Application for Accreditation of First Qualification in Psychology

New undergraduate or conversion programme(s)

Education provider

Name of institution:	
Click here to enter text.	
Name of awarding body:	
Click here to enter text.	
Academic unit(s) in which programme provision is based:	
Click here to enter text.	
Full address:	
Click here to enter text.	
Name of Programme Chair/Director(s) or Co-ordinator(s) (with overall academic responsibility):	
Click here to enter text.	
Who should we approach with any queries about this application? (Name, role, contact details):	
Click here to enter text.	
Senior management sign off: *We require the Head of the academic unit in which programme provision is based to affirm the accuracy of the information contained within this application and within the additional documentary evidence provided.*	
Signature (electronic):	
Name and Role:	
Click here to enter text.	
Date of Submission:	
Click here to enter text.	

Submission Checklist

The sources of evidence to be supplied alongside this self-evaluation questionnaire are outlined below.

Required documentary evidence source (or equivalent alternative source if appropriate)	Enclosed?	
	Y	**N**
Programme Design	*Please tick*	
A document detailing: Programme learning outcomes, Module learning outcomes, How learning outcomes map to programme content and assessments, Teaching and learning strategy, and Programme-focused assessment strategy	☐	☐
Programme Content		
Module descriptors	☐	☐
Programme handbook	☐	☐
Booklists	☐	☐
Curriculum, research, placement (if appropriate) and/or other handbooks if applicable	☐	☐
A sample of blended/online learning resources if applicable (or facilitated access to same)	☐	☐

Assessment material (Continuous assessment documents and examination papers)	☐	☐
Brief information on subsidiary subjects (if appropriate)	☐	☐
Programme delivery		
CV's / brief biographies for all staff listed in item 6.3	☐	☐
Staffing plan (academic, administrative, technical, and other support staff) from start to steady-state.	☐	☐
Resources and facilities		
Plan for investment in: dedicated and shared online and/or physical laboratory resources, facilities, and equipment; IT hardware/software; library resources, from start to steady-state.	☐	☐
Quality assurance and enhancement		
An overview of any additional feedback collected by the programme in relation to quality matters (e.g. Internal Programme Review document).	☐	☐
Copies of the most recent report by your external examiner(s), and your response, detailing any actions taken if available.	☐	☐
Institutional marks and standards document(s)	☐	☐
*Please note that our reviewers may request clarification or ask for further information in addition to that detailed above in the event that they judge that the evidence sources provided are not adequate for a fully informed decision to be made with regard to fulfilment of stated accreditation requirements.		

1. The Programme(s)

Title of programme and name of award:
Click here to enter text.
Award NFQ level: Click here to enter text.
ECTS Credits: Click here to enter text.
Programme type (tick one)
☐ Single Honours   ☐ Joint Honours   ☐ Conversion Award
Mode of study (tick all that apply)
☐ Full-time   ☐ Part-time   ☐ Continuous/modular ☐ Distance/online learning   ☐ Blended Learning
Has the award been validated by the awarding body?   ☐ Yes   ☐ No
Date of first intake: Click here to enter text.
Intake from which accreditation is sought (Date of Commencement): Click here to enter text.

* **Note:** If your programme has not yet been validated, please indicate the date on which the validation event (or equivalent) is planned to take place. Programme(s) must be validated or be sufficiently developed such that they are ready for internal validation before the Society will undertake a partnership visit. A partnership visit will be undertaken to all new providers.

2. Context and rationale

Why has this new programme been developed?
Please briefly outline the rationale for the development of this new programme

Click here to enter text.

What are the distinctive features of this provision?
Please briefly outline what you feel to be the distinctive features or strengths of this provision, using bullet points. These may relate to the provision, the academic unit in which it is based, or the education provider more generally.

Click here to enter text.

What main priorities have been identified for further development of the provision?
Please briefly advise any specific ways in which you feel the Society's visit to your programme may be able to support you with regard to these priorities.

Click here to enter text.

3. Programme Design

3.1 Duration of studies

Length of course in years (if this is not fixed, e.g. for module/continuous programmes, please outline possible progression pathways)	Click here to enter text.

3.2 Credits comprising psychology content

Undergraduate programmes: % of ECTS Credits comprising psychology content (must be ≥ 50%)	Click here to enter text.
Conversion programmes: % of ECTS Credits comprising psychology content (must be ≥ 75%)	Click here to enter text.

3.3 Modules

Please list below each of the modules of which the accredited award is comprised (note: please add rows as required):

Module code	Module title	ECTS Credits	Assessment task(s)	Mandatory/ optional	Name of module coordinator

3.4 Assessment

% of psychology component assessments that contribute to the final award (must ≥ 50%)	Click here to enter text.

You must include a statement in your programme handbook(s) advising students that, in order to be eligible for PSI graduate membership, they must pass the independent research project, and gain at least a Lower Second Class Honours degree, or its equivalent (i.e. an overall pass mark of at least 50% for conversion programmes). Please tell us where these statements are located. If students are advised of these requirements via an alternative source, please provide further information below.

Where your institution's regulations allow students to achieve the award without passing the independent research project, please advise us of the steps you have taken to seek exemption from this regulation on the grounds of accreditation requirements.

For conversion courses, if your institution does not use a percentage-based marking scheme, please provide brief details of how your scheme will enable the Society to identify those graduates who have achieved a minimum of 50% overall.

Statement	Document/source	Page reference
Independent research project must be passed		
Minimum H2.2 (or equivalent) required for graduate membership		

3.5

Is there any specific good practice you wish to highlight in relation to programme design?
For any good practice highlighted, please describe the impact of that good practice on the quality of the overall student experience, or on other aspects of programme delivery.

Click here to enter text.

Evidence Requirements

For this programme standard we expect you to submit the following evidence sources:
A document detailing:

- Programme learning outcomes
- Module learning outcomes
- How learning outcomes map to programme content and assessments
- Teaching and learning strategy
- Programme-focused assessment strategy

Please indicate in the submission checklist at the front of this document which evidence sources you have provided.

4. Programme content

4.1 Core curriculum within overall programme

In order to facilitate reviewers' evaluations of the coverage of the core curriculum in terms of its breadth and depth, please detail the modules that students need to take to achieve the award, and which modules relate to the core curriculum. This table will also enable reviewers to identify any potential distinctive or positive practice present in the programme content.

Module code	Module title	Year of delivery OR indicate continuous/modular	Level/stage	Required for achievement of award? (yes no)	Relates to core curriculum component (state component)?	Assesses core curriculum component (state component)?

4.2 Practical work

4.2.1

Briefly detail the approach taken to ensure that students engage in an appropriate level of practical work across the curriculum. Include the means by which this practical work is organised in the context of the programme's mode of study.

Click here to enter text.

4.2.2

In this table present information on coverage of, and student engagement in, practical work: nature and type of practical work completed; methodologies and techniques covered; data collection, preparation, and analysis opportunities. Throughout this table clearly indicate where activities focus on qualitative, quantitative, or mixed methods, as well as research ethics.

Module code	Module title	Coverage of, and student engagement in, practical work

4.3 The independent research project

Briefly detail the approach taken with regard to independent research project supervision in this programme, including: who supervises projects; how supervision is organised and how supervisor workloads are allocated; how it is ensured that supervisors hold the appropriate qualifications, experience, and research literacies; and the processes in place to ensure students are supported throughout the process.

Click here to enter text.

4.4

Is there any specific good practice you wish to highlight in relation to this standard?
For any good practice highlighted, please describe the impact of that good practice on the quality of the overall student experience, or on other aspects of delivery.

Click here to enter text.

Evidence Requirements
For this programme standard we expect you to submit the following evidence sources:
- Module outlines: we expect to see evidence that provides an overview of what is taught in each module. If that level of detail is not included in the module descriptor please provide additional documentation.
- Programme handbook.
- Booklists
- Curriculum, research, placement (if appropriate) and/or other handbooks, if applicable.
- Assessment material (Continuous assessment documents and examination papers)
- Brief information on subsidiary subjects (if appropriate)

Please indicate in the submission checklist at the front of this document which evidence sources you have provided.

5. Ethics and ethical practice

5.1
Please provide a brief overview of how students develop knowledge, skills, and competencies relating to ethics and ethical practice across the programme.

Click here to enter text.

5.2
How are students' understanding of, and skills and competencies relating to, ethics evaluated?

Click here to enter text.

5.3
What procedures are in place for gaining ethical approval for students' research?

Click here to enter text.

5.4
What mechanisms are in place for identifying and dealing with ethical or professional misconduct?

Click here to enter text.

5.5
How are students made aware of ethical and professional practice frameworks (as appropriate to their level of study)?

Click here to enter text.

5.6
Have you reviewed your provision against the Society's *Code of Professional Ethics*?

Yes ☐   No ☐

5.7
Is there any specific good practice you wish to highlight in relation to this standard?
For any good practice highlighted, please describe the impact of that good practice on the quality of the overall student experience, or on other aspects of delivery.

Click here to enter text.

Evidence Requirements
There are no additional evidence requirements for this programme standard. However, we will expect the documentary evidence provided in relation to programme design and programme content to demonstrate appropriate approach to, and coverage of, ethics.

6. Programme delivery

6.1 Programme leadership and coordination

Briefly detail the leadership and coordination arrangements for the programme, including the name(s) of Programme Chair/Director(s), details of their qualifications and experience, and details of their role and responsibilities in relation to this programme

Click here to enter text.

6.2 Staff numbers

6.2.1

This table allows for the detailing of staff member contribution to the delivery of the **programme** to which this submission relates. Please list those staff that hold key roles associated with programme delivery and indicate the nature of those roles in the table below (e.g. academic leadership, teaching role, placement coordination, and/or research supervision).

Permanent Full-Time and Contractual Academic Staff (full-time, part-time and fractional)					
Name	**Post**	**Dept. / School / Unit**	**FTE contracted to psychology programme**	**Main responsibilities in relation to the programme(s)**	**Highest Qualification in Psychology**
Please add rows as required					
Total FTE				**A**	

Graduate teaching assistants (or equivalent)					
Name	**Post**	**Dept. / School / Unit**	**FTE contracted to psychology programme**	**Main responsibilities in relation to the programme(s)**	**Highest Qualification in Psychology**
Please add rows as required					
Total FTE				**B**	

Other Hourly Paid Staff					
Name	**Post**	**Dept. / School / Unit**	**FTE contracted to psychology programme**	**Main responsibilities in relation to the programme(s)**	**Highest Qualification in Psychology**
Please add rows as required					
Total FTE				**C**	
Total FTE for all academic staff (A+B+C)				**D**	

6.2.2

Please provide any additional comments relating to staff numbers, and specifically on how the FTE figures in the table above were calculated.

Click here to enter text.

6.2.3

Please detail any approved staffing vacancies relating to this programme. Please ensure that these are not included in the staffing numbers above or the SSR calculation below.

Approved staffing vacancies	
Post	**Expected responsibilities in relation to the programme(s)**
Please add rows as required	
Total FTE	

6.2.4

Please provide an overview of your approach to ensuring that academic staff maintain expertise in learning, research and practice (where relevant), ensuring that they remain up to date. Detail how staff development for academic staff is supported.

Click here to enter text.

6.3 Student numbers

The figures in boxes E-J should represent all students that draw on the psychology staff listed in boxes A-C outlined above, including undergraduate, postgraduate and research students. Full-time undergraduate psychology students should be returned as 1 FTE.

The FTE of joint honours students, or students from other disciplines participating in modules that contribute to the provision for which accreditation is sought, should be based on the number of psychology modules/psychology credits to be completed as a fraction of their overall degree.

	Students on Psychology programmes/ modules submitted for accreditation		Students on other programmes/ modules/research			
			UG		**PG/research**	
Psychology students FTE	E		G		I	
Non-Psychology Students FTE	F		H		J	
Total Student FTE	K		L		M	
Total FTE for all Students (K+L+M)	N					

6.3.1

Please provide any additional comments relating to student numbers, and specifically on how the FTE figures in the table above were calculated.

Click here to enter text.

6.4 Staff: Student ratio

The staff: student ratio (SSR) is a calculation that represents the overall SSR for the psychology provision. It is calculated by taking the overall student FTE (N) and dividing it by the overall staff FTE (D). Using the information provided in the tables above, please calculate the staff student ratio for your provision.

Staff FTE (D)	Student FTE (N)	=	SSR (N ÷ D)

6.5 Support Staff

6.5.1

Support roles	Dedicated staff FTE	Shared staff FTE	Overview of staff activities with regard to: supporting the student experience; providing support to academic staff.
Administrative/ professional services staff			
Psychology technical staff			
Other support staff	Please specify any other support staff types, e.g. distance/online learning support staff		
Please add rows as required			

6.5.2

Please provide an overview of your approach to ensuring that support staff maintain up to date expertise as appropriate for their role. Detail how staff development for support staff is supported.

Click here to enter text.

6.6

Is there any specific good practice you wish to highlight in relation to this standard?
For any good practice highlighted, please describe the impact of that good practice on the quality of the overall student experience, or on other aspects of delivery.

Click here to enter text.

Evidence Requirements

For this programme standard we expect you to submit the following evidence sources:

- CV's / brief biographies for all staff listed in item 6.3 since last accreditation.
- Staffing plan (academic, administrative, technical, and other support staff) from start to steady-state.

Please indicate in the submission checklist at the front of this document which evidence sources you have provided.

7. Resources and facilities

7.1
Please provide details of any specific challenges or constraints in relation to access to resources for this particular programme.

Click here to enter text.

7.2
What dedicated and shared laboratory and practical facilities (online and/or physical) are in place? Use bullet points. For each point include information on on-campus and off-campus student access.

Click here to enter text.

7.3
What specialist Psychology research resources and equipment are available? (Including testing materials and software supporting research). Use bullet points. For each point include information on on-campus and off-campus student access.

Click here to enter text.

7.4
What other information technology hardware/software and/or audio-visual facilities (online and/or physical) are available? Use bullet points. For each point include information on on-campus and off-campus student access.

Click here to enter text.

7.5
How many books and journals are available to students?

Click here to enter text.

7.6
What psychology databases do students have access to? Is full text or abstract only access provided?

Click here to enter text.

7.7
How are student advised of the resources to which they have access, and the necessary support and/or training to make use of these?

Click here to enter text.

7.8

Is there any specific good practice you wish to highlight in relation to this standard?
For any good practice highlighted, please describe the impact of that good practice on the quality of the overall student experience, or on other aspects of delivery.

Click here to enter text.

Evidence Requirements
For this programme standard we expect you to submit the following evidence sources:
- Plan for investment in: dedicated and shared online and/or physical laboratory resources, facilities, and equipment; IT hardware/software; library resources, from start to steady-state.

Please indicate in the submission checklist at the front of this document which evidence sources you have provided.

8. Quality assurance and enhancement

8.1 External Examiner(s)

In this table provide details of the current external examiner(s) for the programme. If you are submitting a programme(s) for accreditation prior to recruiting students, please identify the appropriately qualified academic(s) who has/have agreed to act as external examiner(s) for the programme(s). If listed external examiners are at the end of their term of office also include the proposed replacement external examiner(s).

Name	Post	Affiliation/ Employer	Society/ Professional membership	Term of office

8.2

Is there any specific good practice you wish to highlight in relation to this standard?
For any good practice highlighted, please describe the impact of that good practice on the quality of the overall student experience, or on other aspects of delivery.

Click here to enter text.

Evidence Requirements
For this programme standard we expect you to submit the following evidence sources:
- An overview of any additional feedback collected by the programme in relation to quality matters (e.g. Internal Programme Review document).
- Copies of the most recent report by your external examiner(s), and your response, detailing any actions taken if available.
- Institutional marks and standards document(s)

Please indicate in the submission checklist at the front of this document which evidence sources you have provided.