



BISHOP  
GROSSETESTE  
UNIVERSITY

Education, Health & Lifelong Learning (EH&LL)  
Arts, Humanities & Social Sciences (AHaSS)

## BA (Hons) Psychology and Business with Foundation Year

### Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

### ***Versioning of Programme Specification***

*This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.*

*This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.*

<b>1</b>	<b>BGU approval – date and outcome of last approval</b>	19 July 2023 Amended September 2025
<b>2</b>	<b>Next Scheduled Review Date: [Month/Year]</b>	July 2028
<b>3</b>	<b>Programme Specification - Effective date: [Day/Month/Year]</b>	1 September 2023
<b>4</b>	<b>Version Number</b>	v1.1

## **Part 1**

# **PROGRAMME ADMINISTRATIVE AND REGULATORY INFORMATION**



## Programme Specification

***The information in this document is organised into the following sections:***

*Section A – Administrative and Regulatory Information*

*Section B – Outcomes*

*Section C – Structure*

*Section D – Teaching, Learning and Assessment*

*Section E – Programme Management*

*Section F – Mapping*

*Section G – Graduate Attributes*

*Section H – Log of Modifications*

## SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

<b>1</b>	<b>Programme Specification Title</b>
BA (Hons) Psychology and Business with Foundation Year	
<b>1a</b>	<b>Programme Code</b>
BAPSBU01F23F	
<b>2</b>	<b>Brief Summary (for Marketing Purposes)</b>
<b><u>Foundation Year</u></b>  The Foundation Year is an articulated, structured programme of access to Higher Education. It will provide a solid basis for future undergraduate study at Bishop Grosseteste University. It is not a stand-alone qualification but is designed to underpin specific degree programmes to which it is directly attached e.g., BA (Hons) English Literature with Foundation Year.  The Foundation Year offers an introductory grounding in what it means to be a university student. It will equip learners with the intellectual and interpersonal skills for effective undergraduate study. It provides a unique opportunity to develop core academic skills. In addition, students will begin to develop an impressive portfolio of transferable skills for employability in a range of careers. Students will benefit from small class sizes, intensive teaching and bespoke pastoral care which will help them to get the most out of the programme and settle into university life.  This course is designed for students who do not have the usual academic qualifications or UCAS points for registration directly onto a degree course at Bishop Grosseteste University. On successful completion of the Foundation Year, students' progress directly to their chosen degree programme at Bishop Grosseteste University.  <b><u>BA (Hons) Psychology and Business</u></b>  Understanding how businesses and their workforce function is a valuable asset in the working world. This course is designed to give you the opportunity to develop knowledge and skills that you can apply, in order	

to support the wellbeing and effectiveness of people and organisations. The BA (Hons) Psychology and Business combines both disciplines in order to provide you with a solid foundation from which to build a career and apply to employment and self-employment contexts. Due to the accreditation elements in both Psychology and Business, the course provides opportunity for additional external recognition and endorsement, with routes into further specialist training and employment in both disciplines.

The joint Psychology element of the degree at BGU, accredited by the British Psychological Society, enables you to gain an in-depth understanding of the scientific nature of the subject and of its wider cultural and social impact. This course will develop your understanding of psychology and its theories of the mind, emotions and behaviour and become familiar with how these theories are applied in our lives, communities, organisations and societies. This allows opportunity to follow any of the BPS accredited graduate pathways, which we know from experience, can be reassuring when starting out as an undergraduate student. However, the combination does also provide you with the chance to focus knowledge and skills to a particular application of Psychology (the workplace), which will be beneficial in all elements of working life. There are lots of exciting and emerging opportunities for Psychology and Business graduates and many large employers such as the NHS and Ministry of Justice have their own in-house occupational Psychology teams and departments. Many business psychologists find themselves working with organisations in their human resource functions whilst others take up roles with organisations such as LEGO where they aid the organisation to understand 'the value of play' within the work environment. This degree programme has many applications, you may wish to enter work as a coach, or mentor individuals to overcome challenging situations, you may wish to enter further higher level study in a Business Psychology area, or may wish to open your own business. This degree supports you to develop your own ideas and career pathway.

Alongside the Psychology modules, you will study a broad range of complementary Business modules including Marketing, Finance, and Human Resources. Furthermore, you will also have the opportunity to achieve a Chartered Management Institute (CMI) qualification alongside your degree. The business curriculum is reinforced by its commitment to uphold the United Nations Global Compact (UNGC). The ten principles focus on key global challenges in the areas of human rights, labour, the environment, and anti-corruption. As global citizens, you will develop a global mindset to understand, appreciate and take appropriate local or international action in response to these global challenges.

This combination of Psychology and Business is designed to develop graduates who are understanding of the complexities of the contemporary workplace and provides an exciting opportunity for graduates to be able to apply learning in the future.

<b>3</b>	<b>Awarding institution</b>	Bishop Grosseteste University
<b>3a</b>	<b>Programme Length</b>	Four years
<b>3b</b>	<b>Mode(s) of Study</b>	Full-time
<b>4</b>	<b>Home Academic Programme Portfolio</b>	Education & Lifelong Learning

5	HECoS/UTT/UCAS code(s)	HECoS/CAH2 100493 (CAH04-01-02) applied psychology and 100079 (CAH17- 01-02) Business Studies	ITT N/A	UCAS code BCNF
6	Framework for HE Qualifications position of final award(s)	<u>Foundation Year</u> : Non-award bearing (Level 4)  <u>Psychology and Business</u> : Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	Alignment with University Credit Framework	Foundation Year: Non-award bearing  Psychology and Business: Undergraduate		
8	Compliance with University Assessment Regulations	Academic Regulations Governing Taught Qualifications		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

## Awards

10	Final Award title(s)	BA (Hons) Psychology and Business with Foundation Year
10a	Exit or Fall back Award title(s)	BA Psychology and Business with Foundation Year  Diploma of Higher Education in Psychology and Business with Foundation Year  Certificate of Higher Education in Psychology and Business with Foundation Year
10b	Pathway	
11	(i) Combined Honours Awards available eg: • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	

## Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N/A	
13	Articulation Arrangements with Partners	Partner Name N/A	Details of Arrangements

## Professional, Statutory and Regulatory Bodies

14	<b>PSRB(s) associated with final award of any route within the programme specification</b>	<p>British Psychological Society (BPS) Standards for the accreditation of undergraduate, conversion and integrated Master's programmes in Psychology (2019).</p> <p>CMI Level 5 Award (603/2390/5) / Certificate (603/2391/7) in Management and Leadership.</p> <p>The CMI units mapped are as follows:</p> <p>BUS41322 An Introduction to Finance - mapped to unit 520</p> <p>BUSS52422 Equality, Diversity, and Inclusion - mapped to unit 506</p> <p>BUSS52222 CSR and Sustainability - mapped to unit 608</p> <p>BUS61722 Managing and Leading for Success - mapped to unit 503</p>
15	<b>Date and outcome of last PSRB approval/accreditation</b>	<p>Existing programmes:</p> <p>2021 Approved (BPS)</p> <p>11.06.2022 (CMI)</p> <p>However this programme will be <b>subject to PSRB</b> approval / accreditation, on submission to relevant regulator.</p>
16	<b>Expiry Date of PSRB approval</b>	

## **Part 2**

# **PROGRAMME CONTENT**

## SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

<b>17</b>	<b>QAA Benchmark Statement(s)</b>
The programme has been written to correspond closely with the:	
<ul style="list-style-type: none"><li>• <i>UK Quality Code for Higher Education</i> (QAA 2018)</li><li>• <i>Framework for Higher Education Qualifications in England, Wales and Northern Ireland</i> (FHEQ)</li><li>• specific reference to benchmark statements for <i>Education Studies</i> (2015)</li><li>• specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications</li></ul>	
<b>18</b>	<b>Programme Aim</b>
The Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher-level qualification, or those who, for a variety of circumstances, are unable to immediately satisfy typical entry criteria for undergraduate degrees.	
The programme aims to prepare learners for Level 4 undergraduate study at Bishop Grosseteste University. It will:	
<ul style="list-style-type: none"><li>• Provide learners with knowledge and understanding of basic academic communication and problem-solving skills</li><li>• Develop learners as critical thinkers utilising enquiry, investigation and evidence-based analysis within interdisciplinary contexts</li><li>• Support learners to become self-directed learners in preparation for undergraduate study</li><li>• Enable learners to develop a range of transferable skills as a foundation for employment.</li></ul>	
The Foundation Year provides an extended and intensive induction to Higher Education (HE) that feeds directly into learners' learning across the Foundation Year and beyond into their full degree programme. The Foundation Year is a direct articulation into existing and future undergraduate, non-QTS degree courses. Successful completion of this programme is required in order to follow the articulated degree programmes at Bishop Grosseteste University.	
A number of degree programmes at Bishop Grosseteste University will benefit from the articulated Foundation Year, which will raise the number of appropriately prepared learners. It aims to reduce the level of additional academic support that might otherwise be necessary for some learners.	
<b>19</b>	<b>Programme Specific Outcomes</b>
<b>(a) Final Award Learning Outcomes</b>  <b>Students successfully completing the Foundation Year will be able to:</b>  <b>K&amp;U 1:</b> Demonstrate foundational knowledge of the fundamental concepts, principles and techniques which underpin future study at Level 4 and higher.	

**SPS 1:** Demonstrate emerging ability to construct and evidence critical arguments as part of academic development.

**SPS 2:** Develop and provide evidence of application of core academic study skills such as time management, study methods, research, interpreting evidence, academic writing, presentation skills and digital tools for learning.

**IS 1:** Demonstrate a basic understanding of different approaches to problem solving that underpin future study at Level 4 and higher.

**TS 1:** Be able to work independently and collaboratively as part of a wider team and communicate effectively

**TS 2:** To begin to demonstrate reflective evaluation and responsibility for their own learning and personal development.

Programme-based learning outcomes are necessarily generic to support the development of key study skills applicable across all potential undergraduate programmes of further study at Bishop Grosseteste University.

The Bishop Grosseteste University Graduate Attribute framework identifies further outcomes learners should acquire. These reflect a collective understanding of the essential skills of a Bishop Grosseteste University graduate. Those completing this one-year programme will therefore be further equipped with attributes suitable for a range of careers and lifelong learning.

These programme outcomes combine to provide a strong foundation for learners' future study and employability.

<b>20</b>	<b>PGCE or Exit Award Learning Outcomes</b>
-----------	---

There is no premature exit award for this one-year, non-award bearing programme.

## SECTION B2 (YEARS 2-4) BA (HONS) PSYCHOLOGY AND BUSINESS: OUTCOMES

17	QAA Benchmark Statement(s)
	<p>The programme outcomes of the BA (Hons) in Psychology and Business are aligned with the QAA level descriptors for Level 6 Undergraduate Degrees (QAA, 2018) and QAA Subject Benchmark statements for Psychology (QAA, 2019) and Business and Management (QAA, 2023).</p> <p>Psychology (QAA, 2019):</p> <p><a href="https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-psychology.pdf">https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-psychology.pdf</a></p> <p>The programme has been designed to reflect the Psychology benchmark statement and aligned to the defining principles of developing Psychologically literate students.</p> <p>The purpose of the Psychology degree courses is to:</p> <ul style="list-style-type: none"><li>• <i>aim to produce a scientific understanding of the mind, brain, behaviour and experience, and how they interact with the complex environments in which they exist</i></li><li>• <i>include knowledge and the acquisition of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently</i></li><li>• <i>develop an understanding of the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data</i></li><li>• <i>present multiple perspectives in a way that fosters critical evaluation and reflection</i></li><li>• <i>develop knowledge, leading to an appreciation of theory and research findings, including relevant ethical and sociocultural issues</i></li><li>• <i>lead to an understanding of real-life applications of theory to the full range of experience and behaviour and the application of psychological understanding to real-world questions.</i></li></ul>

This BA (Hons) Psychology and Business programme reflects the above through a core strand of research methods (PSY40522; PSY50822) and research design modules which prepare the students over five semesters to successfully design, develop, analyse and report a piece of original Psychological research in their dissertation which reflects their interest in the occupational or work Psychology.

Business and Management (QAA,2023):

[https://www.qaa.ac.uk/docs/qaa/sbs/sbs-business-and-management-23.pdf?sfvrsn=8370a881\\_6](https://www.qaa.ac.uk/docs/qaa/sbs/sbs-business-and-management-23.pdf?sfvrsn=8370a881_6)

This programme has been designed to reflect the Business and Management benchmark statement, as such this degree gives an insight into a wide range of business areas. This knowledge and understanding can be applied to many contexts, but notably within the context of this programme to Psychology and Business-related areas and professions. Business and Management is a dynamic and evolving discipline this is reflected in the course design, module specifications and annual delivery plan.

The purposes of Business and Management degree courses are to:

- *develop a critical understanding of organisations, cultures and structures, their management, and wider economic, environmental and social contexts*
- *instil an understanding of responsible leadership*
- *provide preparation for and development of a wide range of careers, including in business and management*
- *develop relevant skills and attributes which enhance employability and equip graduates to become impactful global and inclusive citizens as well as reflective independent and collegial lifelong learners.*

This BA (Hons) Psychology and Business programme reflects the above purposes described in the Subject Benchmark Statement and specific BUS modules such as BUS5222 and BUS52422 meet the requirement for delivering education on equality, diversity and inclusion, education for sustainable development, and enterprise and entrepreneurship education. These themes run throughout the programme and are complementary to each other and to the wider context and purpose of Business and Management courses.

<b>18</b>	<b>Programme Aim</b>
-----------	----------------------

**The aims of the BA (Hons) Psychology and Business are to:**

1. A critical understanding of the essential theories, principles and concepts of the various subject(s) studied within Psychology and Business, which allow students to develop subject specific expertise based on their interests;
2. Prepare students for a range of relevant postgraduate study or careers in business and occupational psychology (via their BPS eligibility status) by equipping them with the skills and

knowledge needed for relevant employment or further training

3. provide students with a comprehensive and critical understanding of the scope of the disciplines through active learning experiences that allow them to understand the ways that theory and concepts are applied in practice;
4. provide students with extensive research training that develops psychological and business research skills which, in turn, allow them to undertake their own research;
5. The subject specific and professional skills to successfully engage in critical learning and research, to enable students to develop a range of transferable skills (cognitive and intellectual, and generic and key skills) that will equip them to function effectively in contemporary study and work environments. This will also provide the basis for continuing personal development.

<b>19</b>	<b>Programme Specific Outcomes</b>
-----------	------------------------------------

(a) Final Award Learning Outcomes:

On successful completion of **BA (Hons) Psychology and Business**, students will be able to:

**Knowledge and Understanding [KU]**

**KU1** Demonstrate a comprehensive, sophisticated and critical knowledge and understanding of the six topic areas and the two, core compulsory elements of Psychology, as prescribed by the British Psychological Society (BPS), Partnership & Accreditation Committee (PAC).

**KU2** Articulate the scope of psychology and business as a discipline from both an historical and a contemporary perspective, and to select appropriate sources to discuss issues at the forefront of the discipline.

**KU3** Demonstrate a balanced, in-depth and critical understanding of the relationship between theory and method in the disciplines of Psychology and Business.

**KU4** Apply psychological and business knowledge and recognise the major intra-disciplinary boundaries and divisions. Including a range of responsible and ethical issues in context.

**KU5** Demonstrate a comprehensive, detailed, and systematic knowledge and understanding of behaviour, demands and expectations of customers and the importance of effective marketing, including critical analysis of contemporary marketing techniques and methods.

**Subject Professional Skills [SPS]**

**SPS1** Formulate sophisticated and advanced arguments through critical learning and research in a range of psychological contexts.

**SPS2** Evaluate critically and objectively the significance and validity of established evidence and, where appropriate, make clear their own theoretical orientation.

**SPS3** Act with autonomy and independence in undertaking psychological research and critically evaluating primary and secondary evidence.

**SPS4** Demonstrate comprehensive and detailed awareness of personal responsibility and effectively apply appropriate ethical codes of conduct in psychology projects.

**SPS5** Identify and deploy accurately established analytic techniques to empirical data, interpret outputs and present findings in an intelligible format.

**SPS6** Accurately deploy frameworks, theories and principles of business leadership and management in order to propose effective resolutions to complex business problems.

**SPS7** Interpret financial and economic data using statistical and financial functions and procedures.

**SPS8** Develop a critical understanding of the role of entrepreneurs including social entrepreneurs, intrapreneurs, innovators and businesses owners, leaders, and managers in society.

**SPS9.** Work collaboratively demonstrating emotional intelligence and empathy, appropriate understanding, sensitivity, and awareness of diversity in terms of people and cultures.

#### **Intellectual skills [IS]**

**IS1** Articulate critical arguments on specialist and complex subject matter adopting and defending an evidence-based position.

**IS2** Abstract, synthesize and analyse secondary and primary sources.

**IS3** Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature.

**IS4** Develop and engage in critical reflective practice for the purpose of developing personal responsibility in decision making in complex situations.

**IS5** Demonstrate the use of initiative, creativity, inclusivity, responsibility, and commercial acumen to develop proposals for successful business outcomes in dynamic situations.

#### **Transferable Skills [TS]**

**TS1** Demonstrate effective time and resource management in relation to their own learning, be able to reflect upon and evaluate their own learning and be able to work with minimum guidance.

**TS2** Demonstrate a wide range of effective oral, written and presentation skills for a number of specialist and non-specialist audiences.

**TS3** Confidently and correctly demonstrate ethical, digital literacy using a range of software applications both discipline-based and generic IT packages to inform evidence-based decision making.

**TS4** Plan and manage their own time effectively in order to achieve objectives and meet deadlines, either independently or as part of a team.

**TS5** Articulate and reflect on their own learning and skills development in order to construct effective and evidence-based applications for employment or further study.

<b>20</b>	<b>Stage Learning Outcomes</b>
On successful completion of <b>Level 4 on the BA (Hons) Psychology and Business programme</b> , students will be able to:	
<b>Knowledge and Understanding [KU]</b>	
<p><b>KU1</b> Demonstrate an initial knowledge and understanding of the six topic areas and the two, core compulsory elements of Psychology as prescribed by the British Psychological Society (BPS), Partnership &amp; Accreditation Committee (PAC).</p> <p><b>KU2</b> Describe the scope of psychology as a discipline from an historical and a contemporary perspective, and with guidance select appropriate sources to discuss issues at the forefront of the discipline.</p> <p><b>KU3</b> Demonstrate an understanding of key theories and methods in the discipline of Psychology and Business.</p> <p><b>KU4</b> Begin to demonstrate psychological knowledge and recognise the major intra-disciplinary boundaries and divisions.</p> <p><b>KU5</b> Begin to demonstrate a knowledge and understanding of the behaviour, demands and expectations of customers and the importance of effective marketing, including description of contemporary marketing techniques and methods.</p>	
<b>Subject Professional Skills [SPS]</b>	
<p><b>SPS1</b> Formulate arguments through guided reading and research in a range of psychological contexts.</p> <p><b>SPS2</b> Describe the significance and validity of established evidence and, where appropriate, begin to engage with different theoretical orientations.</p> <p><b>SPS3</b> Undertake psychological research and evaluate primary and secondary evidence with guidance and direction.</p> <p><b>SPS4</b> Demonstrate an awareness of personal responsibility and describe appropriate ethical codes of conduct in psychology projects.</p> <p><b>SPS5</b> Demonstrate an introductory knowledge of established analytic techniques to identify empirical data, interpret outputs and present findings in an intelligible format according to guidance.</p> <p><b>SPS6</b> Begin to demonstrate an introductory knowledge of frameworks, theories and principles of business leadership and management in order to propose effective resolutions to complex business problems.</p> <p><b>SPS7</b> Begin to describe financial and economic data using statistical and financial functions and procedures.</p> <p><b>SPS8</b> Begin to develop an introductory understanding of the role of entrepreneurs including social entrepreneurs, intrapreneurs, innovators and businesses owners, leaders, and managers in society.</p>	

**SPS9** Begin to work collaboratively demonstrating emotional intelligence and empathy, appropriate understanding, sensitivity, and awareness of diversity in terms of people and cultures.

#### **Intellectual skills [IS]**

**IS1** Begin to develop sound arguments on specialist subject matter adopting an evidence-based position.

**IS2** Articulate an understanding of the difference between secondary and primary sources.

**IS3** With guidance, begin to apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature.

**IS4** Begin to develop and engage in reflective practice for the purpose of developing personal responsibility in decision making in complex situations.

**IS5** Begin to demonstrate the use of initiative, creativity, inclusivity, responsibility, and commercial acumen to develop proposals for successful business outcomes in dynamic situations.

#### **Transferable Skills [TS]**

**TS1** Articulate the importance of effective time and resource management in relation to their own learning, be able to reflect upon their own learning and be able to work with guidance.

**TS2** Demonstrate a range of oral, written and presentation skills for a specialist audience.

**TS3** Demonstrate ethical, digital literacy using a range of software applications both discipline-based and generic IT packages to inform evidence-based decision making.

**TS4** Plan and manage their own time in order to achieve objectives and meet deadlines, either independently or as part of a team.

**TS5** Audit their own learning and skills development with guidance and identify areas for further development.

On successful completion of **Level 5 on the BA (Hons) Psychology programme**, students will be able to:

#### **Knowledge and Understanding [KU]**

**KU1** Demonstrate a critical knowledge and understanding of the six topic areas and the two, core compulsory elements of Psychology as prescribed by the British Psychological Society (BPS), Partnership & Accreditation Committee (PAC).

**KU2** Articulate the breadth of particular disciplines in psychology from both an historical and a contemporary perspective and select appropriate sources to discuss issues at the forefront of the discipline.

**KU3** Demonstrate a critical understanding of the relationship between theory and method in the discipline of Psychology.

**KU4** Apply psychological knowledge with guidance and recognise the major intra-disciplinary boundaries and divisions.

**KU5** Apply knowledge of the behaviour, demands and expectations of customers and the importance of effective marketing, including critical understanding of contemporary marketing techniques and methods.

### **Subject Professional Skills [SPS]**

**SPS1** Formulate sophisticated arguments through critical learning and research in a range of psychological contexts.

**SPS2** Evaluate the significance and validity of established evidence and, where appropriate, consider their own theoretical orientation.

**SPS3** Act with some autonomy and independence in undertaking psychological research and critically evaluating primary and secondary evidence.

**SPS4** Demonstrate a detailed awareness of personal responsibility, and effectively apply appropriate ethical codes of conduct in psychology projects.

**SPS5** Identify and deploy accurately established analytic techniques to identify empirical data, interpret outputs and present findings in an intelligible format with limited guidance.

**SPS6** Accurately deploy frameworks, theories and principles of business leadership and management in order to propose effective resolutions to complex business problems.

**SPS7** Interpret financial and economic data using statistical and financial functions and procedures.

**SPS8** Develop a critical understanding of the role of entrepreneurs including social entrepreneurs, intrapreneurs, innovators and businesses owners, leaders, and managers in society.

**SPS9** Work collaboratively demonstrating emotional intelligence and empathy, appropriate understanding, sensitivity, and awareness of diversity in terms of people and cultures.

### **Intellectual skills [IS]**

**IS1** Articulate arguments on specialist and complex subject matter adopting and defending an evidence-based position.

**IS2** Abstract and analyse secondary and primary sources.

**IS3** Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature with limited guidance.

**IS4** Develop and engage in critical reflective practice for the purpose of developing personal responsibility in decision making in complex situations.

**IS5** Demonstrate the use of initiative, creativity, inclusivity, responsibility, and commercial acumen to develop proposals for successful business outcomes in dynamic situations.

### **Transferable Skills [TS]**

**TS1** Demonstrate time and resource management in relation to their own learning, be able to reflect upon and evaluate their own learning and be able to work with limited guidance.

**TS2** Demonstrate a wide range of oral, written and presentation skills for a number of specialist and non-specialist audiences.

**TS3** Correctly demonstrate ethical, digital literacy using a range of software applications both discipline-based and generic IT packages to inform evidence-based decision making.

**TS4** Plan and manage their own time with some guidance in order to achieve objectives and meet deadlines, either independently or as part of a team.

**TS5** Articulate their own learning and skills development in order to develop a reflective and evidence-based skills audit.

# SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

<b>21a</b>	<b>Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements</b>
------------	---

## Level 4

<b>September</b>		<b>January</b>	
FDY00120 Self As Learner	FDY00220 Resourcing Learning	FDY00520 Effective Communication	FDY00620 The Digital Learner
FDY00320 Critical Thinking	FDY00420 Critical Engagement	FDY00720 Reflective Learning	FDY00820 Academic Writing

<b>21b</b>	<b>Module Structure</b>
------------	-------------------------

## Level 4

<b>Core Modules</b>				
<b>Code</b>	<b>Status</b>	<b>Module Title</b>	<b>Period (number)</b>	<b>No of credits</b>
FDY00120	CORE	Self As Learner	1 (Autumn)	N/A
FDY00220	CORE	Resourcing Learning	1 (Autumn)	N/A
FDY00320	CORE	Critical Thinking	1 (Autumn)	N/A
FDY00420	CORE	Critical Engagement	1 (Autumn)	N/A
FDY00520	CORE	Effective Communication	2 (Spring)	N/A
FDY00620	CORE	The Digital Learner	2 (Spring)	N/A
FDY00720	CORE	Reflective Learning	2 (Spring)	N/A
FDY00820	CORE	Academic Writing	2 (Spring)	N/A

## SECTION C2 (YEARS 2-4) BA (HONS) PSYCHOLOGY & BUSINESS: STRUCTURE

<b>21a</b>	Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
------------	--

### UNDERGRADUATE

#### Level 4 - 120 credits

<b>Level 4</b>	Semester 1	<b>PSY40522</b> Researching Psychology I 30 credits	<b>PSY40622</b> Introduction to Psychology across the Lifespan 15 credits	<b>BUS41022</b> Organisational Environments and Behaviour 30 credits
	Semester 2		<b>PSY40822</b> Conceptual and Historical Issues in Psychology (CHiP) 15 credits	<b>BUS41322</b> An Introduction to Finance 30 credits

#### Level 5 – 120 credits

<b>Level 5</b>	Semester 1	<b>PSY50822</b> Researching Psychology II 30 credits	<b>PSY50722</b> Social Psychology 15 credits	<b>BUS51922</b> Digital Marketing Strategies 15 credits	<b>BUS52222</b> CSR and Sustainability 15 credits
	Semester 2		<b>PSY50422</b> Personality and Individual Differences 15 credits	<b>BUS52322</b> Human Resource Management 15 credits	<b>BUS52422</b> Equality, Diversity, and Inclusion 15 credits

#### Level 6 – 120 credits

<b>Level 6</b>	Semester 1	<b>PSY61123</b> Psychology and Business Research Design and Project Preparation 15 credits	<b>PSY607_1.1</b> Cognitive Psychology 15 credits	<b>BUS61722</b> Managing and Leading for Success 15 credits	<b>BUS61922</b> Business Start-Up 15 credits
	Semester 2	<b>PSY61223</b> Psychology and Business Dissertation 30 credits		<b>PSY60822</b> BioPsychology 15 credits	<b>BUS62322</b> Social Innovation and Entrepreneurship 15 credits

## 21b Module Structure

### Level 4

#### Core Modules

- *Period Codes – 1 (Autumn) – 2 (Spring) – 3 (Summer – MA ONLY) – 4 – Full Year*

Code	Type	Module Title	Period (number)	No of credits
PSY40522	Mandatory	Researching Psychology I	4 (Full year)	30
PSY40622	Mandatory	Introduction to Psychology across the Lifespan	1 (Autumn)	15
BUS41022	Mandatory	Organisational Environments and Behaviour	1 (Autumn)	30
PSY40822	Mandatory	Conceptual and Historical Issues in Psychology (CHiP)	2 (Spring)	15
BUS41322	Mandatory	An Introduction to Finance	2 (Spring)	30

### Level 5

Code	Type	Module Title	Period (number)	No of credits
PSY50422	Mandatory	Personality and Individual Differences	2 (Spring)	15
PSY50722	Mandatory	Social Psychology	1 (Autumn)	15
PSY50822	Mandatory	Researching Psychology II	4 (Full year)	30
BUS51922	Mandatory	Digital Marketing Strategies	1 (Autumn)	15
BUS52322	Mandatory	Human Resource Management	2 (Spring)	15
BUS52222	Mandatory	CSR and Sustainability	1 (Autumn)	15
BUS52422	Mandatory	Equality, Diversity, and Inclusion	2 (Spring)	15

### Level 6

PSY607_1.1	Mandatory	Cognitive Psychology	1 (Autumn)	15
PSY60822	Mandatory	BioPsychology	2 (Spring)	15
BUS61123	Mandatory	Psychology and Business Research Design and Project Preparation	1 (Autumn)	15
PSY61223	Mandatory	Psychology and Business Dissertation	2 (Spring)	30
BUS61722	Mandatory	Managing and Leading for Success	1 (Autumn)	15
BUS61922	Mandatory	Business Start-Up	1 (Autumn)	15
BUS62322	Mandatory	Social Innovation and Entrepreneurship	2 (Spring)	15

# SECTION D1 (YEAR 1) FOUNDATION YEAR: TEACHING, LEARNING AND ASSESSMENT

## 22 Curriculum Design

The Bishop Grosseteste University Foundation Year programme is in line with national practice and resembles Foundation Year programmes successfully offered by a number of UK higher education institutions to provide supportive access into higher education (HE). The Bishop Grosseteste University Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher-level qualification.

The Bishop Grosseteste University Foundation Year is therefore designed to support a wide range of learners from different backgrounds and with non-standard academic qualifications to enter HE. The programme provides an opportunity for learners to study at the University who are unable to evidence the usual level of entry qualifications / UCAS points required for entry to degree programmes at Bishop Grosseteste University.

The Bishop Grosseteste University Foundation Year programme is a complimentary internal programme of study to enable access to degree study at Bishop Grosseteste University. The Foundation Year programme is therefore designed to provide a common core of academic and generic study skills sufficient to build confidence and self-discipline to prepare learners for subsequent study and academic success at undergraduate level.

The Foundation Year programme is a pass-fail programme and is therefore non-award bearing. There are 8 modules, equally distributed between two semesters. Modules are studied over a 7-week period and are paired so that learners engage with two aligned, yet separate, modules each week. The pairing of modules enables accumulative development of skills through a generic approach in which all learning is connected and builds incrementally throughout the year. It is anticipated that typically learners will attend face-to-face sessions for 6 hours weekly.

The programme has been designed to be delivered and assessed at Level 4 equivalence within the QAA FHEQ. This level indicates the intellectual demand and rigour of academic study required to successfully complete each module and provide a taster of the demands of degree level study.

A key design feature of the Foundation Year has been the commitment to providing a programme which is suitable for a potentially diverse mix of learners. In recognition of the diversity of learner experiences and needs, this programme has been designed to balance the current needs of learners with the future demands that studying at degree level will place on them. The purpose of the programme is not to fully mirror a full undergraduate degree programme but to provide a foundational experience and, moderately and gradually, build confidence and capability of the learners. As such, the indicative hours of study are less than what might normally be expected on a full degree programme, but the delivery is condensed and intensely delivered per week. This delivery pattern is proved to best support the needs of learners on Foundation Year programmes, who typically have other life-commitments outside university.

Learning and teaching approaches utilise a blended approach of face-to-face, directed, online and independent study. A key feature of delivery are the 'learner-led, tutor-facilitated' group tutorials. These take place weekly and encourage individual learners to re-engage with education, to 'deconstruct' what might have been previously, less than positive, engagements with education. The tutorials encourage learners to 'reconstruct' and to take personal responsibility and ownership of their learning during the Foundation Year and beyond. Peer support and dialogic approaches form a strong element of this process.

The Foundation Year programme offers incremental steps to foster a thirst for, and enjoyment of, learning and a gradual acculturation into university life. This approach will help ensure that individuals who successfully complete the Foundation Year programme are effective, successful undergraduate learners who reach their own potential within the next stages of their learner journey at full degree programme level.

Learners on the Foundation Year build a set of knowledge, skills and attributes associated with university study which they will be able to directly transfer into their degrees. The generic nature of the modules aims to ensure that learners are equipped with the necessary study skills, and written and verbal communication abilities to succeed, as well as gaining independence and confidence to progress. To avoid duplication of content at a later date, learners do not formally study their chosen degree subject during the Foundation Year. However, subject-specific learning is integrated as part of each module, allowing them to focus on their chosen subject route. Learners will have the opportunity to engage with subject-specific materials, which may, for example, include attending taster sessions or tutorials delivered by Faculty subject experts. Learners may also select topics for study that allow them to explore their personal interests and prepare for their future studies.

Throughout the Foundation Year programme, learners are encouraged to draw on their knowledge from across their learning in all module sessions, with the aim that they become active in their approach to learning. The final piece of work requires learners to demonstrate their consolidated learning and understanding and involves the application of research, critical thinking and academic writing.

## **23 Learning and Teaching Strategies**

Learning and teaching strategies for the programme as a whole are balanced and comprehensive, underpinned by the need to provide a supportive and directed framework for learners entering at Level 4 with widely differing experience, familiarity and confidence with prior study, from diverse backgrounds and with a variety of entry qualifications. The programme provides the foundation for consolidated skills development in the learner's future degree programme. The modules are designed to be stimulating, challenging, relevant and useful. The modules enable learners to experience, engage with, and develop a range of key skills necessary for independent learning and effective undergraduate study.

Learning and teaching is characterised by a combination of directive, structured, supportive and practical strategies, and opportunities. These strategies aim to ensure that learners are supported in their learning whilst also developing skills, knowledge and confidence as independent learners as appropriate for future HE study. Learning and teaching strategies aim to make effective use of social integration, group and project work to build confidence and support a community of learning.

Delivery is directed and guided, being designed to meet the needs and experience of learners who may not yet be ready to work with the full confidence and levels of autonomy normally expected at Level 4. Delivery of modules will therefore be through directive and interactive sessions, seminars and tutorials. Group work and workshop methods are also utilised. Learning will be additionally supported through the Virtual Learning Environment (VLE), and independent study.

The Foundation Year has a strong tutorial element, both group and personal tutoring. Typically, there are normally 6 scheduled learning hours per week, of which, 2-3 hours per week of 'learner-led, tutor-facilitated' sessions take place each week. Weekly study tutorials allow learners to discuss their formative tasks, assessed work, all feedback, key readings and issues raised in sessions with peers and tutors. Dialogic approaches enable learners to work on skills and areas of understanding in a supportive peer environment but also familiarises them with the processes of discussion and debate. The incorporation of group work also encourages learners to develop positive and supportive working relationships within the cohort.

Learning and teaching strategies have been selected to compliment the concepts being delivered, for example, digital skills workshops and library-based research tasks, discussion, debate, writing and speaking to a range of specialist and non-specialist audiences. The Foundation Year is intended to develop a strong learning community amongst the cohort but also to create a sense of institutional identity and a growing sense of subject community. The programme seeks to engender a sense of individual learner's 'belief in self' and also belief that they are academic, with a true entitlement to be members of a HE community of learners.

Throughout the year, learners work with their tutor to set and review personal targets so that they can clearly track their development across the year and avoid feeling overwhelmed by the level at which they will be required to work at on entry to their degree studies.

The programme team will work closely with the Foundation Year learners to ensure they are engendered as members of the Bishop Grosseteste University community.

The Foundation Year equips learners with the necessary skills to be autonomous and effective HE learners. Skills developed during the Foundation Year programme will be utilised and consolidated throughout undergraduate study and beyond, be that further study and/or employment. Collectively, the modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability.

## **24 | Assessment Strategies**

The Foundation Year programme offers learners opportunities to experience a range of formative and summative assessments. These include, short form writing, annotated bibliography, presentations, micro-teach, use of digital technologies, reflective journal and academic essay.

Assessment strategies are designed to be supportive, build confidence and also aim to ensure learners develop the core skills required for successful study in Higher Education (HE). Assessment strategies deployed across the Foundation Year are balanced, comprehensive, diverse and inclusive, ensuring that learners experience a range of assessment formats to assess attainment of intended learning outcomes but also to provide supportive preparation for undergraduate study. All modules employ early, small and frequent formative, as well as summative assessment, to ensure that learners gain confidence in their knowledge and abilities as they progress through the Foundation Year. Learners will also have opportunity for self-evaluation and reflection on their own learning progress and development of skills.

Formative feedback is an integral part of the Foundation Year programme. Learners receive feedback on plans and draft materials before final summative assessment submission and have the opportunity to discuss the comments made in more detail with their tutor and peers to enable them to take responsibility for their learning and improvement. Feedback addresses key writing skills (including spelling, grammar and punctuation) as well as more advanced skills such as the structuring of arguments, summary of key concepts and demonstration of subject knowledge. There is also a focus on helping learners to gain an understanding of scholarly activity and the importance of accurate referencing, which will feed forward into their degree studies. Opportunities for verbal feedback and peer review are provided by interactive seminars and tutorials. Learners continue to reflect on their own performance and progression throughout the Foundation Year. Summative feedback is provided for all assessed pieces of work, and the comprehensive combination of formative and summative feedback allows learners to reflect on their progress, strengths and areas for improvement, and forms the basis for self-reflective and tutor-directed target setting.

The feedback cycle provides a strong sense of coherence and continuity of development within the course. Tutorial group sessions provide a focal point for learners to discuss their learning and track their acquisition of knowledge and study skills. The final module culminates in an academic writing project which provides learners the opportunity to demonstrate all of their Foundation Year learning and to receive the final detailed summative feedback they can utilise as they progress on to their continuing programme of undergraduate degree study.

Learners are assessed predominantly through coursework. Each module has an assessment portfolio that contains two or three tasks. This will include extensive use of portfolio-based assessment, in which learners assemble evidence of key tasks, often including reflection and critical review of their progress, strengths and weaknesses.

There are no formal examinations in the Foundation Year. This is in order to build learner confidence and ensure that learners are provided with supportive entry at Level 4. In general, the undergraduate curriculum at Bishop Grosseteste University makes limited use of formal examinations, although they are more common in social science subjects such as Psychology. Appropriate exam preparation is included in the relevant degree programmes as needed once learners progress from the Foundation Year.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
FDY00120	Self As Learner	N/A	1	-	-	100
FDY00220	Resourcing Learning	N/A	1			100
FDY00320	Critical Thinking	N/A	1			100
FDY00420	Critical Engagement	N/A	1			100
FDY00520	Effective Communication	N/A	1			100
FDY00620	The Digital Learner n	N/A	1			100
FDY00720	Reflective Learning	N/A	1			100
FDY00820	Academic Writing	N/A	1			100

The following table provides the indicative content of assessment tasks:

Module	Unistat	Task	Weighting	Indicative Word Counts	Indicative Content of Assessment Tasks
FDY00120 Self As Learner	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> <li>• SWOT analysis: Strengths, weakness, opportunities and threats</li> <li>• Discuss good and poor learning experience</li> <li>• Time management exercise e.g., Covey's '4-quadrant time management matrix'</li> </ul>
FDY00220 Resourcing Learning	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> <li>• Exercise to demonstrate effective library searching</li> </ul>

					<ul style="list-style-type: none"> <li>• Peer review referencing</li> <li>• Annotating a bibliography</li> </ul>
FDY00320 Critical Thinking	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> <li>• Explore approaches to, and models of, critical thinking e.g., Chatfield's 'Smart Study Model'</li> <li>• With peers, begin to deconstruct arguments in the literature in order to explore critical thinking</li> <li>• Create a personalised toolkit and action plan for critical thinking</li> </ul>
FDY00420 Critical Engagement	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> <li>• Explore approaches to critical reading e.g., frame of reference</li> <li>• Read critically and annotate a text/source</li> <li>• Utilise techniques and tools to organise ideas e.g., visual organiser</li> </ul>
FDY00520 Effective Communication	Coursework	Portfolio	100%	1500	<ul style="list-style-type: none"> <li>• Deliver an effective spoken presentation of ideas</li> <li>• Create a written handout and annotated bibliography to support the presentation</li> </ul>
FDY00620 The Digital Learner	Coursework	Portfolio	100%	1500	<ul style="list-style-type: none"> <li>• Reflecting on workshop activities that have enabled the development of skills and appropriate uses of digital technologies to support learning e.g., use of VLE, collaborate online discussion, wikis, online safety, online profile</li> </ul>

					<ul style="list-style-type: none"> <li>• Self-evaluation of digital capabilities and confidence</li> <li>• Create an effective audio-visual presentation of ideas</li> </ul>
FDY00720 Reflective Learning	Coursework	Portfolio	100%	2000	<ul style="list-style-type: none"> <li>• Group collaboration to develop reflective template and action plan</li> <li>• Complete reflective journal of taster sessions</li> <li>• Micro-teach of something learnt from the taster sessions</li> </ul>
FDY00820 Academic Writing	Coursework	Portfolio	100%	2000	<ul style="list-style-type: none"> <li>• In consultation with tutor select a topic for study</li> <li>• Academic essay</li> </ul>

## 25 Inclusive Practice and Personal Development Planning

Bishop Grosseteste University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Learners will be supported for the duration of the Foundation Year through the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The Foundation Year programme will support personal development planning through the use of the Bishop Grosseteste University Development and Career Plan (DCP) and the personal tutor system. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring/tutorial support for learners as appropriate. Learners will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All learners develop an e-portfolio, the Development and Career Plan (DCP). This is a detailed record of the development of skills, experience, and knowledge which:

- Supports reflection on academic and assessed work and ensures learners are able to respond effectively to feedback from tutors and improve their grades.
- Allows learners to collect evidence of the things that they achieve during their studies that promote their employability.
- Supports the development of a close and well-informed relationship with their Personal Tutor.

Tutorials will allow learners to identify their strengths and weaknesses and receive targeted support, and this process ensures that learners' individual progress is tracked across all modules and that any academic or pastoral concerns are addressed promptly.

**26 Technology Enhanced Learning**

Learners will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, Bishop Grosseteste University's Virtual Learning Environment (VLE). As part of the blended learning pedagogical approach for the programme, preparatory, directed, and follow-up tasks and activities will be provided to inform, engage, and reinforce the learning for each module. Learning materials for the Foundation Year programme will be accessed through the module areas on Blackboard and extensive use will be made of specific online resources that exist within the CELT areas of the VLE; especially Digital Learning and Learning Development resources, guides and self-reflection tools and materials.

Learners will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums. In addition, learners will engage with research for relevant literature through online databases and electronic search engines as part of Bishop Grosseteste University's library provision. Included within the Library Systems are access to journals and specific subject related learning resources.

**27 Work-related Learning and/or Placement**

There is no direct connection to work-related learning or placement. However, the Foundation Year programme recognises the integral nature of core employability skills as part of undergraduate study.

**28 Employability**

All modules in the Foundation Year are organised around the development of transferable skills, such as presentation skills, successful time management, group work, critical thinking and problem solving. Collectively, the programme modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability. As such, Foundation Year learners will develop a range of relevant graduate attributes and skills including:

- problem-solving
- decision making
- locating resources
- analysis and evaluation of resources/evidence/data
- organisational skills, including time management, and project planning
- the ability to work in teams
- appropriate utilisation of digital technologies
- appropriate levels of communication – written, oral and visual

In addition to the development of a range of transferable skills, learners will engage with the Development and Career Plan (DCP) which encourages reflection on career aspiration and target setting to help achieve academic and career goals. The DCP e-portfolio allows learners to collect evidence of the things that they achieve during their studies that promote their employability

As Bishop Grosseteste University students, learners on the Foundation Year programme, will be eligible to engage with all workshops, sessions and extra-curricular activities as provided by BG Futures and Careers.

## SECTION D2 (YEARS 2-4) BA (HONS) PSYCHOLOGY & BUSINESS: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
<p>The BA (Hons) Psychology and Business will be completed in three years of full-time study in order to address the programme aims and learning outcomes. At level 4 students are introduced to the foundations of Psychology and Business disciplines. These are contextualised at level 5 in an ethical framework, giving perspectives rooted in subject integrity, social and global perspectives. At level 6 students are working with increased independence, reflected in their individual research project and modules that are focused on leadership and specialist knowledge of sub-disciplines in Psychology and Business. The sub-disciplines are intentionally complementary, enabling students to enhance their understanding of both human and business functions, leading to opportunities to personalise their learning at Level 6, via a dissertation that draws on both disciplines. Intersections between the disciplines can be drawn on through-out the degree, with students developing complementary skills, knowledge and understanding, which supports learning in both areas. For example, Personality and Individual Differences, a Psychology Level 5 module, provides complementary learning in preparation for Managing and Leading for Success, a Business Level 6 module. The joint programme has been brought together through the combination of two employer-informed degrees at BGU, providing an opportunity to respond to our understanding of employer expectations and needs, through a new joint offer.</p>	
<p>The programme is designed to meet the external accreditations of the BPS and CMI, both of which have clear stipulations that are informed by employer consultation and requirement. For example, managers have informed the CMI that problem solving, resilience, communication and technical skills are a priority (CMI, 2020. <a href="#">Skills First - CMI (managers.org.uk)</a>). These are all skills which the combination of Psychology and Business are able to address and develop. In addition to this both programme teams work alongside organisations in programme development and delivery, using insight to inform this programme.</p>	
<p>The programme delivers the BPS core curriculum through at least 60 credits of core Psychology modules at each level of study.</p>	
<p>At Level 4, students are introduced to the history and introductory concepts in both disciplines. For Psychology, students begin to study the development of Psychology as a discipline and contextualizes issues of cultural bias and ethnocentrism. Students also begin to develop their knowledge and understanding of the core areas through a yearlong research-based module which frames core areas in the context of the approaches which drive the continuing development of psychological knowledge. Students are also introduced to the concept of psychological change through the framework of an introduction to developmental psychology which adopts a lifespan perspective. Students' study two 30-credit Business modules that give them a solid foundation for further study. As there is no pre-requisite to have studied Business previously, students are introduced to the concept of organisations and their environments in Semester 1. In Semester 2, students study modules in Finance and start to develop their understanding of the importance of this aspect to an organisation.</p>	
<p>At Level 5, students engage in modules which cover the core elements of Psychology and business in more depth, whilst developing critical evaluation and discussion skills in relation to key topics. In Psychology, two of the five BPS core areas are taught and assessed in greater depth. Specifically, PSY50722 teaches and assesses students' understanding of Social Psychology; Researching Psychology II assesses students' research design and</p>	

analytic skills through applied developmental research examples, and PSY50422 engages students with Psychometric training to investigate personality and individual differences.

At Levels 5 and 6 in Business, students study a diverse array of contemporary 15-credit business and marketing focused modules. Learning is scaffolded in line with the FHEQ level descriptors. There will be opportunities to undertake industry visits and an international field trip during the programme. The Psychology and Business programme design allows for a distinct learning journey with students, beginning by examining in growing depth more or less familiar issues relating to the disciplines. Modules at Level 5 and 6 directly build on these elements and expand to include wider issues and deeper theoretical applications and international perspectives.

At Level 6, students engage in more directed independent learning which culminates in their dissertation. In Psychology students will engage in an in-depth exploration of the breadth of cognitive psychology and develop a critical understanding of the impact of greater understanding of biopsychological processes. In their 30-credit empirical project students demonstrate the application of their research training. Students conclude the programme by gaining a clear and in-depth knowledge of specific areas of the field and designing and undertaking an empirical study. The successful completion of this empirical study is essential for the graduate to be eligible for Graduate Membership of the BPS.

At Bishop Grosseteste University (BGU, common programme outcomes relating to intellectual and transferable skills for students studying all subjects within the modular framework are used. This reflects our collective understanding of the essential skills of a BGU graduate who, through the study of one of our degrees, will be equipped with intellectual and transferable skills suitable for a range of professional careers and lifelong learning. These generic outcomes will be demonstrated in any given subject where a student studies a joint, major or single Honours course. Outcomes relating to knowledge and understanding and practical and/or professional skills are subject-specific.

As the programme has been designed to enable students to graduate with dual recognition from BPS and CMI, the curriculum has also been designed to map onto the two sets of standards. The key requirements of relationship to curriculum design is detailed below.

The programme has been designed with appropriate reference to the academic infrastructure (*Higher education credit framework for England: guidance on academic credit arrangements in higher education in England*, Quality Assurance Agency (QAA) 2021; the QAA *Benchmark Statement for Psychology* (2019) and the British Psychological Society (BPS) *Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology*, 2019).

The BA (Hons) Psychology and Business aims to produce high-calibre graduates who are autonomous, reflexive, critical and analytical. Throughout the programme, the inclusion of research-informed and research-led module content ensures that the curriculum maintains its currency in the broader landscape of the discipline. The curriculum design aims to support graduate prospects to continue study at postgraduate level.

The curriculum design also aims to equip students with the qualities and transferable skills which comprise Psychological Literacy:

- a scientific understanding of the mind, brain, behaviour and experience, and how they interact with the complex environments in which they exist;
- knowledge and the acquisition of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently;
- an understanding of the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data;
- to present multiple perspectives in a way that fosters critical evaluation and reflection;
- to develop knowledge, leading to an appreciation of theory and research findings, including relevant ethical and socio-cultural issues, and
- an understanding of real-life applications of theory to the full range of experience and behaviour, and the application of psychological understanding to real world questions.

The Business curriculum is action centred and challenges students 'to do' (business, marketing, and enterprise related activities). Core to the notion of 'doing' and acting is the spirit in which this activity should be 'done'. Students on the programme will be challenged to act in line with the ethos of the UN Sustainable Development Goals. The Sustainable Development Goals (SDGs) are a collection of 17 global goals designed to be a "blueprint to achieve a better and more sustainable future for all". Individual modules embed this ethos and furthermore task students to develop and participate in entrepreneurial based projects that empower people to transform opportunities into real, sustainable progress for themselves and their communities as part of Enactus BGU (part of Enactus UK). Enactus UK supports students and young people across the country to engage in social action and social enterprise. Their mission in the UK is to be recognized as a leader in developing a national network of socially minded young leaders of the future who transform communities and society through real life social action and environmentally responsible enterprise. Enactus provides a platform for university students around the world to collaborate with one another in addition to business and academic leaders in the development of entrepreneurial based projects.

The curriculum is also reinforced by its commitment to uphold the United Nations Global Compact (UNGC). The ten principles focus on key global challenges in the areas of human rights, labour, the environment, and anti-corruption. As global citizens, BA (Hons) Business (Marketing) students at BGU will develop a global mindset to understand, appreciate and take appropriate local or international action in response to these global challenges.

The curriculum provides students with the opportunity to achieve Level 5 Chartered Management Institute credits and is accredited by the CMI. The curriculum has been mapped to the CMI Level 5 syllabus in Management and Leadership and students who successfully undertake all of the mapped modules will have the opportunity to present their work to the CMI for consideration against the CMI Level 5 Diploma in Management and Leadership. Learners that do not undertake all of the mapped modules will forgo the opportunity to achieve a CMI Diploma but may be awarded Credits that could result in the achievement of a Level 5 Award or Certificate in Management and Leadership. This will be at the discretion of the CMI.

All students will become studying members with the CMI upon their enrolment onto the BA (Hons) Business and Psychology and will therefore have the added benefit of accessing Management Direct resources and CMI events.

The CMI requires its members to abide by its code of conduct and practice:

Behave in an open, honest, and trustworthy manner.

Act in the best interests of your organisation, customers, clients and / or partners.

Continually develop and maintain professional knowledge and competence.

Respect the people with whom you work.

Uphold the reputation of the profession and the Institute.

Create a positive impact on society.

## **23 Learning and Teaching Strategies**

Learning and teaching throughout the Psychology and Business degree programme, is aligned with BGU's 'Learning, Teaching and Assessment Strategy' which supports the University's aim 'to enable all students to achieve at the highest possible standard in their chosen field of study' with a commitment to 'support active and accessible learning'.

Students will be supported in their learning by subject specialists in both areas. Both programme teams will lead and deliver modules which use a wide range of relevant, experienced registered practitioners and academics as guest speakers to stimulate debate and discussion and bring real-world experience into sessions. In accordance with the Psychology PSRB requirements, at least 80% of the Psychology curriculum content will be delivered by permanent academic Psychologists who are research active.

Psychology is a research-engaged and research-based discipline and as such, robust research methods training is a core element of an undergraduate psychology degree. In addition, research training is a core element of the BPS standards for accreditation of undergraduate programmes. This degree provides the opportunity to take this approach and apply it to a business context, enabling specialisation and personalisation in the combining of the two disciplines at level 6.

In the proposed programme structures, research training has been embedded throughout the programme, and developing research design and analytic skills have been mapped against key paradigms and BPS Supplementary Guidance for research and research methods on Society accredited undergraduate and conversion programmes (2017), (see table 1). At Level 4, students are introduced to simple experimental designs and an introduction to parametric testing. As part of Researching Psychology I, they are also introduced to qualitative research approaches.

The programme strategically and systematically builds research skills using directed independent learning from Level 5 onwards, to engage students in using their increasing knowledge of research design in producing original research projects under the guidance and direction of module leaders and tutors. At the end of Level 5, the final assessment is a group project which requires students to design, conduct and report on an original piece of psychological supervision under direction and guidance from the module leader and tutors. This small-scale empirical project enables students to experience the research process and receive guidance and feedback before embarking on their dissertations.

Table 1: Research training

Research skills	Module
-----------------	--------

Simple experimental design Descriptive statistics Non-parametric tests T-tests	PSY40522 Researching Psychology I	
Complex & factorial design Analysis of Variance (ANOVA)	PSY40522 Researching Psychology II PSY607_1.1 Cognitive Psychology	
Regression, moderation/mediation	PSY5082222 Researching Psychology II PSY50422 Personality and Individual Differences	
Qualitative design	PSY40522 Researching Psychology I PSY50822 Researching Psychology II	
Qualitative analysis	PSY40522 Researching Psychology I PSY50822 Researching Psychology II	

### Research ethics and integrity training

Alongside their increasing knowledge of psychological research-design and analysis, students also receive continued training in research ethics and integrity to ensure that by their final year they enter the dissertation process able to engage with institutional and professional body codes of conduct. Ethical competency is a core requirement of BPS standards, and an embedded curriculum of ethical practice underpins all Psychology modules. The scope and focus of training in ethical practice has been designed using guidance drawn from *BPS Guidance on Teaching and Assessment of Ethical Competence in Psychology Education* (2015), (see table 2).

At Level 4, students are introduced to research ethics and will consider contemporary and historical ethical dilemmas in designing and conducting psychological research, using case studies and exercises. Students are also introduced to the BPS *Code of Human Research Ethics* (2014); the BPS *Ethics Guidelines for Internet-Mediated Research* (2017) and the BPS *Code of Ethics & Conduct* (2018) in accordance with section 4.2 of the aforementioned BPS guidance.

Table 2: Research ethics & integrity training

Ethical sensitivity	Ethical motivation	Ethical reasoning	Ethical implementation
PSY40522 Researching Psychology I	PSY50822 Researching Psychology II	PSY40522 Researching Psychology I	PSY50822 Researching Psychology II
PSY50822 Researching Psychology II	PSY50422 Personality and Individual Differences	PSY402	PSY50422 Personality and Individual Differences
PSY50422 Personality and Individual Differences	PSY61123 Psychology and Business Dissertation	PSY50822 Researching Psychology II PSY50422 Personality and Individual Differences PSY61123 Psychology and Business Dissertation	PSY61123 Psychology and Business Dissertation
PSY61123 Psychology and Business Dissertation		PSY61123 Psychology and Business Dissertation	

**Assessment strategy: American Psychological Association (APA) style report writing & formulating credible analytic conclusions.**

The overarching assessment strategy is to develop academic writing and skills in research reporting in preparation to produce a high-quality APA style research report as part of the dissertation module (see table 3).

At Level 4, students are supported to provide report sections based on research practical sessions conducted in small groups. At Level 5, students are encouraged and supported to write reports using structured feedback from previous assessments. Throughout Levels 4 and 5, feedback on APA reference-style reports is provided on standardised templates, to enable students to monitor and track their progression (see attached template).

Table 3: summative assessment strategy: report writing.

Lit review/rationale	Method section	Results/analysis	Discussion	APA Style Research Report
PYS40522 Researching Psychology I PSY50722 Social Psychology	PSY40522 Researching Psychology I PSY50822 Researching Psychology II PSY50422 Personality and Individual Differences	PSY40522 Researching Psychology I PSY50822 Researching Psychology II PSY50422 Personality and Individual Differences	PSY40522 Researching Psychology II PSY50422 Personality and Individual Differences	PSY50822 Researching Psychology II PSY50422 Personality and Individual Differences

The Psychology subject group thrives on an environment of research integrity, featuring several additional opportunities for students to contribute to the research culture, featuring, for instance, the Summer Research Internship Scheme, the Student Research Participation scheme, and a programme of optional research seminars throughout the year.

Psychology staff are all research-active, and interest in their subjects gives students the opportunity to learn about methodological approaches, topics and skills that go above and beyond, yet compliant with, core BPS content. For instance, students can join the DrEAMSLab, learn about and use Virtual Reality, and employ sophisticated qualitative methods and critical approaches. Staff deliver research seminars via the Psychology Society and via their own extensive professional networks. Staff also contribute to the BGU *Psychology, Health and Wellbeing Research and Knowledge Exchange Unit*.

A core and central tool for supporting teaching and learning across both subjects will be the use a Virtual Learning Environment. Students will be invited to use both asynchronous web tools, such as blogs, wikis and Padlet, as a strategy for sharing resources and discussions. Students will also be invited to engage with online synchronous collaborative learning spaces through software to engage in interactive formative sessions to develop academic writing and analytic skills.

Interactive lectures and workshops sit at the core of Business teaching at BGU. Whenever possible opportunities are taken to enhance learning and teaching using innovative practices and approaches, such as 'flipped' curricula, storyboarding, role-play, and group-based activities. In addition, where relevant, the opportunity is taken to engage students with project based and experiential learning through specialist teaching, guest lectures and/or virtual and physical external visits. The majority of modules afford students with the opportunity to immerse themselves within the inner workings of organisations and students can expect to visit sites and organisations (virtually/ physically) that are diverse in nature. Furthermore, within the second year of the programme students may have the opportunity (subject to viable numbers and the ability to take entrepreneurial action to self-fund) to undertake an international learning experience. As student numbers grow a wider variety of experiences may be provided although students may be required to self-select ones that are best suited to their overarching career plans as some trips / industry visits may be subject to maximum numbers. Reflective Practice is encouraged and embedded throughout the programme and is core to student's professional development. Reflective practice encourages students to make sense and meaning from their experiences and transforms insights into practical strategies for personal growth and future impact. In line with the Chartered Institute of Personnel and Development (CIPD) definition on reflective practice, this approach deepens learning. Reflective practice throughout the duration of the programme may be captured and expressed in a variety of forms such as written spoken, or pictorial. Such reflections may be captured for formative or summative purposes.

Psychological observation and understanding have always been at the forefront of pedagogy. Psychology recognises the non-static nature of teaching and learning and the need to evolve, to adapt and review the ways in which students interact with the subject, learning technologies and their learning environment. Course and curriculum review and the use of formal and informal student feedback to inform this will be an embedded part of the programme's cycle. These channels are explicitly encouraged within the context of the psychology programme in raising our students' awareness of democratic processes, rights and responsibilities as citizens and psychologists. As a discipline, Psychology is aiming to improve its interface with the public and assist in developing the psychological literacy of the layperson. With such aims in mind, the BA (Hons) Psychology and Business places a high premium on research-informed teaching which consistently makes live links between theory, practice and evidence bases, and demonstrates the real-world applicability of the discipline at all levels. This is a key characteristic of the course at BGU.

The programme teams work in partnership with students and external stakeholders to enhance the student experience and develop innovative learning and teaching strategies. The programme team makes effective use of BGU's *Students Creating Change* resource, which involves students in the co-creation of learning projects at both modular and programme level. This approach aligns with effective practice in student engagement in Higher Education.

## **24 | Assessment Strategies**

The assessment strategy supports the overall demonstration of the programme learning outcomes and is designed to engage students in a range of assessments throughout the programme. It systematically builds knowledge and understanding to support the skills required to: (1) synthesise and critically evaluate existing research and theory and (2) design, implement and report a coherent and original piece of empirical research. The assessment strategy allows students to demonstrate their confidence in articulating their ideas and

knowledge, orally (BUS41322; PSY50822), visually (PSY40622, BUS61922) and in their academic writing (all modules).

Each of the module assessments will focus on the skills required for the elements contributing to the undertaking of a research project and the writing of a research report. For example, at Level 4, Researching Psychology will require students to develop their report writing skills by requiring students to develop the sections of a traditional empirical report. Throughout all report-based assessments at Levels 4 and 5, students will receive a standardised feedback template which breaks down the requirements for each section of the report into key criteria. In addition to narrative and in-text feedback, students will receive a visual map of their progression in report writing.

At Level 4, research and projects in both Psychology and Business modules will be tutor-led and designed, whilst students will work with increasing autonomy using directed independent learning to prepare them to produce a piece of original empirical psychological research for their dissertation at Level 6. Throughout their first two years on the programme, students will complete two report-based assessments at Level 4 and three report-based assessments at Level 5, to ensure a thorough grounding and familiarity with psychological writing and APA-style reporting prior to embarking on their dissertations at Level 6.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
PSY40522	Researching Psychology I	30	1	50		50
PSY40622	Introduction to Psychology across the Lifespan	15	1		100	
BUS41022	Organisational Environments and Behaviour	30	1		30	70
PSY40822	Conceptual and Historical Issues in Psychology (CHiPs)	15	1			100
BUS41322	An Introduction to Finance	30	1		30	70
PSY50422	Personality and Individual Differences	15	2			100
PSY50722	Social Psychology	15	2			100
PSY50822	Researching Psychology II	30	2		30	70
BUS52322	Human Resource Management	15	2			100
BUS51922	Digital Marketing Strategies	15	2			100
BUS52222	CSR and Sustainability	15	2		100	
BUS52422	Equality, Diversity, and Inclusion	15	2		100	
PSY607_1.1	Cognitive Psychology	15	3			100
PSY60822	BioPsychology	15	3			100

PSY61123	Psychology and Business Research Design and Project Preparation	15	3			100	
PSY61223	Psychology and Business Dissertation	30	3			100	
BUS61722	Managing and Leading for Success	15	3			100	
BUS61922	Business Start-Up	15	3			100	
BUS62322	Social Innovation and Entrepreneurship	15	3			100	

### Indicative Assessment Strategy

Module Code	Module Description	Credits	Year	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
PSY40522	Researching Psychology I	30	1	Report 50% Exam 50%	2000 words MCQ 2 hours	January Semester 1 May Semester 2
PSY40622	Introduction to Psychology across the Lifespan	15	1	Poster presentation 100%	15minutes	January Semester 1
PSY40822	Conceptual and Historical Issues in Psychology (CHiPs)	15	1	Essay 100%	2000 words	January Semester 1
BUS41022	Organisational Environments and Behaviour	30	1	Report (70%) Live Presentation (30%)	2800 words 6 minutes	January Semester 1
BUS41322	An Introduction to Finance	30	1	Report (70%) Presentation of Fact Sheet for Business (30%)	2800 words 6 minutes	May Semester 2
PSY50422	Personality and Individual Differences	15	2	Report 100%	2500 words	May Semester 2
PSY50722	Social Psychology	15	2	Literature Review 100%	2500 words	January Semester 1
PSY50822	Researching Psychology II	30	2	Portfolio 70% Video paper 30%	3000 words (2x1500 word reports) 20 minutes	January Semester 1 May Semester 2

BUS51922	Digital Marketing Strategies	15	2	Digital Marketing plan to outline the practical implementation of the overarching digital marketing strategy	2500 words	January Semester 1
BUS52222	CSR and Sustainability	15	2	Narrated digital Storyboard	15 minutes	January Semester 1
BUS52322	Human Resource Management	15	2	Report	2500 words	May Semester 2
BUS52422	Equality, Diversity, and Inclusion	15	2	10 -minute TED style talk plus 5minute questioning	15 minutes	May Semester 2
PSY607_1.1	Cognitive Psychology	15	3	Report 100%	3000 words	January semester 1
PSY60822	BioPsychology	15	3	Essay 100%	3000 words	May Semester 2
PSY61123	Psychology and Business Research Design and Project Preparation	15	3	Ethics pack and research protocol 100%	3000 words	December Semester 1
PSY61223	Psychology and Business Dissertation	30	3	Empirical research report 100%	6000-8000 words	May Semester 2
BUS61722	Managing and Leading for Success	15	3	Essay (100%)	3000 words	January Semester 1
BUS61922	Business Start-Up	15	3	Practical 100% 15-minute pitch, 5 minutes questioning	20 minutes	December Semester 1
BUS62322	Social Innovation and Entrepreneurship	15	3	Practical 100% Podcast	20 minutes	May
<b>25</b>	<b>Inclusive Practice and Personal Development Planning</b>					
BGU is committed to widening access and participation and adheres to a strict policy of non-discrimination. Students will be supported throughout their programme through the full access to the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.						

All BA (Hons) Psychology and Business students are assigned a Personal Tutor at the start of their degree programme. Personal Tutors, and Module Tutors strive to support individual students' needs and to make any reasonable adjustments that students may require. The Psychology and Business teams are confident in escalating concerns where required and with supporting students in accessing additional support, whether academic or welfare related.

The University provides all students with access to a personalised on-line 'Development and Career Plan' (DCP). This enables students to identify career goals and construct actions plans to achieve them. In collaboration with their Personal Tutor and BG Futures (BGUs Careers, Employability and Enterprise service) students can reflect on their academic progress and assessment results, engage with the BGU Graduate Attributes framework and the Graduate Attributes Excellence Award, and evidence additional academic and professional achievements. As CMI studying members students are encouraged to engage with ongoing professional development activities and to log their commitment to this in their DCP.

## **26 Technology Enhanced Learning**

The University's virtual learning environment is used throughout the programme with every module having a relevant course area. The course areas are used to provide information on the schedule of teaching, announcements, and an extensive volume of supporting materials. These include reading materials that are continually reviewed and enhanced by module leaders in conjunction with the subject librarians. Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules. Links to on-line digital resources podcasts and videos are also provided through the VLE. In addition, students also have access to CMI Management Direct resources through their student membership.

Students will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of the VLE.

Students will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums. In addition, psychological research tools such as EPrime® and SPSS, along with referencing systems, for example Refworks, will be embedded within the Psychology modules.

Students will also have access to a research area on the VLE. This area is designed to help support students with conducting, and engaging with, psychological research throughout their degree. This is achieved by providing students with a level of autonomy to: view and hire available equipment; book time in the lab and interview rooms; check for ongoing student/staff research projects within Psychology, and to advertise their own research projects to other students studying Psychology. Students are supported with the use of this area of Blackboard by the Psychology technician.

Students will engage with research for relevant literature through online databases and electronic search engines as part of BGU library provision.

## **27 Work-related Learning**

This programme has been designed without work-related / placement opportunities, this is in order to accommodate two PSRBs, which are considered to be an advantage to the individual and their future

employers. The degree provides opportunity for applied learning via module content and assessment, allowing students to develop work-based understanding without mandatory work-related learning or placements.

With action at its core with the intention being to equip students with future-fit skills that will empower them to improve their lives and futures. Psychology and Business graduates develop a range of skills transferable to graduate careers. These include:

- communication – oral, visual and written;
- understanding and using data;
- decision making;
- organisational skills;
- information technology;
- handling of data/statistics;
- problem-solving, and
- the ability to work in teams.

Section 5.4 of the Quality Assurance Agency's Subject Benchmark Statement for Psychology outlines the importance of transferable skills. Such skills 'encapsulate the contributions a Psychology graduate can make to the workplace and to society more generally.' (BPS, 2019:23). It is also a requirement of BPS accredited courses that Psychology graduates 'should explicitly understand how their training equips them with transferable skills that are of value to employers' (BPS, 2019:22).

The curriculum maps to the BGU Graduate Attributes Award and further promotes the completion of the Graduate Attributes Excellence Award in the Level 6 module Managing and Leading for Success.

The programme structure aligns to the development of BGU Graduate attributes as follows:

**1: Academic Literacies** - students are enabled to develop academic literacy through engagement with evaluating and synthesizing original empirical research into their assignments. These skills are developed from the start of study at Level 4 with student supported to read and evaluate primary sources. Additionally, assessments are specifically designed to support students in developing their academic competency, with levels of complexity increasing as the students' progress through the programme.

**2: Global Citizenship** – Students will develop a global perspective of Business through specific modules such as Organisational Environments and Behaviour and CSR and Sustainability. Furthermore, as mentioned previously the curriculum is reinforced by its commitment to uphold the United Nations Global Compact (UNGC).

**3: Information Literacy** – Information literacy will be developed throughout the programme although specifically in research focussed modules where students will be required to independently search for academic sources. Key literature searching skills are developed in PSY40522 and PSY50822 with students being supported to use specialist databases and develop auditable searches.

**4: Digital Fluency** – Assessments are designed to support students in developing digital fluency through a range of assessments and through employing a commercial understanding of digital skills to produce a digital marketing plan in BUS51921. In addition, students will be encouraged through their studies to engage in online forums and discussion groups, Management Direct and CMI Webinars. The teaching team will also model the use of technology through session delivery as appropriate. In Psychology students will develop fluency with a range of specialist software and online platforms. Through group and individual assignments students will

become fluent in creating and launching online surveys as well as working with online databases and repositories

**5: Employability** – Employability is a key focus of the course, and a balance has been sought between creating a vocational course while meeting the demands of degree level study. As graduate attributes are embedded into all modules, it is anticipated that all students will develop the transferable skills necessary for employment / self-employment / portfolio careers. The modules have been designed to meet the PSRBs as previously mentioned. Students will develop a career plan as part of their introductory CHiPs module (PSY40822) which they can revisit throughout their programme.

**6: Being Enterprising** – the course discipline coupled with the practical nature and characteristics of the course means that students are supported to develop creative problem-solving skills through directed independent learning. Enactus provides students the opportunity to engage in social action and enterprise and the Business Start-up module at Level 6 provides students with the opportunity to develop more commercially minded enterprise skills. Throughout the programme's students will be challenged to develop intrapreneurial and entrepreneurial competency.

## 28 Employability

BGU has a strong reputation for developing highly skilled, sought-after, employable graduates. The Psychology and Business teams are committed to developing employable graduates and the curriculum has been designed to enhance employability at all levels of study. Employability is seen as an intrinsic aspect of all degree programmes offered by BGU and Graduate Attributes are embedded within each undergraduate programme. The Psychology and Business teams pride themselves on being able to assist students acquire the skills they need to foster their initiative and creativity as responsible global citizens.

The Business and Enterprise team and BG Futures have strong links with a wide range of businesses, through our local Growth Hub, Chamber of Commerce, CMI networks, Federation of Small Business (FSB) membership, Enactus and work-based apprentices. Through working with employers and key stakeholders this programme has been designed to equip students with future-fit skills that will empower them to improve their lives and futures.

While employers are not directly involved in providing substantive programme content, relevant individuals are engaged to provide specific guest lectures and live Business based learning experiences. As student numbers increase, the Business and Enterprise programme team, along with BG Futures will work with connected stakeholders from the business community to source relevant experiences. Furthermore, BG Futures will prepare and assist students to find and undertake a high-quality work-based learning experience. As business and apprenticeship provision grows at BGU the programme team will continue to foster positive working relationships with both apprentices, their mentors, and organisations to build a community of connected and engaged stakeholders that will support Business and Enterprise programmes and activities at BGU. This community will be encouraged to support BA Students with guest lectures, work placements, the provision of live project briefs and coaching and mentoring.

Wherever relevant, the programme level Learning Outcomes that describe 'Transferable Skills' are embedded within specific module level Learning Outcomes. Consequently, such generic employability-related skills are often reflected in assignment tasks.

This BA (Hons) Psychology and Business degree offers a firm base for students hoping to enter a variety of career pathways including but not limited to education-related, health, mental health or voluntary sector

careers. The scientific aspects of the course, including the application of a reasoned approach, problem-solving and manipulation of data, provide useful tools for careers in healthcare, law enforcement, finance, IT and research. The understanding of human behaviour and motivation, the ability to critically analyse a problem, formulate a considered response, create an argument and generate new ideas, lend themselves well to careers in the creative industries, the legal sector, government administration and education.

Possible future career paths for BA (Hons) Psychology and Business graduates may include:

- teaching;
- research assistant roles;
- human resources management;
- local or central government administration;
- voluntary sector roles;
- community-based mental health support and advocacy, or
- a range of employment opportunities in the helping professions.

Through a broad and balanced study in the areas of Psychology and Business, this award prepares students personally and professionally for further study and careers within Psychology-related fields with the expectation that students will acquire and be able to apply a wide range of generic and transferable intellectual, practical and professional skills. Maintaining the focus on real-world application throughout the programme is vital for providing students with a sustained focus on employability and possible career routes.

Successful completion of the programme with a classification of 2:2 or above provides students with the Graduate Basis for Chartered (GBC) with the British Psychological Society which is in turn as essential entry requirement for further training in Psychology. Possible future study areas for BA (Hons) Psychology and Business students may include postgraduate course in:

- Occupational Psychology
- Work Psychology
- Educational Psychology
- Organizational Psychology

Key to the programme is a degree-wide emphasis on employability for students. There is provision of support running through each year from academic staff in collaboration with BG Futures, in terms of identifying transferable skills, interview practice, building their CV, etc. The nature of the degree offers a breadth of opportunities, which the Programme Team work on with students to refine in terms of their interest and progression needs.

# SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

<b>29</b>	<b>Programme Specific Admission Requirements</b>
<p>There is no formal requirement for UCAS points to join the Foundation Year although normally GCSE English or equivalent is desirable. The Foundation Year syllabus does not include any specific element of upskilling in English language. Entrants must be able to demonstrate a minimum level of competence in English language.</p> <p>In addition to this, some programme pathways have specific entry requirements, either at point of entry to the Foundation Year, or as a requirement in order to progress to the articulated degree programme. Details of specific entry requirements for each programme pathway are outlined in Appendix 1.</p> <p>There is no provision for Accreditation of Prior Learning in respect of the Foundation Year.</p> <p>Applicants may be interviewed to ascertain their suitability for the Foundation Year. This may be undertaken by MS Teams or telephone where required.</p> <p>Applicants will select, at the time of application, the articulated degree programme that they wish to follow. The suitability of the selected, articulated degree programme will be assessed separately.</p> <p>You may be required to undertake an Enhanced DBS check prior to enrolment on one of our programmes. For further information regarding this including a list of relevant programmes please see the university's Code of Practice for DBS Checks for Applicants and Students.</p>	
<b>30</b>	<b>Programme Specific Management Arrangements</b>
<p>The Foundation Year sits within the Secondary, FE and teacher Development portfolio as part of the academic Faculty and is led by the Programme Leader for Foundation Year. The programme will be taught by the dedicated Foundation Year team.</p>	
<b>31</b>	<b>Staff Responsibilities</b>
<p>Leadership of modules will be undertaken by specified team members as Module Leaders. Staff on the programme will be allocated to learners as personal tutors. In addition, an academic 'subject liaison tutor', for each subject, will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate. Academic staff from subject discipline areas will engage with Foundation Year learners during their studies by welcoming them to attend subject-taster sessions of the existing, validated undergraduate degree programme at Level 4. This enables Foundation Year learners to experience subject-specific 'tasters', typically of 8 hours, as part of module FDY007: Reflective Learning.</p>	
<b>32</b>	<b>Programme Specific Academic Student Support</b>
<p>Close engagement with the wider professional services as part of the learner experience will be embedded within each module of the Foundation Year programme. The CELT team, specifically Learning Development</p>	

and Digital Learning, will support academic literacies, digital capabilities, and work towards assessments. In addition, IT will lead sessions to ensure basic digital literacies and the Library Liaison Team will support information literacies. BG Futures will support career aspiration and development. The Student Advice team will support wellbeing and, alongside CELT, will seek to develop the resilience and growth mindset of the Foundation Year learners. Learners will have an allocated personal tutor as part of Bishop Grosseteste University's Personal Development Plan (PDP). The PDP is monitored via the Development and Career Plan (DCP) process including the development of the learner's e-portfolio. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate.

### **33 | Programme Specific Student Evaluation**

The Foundation Year programme complies with current institutional evaluation policies and annual monitoring.

The programme team are committed to ensuring a positive learner experience and working in partnership with learners to feed forward and enhance the learner experience at both modular and programme level. Learner engagement and evaluation is considered on all aspects of the programme both formally through University processes and informally through the personal tutor structures. The programme team will work closely with the Foundation Year learners to ensure they are engaged participants in the evaluation process.

In addition, student representatives will be invited to team meetings at regular intervals to provide opportunity for student voice, as well as feeding forward news and enhancements to the programme. Actions will be minuted and channeled through relevant boards, committees, and quality assurance processes.

## SECTION E2 (YEARS 2-4) BA (HONS) PSYCHOLOGY & BUSINESS: PROGRAMME MANAGEMENT

<b>29</b>	<b>Programme Specific Admission Requirements</b>
<p>Students will require UCAS points at or above 96–112 points. An A Level in Psychology is not a required entry qualification, but a GCSE or equivalent in Mathematics is a requirement.</p> <p>In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from prospective students who are seeking to gain exemption from some parts of an academic programme by gaining recognition for prior learning. Such claims may be based either on a previous course of study or on experience gained in paid employment or voluntary activities, bridging assignments are also available if required. If a prospective student has recently completed or studied modules as part of a previous qualification, they may apply for Accreditation for Prior Learning in line with the relevant Code of Practice. In addition, bridging assignments are available to enable students seeking direct entry into Levels 5 or 6 to meet programme specific Level 4 and 5 module outcomes if previous study does not align with the corresponding BGU Psychology learning outcomes.</p>	
<b>30</b>	<b>Programme Specific Management Arrangements</b>
<p><u>General</u></p> <p>The programme is managed through the Faculty, led by the Programme Leaders for Psychology and Business and Enterprise, and supported by Module Leaders and lecturers. Psychology modules will be taught by current Psychology module leaders and tutors, who are all research-active Psychologists. Visiting speakers will be used as an enhancement to modules for currency and sector specific content, in line with Professional, Regulatory and Statutory Bodies (PSRB) requirements. Programme Leaders report to the Head of Programmes and are supported by the staff of the Faculty Administration Office. An additional level of oversight and line-management is provided by the Pro Vice-Chancellor (Students).</p> <p>The quality of the programme is overseen by the Academic Enhancement Committee, which institutionally reports to the University's Senate. Yearly reviews of programme quality and delivery are conducted by Programme Leaders (Annual Monitoring Reports) which are informed by module evaluations, student and staff feedback, External Examiners comments and the BGU Learning and Teaching Strategy. Targets for year-on-year development are set and effected to enhance programme delivery.</p> <p><u>Professional, Regulatory &amp; Statutory Bodies</u></p> <p>The Programme Leader for Business and Enterprise is the Centre Lead for all CMI courses at BGU. Students will be registered with the CMI in semester 1 of Level 4 and will be registered onto the relevant mapped professional qualification at level 5. Students will become active CMI members and will have the opportunity to benefit from full membership of the professional body. Throughout the course students will build an e-portfolio on Blackboard to present their marked mapped assignments to the External Examiner from the CMI. The CMI will be notified via the CMI Hub once students have completed their portfolios and at that point external examination will proceed. The responsibility for uploading the mapped work to an individual e-portfolio is the responsibility of the individual learner. Successful completion of a BGU module does not necessarily mean that this module will be accepted by the CMI. The CMI reserve the right to refer learner work in order for learners to submit addendums if/ where required. Once the CMI External confers the qualification upon the student the</p>	

certificates will be sent to BGU. The Faculty Administration Office will record the achievement of each student and distribute the certificates to students.

### **31 Staff Responsibilities**

All staff delivering the BA (Hons) Psychology and Business programme are suitably qualified to teach the modules that comprise the programme though staff specialise in their areas of interest and expertise. The delivery team are committed to developing, maintaining, and documenting their professional skills through ongoing CPD. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Staff delivering on the programme will be allocated to students as personal tutors and, in the third year of the programme, Psychology staff will act as research supervisors. The programme team also includes specialist support roles as detailed below:

#### **Psychology Technician**

In accordance with PSRB regulations, the programme draws on the specialist support of a Psychology technician who plays a crucial role in supporting both students and staff in maintaining specialist resources and software. In addition, and again in accordance with PSRB guidance, the Psychology Technician has a crucial role in supporting a research informed and research focused curriculum and engages in supporting research skills development on both a modular and individual level by providing students with support for developing expertise with specialist equipment and software. In particular, the Psychology Technician provides modular and individual support for students to engage with virtual reality equipment, biopack, eye tracker, SPSS, EPrime®, as well as specialist qualitative and Q-method software packages.

#### **Professional, Regulatory & Statutory Bodies**

All permanent members of the BGU Business and Enterprise Team have corporate CMI membership and are personally responsible for keeping their details up to date with the CMI. Staff will be responsible for becoming familiar with the mapped CMI programme and for ensuring that BGU module assignments map as defined by the mapping document for the CMI unit.

### **32 Programme Specific Academic Student Support**

#### Programme Specific Support

Close engagement with the wider professional services as part of the student experience will be embedded within each module. Sessions led by the Library Services team and Centre for Enhancement in Learning and Teaching (CELT) staff, specifically from Digital Learning and Learning Development, will support academic literacies and work towards assessments. Each student will be allocated a designated research supervisor in the third year of study who will oversee, with the student, the development of the research design and ethics forms for submission to the Ethics committee, and the collection and analysis of data for the dissertation. Students will also have an allocated tutor, who will act as personal tutor as part of the Development and Career Plan (DCP) process.

### **33 Programme Specific Student Evaluation**

The Programme complies with current institutional evaluation policies. Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative.

Students' views and ideas for improvements are important to us and there are a number of opportunities for students to contribute feedback and ideas to BGU to help to improve the learning experience.

These opportunities include:

- ✓ Class representation
- ✓ Module feedback surveys
- ✓ BGUSS

# SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING

MAP I

## ASSESSMENT /OUTCOMES MAP

Module Name	K&U1	SPS1	SPS2	IS1	TS1	TS2
FDY00120 Self As Learner						
FDY00220 Resourcing Learning						
FDY00320 Critical Thinking						
FDY00420 Critical Engagement						
FDY005206 Effective Communication						
FDY00620 The Digital Learner						
FDY00720 Reflective Learning						
FDY00820 Academic Writing						

## SECTION F2 (YEARS 2-4) BA (HONS) PSYCHOLOGY & BUSINESS: MAPPING

MAP I

### ASSESSMENT /OUTCOMES MAP

#### Level 6

Module Name	KU1	KU2	KU3	KU4	KU5	SPS1	SPS2	SPS3	SPS4	SPS5	SPS6	SPS7	SPS8	SPS9	IS1	IS2	IS3	IS4	IS5	TS1	TS2	TS3	TS4	TS5
PSY607_1.1 Cognitive Psychology	x		x	x		x	x	x							x		x			x	x	x	x	
PSY60822 BioPsychology	x	x		x		x	x		x						x	x				x	x	x	x	
PSY61123 Psychology and Business Research Design and Project Preparation	x	x	x				x	x	x	x					x	x	x			x	x	x	x	x
PSY61223 Psychology and Business Dissertation	x	x	x	x		x	x	x	x	x					x	x	x			x	x	x	x	x
BUS61722 Managing and Leading for Success			x								x		x	x	x	x	x	x	x	x	x	x	x	
BUS61922 Business Start-Up					x						x				x	x		x		x	x		x	
BUS62322 Social Innovation and Entrepreneurship		x	x	x						x	x	x	x	x	x	x	x	x		x	x	x	x	

## Level 5

Module Name	KU1B	KU2B	KU3B	KU4B	KU5B	SPS1B	SPS2B	SPS3B	SPS4B	SPS5B	SPS6B	SPS7B	SPS8B	SPS9B	IS1B	IS2B	IS3B	IS4B	IS5B	TS1B	TS2B	TS3B	TS4B	TS5B
PSY50422 Personality and Individual Differences	x	x	x	x		x	x	x	x	x					x	x	x			x	x	x	x	
PSY50722 Social Psychology	x		x	x		x	x	x	x	x					x	x	x			x			x	
PSY50822 Researching Psychology II	x	x	x	x		x	x	x	x	x					x	x	x			x		x	x	x
BUS51922 Digital Marketing Strategies		x	x	x	x						x	x	x	x	x	x	x	x	x	x	x	x	x	
BUS52222 CSR and Sustainability		x	x	x							x	x	x	x	x	x	x	x	x	x	x	x	x	
BUS52322 Human Resource Management			x								x		x	x	x	x	x	x	x	x	x	x	x	
BUS52422 Equality, Diversity and Inclusion		x	x	x							x				x	x	x	x	x	x	x	x	x	x

**Level 4**

Module Name	KU1a	KU2a	KU3a	KU4a	KU5a	SPS1a	SPS2a	SPS3a	SPS4a	SPS5a	SPS6a	SPS7a	SPS8a	SPS9a	IS1a	IS2a	IS3a	IS4a	IS5a	TS1a	TS2a	TS3a	TS4a	TS5a
PSY40522 Researching Psychology 1	x	x	x	x		x	x	x	x	x					x	x					x	x	x	
PSY40622 Introduction to Psychology across the Lifespan	x	x	x			x	x	x	x	x					x	x	x			x	x	x	x	
PSY40822 Conceptual and Historical Issues in Psychology (CHiP)	x	x	x	x		x	x	x	x	x					x	x	x			x	x	x	x	x
BUS41022 Organisational Environments and Behaviour		x	x	x	x					x		x	x	x	x	x	x	x	x	x	x	x	x	x
BUS41322 An Introduction to Finance				x	x					x	x				x	x	x		x	x	x	x	x	

# SECTION G1 (YEAR 1) FOUNDATION YEAR

## MAP 2

### Graduate Attribute Mapping

*Please indicate which of the Graduate Attributes that you have considered and where they are considered within the course.*

Attribute	K&U1	SPS1	SPS2	IS1	TS1	TS2
Academic Literacies						
Global Citizenship						
Information Literacy						
Digital Fluency						
Employability						
Being Enterprising						

### Graduate Attributes

- GA1. Academic Literacies This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. Global Citizenship This is about understanding the global context in which you live, study and work
- GA3. Information Literacy This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA4. Digital Fluency These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. Employability This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. Being Enterprising This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

*NB the above align to the Employability outcomes on the module specifications*

<http://www.bishopsg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

## SECTION G2 (YEARS 2-4) BA (Hons) PSYCHOLOGY & BUSINESS

MAP 2

### Graduate Attribute Mapping

Attribute	KU1	KU2	KU3	KU4	KU5	SPS1	SPS2	SPS3	SPS4	SPS5	SPS6	SPS7	SPS8	SPS9	IS1	IS2	IS3	IS4	IS5	TS1	TS2	TS3	TS4	Ts5
Academic Literacies	x	x	x			x	x			x	x		x		x	x	x	x						
Global Citizenship			x	x									x	x			x	x	x	x	x	x		
Information Literacy							x	x	x			x									x			
Digital Fluency								x	x			x									x			
Employability	x			x	x							x	x					x	x		x	x		
Being Enterprising					x					x	x	x	x	x				x	x		x		x	

### Graduate Attribute

- GA7. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.
- GA8. **Global Citizenship** This is about understanding the global context in which you live, study and work.
- GA9. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically.
- GA10. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society.
- GA11. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life.
- GA12. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation.

See [Graduate Attributes | Lincoln Bishop University](#)

# SECTION H (YEARS 1-4) BA (Hons) PSYCHOLOGY & BUSINESS WITH FOUNDATION YEAR

MAP 3

## Approved Modifications to Programme Specification since Approval/Last Review

*The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.*

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level &amp; title of modules &amp; a brief description of modification)</i> <i>(Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(e.g., students entering Level 5 from September 2016 onward)</i>
v1.1	Amendment to assessment category for PSY607_1.1	Sept 2025	Sept 2025	

# SECTION I (YEARS 1-4) BA (Hons) PSYCHOLOGY & BUSINESS WITH FOUNDATION YEAR

MAP 4

## Mapping of PSRB requirements against the Programme

*The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.*

	PSRB Name/Standard: British Psychological Society (BPS) Standards for the accreditation of undergraduate, conversion and integrated master's programmes in psychology (2019). Programme standard 1: Programme design							
	PSRB Requirement <i>Biopsychology</i>	PSRB Requirement <i>Cognition</i>	PSRB Requirement <i>Social Psychology</i>	PSRB Requirement <i>Personality &amp; Individual Differences</i>	PSRB Requirement <i>Lifespan Psychology</i>	PSRB Requirement <i>Historical &amp; Conceptual issues</i>	PSRB Requirement <i>Research methods</i>	PSRB Requirement <i>Empirical project (dissertation)</i>
Met?	Yes							
Modules Identified in:	L4 Researching psychology I  L 6 BioPsychology	L4 Researching psychology I  L6 Cognitive Psychology	L4 Researching psychology I  L5 Social Psychology	L4 Researching psychology I  L5 Personality & Individual Differences	L4 Introduction to Psychology across the lifespan  L5 Researching Psychology II	All  L4: Conceptual and historical issues in Psychology Researching psychology I Level 5: Social Psychology Personality & individual differences Researching psychology II Level 6: Biopsychology Cognitive psychology	All	L6: Psychology and Business Research Design and project preparation  Psychology and Business Dissertation

	PSRB Name/Standard: British Psychological Society (BPS) Standards for the accreditation of undergraduate, conversion and integrated master's programmes in psychology (2019). Programme standard 1: Programme design							
	<b>PSRB Requirement</b> <i>Biopsychology</i>	<b>PSRB Requirement</b> <i>Cognition</i>	<b>PSRB Requirement</b> <i>Social Psychology</i>	<b>PSRB Requirement</b> <i>Personality &amp; Individual Differences</i>	<b>PSRB Requirement</b> <i>Lifespan Psychology</i>	<b>PSRB Requirement</b> <i>Historical &amp; Conceptual issues</i>	<b>PSRB Requirement</b> <i>Research methods</i>	<b>PSRB Requirement</b> <i>Empirical project (dissertation)</i>
Met?	Yes							
Evidence of Requirement met	L6 Assessment: 1/1	L6: assessment: 1/1	L5 Assessment 1/1	L5 Assessment 1/1	L4 Assessment 1/1 L5 Assessment 1/2	L4 CHiP Assessment 1/1 Level 5: Researching Psychology II assessment 2/2 Social psychology 1/1	Assessments in: L4 Researching psychology I L5 Personality & Individual Differences L5: Researching Psychology II L6: Psychology and Business Research Design and project preparation Psychology and Business Dissertation	Assessment 1/1 1/1
Location of PSRB Approval Document								