses**

None

# A synopsis of the curriculum

In this year, students undertake a placement within an organisation relevant to an area of psychology, such as the Health Service, Home Office, Education Department or Speech and Language Therapy Services. Students may also undertake research placements, so long as the work is clearly relevant to psychology. During this time their work will be under the joint supervision of an academic member of staff and a supervisor within the placement setting. The placement is for a minimum of 30 weeks in duration, and typically starts in September. Students are typically on placement 4 days a week, and the fifth day is dedicated to completing coursework. Students on placement attend ‘Back to Kent’ days, when they return to the University and meet with one another, and the Director of Placements, to discuss their experiences.

# Contact Hours

Private Study: 1168

Contact Hours: :32

Total: 1200

# Learning and teaching methods

Regular supervision sessions plus preparatory workshops.

# The intended subject specific learning outcomes

On successfully completing the module students will be able to:

12.1 Demonstrate knowledge about, experience of, and insight into, the use of psychological knowledge in an applied work setting.

12.2 Apply skills and knowledge acquired during stages 1 and 2 in a placement setting.

12.3 Critically reflect on issues that arise in their placement.

12.4 Communicate effectively, orally and in a written/visual format, about their experience on placement and the use of psychological knowledge in an applied work setting.

# The intended generic learning outcomes

On successfully completing the module students will be able to:

13.1 Demonstrate professional skills associated with working effectively in applied settings.

13.2 Reflect on performance in the workplace.

13.3 Communicate effectively using media appropriate to purpose.

13.4 Relate ideas to an audience.

13.5 Demonstrate critical evaluation and exposition of ideas.

13.6 Undertake self-reflection and development from feedback from different sources (e.g. staff, peers, information technology).

13.7 Understand the limits and potentialities of arguments based on quantitative and/or qualitative information.

# Assessment Strategy

* 1. **Main assessment methods**

Reflective Report 4,000 words (Pass/Fail)

Presentation (this assessment takes place in the following academic year) (Pass/Fail)

Supervisor Performance Assessment (Pass/Fail)

Students must pass all assessments in order to achieve the learning outcomes of the module

* 1. **How the assessment methods outlined above fit with the course assessment strategy?**

Pass/fail module which incorporates supervisor’s rating of students’ work performance plus a reflective diary which encourages students to remain engaged with their course throughout the placement. The presentation consolidates learning and allows students to share their experiences and build on these in their final year of study.

* 1. **Reassessment methods**

Like for Like, for Reflective Report and Presentation.

(Supervisor Performance Assessments rate a student’s progress in their placement work throughout the year and cannot be reassessed.)

# Mapping of Learning Outcomes

Map of module learning outcomes (sections 12 & 13) to learning and teaching methods (section 11) and methods of assessment (section 14).

* 1. **Module learning outcomes against learning and teaching methods**

| **Module learning outcome** | 12.1 | 12.2 | 12.3 | 12.4 | 13.1 | 13.2 | 13.3 | 13.4 | 13.5 | 13.6 | 13.7 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars/Lecture | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Supervisor Meetings | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

* 1. **Module learning outcomes against assessment methods**

| **Module learning outcome** | 12.1 | 12.2 | 12.3 | 12.4 | 13.1 | 13.2 | 13.3 | 13.4 | 13.5 | 13.6 | 13.7 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reflective Report | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |
| Supervisor Performance Assessment |  | **X** |  |  | **X** |  |  |  |  | **X** |  |

# Reading list

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

# Inclusive module design

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

# 

**MODULE RECORD**

**All revisions for this module are recorded in the table below for student and staff information.**

| **Date approved** | **New/ Material/ Major/ Minor revision** | **Start date of delivery of this version** | **Applies to new cohorts and/ or existing students** | **Sections revised (if applicable)** |
| --- | --- | --- | --- | --- |
| 29.01.23 | New | Sept 23 | New |  |
| 16.05.23 | Major | Sept 24 | effective for all placements occurring from 24-25 onwards so cohort entry year 22-23 (current stage 1 students). | 9, 14 |