



BISHOP
GROSSETESTE
UNIVERSITY

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

BA (Hons) Psychology and Business

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.

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



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

| | |
|---|---|
| 1 | Programme Specification Title |
| BA (Hons) Psychology and Business | |
| 1a | Programme Code |
| BAPSBU01F23 | |
| 2 | Brief Summary (for Marketing Purposes) |
| <p>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.</p> <p>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</p> | |

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.

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

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|----------|---|---|------------|--------------------------|
| 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 BCN1 |
| 6 | Framework for HE Qualifications position of final award(s) | Certificate (Level 4) Diploma (Level 5) Honours (Level 6) | | |
| 7 | Alignment with University Credit Framework | Undergraduate | | |
| 8 | Compliance with University Assessment Regulations | <i>Academic Regulations Governing Taught Qualifications.</i> | | |
| 9 | Progression routes with Foundation Degree (FdA) or Top-up | N/A | | |

Awards

| | | |
|------------|---|---|
| 10 | Final Award title(s) | BA (Hons) Psychology and Business |
| 10a | Exit or Fall back Award title(s) | BA Psychology and Business. Diploma of Higher Education in Psychology and Business. Certificate of Higher Education in Psychology and Business. |
| 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

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|----|--|---|
| 14 | PSRB(s) associated with final award of any route within the programme specification | <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>BUSS2422 Equality, Diversity, and Inclusion - mapped to unit 506</p> <p>BUSS2222 CSR and Sustainability - mapped to unit 608</p> <p>BUS61722 Managing and Leading for Success - mapped to unit 503</p> |
| 15 | Date and outcome of last PSRB approval/accreditation | <p>Existing programmes:</p> <p>2021 Approved (BPS) 11.06.2022 (CMI)</p> <p>However this programme will be subject to PSRB approval / accreditation, on submission to relevant regulator.</p> |
| 16 | Expiry Date of PSRB approval | |

SECTION B - 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>https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-psychology.pdf</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">• <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>• <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>• <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>• <i>present multiple perspectives in a way that fosters critical evaluation and reflection</i>• <i>develop knowledge, leading to an appreciation of theory and research findings, including relevant ethical and sociocultural issues</i>• <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> <p>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</p> |

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

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.

18 Programme Aim

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.

| | |
|-----------|------------------------------------|
| 19 | Programme Specific Outcomes |
|-----------|------------------------------------|

(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.

On successful completion of **Level 4 on the BA (Hons) Psychology and Business programme**, students will be able to:

Knowledge and Understanding [KU]

KU1 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 & Accreditation Committee (PAC).

KU2 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.

KU3 Demonstrate an understanding of key theories and methods in the discipline of Psychology and Business.

KU4 Begin to demonstrate psychological knowledge and recognise the major intra-disciplinary boundaries and divisions.

KU5 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.

Subject Professional Skills [SPS]

SPS1 Formulate arguments through guided reading and research in a range of psychological contexts.

SPS2 Describe the significance and validity of established evidence and, where appropriate, begin to engage with different theoretical orientations.

SPS3 Undertake psychological research and evaluate primary and secondary evidence with guidance and direction.

SPS4 Demonstrate an awareness of personal responsibility and describe appropriate ethical codes of conduct in psychology projects.

SPS5 Demonstrate an introductory knowledge of established analytic techniques to identify empirical data, interpret outputs and present findings in an intelligible format according to guidance.

SPS6 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.

SPS7 Begin to describe financial and economic data using statistical and financial functions and procedures.

SPS8 Begin to develop an introductory understanding of the role of entrepreneurs including social entrepreneurs, intrapreneurs, innovators and businesses owners, leaders, and managers in society.

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 C – STRUCTURE

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| 21a | 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

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

Level 5 – 120 credits

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

Level 6 – 120 credits

| | | | | | |
|----------------|------------|---|--|--|--|
| Level 6 | Semester 1 | PSY61123 Psychology and Business Research Design and Project Preparation 15 credits | PSY607_1.1 Cognitive Psychology 15 credits | BUS61722 Managing and Leading for Success 15 credits | BUS61922 Business Start-Up 15 credits |
| | Semester 2 | PSY61223 Psychology and Business Dissertation 30 credits | | PSY60822 BioPsychology 15 credits | BUS62322 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 D - 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. Skills First - CMI (managers.org.uk)). 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 analytic skills through applied developmental research examples, and PSY50422 engages students with Psychometric training to investigate personality and individual differences.</p> | |

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 | PSY40522 Researching Psychology I |
| Descriptive statistics | |

| | | |
|----------------------------------|---|--|
| Non-parametric tests | | |
| T-tests | | |
| Complex & factorial design | PSY40522 Researching Psychology II | |
| Analysis of Variance (ANOVA) | PSY607_1.1 Cognitive Psychology | |
| Regression, moderation/mediation | PSY50822 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 | PSY61123 Psychology and Business Dissertation |
| PSY61123 Psychology and Business Dissertation | | PSY50422 Personality and Individual Differences | |
| | | 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 | 2500 words | January Semester 1 |

| | | | | | | |
|---|---|----|---|--|-----------------|---------------------|
| | | | | implementation of the overarching digital marketing strategy | | |
| 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 |
| 25 | Inclusive Practice and Personal Development Planning | | | | | |
| <p>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.</p> <p>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.</p> | | | | | | |

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 transferrable 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 E - PROGRAMME MANAGEMENT

| | |
|---|---|
| 29 | Programme Specific Admission Requirements |
| <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> | |
| 30 | Programme Specific Management Arrangements |
| <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 & 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 certificates will be sent to BGU. The Faculty Administration Office will record the achievement of each student and distribute the certificates to students.</p> | |

| | |
|----|--|
| 31 | <h3>Staff Responsibilities</h3> <p>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:</p> |
| | <p>Psychology Technician</p> <p>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.</p> <p>Professional, Regulatory & Statutory Bodies</p> <p>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.</p> |
| 32 | <h3>Programme Specific Academic Student Support</h3> <p>Programme Specific Support</p> <p>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.</p> |
| 33 | <h3>Programme Specific Student Evaluation</h3> <p>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.</p> <p>Students' views and ideas for improvements are important to us and there are a number of</p> |

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 F – 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 | 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 | | |
| BUS61922 Business Start-Up | | | | | 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 | |

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 | 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 G

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 | |

Graduate Attribute

- 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.

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

SECTION H

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.

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 & Individual Differences</i> | PSRB Requirement <i>Lifespan Psychology</i> | PSRB Requirement <i>Historical & 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 | | | | | | | |
|------------------------------------|--|--------------------------------------|--|---|--|--|--|---|
| | PSRB Requirement <i>Biopsychology</i> | PSRB Requirement <i>Cognition</i> | PSRB Requirement <i>Social Psychology</i> | PSRB Requirement <i>Personality & Individual Differences</i> | PSRB Requirement <i>Lifespan Psychology</i> | PSRB Requirement <i>Historical & Conceptual issues</i> | PSRB Requirement <i>Research methods</i> | PSRB Requirement <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 | | | | | | | | |