

## PROGRAMME SPECIFICATION: BSc Business Psychology

<b>1</b>	<b>Awarding institution/body</b> University of Worcester
<b>2</b>	<b>Teaching institution</b> University of Worcester
<b>3</b>	<b>Programme accredited by</b> British Psychological Society Graduate Basis for Chartered membership (GBC)
<b>4</b>	<b>Final award</b> BSc (Hons)
<b>5</b>	<b>Programme title</b> Business Psychology
<b>6</b>	<b>Pathways available</b> Single
<b>7</b>	<b>Mode and/or site of delivery</b> Taught programme.
<b>8</b>	<b>Mode of attendance</b> Full-time, part-time
<b>9</b>	<b>UCAS Code</b>
<b>10</b>	<b>Subject /Professional Benchmark statements</b> QAA Benchmarks Psychology 2007
<b>11</b>	<b>Date of Programme Specification preparation/revision</b> June 2008 (updated Dec 2010)
<b>12</b>	<p><b>Educational aims of the programme</b></p> <p>The Course Aims are to:</p> <ol style="list-style-type: none"> <li>1. Facilitate the exploration of the complex interaction between mind, brain, behaviour and experience;</li> <li>2. Develop knowledge and present multiple perspectives in a manner that encourages their critical evaluation;</li> <li>3. Develop a critical understanding of how theory and research findings can be applied to real life experience and behaviour, and future vocational and career goals;</li> <li>4. Develop an understanding of how theory is created and constrained by empirical evidence, and the interdependence of this knowledge;</li> <li>5. Facilitate the acquisition of knowledge and skills in a range of quantitative and qualitative research methods, skills and techniques, leading to the ability to conduct research independently;</li> <li>6. Provide appropriate learning experiences to ensure the development of a range of transferable skills;</li> <li>7. Implement the University of Worcester Learning, Teaching and Assessment Strategy by providing an academically rewarding, personally fulfilling student experience in order to meet the diverse needs of students, employers and society.</li> </ol>
<b>13</b>	<p><b>Intended learning outcomes and learning, teaching and assessment methods</b></p> <p>On successful completion of the course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the historical and scientific origins and limitations of psychology as a discipline;</li> <li>2. Use scientific and evidence-based reasoning to critically evaluate psychological arguments and develop their own perspective on psychological debates by the systematic analysis of multiple perspectives, their interrelationships, and their ethical and contextual underpinnings;</li> </ol>

3. Show knowledge and critical understanding of how core areas within the discipline have conceptualised factors that influence psychological behaviours, experience and functioning;
4. Identify and evaluate, meaningfully, significant patterns, variability and diversity in the full range of psychological behaviour, experience and functioning;
5. Problem solve by developing and evaluating research questions;
6. Demonstrate substantial and competent research skills through the appropriate and critical use of research paradigms, and a range of qualitative and quantitative research methods and measurement techniques; including: statistical reasoning; comprehension and use of numerical and other data, including presenting and analysing complex data sets by a variety of methods;
7. Show knowledge of some of the cutting edge research in specialised and/or applied areas of psychology;
8. Initiate, design, conduct with appropriate supervision, and report an ethical empirical research project on a topic within Business Psychology, and recognise its methodological and ethical limits;
9. Use effective and fluent written, oral and visual communication to convey ideas and research findings;
10. Learn independently through self-reflection, the evaluation of strengths and weaknesses, self-directed study, and self and task management to meet set objectives;
11. Demonstrate team working skills through awareness and sensitivity to the contextual and interpersonal features of group work.

Additional Learning Outcome for the Business Psychology pathway:

12. Demonstrate an understanding of the theoretical and practical applications of psychology to a business context.

The following grids are appended to this Programme Specifications: Intended Learning Outcomes (1.-11.) mapped to the 2007 Psychology benchmarks; and the Outcomes mapped to Psychology modules. See 14.

The learning, teaching and assessment methods of the Course provides students with a wide range of learning and teaching experiences. For example, lectures, seminars, practical classes, computer workshops, CD ROM and Internet, tutorials, visiting speakers, and directed study. In addition, there is considerable support available for students. A Student Handbook is available and is updated annually. There are further subject guides most of which are also available on Blackboard (the virtual learning environment). A one week induction programme is provided for all new entrants and, in addition, a summer school is available for mature, direct entry and late entry clearing students. Furthermore, library induction and information skills packages are available throughout the course, although the focus is at Level 4 where it is included in some mandatory modules. Study skills are provided by the subject team and additional support can be provided and learning support services (Information and Library Services or ILS, IT, and Media and Print). All students have a personal tutor who guides completion of the Personal Development Profile (PDP) and offers support when requested by the student. In addition, all students are contacted by their personal tutor each semester offering dedicated tutorial support. There are also opportunities to take an IT module as part of the programme and arrangements can also be made

to study abroad. The course has an emphasis on employability across the programme. For example, at Level 4 the PDP is used as a developmental (or formative), and as a formal (or summative) assessment; and students are actively encouraged to consider their future career and their employability skills within the course. For example, the Work Based Learning module at Level 5 gives students the opportunity to apply and develop their psychological knowledge and skills to aspects of any work they are engaged in. Also, the accreditation of the course with eligibility for GBC with the BPS is directly linked to student's future employability because it enables access to professional postgraduate training courses in Psychology.

Psychology uses the Undergraduate generic grade descriptors adapted to the subject and, where necessary, made specific to the assessments they are used to evaluate. The assessment criteria, along with a range of formative assessments are used widely in the programme at all points during semesters to provide students with timely feedback about their progress in preparation for summatively assessed work. Formative assessments are varied and reflect the variety of skills and summative assessments they are designed to relate to.

Students taking different pathways within the BSc Psychology course (e.g. major, joint, minor) are taught alongside the BSc Psychology students; and, part-time students are also taught within the same modules. Psychology makes full use of the University of Worcester timetable that runs from 9am-9pm. Consequently, it is possible for a student to study part-time and still have a similar learning experience and learning opportunities as full-time students.

Details of the formative and illustrative summative assessments, as well as the Psychology undergraduate generic grade descriptors, along with other useful information, can be found in the following grids in the ANNEX: a grid showing the formative assessments used across the course; a grid showing the illustrative summative assessments across the course; the generic grade descriptors used in Psychology; and the Learning Outcomes mapped to Assessments.

#### **14 Assessment Strategy**

The assessment strategies adopted in the course reflect the aims of the course and the descriptors for undergraduate level study and make a significant contribution to learning. The assessment strategies are designed to develop skills and knowledge in psychology and provide evidence of the students' progress and achievement throughout the course and prepare the students for a range of careers. Both formal (summative) and informal, developmental (formative) approaches are used. In order to develop the skills of higher education study, students experience a variety of assessment strategies. These include case studies, essays, presentations, research reports, and examinations. The opportunity for students to demonstrate independence in a sustained piece of work is provided in the completion of the Independent Study.

Formative assessment is an important feature of the course (see **13**). These informal developmental assessments are used across the course to provide students with regular feedback on how they are progressing in their learning in a module. Psychology uses a mixture of self-directed, e-learning, and in-class formative assessment activities, as summarised in the grid in the ANNEX. Overall, the programme has been designed to ensure that across each semester students get regular formative assessment opportunities that are both diagnostic – to help students self-assess their progress; and, aligned to the summative assessment – to ensure students learning experiences are enhanced as they work towards achieving the learning outcomes of a module measured in the formal summative assessments.

#### **15 Programme structures and requirements**

The Award Maps for Levels 4, 5 and 6 are in the ANNEX to this programme Specification. For interim awards, please refer to section 20. of this document.

#### **16 QAA Academic Infrastructure**

The course is commensurate with: the QAA Benchmarks for Psychology 2007; the Framework for

Higher Education Qualifications; and, the British Psychological Society Qualifying Examination Syllabus 2008, along with the criteria set out by this body for accredited undergraduate courses.

## **17 Support for students**

The learning, teaching and assessment methods of the Course provides students with a wide range of learning and teaching experiences. For example, lectures, seminars, practical classes, computer workshops, CD ROM and Internet, tutorials, visiting speakers, and directed study. In addition, there is considerable support available for students. A Student Handbook is available and is updated annually. There are further subject guides most of which are also available on Blackboard (the virtual learning environment). A one week induction programme is provided for all new entrants and, in addition, a summer school is available for mature, direct entry and late entry clearing students. Furthermore, library induction and information skills packages are available throughout the course, although the focus is at Level 4 where it is included in some mandatory modules. Study skills are provided by the subject team and additional support can be provided and learning support services (Information and Library Services or ILS, IT, and Media and Print). All students have a personal tutor who guides completion of the Personal Development Profile (PDP) and offers support when requested by the student. In addition, all students are contacted by their personal tutor each semester offering dedicated tutorial support. There are also opportunities to take an IT module as part of the Course and arrangements can also be made to study abroad. The course has an emphasis on employability across the Course. For example, at Level 4 the PDP is used as a developmental or formative and as well as a formal or summative assessment, and students are actively encouraged to consider their future career and their employability skills within the course. For example, the Work Based Learning module at Level 5 gives students the opportunity to apply and develop their psychological knowledge and skills to aspects of any work they are engaged in. Also, the accreditation of the course with eligibility for GBC with the BPS is directly linked to student's future employability because it enables access to professional postgraduate training courses in Psychology.

The normal support offered to Undergraduate students, including attendance at the standard Induction Programme and the other support strategies outlined below it is intended to provide a supporting infrastructure appropriate for students. This will include measures to promote a distinctive course culture for students on this programme.

For example:

- A dedicated induction and ice breaking session
- Encouragement of exchange of personal information to promote self help groups and mutual study support
- Support meetings / seminars and to discuss a range of pastoral, career and study skills issues
- A dedicated Blackboard discussion facility

In common with other UW courses all students have a personal tutor who guides completion of the PDP and offers support when requested by the student. In addition, all students are contacted by their personal tutor each semester offering dedicated tutorial support.

Psychology makes considerable use of Blackboard, the virtual learning environment (VLE) of the University. This is an invaluable resource, and fully integrated into modules across the course, but especially at Level 4 to ensure students have a strong foundation in how to maximise their use of this resource, and enhance their independent learning. Blackboard also ensures that students studying Level 4 at Gloucestershire College have access to the same resources and support as those studying at the University of Worcester campus. The Gloucestershire College provision is different from that at the University of Worcester campus in ways that are planned: this provision is part-time and delivered in the evenings only, thus enabling students to continue

working whilst completing Level 4 of their degree.

The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee. The Disability Service within Student Services provides specialist academic and other support on a one to one basis, makes recommendations for reasonable adjustments to teaching and assessment based on individual need and works with disabled students to allow them to manage their own learning development

## **18 Admissions Policy, Criteria & Procedures**

### Admissions Policy for the course

The University of Worcester seeks to admit students who have the capacity to benefit from study at higher education level, and Admissions Tutors seek to identify applicants who can demonstrate their potential to succeed at this level.

### Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

### Admissions procedures

Full-time applicants apply through UCAS (C800)

Part-time applicants apply directly to University of Worcester (UW)

### Admissions/selection criteria

Places are offered to all students who fulfil the university entry requirements and who demonstrate that they have the potential to benefit from the study of psychology at degree level.

### Induction

The Induction week for the Psychology degree students will introduce the students to the Psychological Sciences. There is also a Psychology Quiz and opportunity to learn about the Virtual Learning Environment (VLE) tools that are used here at University of Worcester, including Blackboard and PebblePad. Induction week is also an important week for educating the students on other resources such as Student Service, Library resources, use of computer facilities as well as the little things like how to register with a doctor / dentist and where all the shops are!

The Course Leader will be on hand all week to make sure the students first week at University of Worcester is fun, informative and sets them up nicely for the start of an exciting time in Higher Education.

Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

## **19 Methods for evaluating and improving the quality and standards of teaching and learning**

There are a number of methods used by the course team in order to monitor, evaluate and improve the quality and standards of teaching and learning:

- Annual review of the quality of the subject;
- External Examiners reports;
- Mid and end of module evaluations by students;
- Subject staff/student committee considers student and staff feedback on modules;
- Peer observation of teaching;
- A teacher accredited course (PG Certificate Learning and Teaching in Higher Education, accredited by HEA, and SEDA for new staff);
- Regular staff meetings have a standing item on sharing good practices, including teaching and learning;
- Institute of Health and Society, Learning and Teaching Group;

## **20 Regulation of assessment**

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements (delete if this does not apply).
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### **Submission of assessment items**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see URF.

### **Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded

a fail grade, unless the failure was due to non-attendance or non-submission.

- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

### Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

### Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6

### Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- classification determined on the profile of the best 3 module (45 credits) grades attained at Level 5 and the best 8 module (120 credits) at Level 6 or
- classification determined on the best 8 module (120 credits) grades attained at Level 6 only

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

The BPS currently requires that, for students to achieve eligibility for GBC, their degree classification must be at least 2ii honours degree and that the Independent Study Component has been passed. Departmental Examination Boards review and confirm results for modules, and the Scheme Examination Board considers candidates' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

In addition to using the University of Worcester Assessment Policy for the internal and external verification and moderation of marking, the course uses a robust procedure for the moderation and marking of student work. This system is especially important because of the diversity of assessments used (see Student Handbook).

**Note:** the Departmental or course policy and procedures for verification and moderation should be included in the documentation presented for validation.

## 21 Indicators of quality and standards

Psychology achieved re-accreditation for all pathways by the British Psychological Society in 2010 for a period of 5 years; and, had its resources re-approved by the BPS in 2008 as appropriate for a GBC accredited course. The BSc Business Psychology is accredited with eligibility for GBC with the British Psychological Society.

External Examiners in the past three years have consistently judged the course as meeting the academic standards of an accredited Psychology undergraduate degree course, and commended the learning opportunities and confirmed that the quality enhancement of the provision meets required standards. In particular, External Examiners have commended Psychology for providing a course that not only meets both internal and external criteria for a BPS GBC accredited provision, but that students on the course have a high quality learning experience that supports their achievement in a friendly context with supportive and accessible staff. These views have been confirmed by the National Student Survey which, in 2005/6 and 2006/7 saw Psychology at the University of Worcester rated as joint 1<sup>st</sup> amongst 12 Psychology Departments surveyed from West Midlands Universities in terms of the overall student experience and satisfaction.

In November 2005, the institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

**Please note:** This specification provides a concise summary of the main features of the programme and 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 that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in:

- On the University of Worcester and Institute of Health, Social Care & Psychology websites <http://www.worc.ac.uk/courses/464.html>
- The University of Worcester Prospectus and marketing leaflets
- University of Worcester SOLE page
- Blackboard
- The Course Handbook

## AWARD MAP FOR A SINGLE HONOURS AWARD

**Title: Business Psychology**

**Year: 2009/10**

**Last Updated: July 2010**

<b>LEVEL 4</b>							
<b>Module Code</b>	<b>Module Title</b>	<b>Status (Mandatory (M) or Optional(O))</b>					<b>Prerequisites (Code of Module required)</b>
		<b>Credits (Number)</b>	<b>Single Hons</b>	<b>Major n/a</b>	<b>Joint n/a</b>	<b>Minor n/a</b>	
BUSM 1301	Management concepts	15	M				None
BUSM 1401	Marketing concepts	15	M				None
BUSM 1501	Financial concepts	15	M				None
PSYC 1401	Introduction to Psychology 1	15	M				None
PSYC 1403	Research methods 1	15	M				None
PSYC 1404	Research methods 2	15	M				None
	Select two from: PSYC1402 (Introduction to Psychology 2), PSYC1405 (Studying Psychology, PSYC1406 (Psychology in the Real World), PSYC1407 (Psychology and Popular Culture), PSYC1408 (Critical Thinking in Psychology), PSYC1410 Environmental Psychology <b>or</b> UMS Option	15	O				

### Single Honours Requirements at Level 4

Single Honours students must take the 6 mandatory modules listed above, plus two (2) Optional modules from those listed above.

**Subject specific rules:** Students are reminded that to achieve eligibility for GBC with the BPS they must take the Business Psychology Single Honours course

LEVEL 5							
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Prerequisites (Code of Module required)
			Single Hons	Major n/a	Joint n/a	Minor n/a	
BUSM 2312	Human resource management	15	M				None
BUSM 2411	Advertising and the mind of the consumer	15	M				None
PSYC 2501	Cognitive Psychology	15	M				PSYC1401 OR 1402 AND 1403 OR 1404
PSYC 2502	Biopsychology	15	M				PSYC1401 OR 1402 AND 1403 OR 1404
PSYC 2503	Research Methods 3	15	M				PSYC1404
PSYC 2504	Developmental psychology	15	M				PSYC1401 OR 1402 AND 1403 OR 1404
PSYC 2505	Social psychology	15	M				PSYC1401 OR 1402 AND 1403 OR 1404
PSYC 2506	Individual differences	15	M				PSYC1401 OR 1402 AND 1403 OR 1404

### Single Honours Requirements at Level 5

Single Honours students must take the 8 Mandatory modules listed above

**Subject specific rules:** Students are reminded that to achieve eligibility for GBC with the BPS they must take the Business Psychology Single Honours course

LEVEL 6							
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Prerequisites (Code of Module required)
			Single Hons	Major n/a	Joint n/a	Minor n/a	
PSYB 3001/2	Independent Study (on a business psychology topic)	30	M				PSYC1404, 2503
BUSM 3103	Organisation reflection and integration	15	M				NONE
BUSM 3311	Managing a diverse workforce	15	M				BUSM1301
BUSM 3312	Employee relations	15	O				BUSM1301
PSYC 3603	Applied child development	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3604	Business psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3605	Clinical psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3606	Coaching psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3607	Counselling psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3608	Educational psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3609	Forensic psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3610	Health psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3611	Key figures in psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3612	Minds, machines and consciousness	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3613	Positive psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3614	Psychology of emotion	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3615	Sociocultural perspectives	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3616	Sports psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE
PSYC 3620	Social and Critical Psychology	15	O				ANY LEVEL 5 PSYCHOLOGY MODULE

**Single Honours Requirements at Level 6**

Single Honours students must take the 4 mandatory modules listed above (this includes the double credit independent study) **plus 4** optional modules from those listed above (including those modules listed that are shared with another subject).

**Subject specific rules:** Students are reminded that to achieve eligibility for GBC with the BPS they must take the Business Psychology Single Honours course

Full details of the Undergraduate Modular Scheme Undergraduate Regulatory Framework for entry from 2007 can be found at:

<http://www2.worc.ac.uk/registry/pdf/UndergraduateRegulatoryFramework2007entry.pdf>