**BSc (Honours) Psychology with Business**

**Faculty of Business, Law and Social Sciences**

**Department of Psychology**

## Section One

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| Programme Philosophy | |
| The Psychology with Business degree at Birmingham City University produces unique graduates equipped to focus on the interpersonal elements of our modern enterprise focused society. Gaining the core elements of a psychology degree outlined by the British Psychological Society, this multidisciplinary degree integrates psychology as a specialism into the context of business. Alternatively, graduates are able to choose chartered psychology career paths, directly applying the business elements to the field of organisational psychology for example.  The business portion of this programme places emphasis on analytical skills, also a core element of psychology. This unique combination will result in a methodical graduate with the ability to evaluate and produce informed decisions, particularly in the contexts of organisations. From an employment perspective, the practical business experience and complementary conceptual frameworks from both fields will also allow graduates to initiate change at both team and management levels. As such, the programme content is naturally tailored to facilitate your personal development and general employability skills.  Being internationally experts in their respective fields, staff deliver teaching which is underpinned by internationally recognised research and practice. Their ability to effectively deliver this content is recognised through both qualifications and contemporary teaching methods recognised by the UK higher education academy. Examples include use blended learning approaches and employment-related problem solving. Learning is also facilitated outside of the programme with field trips aimed to further develop psychological knowledge. Our new purpose built environment (completed in 2015) also enhances the learning experience, with its dedicated research labs, audiovisual spaces and specialist computer equipment. Dedicated psychology technicians and a 24-hour on-site library also provide convenient access to support for your studies. Your learning is accentuated by “hands-on” employment experience through a combination of internships, study abroad programmes and international placements. For example, during the second year of your degree, you can gain international insight and experience a new culture with our Erasmus+ exchange programme. This affords you the opportunity to study in another EU country for part of your degree. This provides you with a unique opportunity to strengthen your foreign language skills, enhance your CV, experience new cultures and make new contacts and friends. Dedicated psychological and business oriented modules also focus on problem based learning and transferability of core skills, accentuating the applicability of the programme to real world contexts.  With Birmingham being a city involved in numerous entrepreneurial drives, our programme focuses on integrating our students into applicable networks. This means that our graduates are able to create networks in the world of business, but will also present their unique skillset within this field. Similarly, we welcome personal development of graduates through social enterprises in order to create impact within the local community. Within our degree, students are also provided with the opportunity to collaborate with charities and government organisations (e.g. the NHS and surrounding prisons) in order to promote positive change whilst developing relevant employability skills. | |
| Programme Aims This section articulates the programme level learning outcomes framed by the five themes of the Academic Plan. | |
| 1. Pursuing Excellence | Provide graduates with the appropriate theoretical, practical and empirically-based knowledge, enabling them to generate academic and applied impact. |
| 1. Practice-led, knowledge-applied | Enable graduates to apply their theoretical and conceptual knowledge gained from both disciplines across a variety of (real-world and discipline specific) contexts. |
| 1. Interdisciplinarity | Utilise the research methodology, conceptual ideas and technology from psychological, business or other disciplines in a variety of contexts. |
| 1. Employability-driven | Sufficient knowledge and practical experience to allow graduates to fulfil the person specification required for business operation, basis for chartered psychological practice or the application of either discipline within a specific employment context. |
| 1. Internationalisation | Graduates will develop an increased awareness of international standards in practice and how this differs according to specific beliefs, traditions and culture. |
| Your degree is accredited by the British Psychological Society (BPS), and if you achieve 2.2 or above you will be eligible for the graduate basis for chartership in psychology (GBC) from the BPS, and as a graduate member you can use the designated title of MBPsS. Your degree programme has carefully been aligned to the requirements stipulated by the BPS Undergraduate Education Committee (UEC) and The Quality Assurance Agency for Higher Education (QAA) Subject Benchmark Statements for psychology (2010) and business (2015). The requirements of the BPS and QAA are articulated within the intended learning outcomes described below:   |  | | --- | | **Learning Outcomes**  **[1] KNOWLEDGE AND UNDERSTANDING:**  [1.1] The GBC core syllabus topic areas in Psychology as stipulated by the British Psychological Society (BPS)/ Undergraduate Education Committee (UEC) and The Quality Assurance Agency for Higher Education (QAA) Subject Benchmark Statement (2010), and their empirical, theoretical and conceptual basis.  On completion of the degree, graduates will know and understand:  [1.2] The historical and scientific underpinnings of the discipline of Psychology and how these underpinnings differ across the core syllabus topic areas.  [1.3] How the six core areas in Psychology can explain factors that influence the mind, brain, behaviour and experience, and of the complex interactions between these.  [1.4] How the core and derived specialised areas in Psychology and Business contribute to the understanding of contemporary issues and those issues that are at the forefront of the discipline.  [1.5] The two core curriculum topic areas of research methods and the practical component stipulated by the British Psychological Society/ Undergraduate Education Committee (UEC), and The Quality Assurance Agency for Higher Education (QAA) Subject Benchmark Statements (2010), which require, an examination of Quantitative and Qualitative Research Methods, data collection, statistical analysis, data analysis, measurement techniques, psychometrics and their appropriate application to research and practical laboratory work.  [1.6] The limits of Psychology as a discipline and the application of related disciplines, such as Business can explain the interaction of the human organism as a whole in the social world.  [1.7] The role of brain functioning across multiple Psychological perspectives which aid in the understanding of individual behaviour, experience and psychological phenomena.  [1.8] How the main areas of Psychology and Business have developed integrated and contributed to the growth of specialised areas which are underpinned by both disciplines.  [1.9] The ethical guidelines prescribed by specialised and academic institutional ethical bodies, which govern the Psychological Research.  [1.10] The Psychology career prospects that are available for GBC graduates who would like to pursue a career in the field of Psychology, or work, research, training areas that are related to Psychology. Specific careers related to Psychology with Business will be explored.  **[2] INTELLECTUAL SKILLS:**  On completion of the degree, graduates will be able to:    [2.1] Reason scientifically, understand the role of evidence and make critical judgements about arguments in Psychology.  [2.2] Adopt and integrate multiple perspectives and systematically analyse the relationships between them.  [2.3] Detect patterns in behaviour and experience, and evaluate their significance in light of various psychological and Business perspectives.  [2.4] Apply the main perspectives in Psychology to the explanation of patterns in behaviour, psychological functioning, thinking and brain functioning.  [2.5] Pose, formulate and critique research questions.  [2.6] Demonstrate competence in research skills through practical activities.  [2.7] Generate and explore hypotheses and research questions.  [2.8] Integrate the main perspectives in Psychology and Business and consider their application to the understanding of contemporary issues within both disciplines  [2.9] Exhibit skills of scientific writing and presenting results.  [2.10] Review and critically evaluate empirical evidence using a range of techniques.  [2.11] Plan, execute and present an independent project under supervision.  [2.12] Formulate and apply appropriate ethical judgments when carrying out research.  [2.13] Exhibit psychological literacy.  **[3] PRACTICAL, RESEARCH AND INDEPENDENT LEARNING SKILLS:**  On completion of the degree, graduates will be able to:  [3.1] Employ appropriate statistical methods when undertaking psychological research.  [3.2] Initiate, design, conduct and report on an empirically based research project under appropriate supervision. This involves recognition of its theoretical, practical and methodological implications and limitations.  [3.3] Use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments.  [3.4] Show awareness of ethical considerations involved in data collection.  [3.5] Reflect on how perspectives in psychology and Business apply to both personal experiences and the experiences of others.  [3.6] Utilise scholarly reviews and primacy source material to gather appropriate information that contributes to the formulation of balanced arguments.  [3.7] Handle primary sources critically.  [3.8] Apply problem-solving skills, and be aware that knowledge may require different approaches to problem-solving.  [3.9] Show the capability to learn independently and pragmatically.  **[4] TRANSFERABLE SKILLS/KEY SKILLS:**  On completion of the degree, graduates will be able to:  [4.1] Communicate effectively in a variety of modes.  [4.2] Select, apply and evaluate appropriate numerical and statistical methods for complex tasks, and interpret data effectively.  [4.3] Use software applications which are generic and discipline based.  [4.4] Retrieve and organise information effectively.  [4.5] Engage in effective teamwork.  [4.6] Problem solve and reason scientifically.  [4.7] Show sensitivity to contextual and interpersonal factors.  [4.8] Show effective presentation skills.  [4.9] Consolidate information effectively.  [4.10] Construct Psychology reports.  [4.11] Apply key competencies and skills which are relevant to the study of the GBC syllabus.  [4.12] Engage in reflective practice.  [4.13] Apply GBC skills and knowledge in the preparation for graduate destinations.  [4.14] Utilise e-technology skills attained from virtual learning platforms and psychology supporting software.  [4.15] Apply skills attained from working experiences where possible.  [4.16] Apply skills attained from student engagement with staff led research projects where possible. | | |
| Programme Learning, Teaching & Assessment Strategy | |
| As a result of a rigorous development process involving academic staff, alumni and experts in pedagogy, this programme is designed to deliver the highest standards in learning practice whilst aligning with specifications determined by psychological the (British Psychological Society) accrediting body and QAA benchmark standards for business and management. The specific approaches to teaching, assessment and student engagement outlined below will ensure that graduates are able to contribute to knowledge in both fields and adapt this to wider employment opportunities.  At the heart of our programme is an increasing progression in the level of knowledge underpinned by active learning. This ranges from an understanding of theory and perspectives in earlier stages; followed by the application of knowledge and professional practice; before being able to synthesise, innovate and create based on what has been learned previously. The nature of course content, delivery, mode of assessment and external applications will differ according to the appropriate level of knowledge.  **Your first year**  At level 4, content will largely be knowledge driven, characterised by increasing understanding of major theories and perspectives. This will ensure that you meet BCU principles of excellence and internationalisation through establishing the best standards of practice on a global level. You will learn about the six core subject areas with psychology in addition to both the structure of organisations and their business environment. Knowledge of markets, finance and operation within and across organisations will also be established. You will begin to develop psychological literacy skills (writing, presenting) according to the internationally renowned APA style and gain transferrable skills essential to a career in both fields. You will also learn how to retrieve and organise information effectively, handle primary source material effectively and begin to make critical judgements. Delivery methods will reflect this, with a primary focus on content delivered via Moodle (our Virtual learning environment), supplemented with online video-based informative content and use of databases to locate contemporary research. You will begin to think analytically, both in terms of statistics (via hands-on research analysis sessions is groups) and concepts and ideas (such as the changing impact of technology, in addition to innovation & enterprise development within organisation contexts). You will also gain initial insight into critical evaluation, querying the validity and utility of the course content (e.g. examining the ethical nature of famous psychological studies) and contemporary contributions to knowledge (i.e. mutual review of your peers’ work).  A key focus of our strategy at this level is to ease the transition into university assessment. Our programme contains a number initiatives (e.g. vertical tutoring and peer mentoring) where individuals at later stages of the degree provide guidance and assistance to those at earlier stages. This peer assisted learning helps maximise progression through the degree, whilst facilitating bonds across the year groups and creating a cohesive cohort overall. Level 4 assessments are largely knowledge driven, with multiple choice and closed ended questions supplementing traditional essay formats. Additional variation in assessment practice at this level include workbooks with flexible deadlines and short answer questions, designed to assess knowledge in a more valid way in comparison with the traditional essay format. Together, teaching and assessment at level 4 will provide a foundation of knowledge that could aid understanding and could be referred to within real world and employability contexts.  **Year two**  Level 5 entails a greater focus on professional practice and the application of knowledge to different contexts. It therefore most strongly adheres to the BCU principle of practice led, knowledge applied learning. For example, the neuropsychology module integrates biological and cognitive psychology to highlight the relationship between brain function and thought processing. The distinctness of this module lies in the integrative perspective of these two core areas of psychology, as opposed to examining them separately. Neuropsychology also has numerous real-world applications and opportunities for employment within psychology and general employment. Business course content at this level focuses practical aspects of business operation, such as people management, problem solving and commercial acumen. Psychological modules will include development of interview technique, online discussion groups and training to use specialist psychology hardware, such as eyetracking and EEG technologies. You will also collect, comprehend and examine data to develop research methods skills, which will be complemented by increased computer literacy in a number of statistical packages. Our dedicated real-world work experience module will also provide you with emotional intelligence and resilience. Active engagement with the employability office will also help with your CV and interview skills We also provide numerous volunteer opportunities, allowing for the application of these skills within the university (e.g. volunteer research assistant schemes, work experience with opportUNIty and our BCU graduate+ programme). Some of our external links within Birmingham include Momentum, Autism West Midlands and SAMM (Support after manslaughter or murder). We also provide assistance with international internships and placements, allowing you to strengthen your foreign language skills, experience new cultures and make friends. Finally, you can also apply to study abroad with our Erasmus programme. In addition to practice led learning, this shows a strong commitment to the BCU principles of internationalisation, which is further developed in the final year.  **Final year**  With a focus on critical evaluation, synthesis and a contribution to knowledge, level 6 incorporates the content, teaching methods and assessment strategies of the preceding years at a more advanced level. These skills ensure graduates are ready to undertake lifelong learning, a key focus of our programme. Modules such as lifespan psychology and applied social psychology not only involve examination of how core areas of psychology apply to specific contexts, but also involve utilisation of this knowledge. Assessments are also underpinned by this philosophy, focusing on product development, reflexive diaries and producing conference posters for example. Business modules also detail the use of evidence, networking and problem solving as part of globalisation strategy. The course also culminates with the integrative psychology project, which combines all elements of the degree in order to evaluate and answer a novel question according to the quality standards previously established. At this point, students will have deeply engaged with all of the BCU key principles.  **Expectations**  Our students are expected to be the drivers of their own learning experience. We will provide the tools to establish both core academic skills and psychological literacy in the earlier stages of the degree. This will allow you to become increasingly autonomous, enabling you to supplement your knowledge with independent research and utilise the skills that you gain to solve real life problems. You are encouraged to effectively utilise feedback to improve future work. Formative feedback opportunities are particularly integral to your learning and understanding as they articulate the requirements for summative assessments. Examples of formative activities include, drafts essays, research proposals, semi-formal debates, individual group presentations, Multiple Choice Questionnaires, quizzes, online forums, and mock exams. Part of the assessment process also involves establishing the ability to contribute in group contexts, a common occurrence in both academia and general employment.  Based on the content, assessment and interactive experiences, you will be able adapt in varied employment settings, but also have the capability to continue learning. In turn, this will allow you to personally develop and meet future requirements. Overall, within this degree we hope that you will take advantage of the numerous opportunities provided in order to establish your own personal pathway through university. | |
| The Whole Experience We recognise that there are key aspects to every programme that need to be addressed to ensure we are inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for your future – below are Statements of Intent to explain how you will experience these critical learning themes. Each section offers a brief explanation of the theme, why it is important, and how your programme addresses these. | |
| Widening Participation Higher education has a vital role in improving social mobility and BCU’s Strategic Plan highlights the importance of our responsibilities in regards to supporting economic, social and cultural improvement in the city region. We are committed to providing access, retention and progression for students from disadvantaged backgrounds and underrepresented groups. We do this by forging strong relationships with local colleges and schools, providing defined and clear progression routes to facilitate lifelong learning. The Schools and Colleges Liaison team plays an important role here in ensuring that talented students are attracted to the right programme, regardless of their background. For example, the Department of Psychology put on psychology taster days for local Birmingham schools and those further afield both regionally and nationally. The day usually includes a talk on the Universities admissions process, mock lectures, information about the programmes and pupils having the opportunity to participate in hands-on psychology activities. Furthermore, the Department of Psychology has strong links with other local schools for research purposes such as the Oasis Academy, in which our undergraduate psychology students act as reading mentors for the pupils. The Schools and College liaison team also work proactively with schools and colleges to provide master classes and campus visits. In the BLSS Faculty, our open days provide plenty of encouragement for applicants from all backgrounds to access the University and we provide bursaries to support students progressing from our partner colleges and schools. Approximately, 8% of our students are classified as ‘mature’ (over 21) and we try to deliver our programme flexibly to help students with families or other commitments. We are a vibrant academic community, with staff and students from a range of nationalities, ages and cultures.  We also go to great efforts to support you during your time at BCU. BCU also offers the Student Academic Mentoring Programme (StAMP) which is designed to encourage student led interventions, to support programme teams to improve the progression and achievement of their students. It provides up to 200 hours of student paid employment to develop mentoring initiatives. In the Department of Psychology, mentoring encourages students to take advantage of peer to peer support by offering them the opportunity to gain academic support from more experienced students, and benefit from the encouragement of someone who understands their perspective, under the guidance of academic staff. You will also be able to access a range of additional support through ASK, the University's integrated and confidential student enquiry service. Essentially, ASK is a one-stop-shop for student queries, linking students with advice on health and wellbeing, careers, finances, visas, and student records.  In order to ensure that the programme meet the needs of our individual students as they progress through the programme to ensure progression, you will be assigned your own personal tutor. The personal tutor works with you over the duration of their course and provides support with any personal, academic, or employment issues you may have. Furthermore, to ensure progression and retention, all modules provide ongoing formative feedback throughout the semester and revision workshops prior to the first and second sitting assessment periods. InclusivityWe make every effort to ensure that BCU is an inclusive environment, where explicit consideration is given to the full diversity of our students. We provide an environment which is compliant with the requirements of the Equality Act (2010). Our students benefit from learning in an environment where they feel included and where they are taught in ways that recognise their needs as individuals, and as part of a learning community. In this respect, the role of the personal tutor is very important and efficient in facilitating the communication processes that are key to inclusive practice. Indeed, our curriculum is designed to ensure that all students succeed to their potential, regardless of any protected characteristics (disability, sexuality, religion, gender and/or other socio-cultural identities). Most importantly, we recognise that diversity leads to a richer learning experience for all as our commitment to inclusivity means that we recognise and value our diverse student body. Inclusive practice at BCU also means that we take measures to improve the success of specific groups, where research has shown that the route to educational success is less straightforward. For example, as some modules revolve around interacting with software, arrangements are in place for additional add-on packages that allow all users to proficiently interact with any computer programmes.Effective relationships with the local and central Information and Technology staff allow us to deliver Learning, Teaching and Assessment materials in a variety of formats. Rather than offering different assessment methods as a bolt-on for any students with a disability or special needs that may require consideration of alternative arrangements, the Psychology programme uses an inclusive approach which is designed to ensure accessibility for all students and reduces the need for modified assessment provision by empowering students with an element of choice regarding assessment. The programme facilitates inclusivity with assessments by signposting you to support for exam technique or writing skill sessions; preparing you with feed-in activities and information, discussion and feed-in with clear assessment and marking criteria. Modified assessment methods are aligned to module learning outcomes; you will be given opportunities to practise through past exam papers and we will support you to be successful on your programme by ensuring that you receive feedback and marks within 20 working days; have access to software for electronic submission and originality checking software; have the opportunity to type exams and use assistive software or choose alternative assessments such as coursework rather than exams.Information & Digital Literacy JISC define digital literacies as 'those capabilities which fit an individual for living, learning and working in a digital society'. Thus, digital literacy includes the ability to find and use information—but it goes beyond this to encompass communication, collaboration and teamwork, social awareness in the digital environment, and creation of new information. Both digital and information literacy are underpinned by critical thinking and evaluation, which are essential life skills that allow students to access, process and assimilate information in the broadest sense. Thus, this goal goes beyond the ability to use technology effectively and asks us to consider the journey of many of our students as 'digital natives', in addition to supporting the development of those students who have not yet acquired these skills. Indeed, within our psychology programme students will be required not only to access digital information and sources, but also to be able to fluently prepare digital products. For example, in one module within the programme, you will work in a group in order to create a digital group presentation. In order to aid and support you, the module teaching team will provide extensive and specialised support about the digital platform that you will need to use, thus allowing you to actively participate and learn regardless of your initial digital fluency. Indeed, through our programme, you will be guided and supported in understanding and engaging in digital practices, finding and critically evaluating information, managing and communicating information, and collaborating and sharing digital content. Thus, e-learning tools such as Moodle have been integrated in the learning and teaching activities as the programme will offer online and blended learning elements.  Staff will provide continuous and tailored support to students according to their expertise; for example, some members of academic staff are fluent in MATLAB and E-prime, and these programmes are not only integrated into the teaching curriculum, but they are also used by students if they elect to do so for integrated empirical projects. Other programmes you could benefit from—not only in terms of their learning journey at university, but also in terms of your prospective graduate career—include software such as SPSS, Eviews, and NVIVO. Recently, the Department of Psychology has secured new equipment, such as the electroencephalogram (EEG) and an eye-tracking device – that will be fundamental in delivering hands-on teaching experiences whilst enhancing your digital literacy.  In terms of acquisition of information, you will benefit from the availability of an electronic psychology database which houses all of the psychology inventories that, for example, are available to students to use for their final year empirical project. Relatedly, there has been a move towards the purchase of e-books which has been encouraged at a university level for all programmes. Finally, the ability to articulate that information and to construct new understanding is also critical to graduate success. Through the programme, you are encouraged to recognise different types of information and resources, to develop your ability to question the validity of that information or resource, and to recognise the importance of both print and online resources to facilitate development of your own knowledge. You will also have the chance to sharpen your ability to think critically and creatively, for example about the inter-relationships and integration of theoretical and empirical work in psychology and Business, their inter-relationships across multiple perspectives, research methodologies and applications to contemporary society. Sustainability & Global Citizenship BCU is committed to integrating sustainability into the curriculum. The notion that we should all seek to find ways to support reduce waste, increase recycling, and lower levels of environmental impact will be familiar, but this is a narrow view of sustainability. Our curriculum also considers sustainability in terms of its connection with Global Citizenship. The United Nations define Global Citizenship in education as 'enabling students to develop the attributes, behaviours and skills needed to work and live in a way that safeguards ecological, social and economic wellbeing, both in the present and for future generations’. We encourage our students to live and work more sustainably whilst recognising the impact that their decisions, and actions, have on the local, national and global communities to which they belong. We have made a commitment as an institution to create graduates with a global outlook (Graduate Attributes) and each of our programmes will now include an internationalised programme aim - the inclusion of sustainability within that is a logical connection. The Faculty of Business, Law and Social Sciences (BLSS), and the Psychology with Business programme demonstrate internationalisation by:   * Encouraging students to reflect on and analyse global phenomena. For example, some of the psychology and business modules offer a global perspective by discussing issues and problems that we face in our contemporary society. * Using cultural and international experiences or knowledge as a learning resource. * Encouraging intercultural experiences, partnerships and collaborations. * Contributing to international scholarly activity and knowledge exchange. * Embedding and debating global exemplars and perspectives in the curriculum. * Providing and promoting a range of accessible opportunities for the international and intercultural learning. * Facilitating ongoing intercultural and international dialogue and partnerships * Proactively developing inclusive learning outcomes, practices, skills, and/or attitudes appropriate for diverse societies, culture and individuals. * Viewing and utilising the diversity of the academic community (whether differences in cultural and educational backgrounds, country of origin or languages spoken) as a key learning resource. * Using flexible and inclusive approaches that appreciate and respect individual differences in knowledge, education and culture. * The programme also offers an optional International Exchange programme for students to study their modules in another country.  Student Engagement BCU is renowned across the sector for its commitment and approach to Student Engagement, which aligns with Aim 5 of BCU’s Strategic Plan ‘we will become recognised as the sector leader for student engagement’. We are committed to the notion that students full participation in all aspects of university life facilitates a more coherent, active and vibrant learning community, which increases their sense of ownership of their learning experience (both at programme and institutional level) which in simple terms, leads to better student satisfaction levels. For example, there are significant opportunities for students to participate in OpportUNIty student engagement initiatives, which operate through a partnership between the University and Students’ Union. The aim is to enable students to work as co-designers and collaborators with staff on projects that strengthen the development of the University learning community and enhance the student experience offering support for Student Academic Partner (SAP) projects and for initiatives around Student Academic Mentoring (StAMP). Our Student Engagement Policy gives further insights to the University's expectation of what engagement should like and feel like for students at both undergraduate and postgraduate level.  The programme is designed to foster a sense of belonging. With a focus on contemporary content and innovative, practice-based activities, this course integrates the key elements of psychology and business and thus students will assess the scientific underpinnings of psychology. Combined with this endeavour, students will be learning the principles of business, examining contemporary methods, management and new strategies. Due to the integrated nature of the programme, students will naturally engage with the different areas and topics without endangering their sense of belonging to a specific student community. For example, the final year project is going to be integrated in the sense that psychological principles will be examined within a chosen area of business. Moreover, students will be able to benefit from interdisciplinary modules where the dialogue between psychology and business will be explored in depth. Indeed, with a focus on content underpinned by contemporary research practice and innovative practice-based extracurricular activities, our degree integrates the key elements of psychology and business degrees. In addition to understanding human behaviour and gaining strategic business knowledge, the psychology with business programme provides content and practical experiences not found in either standalone degree, resulting in a unique experience. An effort is made to increase scholarship and programme identity: Students will be given a regular forum (bi-monthly) from which to apply a psychological theory to a business problem and receive tutor and peer feedback. This forum will provide students with an opportunity from which to engage in scholarly activity and increase their identity as a cohort. Students will also feel that they will be part of the learning process as they will have elements of choice within modules; for example, above we mentioned how this element of choice will be implemented within the assessment component. Students will also have the chance to influence the design and delivery of the programme as mid-term module feedback will be acted upon, within the practical limits imposed by the delivery of different modules. This practice has already been efficiently implemented with the Psychology programme. Moreover, student feedback will also inform the minor modification that will be made from one year to the next, in an effort to increase the quality of the learning experience.  The programme also has a range of schemes to engage students in research activities and teaching assistant positions beyond those scheduled in the curriculum. For example, the Volunteer Research Assistantship scheme enables interested students to apply for research posts which will allow you to work with an academic member of staff on a current research project. This scheme enables you to understand the work involved at the various stages of a research project, from the design of the study to the analysis and implications of the findings. Relatedly, students will have the chance to participate in the selection process that will allow the successful candidates to be assigned to a pool of student research assistants, who will be remunerated for any research activities that they participate in. During study, you can also apply your skills through networking and collaboration with different organisations in Birmingham, one of the most diverse business destinations in the UK.  During seminars in particular, you will actively contribute to learning activities through experiential learning, usually during group activities aimed at problem-solving. These activities do not only allow you to acquire important skills in team work, but also actively contribute to your own teaching and learning experience. As already described in the Widening Participation section, mentoring schemes are in place within this programme, which further empowers you and fosters peer learning. Partnership Engagement Engagement with partners is a key BCU priority which features strongly in BCU’s 2020 Strategic Plan. Our partners are students, as are the wider educational community, and external stakeholders such as employers and cultural/social organisations. Through our partnership working, we aspire to be recognised in the region as a collaborator supporting economic, social and cultural improvement in the city region. Our students are our most important partners and we try to involve students in every level of decision making within the University. We are committed to building on the strong partnerships with education providers in the city and region and try to be pro-active in developing relationships with our local schools and colleges. Employers are particularly valued partners, advising us on our curriculum developments, providing work experience opportunities for students and contributing to their learning and teaching activities. Our overseas partnerships often result in opportunities for students to mix with students from different countries and to gain different perspectives, as well as opportunities to undertake a period of study overseas.  Student Academic Partnership projects run across the programme which are supported by the staff student university partnership scheme. These projects enable students to be employed as part of running projects which in the past have explored the following: work experiences of psychology students at Birmingham City University; critical skills for psychology students; audio feedback for psychology students; learning styles in psychology students and feedback.  In addition to this, the department of psychology has three FTE teaching members of staff who are teaching and teaching fellows who are working on initiatives which are looking at inclusive practice and enhancing teaching and learning opportunities for students. As both psychology and business independently provide a diverse range of employability options, we expect to produce among the most employable graduates. These skills will be reinforced through direct work experience in partnership with staff, who have expertise in both applied and industry settings. Academic staff in the Department of Psychology have arranged for students to undertake shadowing and even research in other organisations such as HMP Birmingham and local charities such as Momentum Skills (an acquired brain injury rehabilitation centre). Students benefit from visiting professors from various applied psychology settings such as healthcare, clinical psychology, police and specialist academics in other universities. The Department also has close working links with local employers, such as, Jaguar Land Rover, HMP Birmingham, Youth Offending Institutes, NHS, and Private Healthcare Providers. A work placement option of up to 12 months is present in this programme and it enhances partnership with external organisations and employers. Induction & Transition Coming to University for the first time is exciting but it is also very different from attending school or college. We know that some students need support to adjust to the freedom and independence of University education and our induction and transition support helps students to adapt to the different experiences they will have, enabling them to develop independent learning skills that enable them to be successful on their programme and prepare them for graduate level employment/further study.  Based on student feedback, the Department of Psychology has reconceptualised induction as the period from when students accept their place at BCU (pre-induction) all the way through their first semester on the programme. During pre-induction students participate with current students and academic staff, in particular the First Year tutor who oversees first year and is your first point of contact, in a virtual learning environment called Xoodle. This involves you watching videos of the different types of support available such as the Centre for Academic Success, the library and pre-arrival support material such as programme reading and the marking criteria. You also have the opportunity to post questions which are answered by current students and academic staff and chat to other new students on news forums. The first formal week of induction talks students through course options, Moodle, using the library, tours of the campus and an informal afternoon tea so that you can meet peers and academic staff to support transition into the university setting and into our programme. Furthermore, you will attend a vertical personal tutoring session during induction where you will meet your personal tutor, and other students in each level of study in a small group. This works well in that more experienced students can act as a buddy to new starters and share their wisdom not only about the programme and curriculum, but also university life in general. The personal tutor discusses learning at university in general and the skills you will learn in particular, which in turn feeds into our employability strategy. You will attend at least one vertical personal tutor meetings per term, plus individual ones as and when needed or requested. Previous cohorts have suggested that this fosters a positive environment of identity and personal engagement. Building from student feedback, we run three days of induction and give the students the rest of the week to learn about their new city. During the first semester, there are on-going induction activities embedded into lectures and seminars such as referencing guidelines, how to electronically submit coursework, understanding written feedback etc. Clear explanations are given in order to make clear expectations not only in terms of involvement and induction, but also in terms of your responsibilities as students and what the university and the programmes accredited body, the BPS expects of you.  The Department of Psychology also runs an induction session for students returning for their second year and another session for students returning for their final year. The Year Tutors discuss the importance of putting into practice the skills you have learnt in the first year, signposts you towards extra support, explains new developments in the Department, and opportunities for student representation, organised guest speakers and careers events. Second year and final year students also attend their vertical personal tutoring sessions during their first week where you meet the first years and attend the welcome back evening to meet or re-acquaint yourself with staff and fellow students from all year cohorts. In addition, during your second and third years you will be encouraged to book individual meetings with your personal tutor to discuss your development to prepare actively for the next year of challenges – not just grades, but where you are in terms of skills and how they want to grow these in the next year. Progression & Retention We want all students to succeed to the best of their ability so that they stay at BCU and progress through the different stages of the programme. We try to provide the best learning and assessment experiences we can to help students achieve this. Education is a partnership. We can provide you with learning materials, guidance and stimuli, but you won’t succeed unless you engage with the University and take full advantage of everything it has to offer. For this reason, we monitor attendance and try to help if we notice that any student is not attending regularly. Moreover, you will be provided with a learning contract where both the role of the university staff and of the students is defined in terms of expectations and responsibilities. Progression will also be aided by the tight rapport between you and your personal tutor, who actively engages with you to ensure that you benefit from existing support schemes with the university (including the chance of increasing the flexibility of the assessments). The personal tutor (privacy parameters notwithstanding) —will liaise with the remainder of the teaching team in order to ensure engagement, support professional and personal development and monitor performance. Such processes allow for early detection of difficulties and increased support if necessary. In aid of this process, weekly interactive sessions within seminars will allow module leaders to detect student non-attendance and disengagement and to act in order to redress it, in collaboration with the personal tutor and student services if required. The personal tutor will also be able to provide or to co-ordinate the additional support needed to support you on your learning journey. You will also benefit from an increased amount of personalised formative feedback across the programme, which will allow you to gauge their weaknesses and strengths and to adjust your learning strategies accordingly in collaboration with staff. Progression will also be enhanced by structured revisions sessions nearer to the assessment points and by the above described tailored support. Finally, you will be aided in transition to further study if you wish to as the provision of postgraduate programmes is increasingly diversified with the department of psychology. Support & Personal Tutoring As mentioned above, every student has a Personal Tutor. A Personal Tutor is there to advise you on your academic progress and can also direct you to additional help, if needed. You can expect to meet your Personal Tutor for formal meetings three times a year but he or she will also be available if you need additional help or guidance. In addition, every School also has a Student Success Adviser, a recent graduate who has also experienced life as a BCU student. If you are are having any problems, the Student Success Adviser can also help you. The University as a whole offers an array of support, such as the Centre for Academic Success, Careers, Chile Care, Finance/Money Matters, Health and Wellbeing, Visas and Immigration, and Student Mentoring. All of these services can be accessed direct or via our ‘one stop shop’, ASK. Please refer to the section above as the role of the personal tutor has been outlined in further detail. Clear explanations about the role of the personal tutor will be offered during the induction, although such information will be re-iterated at other points during the your learning journey. The efficient role of the personal tutor is also safeguarded by the BPS accreditation standards, which require a student to staff ratio of 20:1. Thus, the academic staff will not be overwhelmed by the number of students, but rather she or he will be able to cater for the different students’ needs and aspirations. Personal Development Planning Personal Development Planning (PDP) enables students to be in control of their own future by reflecting on their progress so far and making changes for the future. In BCU, we provide structured opportunities for you to become more self-aware, more aware of how to learn and how to improve personal performance, and more able to cope with the transition to your chosen career. The programme offers core modules which are based on personal development planning. At level 4, a core module (Psychology and Research Skills) introduces the various employment areas which reside both in the areas of psychology and those areas of work which complement the skills that a GBC graduate has acquired. Students are required to think about the areas of work and training they would like to pursue once they have successfully completed this programme and are accordingly facilitated to identify the relevant competencies and work experience which are required for the chosen graduate destination. However, this programme is unique as within each module important skills are fostered and embedded within the learning journey. Throughout the programme, you are expected to prepare a CV and work on applications which are tailored to further training, study and employment posts in your chosen graduate career destination. In this respect, again the role of the personal tutor becomes crucial in facilitating such activities. Indeed, within the modules and together with the personal tutor you will be encouraged to reflect upon your own learning, performance and achievement and how these can contribute to your employment aspirations. Academic staff will foster students’ aspirations by advertising any positions or opportunity that relate to psychology and business, for example through the use of an Employability Forum. Indeed, in general the distinct elements of this programme relate to a strong presence of personal and professional development planning throughout each level where you will be fully prepared for graduate destinations in their chosen field(s) of work, training, or studies. This begins at level 4 where the focus is on developing psychology literacy skills. Personal and professional development planning is then advanced throughout Level 4 where you will also be introduced to research based areas in psychology, as well as applied and chartered psychology areas. You will further sharpen your critical and methodological skills through two core modules at Level 5. There will also be an opportunity to elect the real world work experiences module in semester 1 of Level 5 that discusses non-chartered areas of psychology, such as HR and teaching careers, how to apply for paid and voluntary work. You will also be given the opportunity to elect the workplace experiences module which supports students who are currently (or prospectively) working in a paid or voluntary sector. To further support you, as previously mentioned there will also be research assistant opportunities open for applications which support student engagement with work experience on staff-led research projects. Throughout the programme different skills will be refined, these will range from academic writing to interview skills. Employability (incl. Birmingham City University Graduate Attributes)   BCU programmes aim to provide graduates with a set of attributes which prepare them for their future careers.  The BCU Graduate:   * is professional and work ready * is a creative problem solver * is enterprising * has a global outlook   The BLSS Faculty is committed to practice-led active learning and teaching that will you’re your experiences of the world of work through a range of activities which could include work placements, internships, voluntary work, live projects, problem-solving, case studies, visits to businesses and social enterprises. These experiences will contribute towards the BCU Graduate Attributes that will prepare you for graduate level employment.  In addition, the University has introduced the BCU Graduate+ programme, which is an extra-curricular awards framework that is designed to augment the subject based skills that students develop through the programme with broader employability skills and techniques that will enhance employment options when they leave university. The key components of the programme are:   * A personalised approach for each student; * Each student to complete a range of activities and build CPD points towards completion of the award. Recognised activities will include cross-university opportunities, careers development, ‘employability’ activities delivered within Faculties, part-time work experience, volunteering and community action. * All elements will be clearly linked to the University’s new graduate attributes.   By looking at the career destinations of our psychology graduates, we are able to tailor our modules and activities to map onto the skills our graduates need within their future careers. The programme also provides opportunities for alumni visits to share their experience with students either in person or via a podcast uploaded onto Moodle. As previously mentioned, employability skills are integrated and embedded within modules across levels—to no detriment of knowledge acquisition. In particular, the programme integrates ‘tailored’ practice based skills modules and events at each level of the programme so that students are given the opportunity to develop their employability skills and reflect on their chosen career aspirations. In particular, at Level 4 you will refine your academic literacy skills; at level 5, you can choose modules that focus on gaining and applying for placements, application writing, interview skills, submitting abstracts for conferences, modules that provide you with hands on experience around psychological assessment and chartered areas of psychology. At Level 6, modules will enable you to specialise in their chosen area of psychology and business in particular with the Empirical Project. This will not only provide you with the competencies to create impact in a general organisation or self-employment, but will present specific advantages over graduates in either programme, for specific fields such as occupational psychology and business management. Throughout the programme, academic staff work closely with the Careers and Job Prospects team to develop and improve your employability skills, offering optional workshops on CV’s, career planning, preparing for interviews and assessments, networking with employers and post jobs adverts online via Moodle.  The assessment methods used on this programme encourage students to develop real-world work skills that employers are looking for. For example, as part of a core module at Level 6 (Lifespan psychology), students will be required to design and create an intellectual product based on their knowledge and understanding of the different phenomena, research and intervention methods, and aspects of lifespan development. Furthermore, you will be asked to describe your learning journey, justify their choice and reflect on the process of the product development. The programme modules also allow you to benefit from both practice work and research that the academic team have undertaken, or are currently pursuing. The research expertise and practice work also extends to the core GBC topic based modules in the different areas of psychology. Other features of the programme that relate to employability are the optional placement year and the Erasmus international opportunities, as previously mentioned. | |

## Section Two

This section addresses the key regulatory and quality assurance requirements for validation. The programme learning map tracks the programme level learning outcomes, credit structure and (where appropriate) KIS data, assessment and feedback scope and forms, module delivery mode and module learning outcomes, and any exit awards that are possible from the programme.

**BSc Psychology with Business**

**Structure and Delivery**

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| --- | --- | --- | --- | --- |
| Level 4 | Level 4 HE Learner Programme (e.g. Two weeks) | | | |
| Semester 1 | **Introduction to Psychology**  2 hour lecture + 1 hour seminar + 1 hour VLE  (20 credits) | **Psychology and Research Skills**  1 hour lecture + 2 hour workshop + 1 hour VLE  (20 credits) | **Business Foundations**  (20 credits)  2 x 2 hour classes |
| Semester 2 | **Business Environment**  (20 credits)  1 hour lecture + 3 hour class | **Introduction to Research Methods and Statistics**  2 hour lecture + 2 hours workshop  (20 credits) | **Optional Psychology Module**  (20 credits) |
| Level 5 | Level 5 Transition Programme | | | |
| Semester 1 | **Optional Psychology Module**  (20 credits) | **Qualitative Research Methods and Analyses**  2 hour workshop + 2 hour VLE  (20 credits) | **Business Strategy**  (20 credits)  1 hour lecture + 3 hour class |
| Optional International Exchange | | |
| Semester 2 | **Neuropsychology**  2 hour lecture + 1 hour seminar + 1 hour VLE  (20 credits) | **Quantitative Research** **Methods and Statistics**  2 hour lecture + 2 hour workshop  (20 credits) | **Business Entrepreneur**  2 hour lecture + 2 hour seminar  **Or**  **Accounting for Business**  (20 credits)  2 x 2 hour classes |
| Optional International Exchange | | |
| Work Placement (e.g. 12 months) | | | | |
| Level 6 | Level 6 Transition Programme | | | |
| Semester 1 | **Business Processes and Systems**  Module  (20 credits)  2 x 2 hour classes | **Integrative Psychology Project Based Module**  (40 credits) | **Applied Social Psychology**  2 hours lecture + 1 hour seminar + 1 hour VLE  (20 credits) |
| Semester 2 | **International Business**  2 hour lecture + 2 hour class  **or**  **One Planet Business**  Core/Option Module  (20 credits)  2 hour lecture + 2 hour class | **Life Span Psychology**  Weeks 1-7: 2 hours lecture + 2 hours seminar  Weeks 8-15: 3 hours seminar + 1 hour VLE  (20 credits) |
| Where possible level 6 will also be offered via practice based learning | | | |

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| **Option Psychology Modules** | Credit | Delivery Pattern |
| **Level 4** |  |  |
| **Semester 2** |  |  |
| Cyber psychology | 20 | 2 hour lecture  Odd weeks: 2 hour seminar  Even weeks: 2 hours VLE |
| Parapsychology | 20 | 2 hour lecture + 1 hour seminar + 1 hour VLE |
| Introduction to Psychopathology | 20 | 2 hour lecture + 1 hour seminar + 1 hour VLE |
| **Level 5** |  |  |
| **Semester 1** |  |  |
| Health Psychology | 20 | 2 hour lecture + 1 hour seminar + 1 hour VLE |
| Forensic Psychology | 20 | 2 hour lecture + 1 hour seminar + 1 hour VLE |
| Occupational Health Psychology | 20 | 2 hour lecture + 1 hour seminar + 1 hour VLE |
| Educational Psychology | 20 | 1 hour lecture + 2 hour seminar + 1 hours VLE |
| Real World Work Experiences | 20 | 2 hour workshop + 2 hour VLE |

**Optional Module for Business students**

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|  | Credit | Delivery Pattern |
| **Level 5** |  |  |
| **Semester 2** |  |  |
| Business Entrepreneur | 20 | 2 hour lecture, 3 hour class |
| Accounting for Business | 20 | 2 x 2 hour classes |
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| **Level 6** |  |  |
| **Semester 2** |  |  |
| International Business | 20 | 2 hour lecture, 2 hour class |
| One Planet Business | 20 | 2 hour lecture, 2 hour class |

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| Level 4 **Core** Modules | **Introduction to Psychology** | **Psychology and research skills** | **Introduction to research methods and statistics** | **Business foundations** | **Business environment** |
| Credit level (ECTS value) | 20 | 20 | 20 | 20 | 20 |
| Study Time (%) SL/GI/PL | 45:55:00 | 45:55:00 | 45:55:00 | 45:55:00 | 45:55:00 |
| Assessment method | In-class open book test | Coursework (Patchwork) | Coursework (Workbook) | Coursework (Patchwork) | Group Portfolio |
| Assessment scope | 1.5 hours (Extended Matching set; Short answers) | Research proposal, 1,500 words written, 10 minute presentation and 500 word reflection. | 2,500 word equivalent (open and closed ended) | 4000 words | 1000 words + Digital video |
| Assessment week | Semester 1-Exam period | Semester 1-Week 15 | Semester 2-Up to week 16 | Semester 1-Week 15 | Semester 2-Week 15 |
| Feedback scope | 20 days later | Electronic - 20 days later | Electronic - 20 days later | Electronic - 20 days later | Electronic - 20 days later |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard Blended | Standard Blended |
| Learning Outcomes | 1. Demonstrate an understandings of the 5 core areas in psychology (including biological, cognitive, social, developmental and individual differences). | 1. Be able to review and synthesise literature from primary sources, leading to a rationale. | 1. Demonstrate understanding and application of Statistical tests that examine differences. | 1. Explain the complimentary roles of the key functional areas of marketing, operations, and finance within a given organisation | 1. Demonstrate familiarity with appropriate theory, to demonstrate knowledge and understanding about the nature of industry and the formation of organisations |
| 1. Demonstrate an ability to make critical judgements about arguments in psychology and in relation to various psychological perspectives. | 1. Understand the content and structure of psychological research reports including an awareness of ethical considerations. | 1. Demonstrate understanding and application of Statistical tests that examine relationships and associations. | 1. Describe how a business creates value from its inputs through to its outputs | 2. Critically analyse and evaluate ideas about the business world |
| 1. Discuss psychological theory and empirical work to form a balanced argument. | 1. Acquire and demonstrate skills in team working, presentation and active listening. | 1. Demonstrate how psychological studies are designed, conducted, and reported in psychology | 1. Reflect on personal academic and professional development needs | 3. Construct and defend arguments, and apply analytical thinking skills and business tools in addressing organisational problems. |
| 1. Identify and use writing skills appropriate to the context and communicate information effectively. | 1. Be aware of ways to further develop personal qualities in relation to both academic and employability related skills. |  | 1. Apply key transferrable skills to experiential business situations | 4. Conduct independent and group research into a major organisation, using a range of sources |
| Programme Aim Links | 1🗹 2🞏 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🞏 5🞏 |
| Linked PSRB (if appropriate) | Compulsory for BPS GBC accreditation. | Compulsory for BPS GBC accreditation. | Compulsory for BPS GBC accreditation. |  |  |

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| Level 4 **Optional** Modules | **Parapsychology** | **Cyberpsychology** | **Psychopathology** |
| Credit level (ECTS value) | 20 | 20 | 20 |
| Study Time (%) S/GI/PL | 45:55:00 | 45:55:00 | 45:55:00 |
| Assessment method | Exam (Unseen, open book) | Coursework essay | Essay |
| Assessment scope | 1.5 Hours (MCQs, short answer questions) | 2000 words | 2,000 words |
| Assessment week | Semester 2-Exam period | Semester 2- Week 14 | Semester 2-Week 14 |
| Feedback scope | 20 days later | Electronic - 20 days later | Electronic - 20 days later |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended |
| Learning Outcomes | 1. Demonstrate knowledge of parapsychological and scientific explanations for anomalous experiences. | 1. Identify how Internet use affects human behaviour, cognition, emotion, interaction, health and research and vice versa | 1. Demonstrate an understanding of the DSM-5 diagnosis process and assessment of psychological disorders. |
| 2. Assess the role of parapsychology in relation to the social sciences more generally in attempting to offer understandings and accounts of the human experience. | 1. Demonstrate an understanding of the various applications of psychological theory, knowledge and research to Internet and new media use | 2. Describe how psychological disorders can impact on the individuals thinking, functioning and behaviour. |
| 3. Reflect on the levels, methods, and perspectives through which parapsychological belief can be explained. | 1. Apply theories, knowledge and research findings from cyberpsychology to real world practice | 1. Compare and contrast the biological perspective with one or more psychological perspectives when discussing the aetiology of psychological disorders. |
| 4. To communicate ideas effectively through written presentation. | 1. Communicate ideas effectively through written work | 4. Identify relevant psychological perspectives in their explanation of causative factors and treatments of psychological disorders. |
| Programme Aim Links | 1🗹 2🞏 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1 23 4  5 |
| Linked PSRB (if appropriate) |  |  |  |

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| **Level 4 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| 112 tariff points equivalent to BBC  GCSE (C or above)  Maths  English | This will be assessed on an individual basis in line with University policy | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 40% | Certificate of Higher Education in Psychology with Business |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 60% |
| **Pl**acement (including external activity and study abroad) | | 0% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) |  | |

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| Level 5 **Core** Modules | **Qualitative Research Methods and Analyses** | **Neuropsychology** | **Quantitative Research Methods and Statistics** | **Business Strategy** |
| Credit level (ECTS value) | 20 | 20 | 20 | 20 |
| Study Time (%) S/GI/PL | 40:60:00 | 40:60:00 | 40:60:00 | 40:60:00 |
| Assessment method | Coursework (Research report) | Coursework (Literature review & Presentation) | Coursework (Workbook) | Coursework (Poster) & Exam |
| Assessment scope | 2,500 words | 1500 words & 10 minutes | 2,500 word equivalent (Closed ended, Scenario, Appraisal & Proposal design) | 35% & 65% |
| Assessment week | Semester 1-Week 15 | Semester 2- Week 15 | Semester 2- Up to week 15 | Semester 1- Week 8 & Exam period |
| Feedback scope | Electronic - 20 days later | Electronic - 20 days later | Electronic - 20 days later | Electronic- 20 days later & On request – 20 days later |
| Delivery mode | Standard Blended  (online if student is on ERASMUS or international exchange programme) | Standard Blended | Standard Blended | Standard Blended |
| Learning Outcomes | 1. Demonstrate understanding of qualitative methodologies, including underlying rationales. | 1. Critically evaluate research and theory in the area of cognition and neuropsychology | 1. Appraise the relevance and utility of different quantitative methodologies in contemporary research practice | 1. Present appropriate strategic management models and use them to analyse organisational scenarios for a given small business. |
| 1. Design, construct, and carry out a small scale qualitative research project. | 1. Explain the appropriate application of research methods to examine neuropsychological questions | 1. Make informed decisions regarding choice of descriptive and inferential statistics based on the type of data | 1. Apply and evaluate strategic options for different organisations for a business case and defend strategic choices using appropriate data. |
| 1. Apply a qualitative analysis to produce an appropriate interpretation of the data. | 1. Demonstrate knowledge and ability to apply research and theory in cognitive and neuropsychological areas | 1. Show independent use of software packages to interpret data and answer a research question | 1. Apply literary and information-processing skills for constructing and defending strategy implementation plans. |
| 1. Synthesise and appraise research findings in relation to existing literature and recognise subsequent implications. | 1. Demonstrate an ability to integrate theory and practice using research in cognition and neuropsychology | 1. Produce an appropriate quantitative design to answer a research question | 1. Evaluate past strategic management processes for particular cases using theoretical and practical perspectives to identify the crucial issues for organisations and staff. |
| Programme Aim Links | 1🗹 2🞏 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🗹 |
| Linked PSRB (if appropriate) | Compulsory for BPS GBC accreditation. | Compulsory for BPS GBC accreditation. | Compulsory for BPS GBC accreditation. |  |

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| Level 5 **Optional** Modules | **Forensic Psychology** | **Counselling Psychology** | **Educational Psychology** | **Health Psychology** | **Occupational Health Psychology** |
| Credit level (ECTS value) | 20 | 20 | 20 | 20 | 20 |
| Study Time (%) S/GI/PL | 40:60:00 | 40:60:00 | 40:60:00 | 40:60:00 | 40:60:00 |
| Assessment method | Exam (Closed) | Coursework essay | Coursework (Educational psychological assessment) | Exam (Closed) | Coursework essay (case study) |
| Assessment scope | 2 hours (MCQs and Short answer questions) | 2000 words | 2000 words | 2 Hours (Essay questions) | 2000 words |
| Assessment week | Semester 1-Exam Period | Semester 1-Week 12 | Semester 1-Week 15 | Semester 1- Exam period | Semester 1-Week 15 |
| Feedback scope | 20 days later | Electronic – 20 days later | Electronic – 20 days later | 20 days later | Electronic – 20 days later |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard Blended | Standard Blended |
| Learning Outcomes | 1. Describe the various phenomena and theories with which psychology can contribute to our understanding of different areas within the criminal justice system, which may include offender behaviour, investigative processes, and offender rehabilitation. | 1. Demonstrate an understanding of the historical and present developments in counselling psychology | 1.   Demonstrate a detailed knowledge and appraisal of the theory, concepts, and principles underlying the area of Educational Psychology. | 1. Demonstrate an understanding of theories and models of health behaviours | 1. Identify psychosocial hazards in the workplace and understand the holistic approach to assessing and promoting well-being. | |
| 1. Critically discuss research related to different areas within the criminal justice system, which may include offender behaviour, investigative processes, and offender rehabilitation. | 1. Appraise the key theoretical approaches in counselling psychology | 2.    Identify and apply different methods of investigation within educational psychology and interpret data/evidence from a variety of sources. | 2. Demonstrate an understanding of health psychology practice in behaviour change | 2. Develop an understanding of strategies to reduce risks to psychological health and well-being from psychosocial factors. | |
| 1. Evaluate the application of psychology to different areas within the criminal justice system, which may include offender behaviour, investigative processes, and offender rehabilitation. | 1. Critically evaluate theory and practical approaches in counselling psychology. | 3.    Identify key problem areas and apply independently different types of intervention in educational settings. | 3. Appraise health and illness policies and interventions designed to promote health and prevent disease | 3. Appraise how the assessment, selection, and management of workers can be conducted in relation to person-job fit. | |
|  | 1. Assess and evaluate the impact of therapeutic techniques on individual difficulties and contemporary societal problems. | 4.    Communicate effectively the results of an evaluation and reflect on the range of roles of the educational psychologist in the British educational system. | 4. Explain the relationship between psychosocial factors and health and illness | 4. Examine the process of rehabilitation for workers with health problems that can be addressed in the workplace through health promotion and workplace monitoring. | |
| Programme Aim Links | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞏 | |
| Linked PSRB (if appropriate) |  |  |  |  |  | |

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| Level 5 **Optional** Modules | **Real World Work Experiences** | **Business Entrepreneur** | **Accounting for Business** |
| Credit level (ECTS value) | 20 | 20 | 20 |
| Study Time (%) S/GI/PL | 40:60:00 | 40:60:00 | 40:60:00 |
| Assessment method | Patchwork | Group report | Exam (Closed) |
| Assessment scope | Essay question (1200 words); CV (up to 1000 words); Reflection (300 words) | Elevator pitch (5 minutes, 25%); Group report & individual reflective logs (4000 words, 75%) | 2 Hours |
| Assessment week | Semester 1- Week 13 | Semester 2 - Week 12 & Week 15 | Semester 2 - Exam Period |
| Feedback scope | Electronic – 20 days later | Electronic – 20 days later | 20 days later |
| Delivery mode | Blended | Standard Blended | Standard Blended |
| Learning Outcomes | 1. Demonstrate an understanding of the different employment and/or further development opportunities that psychology graduates can pursue. | 1. Demonstrate an understanding of theories, concepts and practice of entrepreneurship. | 1. Prepare financial statements and financial statement extracts. |
| 1. Apply psychological literature to explain the relevance of the person specification in your application to the chosen field of interest | 1. Explore current trends and issues in Entrepreneurship and Small Business literature and demonstrate the ability to find appropriate sources of firm level data and evidence selection of methods and analysis appropriate for such data. | 1. Analyse financial statements to interpret financial position and performance. |
| 1. Reflect on your personal development of the person specification and skills required for the chosen field, identifying any areas for future development. | 1. Identify and analyse an idea for new venture creation or entrepreneurial opportunity and demonstrate the ability to think creatively, to develop new products/service design. | 1. Use management accounting methods to aid short term decision making. |
| 1. Demonstrate competency in the further study/job application process (i.e. CV, Personal statement, preparation for job interviews) portraying alignment of personal skills with job specification | 1. Develop a credible and informed business plan for a new venture or new product/service/process (innovation within an existing enterprise). |  |
| Programme Aim Links | 1🗹 2🗹 3🞏 4🗹 5🗹 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🞏 2🗹 3🞏 4🗹 5🞏 |
| Linked PSRB (if appropriate) |  |  |  |

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| **Level 5 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| 112 Tariff points equivalent to BBC  GCSE (C or above)  Maths  English  120 credits or equivalent at level 4 with evidence of alignment to level 4 learning outcomes | This will be assessed on an individual basis in line with University policy | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 37% | Diploma of Higher Education in Psychology with Business |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 63% |
| **Pl**acement (including external activity and study abroad) | | 0% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) |  | |

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| Level 6 **Core** Modules | **Applied Social Psychology** | **Lifespan Psychology** | **Business Process and Systems** | **Integrative Psychology Project Based Module** |
| Credit level (ECTS value) | 20 | 20 | 20 | 40 |
| Study Time (%) S/GI/PL | 35:65:00 | 35:65:00 | 35:65:00 | 10:90:00 |
| Assessment method | Exam (Closed) | Coursework (Product development) & Reflection | Coursework essay | Coursework (Research project) |
| Assessment scope | 20 MCQ & 3 – Short answer questions | 1000 words & 1500 words respectively | 3000 Words | 5000-7000 words |
| Assessment week | Semester 1- Exam Period | Semester 2-Week 12 | Semester 1 - Week 15 | Semester 1 & 2-Week 17 (First week in May) |
| Feedback scope | 20 days later | Electronic - 20 days later | Electronic - 20 days later | Electronic - 20 days later |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Blended |
| Learning Outcomes | 1. Demonstrate knowledge and appraise major concepts, theoretical perspectives, empirical findings in social psychology. | 1. Demonstrate a critical understanding of a variety of theory, concepts, and principles across the area of Lifespan Development. | 1. To critically evaluate an existing business process by applying appropriate concepts, theories and methods. | 1. Formulate research questions and appropriate design based on rationale. |
| 1. Understand the application of social psychological theory and research to real world events. | 1. Demonstrate a critical understanding of the different research methods within Lifespan Development with an ability to create argued conclusions. | 1. Redesign existing process to achieve well-reasoned benefits. | 1. Justify, critique and synthesise their own research in the light of existing literature. |
| 1. Recognise how social psychology relates to other core psychological domains | 1. Successfully apply key studies and findings from the area of Lifespan Development to psychological phenomena and functioning at a professional or equivalent level. | 1. To generate a plan for the implementation and evaluation of the new process. | 1. Analyse, appraise and communicate the findings of their research effectively. |
| 1. Apply critical thinking to evaluate arguments and empirical findings. | 1. Design, plan and communicate the intellectual product and reflect on the independent learning experience. |  | 1. Conduct ethical research in an autonomous, organised and timely manner under supervision. |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🞎 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🞏 |
| Linked PSRB (if appropriate) | Compulsory for BPS GBC accreditation. | Compulsory for BPS GBC accreditation. |  | Compulsory for BPS GBC accreditation. |

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| Level 6 **Optional** Modules | **One Planet Business** | **International Business** |
| Credit level (ECTS value) | 20 | 20 |
| Study Time (%) S/GI/PL | 30:70:00 | 35:65:00 |
| Assessment method | Exam (Closed) | Coursework (Management Report) |
| Assessment scope | Case study exam | 3000 words |
| Assessment week | Semester 2 - Exam Period | Semester 2 - Week 15 |
| Feedback scope | 20 days later | Electronic - 20 days later |
| Delivery mode | Standard Blended | Standard Blended |
| Learning Outcomes | 1. Critically apply sustainable business models, frameworks and practices in order to evaluate the effectiveness of sustainable business strategies aimed at achieving one planet business performance | 1. Critique the dominant theories of international business. |
|  | 1. Evaluate the attributes and impacts of multinational firms. |
|  | 1. Assess the impacts of global competition and institutional differences on businesses. |
|  | 1. Construct business model for international expansion. |
| Programme Aim Links | 1🗹 2🗹 3🞏 4🗹 5🗹 | 1🗹 2🗹 3🞏 4🗹 5🞏 |
| Linked PSRB (if appropriate) |  |  |

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| **Level 6 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| 112 tariff points equivalent to BBC  GCSE (C or above)  Maths  English  240 credits or equivalent at level 5 with evidence of alignment to learning outcomes | This will be assessed on an individual basis in line with University policy | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 28% | BSc (Hons) Psychology with Business  OR  BSc Psychology with Business (without Integrated Psychology Project)  OR  If sandwich option taken for a minimum of 36 weeks  BSc (Hons) Psychology with Business (Sandwich) |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 72% |
| **Pl**acement (including external activity and study abroad) | | 0% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) |  | |