

BA/BSc Combined Honours Programmes (with Psychology)

Programme Specification

Primary Purpose:

Course management, monitoring and quality assurance.

Secondary Purpose:

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer:

The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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Programme Specification

1. Named Awards

BSc (Hons) Criminology with Psychology
BA (Hons) English with Psychology
BA (Hons) Human Resource Management with Psychology
BA (Hons) Marketing with Psychology
BSc (Hons) Sociology with Psychology
BA (Hons) Childhood and Youth Studies with Psychology
BA (Hons) Early Childhood Studies with Psychology

2. Course Code (and UCAS Code if applicable)

	UoP Course Code	UCAS code
BSc (Hons) Criminology with Psychology	C2181	M9C8
BA (Hons) English with Psychology	C1666	Q3C8
BA (Hons) Human Resource Management with Psychology	C1508	N6C8
BA (Hons) Marketing with Psychology	C1665	N5C8
BSc (Hons) Sociology with Psychology	C1509	L3C8
BA (Hons) Childhood and Youth Studies with Psychology	C2400	L5C8
BA (Hons) Early Childhood Studies with Psychology	C2401	X3C8

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

N/A

6. QAA Benchmark Groups

QAA Subject Benchmark Statement (SBS) for Psychology (2010)

7. Document Control Information

Version 3, May 2015

8. Effective Session

2015-2016

9. Author

Dr Roger Moore

10. Faculty

Science

11. Department

Department of Psychology

12. Educational Aims

The combination of psychology as a minor subject with a range of carefully selected, complimentary major subjects provides a broad portfolio of combined honours degree programmes, each with a unique focus. These programmes share a related set of educational aims, in addition to programme specific aims relevant to the subjects being combined:

A. General Aims of Combined Honours Programme.

- To provide a challenging and stimulating study environment.
- To provide a framework allowing students to follow a flexible, coherent programme of study.
- To provide students with the opportunity to develop key transferable skills for lifelong learning, employability and flexibility in the context of changing labour markets.
- To provide students with the skills and knowledge required to maximise career and postgraduate study opportunities.
- To enable students to study two subject areas and develop specialist interests and knowledge.
- To provide an opportunity for students to create links between two different subject areas.
- To provide an opportunity for students to gain experience and skills relevant to employment (or further study) by choosing relevant work placement/work based learning/study options within their major subject area.

B. Subject specific aims (psychology minor route).

- To provide students with a coherent introduction to specific aspects of psychology.
- To develop an appreciation of psychological research.
- To create an awareness of the importance of empirical research in the development of psychological theory.
- To promote an awareness of the ways in which psychology can be applied to everyday phenomena and develop an interest in psychological enquiry that complements the major subject area, through the study of psychological topics that go beyond the scope of the major discipline.

C. Programme specific aims.

- **BSc (Hons) Criminology with Psychology.** This degree programme is designed to provide an opportunity to study two different disciplines which share common themes. The course enables students to study criminology from an interdisciplinary perspective whilst also providing them with a foundation in the basic psychological processes that underpin human behaviour. There is an integration of themes across both subject areas, including law, criminal justice and social processes, with a particular emphasis on how perspectives from both disciplines inform our understanding of individual and collective behaviour; examining issues such as why crime occurs, the impact of crime and how to respond to it.
- **BA (Hons) English with Psychology.** Whilst the study of English Literature and the study of psychology are both distinctive academic disciplines in their own right, they share some crucial aspects in common. Literature has always been valued for its ability to represent the complexities of the human mind and behaviour in imaginative ways. Psychology provides a theoretical framework for examining these topics in a way that can inform understanding of cultural productions, such as literature. This degree is therefore designed to provide a unique and involving programme of study where students can follow English units that focus on topics relevant to the study of psychology, such as realist fiction, narratives, representation and meaning, and the literature-based portrayal of conscious and unconscious aspects of the human mind, personality and abnormality. These are complimented by psychology units examining different forms of explanation of human thought and behaviour that help students make sense of the way literature dramatises aspects of human identity.

- **BA (Hons) Marketing with Psychology.** The theory and practice of marketing draws heavily upon psychology in areas such as marketing research, consumer buying behaviour, relationship-building and communications, as well as psychological aspects of marketing management. This programme is designed to provide students with an opportunity to explore psychological concepts relevant to marketing such as problem-solving, group behaviour, communication and attitude formation, as well as developing strengths in marketing. The degree assists students to develop their knowledge of individual behaviour with respect to the evaluation of products and services, providing a strong foundation for those who wish to follow career pathways focused on understanding customer needs and demands in a changing consumer environment.
- **BSc (Hons) Sociology with Psychology.** This programme is designed to provide students with an opportunity to explore two distinct but complimentary academic disciplines that attempt to explain human functioning from different perspectives. From a sociological perspective, students will examine major theoretical issues such as social change, inequality and behaviour in different societies. From a psychological perspective, students will examine explanations of human behaviour focused at the level of the individual, considering topics such as human biological, mental and developmental processes, as well as examining personality, individual differences and how people function within groups.
- **BA (Hons) Human Resource Management with Psychology.** This programme is designed to provide students with a foundation in both academic theory and critical business thinking, which provides graduates with the potential to develop into a variety of business roles. All businesses involve a degree of human input such that the management of people is a crucial factor to organisational success without which modern businesses cannot run effectively. The programme incorporates the consideration of both generalist and specialist areas of business practice with psychology-based units that provide a theoretical and empirical basis for understanding human variation, development, and functioning.
- **BA (Hons) Childhood and Youth Studies with Psychology.** This degree is designed to provide students with an opportunity to develop a psychological understanding of young people in society. It examines and integrates the study of youth experience with various themes, theories and models from psychology which underpin the study of young people. It combines aspects of development, the role of family and how children are supported by social and voluntary services.
- **BA (Hons) Early Childhood Studies with Psychology.** This degree aims to provide students with the opportunity to explore the needs and experiences of children in their first years with a primary focus on how psychology may influence and explain a child's development. The course examines and integrates a range of themes including health, education and sociological perspectives including models and theories from past and present practice.

13. Reference Points

- University of Portsmouth Curriculum Framework Document 2014.
- The scholarship and research expertise of academic members of staff.
- QAA UK Quality Code for Higher Education.
- QAA Framework for Higher Education Qualifications (FHEQ, 2008)
- QAA Subject Benchmark Statement (SBS) for Psychology (2010).

14. General Learning Outcomes

General Learning Outcomes for Combined Honours Degree Programme (independent of route of study). Students will be able to demonstrate, at threshold level, the ability to:

- Understand the key aspects of two subject areas
- Apply appropriate techniques of analysis to two subject areas
- Research topics and devise and sustain arguments related to two specific subject areas
- Discuss current research and scholarship related to two subject areas
- Discuss the current limits of knowledge in specific subject areas
- Take responsibility for their own learning in a Combined Honours degree programme
- Carry out an extended piece of independent enquiry into prescribed subject areas
- Communicate information in a manner appropriate to the subject and the intended audience
- Show initiative and be able to make and justify decisions

Level 4

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

Level 5

Diplomas in Higher Education are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

Level 6

Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
- to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
- to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

15. Learning Outcomes

A. Knowledge and Understanding of:

- A1. Selected areas of psychology
- A2. Particular topics that address psychological issues
- A3. Aspects of research that represent a range of psychological concepts and strategies
- A4. The relevance of individual differences in understanding human behaviour
- A5. A range of theoretical approaches to understand psychological phenomena
- A6. The relationship between critical thinking and evidence

- A7. The standards appropriate in evaluating research and theories
- A8. The use of data-based reasoning
- A9. The application of theory to everyday life.

B. Cognitive (Intellectual or Thinking) Skills, able to:

- B1. Generate and explore ideas
- B2. Apply multiple perspectives to issues
- B3. Gather, retrieve and synthesise information
- B4. Think analytically and critically
- B5. Select appropriate theories in the analysis of issues
- B6. Evaluate evidence and make judgements
- B7. Develop and sustain reasoned argument
- B8. Identify and focus on appropriate issues and evidence
- B9. Identify and evaluate different approaches to phenomena
- B10. Use evidence-based reasoning

C. Practical (Professional or Subject) Skills, able to:

- C1. Communicate psychological ideas
- C2. Think and reason in psychological terms
- C3. Retrieve and organise psychological information
- C4. Work flexibly and under pressure on subject specific tasks
- C5. Consider applications of social psychological concepts to situations
- C6. Manage time effectively in subject specific tasks
- C7. Conduct independent subject specific bibliographical search.

D. Transferable (Graduate and Employability) Skills, able to:

- D1. Communicate and present information appropriately
- D2. Demonstrate a knowledge of IT
- D3. Reason verbally and interpret numerical evidence
- D4. Analyse and solve problems
- D5. Use feedback effectively for future learning.

16. Learning and Teaching Strategies and Methods

A. Knowledge and Understanding

The teaching and learning strategy embedded in the design and delivery of the minor route part of the combined honours programme is to provide a base of domain knowledge about psychology at FHEQ Levels 4 and 5 and coverage of more specialist, applied areas at FHEQ Level 6.

At Level 4,

Students complete two compulsory units that introduce the study and research skills in psychology, common paradigms within the discipline and its relationship with broader philosophical, scientific and cultural developments. This serves to provide an initial basis for studying psychological processes and concepts from different perspectives and examining how these may be applied to issues arising in everyday life [A1, A2, A3, A5, A9]. Delivery is primarily through lecture-based sessions although students will also have the opportunity to undertake practical work that explores the application of concepts and methods discussed in class [A4, A7] and that serves to illustrate the empirical basis of the discipline [A8].

At Level 5,

Students follow 2 compulsory units. The first of these (*Approaches to Psychology*) provides coverage of the principal academic fields within the psychology subject area (*Biological Psychology, Cognitive Psychology, Individual Differences & Psychometrics, Developmental Psychology, and Social Psychology*). This serves to provide an understanding of the broad subdivisions within psychology.. Delivery is predominantly through lectures with workshops also

being used to support learning on specific topics. In addition, students complete a second compulsory unit (*Contemporary Issues in Psychology*) which provides an in-depth focus on a limited number of psychological topics of relevance to contemporary society. Delivery in this unit is primarily seminar based allowing students to examine key debates and issues surrounding the current state of research and knowledge in each area, and its links to professional practice. All units are designed to provide an appreciation of the different perspectives from which human and non-human animal behaviour may be viewed; to examine the debates, controversies and diversity of knowledge that surround psychological phenomena; and demonstrate links between research and theoretical development in the discipline [A1 to A9].

At Level 6,

Students select two from three optional units providing coverage of different specialised and applied areas of psychology (*Health & Counselling Psychology; Language & Communication; Forensic Psychology*) [A1, A9]. The optional units available are determined by the skills and expertise of psychology staff and are designed to complement the portfolio of major route subject areas included within the combined honours programme, providing students with an understanding of psychological theory, contemporary research and practice within each topic area [A2, A3, A4, A5, A7, A8]. Units at this level are delivered by a combination of lectures, seminars and workshops supporting a shift in focus from didactic tuition to learning through discussion and critical evaluation of psychological concepts, theories and findings [A6].

Staff have published office hours each week where students can arrange appointments to discuss specific issues and receive support relating to the content of units. For all units, independent learning is progressively encouraged through the forms of assessment and marking criteria used (see below). Independent learning is also promoted via the use of a Virtual Learning Environment (VLE) covering all taught programme units that incorporates online learning materials, student discussion boards and sources of additional information.

B. Cognitive (Intellectual or Thinking) Skills

Psychology has an established tradition of theoretical and conceptual development derived through empirical enquiry. This application of scientific reasoning spans the full range of the discipline from the study of simple neural processes to the analysis of complex social interactions and human relationships. The ability to think scientifically, examine empirical evidence on which psychological knowledge is based and evaluate academic arguments in a critical manner therefore represents an important set of cognitive skills for psychology graduates that underpin the delivery and content of psychology-based units on the combined honours degree programme.

Tuition in the scientific approach begins at Level 4 where lectures provide illustrations of how psychological knowledge, theory and ideas are generated and sustained; and how scientific reasoning is applied to different psychological issues [B1, B2, B5, B6, B10]. Practical work and assessment activities completed at this stage also require students to evaluate research, examine trends in human behaviour and extrapolate conclusions from findings [B3, B6, B8, B9, B10].

The teaching and learning strategy to support the development of cognitive skills evolves as the student moves through the three FHEQ levels. For example, greater emphasis is also placed on small group discussion through seminars incorporated within some units to encourage debate and critical evaluation of academic ideas [B4]; the examination of primary sources is emphasised when undertaking academic work; and more complex theoretical and/or evaluative work is undertaken where students are expected to generate their own arguments or ideas based on existing literature and research evidence [B4, B7, B10].

C. Practical (Professional or Subject) Skills

The ability to undertake disciplined analysis of psychological information, evaluate this scientifically, and communicate findings and ideas to different audiences and in different formats provide core professional skills for psychology graduates. The development of these “psychological literacy” skills

are supported within the delivery and content of all minor route psychology-based units (see A & B above).

Students are required to find, assimilate and further explore the basic concepts and empirical findings examined in lectures, communicate and discuss these through the seminar and workshop opportunities provided, and demonstrate their ability to understand and write about psychological issues and how they can be applied in different contexts through the range of formative activities and summative assessments undertaken [C1, C2, C3, C5, C7]. Activities undertaken on specific units also provide opportunities for flexible working and time management skills to be demonstrated. For example, students will be expected to undertake fieldwork within clearly defined parameters and time constraints, and work cooperatively with others to administer and provide feedback on psychological tests [C4, C6].

D. Transferable (Graduate and Employability) Skills

Given the nature of psychology as a discipline, the development of generic transferable skills can be underpinned by formal knowledge of psychological processes drawn from lectures within several units in the minor pathway subject area. For example, communication skills can be enhanced by knowledge of theories of communication and social processes; problem-solving skills can be supported by knowledge of underlying cognitive mechanisms [D1, D4].

In addition to basic IT skills derived from the production of written coursework assignments, students are required to gain experience in the use of specialist bibliographic databases relevant to psychology and may be required to undertake computer based analyses of psychological test results. Students will also have the opportunity to use a Virtual Learning Environment (VLE) in all units, where online materials to support the development of IT skills and bibliographic search skills are provided, as well as psychology-specific resources and discussion boards related to individual units [D2].

Central to most academic psychological literature are empirically derived data which are used to convey meaning and advance knowledge about psychological processes and behaviour. Supporting students to develop the ability to interpret both numerical and textual data, and to communicate and present such information appropriately to others is therefore a crucial element of the teaching and learning strategies adopted in units [D1, D3]. Lectures are used to illustrate the interpretation and presentation of psychological data and research findings, which are complimented by workshops and seminars that provide students with an opportunity to engage in discussion of psychological evidence. Other units also provide a specific focus for the development of analytical skills [D4]; for example the practical work undertaken as part of the Level 4 *Introduction to Psychological Science* unit, the analysis of communication case studies as part of the Level 6 *Language & Communication* unit, etc.

17. Assessment Strategy

General Knowledge and Understanding Assessment Strategy

To ensure that the full range of skills and knowledge being developed by the programme can be demonstrated, a variety of forms of summative assessment are used within the psychology-based units including: practical work; critical reviews; essays; portfolios; examinations incorporating multiple choice, short answer, problem-based and essay type questions [A1 to A9].

As well as demonstrating knowledge of psychological concepts and research within different units, assessed work at all levels is expected to show evidence of basic skills such as accuracy in reporting, presentation and referencing, evidence-based reasoning and evaluation. These values are reflected in the published departmental marking criteria against which combined honours students are assessed. Where applicable, study skills guidance relevant to the completion of specific assessments is incorporated within the delivery of each unit. All psychology-based units within combined honours programmes include opportunities for students to receive formative feedback. These may include, for example; comments on essay plans, peer assessment of draft work, completion and discussion of in-class timed essays linked to summative assessments,

completion of automated online self-tests linked to summative assessments, in-class feedback on portfolio components. Feedback is provided to students for all coursework-type and examination-type assessments, which identifies strengths, weaknesses and areas for improvement in subsequent assessments.

General Cognitive (Intellectual or Thinking) Skills Assessment Strategy

Written feedback is provided to students for all coursework-type and examination-type assessments undertaken. Comments on student performance are made on a standard coversheet showing departmental undergraduate marking criteria. These criteria are aligned to the programme learning outcomes, and in particular emphasise the importance of different cognitive skills including quality of argumentation, use of literature and evidence to support argument development, and application of critical thinking [**B1 to B10**].

Generally, the scope (e.g. duration or word count) and complexity of assessed work required to achieve unit learning outcomes increases through Levels 4 to 6, providing a greater focus on the development of critical reasoning and evaluative skills as the student progresses through the programme.

General Practical (Professional or Subject) Skills Assessment Strategy

The use of examination-type and coursework-type assessments at all levels, allows students to demonstrate their ability to organise and communicate psychological ideas, and reason in psychological terms [**C1, C2, C3, C5**]. The use of practical reports and critical reviews of research work also provide students with the opportunity to think and reason in psychological terms and practice different methods for communicating psychological findings [**C2, C3**]. Feedback on student assessment performance and the specific marking criteria used also highlight and reward independent bibliographic research beyond basic lecture material, with the appropriate use of literature to support academic arguments derived from independent reading of primary sources becoming more important as the student progresses through the programme [**C3, C7**]. The use of summative examination-type assessments, timed formative assessments within some units, and the use of a summative portfolio assessment within others (i.e. *Contemporary Issues in Psychology*) provide examples of opportunities where students can practice and demonstrate the ability to work flexibly and within specified constraints [**C4, C6**].

General Transferable (Graduate and Employability) Skills Assessment Strategy

Formative assessment activities are integrated into all units to provide students with feedback that is of relevance to later summative assessments and support reflection on their learning. In addition, the feedback coversheet used for summative assessments specifically requires markers to identify the major strengths and weaknesses of the student's performance, and outline priorities for improving their future work. In this manner, summative feedback is provided that links to the assessment criteria used and which 'feeds forward' to future assessments [**D5**]. The combination of examination-type and coursework-type (essay and portfolio) assessments allow students to demonstrate verbal reasoning and problem solving skills and practice both the interpretation and analysis of numerical data in a range of different formats [**D1, D3, D4**]. The application of IT skills relevant to bibliographic search, use of online resources and computer-based analysis of numerical data can also be gauged through these assessments [**D2**].

Level specific assessment strategy

To ensure that the full range of skills and knowledge being developed by the programme can be demonstrated, a variety of forms of summative assessment are used within psychology-based subject area units including: practical work; reviews; essays; portfolios; examinations incorporating multiple choice, short answer, problem-based and essay type questions. This variety of assessment artefacts anticipates the changing employment arena our graduates enter. We endeavour to maintain a balance between challenging students to support the development of versatility in writing style, and consistency in the form of assessments used, such that students can demonstrate new skills whilst also learning from previous assignments. Feedback is provided to students for all

coursework-type and examination-type assessments. As well as demonstrating knowledge of psychological issues and theories specific to different units, assessed work at all levels is expected to show evidence of basic skills such as good referencing, accuracy in reporting and presentation, evidence-based argumentation and evaluation. These values are reflected in the published marking criteria against which students are assessed. Standard coversheets showing these marking criteria are used to give feedback on assessed work that requires markers to identify the major strengths and weaknesses of the work and specifically outline the student's main priorities for improving their future work. In this manner, feedback is provided that links to the assessment criteria used and which 'feeds forward' to performance in future assessments.

All psychology-based units within combined honours programmes also include opportunities for students to receive formative feedback. These may include, for example; comments on essay plans, peer assessment of draft work, completion and discussion of in-class timed essays linked to summative assessments, completion of automated online self-tests linked to summative assessments, in-class feedback on portfolio components.

Level 4

Assessment of the two psychology-based units at this level primarily focuses on the identification, description, application and rudimentary evaluation of relevant psychological knowledge and material **[A1-A5, A7, A9, B3, B6, C1, C2, D5]**. To achieve this, the assessment approach adopted is to use coursework and examinations; through these students are able to individually demonstrate their engagement with and understanding of the basic psychological processes and principles that will provide an important foundation for later programme levels. This is done through use of one closed-format examination using a combination of multiple-choice and long answer questions allowing the breadth and depth of knowledge accrued by students of important historical and conceptual issues in psychology to be evaluated **[C3]**. Coursework at this level includes reports on practical work and the critical review of existing psychological research allowing students to develop knowledge of the scientific basis of psychology as a discipline **[A6, A8, B4, B10, C4, C6, C7, D3, D5]**. Where examination assessments are used, prior formative assessments focus on the acquisition and rehearsal of relevant knowledge and the practice of interpretative skills (e.g. use of online self-tests). Where coursework assessments are used, prior formative work focuses on the required report writing and analysis conventions used within psychology.

Level 5

The assessment types employed at level 5 are designed to enable students to demonstrate knowledge across different fields within psychology that are core to the discipline (i.e. Biological Psychology, Cognitive Psychology, Social Psychology, Developmental Psychology and Individual Differences). A multi-part examination is used in the *Approaches to Psychology* unit which consists of a balance of multiple choice and essay style examination questions that address each core domain, enabling students to demonstrate breadth of knowledge **[A1, A2, A3, A4, A5, B9, C1, C2, C4, C5, C6]**. Compared to Level 4 assessment, essay questions are introduced within examinations at this level, with a smaller contribution from multiple-choice questions. Students are expected to construct arguments and focus on the illustration, analysis and evaluation of psychological issues within their answers, and demonstrate a range of independent reading that goes beyond basic lecture material **[A7, B7, B8]**. This method enables students to demonstrate the application of literature search skills and their ability to interpret psychological research in order to address specific questions **[B3, C3, C7]**.

For the *Contemporary Issues in Psychology* unit, a portfolio of evaluative reviews is presented of the main theories, concepts and research evidence that inform current knowledge or practice in four different contemporary areas considered in the unit. A key element of this assessment is to consider the extent to which the current directions or perspectives relevant within each topic are supported by empirical evidence **[A6, B10, C4, C6, D4]**.

At level 5, it is expected that work should go beyond describing theories or particular empirical studies, placing these within a conceptual framework; the student should show they appreciate the strengths and weaknesses of particular approaches to a topic and should have developed sufficient

knowledge such that they are in a position to discuss methodological issues associated with empirical research and how these may impact on academic theory and certainty regarding psychological issues [B4, B6].

Level 6

Further to the characteristics of assessments described above, Level 6 encourages and rewards greater critical analysis of psychological material [A6, A7, B4]. Optional units at this level provide both coursework-type and examination-based assessment opportunities in three different specialist and applied areas of psychology [A1]. Regardless of the form of assessment undertaken, the expectation is that more of the academic material identified as relevant by students will be organised into coherent themes and developed into arguments based on their own interpretation of material that goes beyond ideas presented in lectures [B7].

By Level 6, it is expected that argumentation skills will be better developed such that arguments supported by evidence rather than unsupported assertions are the norm and evident throughout student work. Work is expected to be original rather than purely derivative and show that the student writer has an independent intellectual voice [B1, B6, B10, D4]. In order to support the development of these skills, some third year options incorporate 'online conferencing' as part of their formative assessment where students can debate topical issues from a psychological perspective. Where essays are used, students are given scope to decide on the nature of a topic or how they choose to interpret and approach specific essay titles. By virtue of encouraging greater autonomy in identifying essay topics and framing arguments, psychological topics assessed at this level are less likely to be mainstream and serviceable by basic textbooks, such that effective assessment performance will also demonstrate the extent to which students' literature search skills are developed [B1, B3, C3, C7].

18. Course Structure, Progression and Award Requirements

The BSc/BA combined honours degree programmes with psychology as a minor subject are delivered on a full-time basis over three years. Each level of the programme comprises a minimum of 120 credits.

It is also possible to study all combined honours programmes as a sandwich degree where students complete a one-year industrial work placement as part of their degree, thus students complete the sandwich degree programme over four years.

One credit is equivalent to 10 hours of learning. Units are offered as 20 credits, with the final year research project being 40 credits. A total of 360 credits are required for the achievement of an Honours degree. The following Exit Awards are also available:

- Certificate in Higher Education: Providing a minimum of 120 credits have been achieved at FHEQ Level 4 or above.
- Diploma in Higher Education: Providing a minimum of 240 credits have been achieved including no more than 120 credits at FHEQ Level 4.
- Ordinary Degree: Providing a minimum of 300 credits have been achieved, of which no more than 120 credits are at FHEQ Level 4 and at least 60 credits are at FHEQ Level 6.

Combined Honours exit awards are the same as the named awards on which the student is enrolled regardless of option choice. Standard University rules apply. The regulations must be consulted for a full description of exit awards.

At FHEQ Level 4, students study two psychology-based units (2 x 20 credits), with the remaining credits from their major subject area (80 credits). All units are compulsory at this level.

At FHEQ Level 5, students study two compulsory units (2 x 20 credits), with the remaining credits from their major subject area and/or other optional components that comprise part of the major pathway (80 credits).

At FHEQ Level 6, students select a total of two out of three optional psychology-based units (2 x 20 credits), undertake a compulsory empirical research project completed through independent study in their major subject area (40 credits), and undertake the remaining credits from units in their major subject area (40 credits).

The above structural arrangements apply to all combined honours programmes with the following exceptions:

At FHEQ Level 4, students on the BSc (Hons) Criminology with Psychology complete 1x20 credit core psychology-based unit (*Introduction to Psychological Science*) and 1x20 credit core ICJS-based unit (*Introduction to Psychology*).

At FHEQ Level 6, students on the BA (Hons) Marketing with Psychology and BA (Hons) Human Resource Management with Psychology programmes select one out of two optional (1 x 20 credit) psychology-based units (*Language & Communication* or *Issues in Clinical & Health Psychology*), undertake a core (1 x 20-credit) PBS-based unit (*Work Psychology*).

Optional work-based learning practice, placement learning or opportunities to study languages where these exist, are delivered through units that form part of the major subject area of each programme.

19. Employability Statement

The provision of Personal Development Planning (PDP); Graduate Academic and Employability Skills; and Career Management Skills as specified in the Curriculum Framework Document 2012, are primarily delivered through units that form part of the major subject area of each programme or other arrangements made within each 'home' department.

In addition, studying for a combined honours degree with psychology as the minor subject area fosters the development of a diversity of skills that prepares students not only to pursue postgraduate studies but also to enter a range of graduate employment areas. As well as subject specific knowledge from each programme domain, graduates develop skills in communication, numeracy, critical thinking, computing, and independent learning; all of which are valued by employers. Many of the subject-specific skills derived from the psychology subject area such as interpreting published research data and evidence-based reasoning also have direct application to professions outside of psychology.

All students have access to a Careers Tutor within the Department of Psychology who provides individual support and psychology-related careers advice, liaises with external agencies on employability issues (e.g. Purple Door, Higher Education Academy, British Psychological Society), and promotes external careers events and opportunities relevant to psychology (e.g. Graduate Careers Fairs, regional professional body careers conferences). All students may also access general careers support via central university services (Purple Door) and university events, as well as the specific provision provided through their 'home' department.

20. Support for Student Learning

- The Combined Honours Degree is managed by a Course Leader from the major subject area and a Deputy Course Leader from the minor (psychology) subject area.
- An extensive induction programme introduces the student to the University and their course, the University campus, as well as staff and other students (and includes induction activities specific to the major and minor subject areas).
- Student course and department handbooks are provided containing information about the course structure, university regulations and details of course units.

- Each student has a personal tutor from their 'home' department, responsible for their pastoral support and guidance and access to the Deputy Course Leader for issues specific to the 'away' department.
- During term time, members of psychology academic staff have weekly fixed 'office hours' when they are available to meet students from any programme and provide one-to-one support.
- Feedback is provided for all types of assessments completed by students in the Department (including coursework-type and examination-type assessments). Feedback is provided within 20 working days of work being submitted.
- University support services include careers, financial advice, housing, counselling, the Academic Skills Unit (ASK), and the Additional Support and Disability Advice Centre (ASDAC).
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.
- Personal Development Planning (PDP) is provided for all students through the 'home' department.
- The University has excellent Library Resources and facilities with access to over 8000 books, journals and electronic media related to psychology, in addition to resources available in each major subject area.
- The Department of Psychology has extensive experimental laboratories, observation suites, research cubicles and other specialist technical resources and equipment which may be used during teaching and are available to students on all programmes.

21. Admissions Criteria

A. Academic Admissions Criteria

Admission to the course is governed by the current Academic Regulations of the University of Portsmouth. Students are recruited by the 'home' department (major subject area) in the light of information provided by the 'away' department (psychology). Entry requirements currently include:

- BSc (Hons) Criminology with Psychology: 240-320 UCAS tariff points from 3 A Levels or equivalent, including a minimum of 100 points in a relevant subject; and 3 GCSEs at grade C or above to include English and Mathematics.
- BA (Hons) English with Psychology: 240-300 points from 3 A Levels or equivalent, to include 100 points from A Level English; and 3 GCSEs at grade C or above to include English and Mathematics.
- BA (Hons) Marketing with Psychology: 280 points from 3 A Levels or equivalent; and 5 GCSEs at grade C or above to include Mathematics and English.
- BSc (Hons) Sociology with Psychology: 240-300 points from 3 A Levels or equivalent; and 3 GCSEs at grade C or above to include Mathematics and English.
- BA (Hons) Human Resource Management with Psychology: 280 points from 3 A Levels or equivalent; and 5 GCSEs at grade C or above to include Mathematics and English.
- BA (Hons) Childhood and Youth Studies with Psychology: 240-300 points from 3 A levels or equivalent; and 3 GCSEs at grade C or above to include English and Mathematics.
- BA (Hons) Early Childhood Studies with Psychology: 240-300 points from 3 A levels or equivalent; and 3 GCSEs at grade C or above to include English and Mathematics.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review.

- Head of Department's Annual Standards and Quality Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Periodic Programme Review.
- Student Representatives and Student/Staff Consultative Committees.
- National Student Survey.
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery.
- Course Leader for day-to-day running of course.
- Deputy Course Leader for day-to-day running of Combined Honours route.
- University Contact for day-to-day running of course.
- Partner Institution Academic Contact.
- Board of Studies with overall responsibilities for operation and content of course.
- Combined Honours Management Board.
- Head of Department.
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.
- Assessment Tutor and Assessment Scrutiny Subcommittee.

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies.
- Student Staff Consultative Committees.
- Unit and Course level student feedback questionnaires.
- University participation in external student surveys, e.g. National Student Survey (NSS) and International Student Barometer (ISB).

D. Staff Development Priorities

- Academic staff may undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- All staff have a departmental mentor.
- Staff have access to development funds for teaching and research developments.
- All staff supported to attend professional conferences.
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes
- Managers undertake a variety of management development programmes.

- All academic staff encouraged to seek Higher Education Academy membership.
- Academic staff new to teaching required to undertake Initial Professional Development Programme (iPROF).
- Postgraduate students involved in teaching activity and work as demonstrators and tutors required to undertake Graduate Students Professional Development programme (gPROF).
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

23. Assessment Regulations

Standard university rules apply (see [Assessment and Regulations](#)).

24. Role of Externals

Subject External Examiners who will:

- oversee unit assessment and usually attend Unit Assessment Boards;
- approve unit assessment strategy;
- sample assessment artefacts;
- present report to Unit Assessment Boards.

Award External Examiners (usually also a Subject External Examiner) who will:

- oversee and attend Award/Progression Boards;
- scrutinise and endorse the outcomes of assessment;
- ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom.

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

These programmes are not submitted for accreditation by the British Psychological Society (BPS) as the constraints of the combined honours programme structure do not allow the eligibility requirements for the BPS Graduate Basis for Chartered Membership (GBC) to be met.

The BA (Hons) Marketing and Psychology programme is recognised by the Chartered Institute of Marketing (CIM) and graduates benefit from entry to later stages of the CIM professional qualifications.

B. Periodic Programme Review (or equivalent)

The Department underwent periodic review of its structures and degree programmes by the University in February 2012. Positive feedback was received with undergraduate degree programmes being praised by the review panel as one that listens to the student voice, is responsive to their needs and has created a supportive learning environment, as well as being open, respectful and responsive to feedback. The links between research and teaching were also noted as evident at all levels within the undergraduate programmes. The review panel also made recommendations regarding the possible introduction of some measures aimed at improving the efficiency with which the undergraduate programmes currently operate.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (for full report see [Higher Education Review of the University of Portsmouth, March 2015\[1\]](#)).

[\[1\]www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf](http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf)

D. Others

None

26. Other Sources of Information

Other sources of information may be found in
Course Approval Document.

Student Handbook.

University of Portsmouth Curricula Framework.

University of Portsmouth Undergraduate Prospectus.

Assessment Regulations.

University of Portsmouth (<http://www.port.ac.uk/>) and Department of Psychology (<http://www.port.ac.uk/departments/academic/psychology/>) websites.

Unit Assessment Map

UNITS						COURSEWORK				EXAMINATION			
Level	Name	Code	Credit	Delivery	Core/ Option	Total %	Type of Artefact	Duration/ Length	Weighting %	Total %	Open/ Closed	Duration (hrs)	Weighting %
4	INTRODUCTION TO PSYCHOLOGICAL SCIENCE	U23773	20	YR	C	100%	(i) Critical Review (ii) Individual Research Report	(i) 1500 words (ii) 1500 words	(i) 50% (ii) 50%				
4	THE PSYCHOLOGY OF EVERYDAY LIFE *	U21608	20	YR	C					100%	Closed	2 Hours	100%
5	CONTEMPORARY ISSUES IN PSYCHOLOGY	U23774	20	YR	C	100%	Portfolio	4000 words	100%				
5	APPROACHES TO PSYCHOLOGY	U24299	20	YR	C					100%	Open	3 hours	100%
6	LANGUAGE & COMMUNICATION	U21620	20	YR	O	100%	Assignment	4000 words	100%				
6	INTRODUCTION TO FORENSIC PSYCHOLOGY **	U21622	20	YR	O					100%	Open	3 Hours	100%
6	RETHINKING CLINICAL & HEALTH PSYCHOLOGY	U24216	20	YR	O					100%	Closed	3 Hours	100%

Unit Learning Outcomes Map¹

UNITS						LEARNING OUTCOMES																																
Level	Name	Code	Credit	Delivery	Core/ Option	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5		
4	INTRODUCTION TO PSYCHOLOGICAL SCIENCE	U23773	20	YR	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4	THE PSYCHOLOGY OF EVERYDAY LIFE *	U21608	20	YR	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5	CONTEMPORARY ISSUES IN PSYCHOLOGY	U23774	20	YR	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	APPROACHES TO PSYCHOLOGY	U24299	20	YR	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	LANGUAGE & COMMUNICATION	U21620	20	YR	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	INTRODUCTION TO FORENSIC PSYCHOLOGY **	U21622	20	YR	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	RETHINKING CLINICAL & HEALTH PSYCHOLOGY	U24216	20	YR	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

* Not available to BSc (Hons) Criminology with Psychology students. Students complete an alternative core unit (U20993 - Introduction to Psychology) in their major subject area department in place of this unit.

** Not available to BA (Hons) Human Resource Management with Psychology or BA (Hons) Marketing with Psychology students. Students complete an alternative core unit (U24125 - Work Psychology) in their major subject area department in place of this unit.

¹ A = Knowledge and Understanding; B = Cognitive (Intellectual) Skills; C = Practical (Subject Specific) Skills; D = Transferable Skills