Introduction to

BA (Hons) Early Childhood Studies with Psychology

Combined Honours Programme Specification Supplement

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 supplement and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification supplement 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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Contents

Combined Honours Programme Specification Supplement

1. Named Award

BA (Hons) Early Childhood Studies with Psychology

2. Course Code (and UCAS Code if applicable)

C2143S (X3C8)

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Document Control Information

15/07/2014

6. Effective Session

2014-15

7. Home Course Leader

Dr Wendy Sims-Schouten

8. Home Faculty

Faculty of Humanities and Social Sciences

9. Home Department

School of Education and Continuing Studies

10. About this Programme Specification Supplement

This Combined Honours Course Programme Specification Supplement is designed for prospective students, registered students, University staff and potential employers. It provides an introduction to combined honours courses at the University of Portsmouth, and an overview of the course rationale, aims and learning outcomes.

A full Programme Specification is prepared for each half of the course. This supplement links the full Programme Specifications for each half of the Combined Honours Course. In the full Programme Specification documents (see A1. and A2. below), you will find more detailed information on the teaching, learning and assessment methods, learning outcomes, unit information, reference points, support for student learning and regulatory arrangements for each half of the Combined Honours.

A1.   *Combined Honours Early Childhood Studies Half - PSD*

A2.   *Combined Honours Psychology Half - PSD*

11. The Combined Honours Degree Course at the University of Portsmouth

At the University of Portsmouth, our Combined Honours Degrees are predetermined combinations of subjects (subject A and subject B). Most students will be registered on a joint award where the number of credits studied in both subjects is roughly the same (approximately 50/50). A small

number of Combined Honours courses are designated major/minor courses where subject A is the major subject and subject B is the minor subject (approximately 66/33). For a joint Combined Honours, a student may choose to undertake a dissertation in subject A or subject B; in the case of major/minor awards, the dissertation will always be in the major subject.

12. Course Management

For each course, one of the academic departments owning one of the two subject halves will be designated the 'home' department. The home department is often, **but not always**, the first named of the subject combination, see section 9 above for this course's home. The home department will be the students' base and is responsible for providing the academic course leader, personal tutor and student support. A deputy course leader is appointed from the 'away' department.

The University operates a two-tier course management structure at department level, which monitors students' progression and achievement at unit level and award level. At University level, there is a dedicated Combined Honours Management Board, which reviews annually overall student experience, monitors student achievement and advises on the introduction and withdrawal of new course combinations.

13. Course Rationale

This degree course is designed to provide you with a unique opportunity to study early childhood as a major subject, whilst taking psychology as a minor subject. Childhood has been high on the Government's agenda, along with related issues, such as education, special needs and abuse. The interdisciplinary nature of childhood with psychology means that infant and childhood themes will be taken as a starting point, linking this to psychology and how this discipline informs our understanding of individual and collective behaviour and factors. There will be an integration of coherent subjects, including education, sociology, health, welfare and social policy, as well as the particular emphasis on psychology, all of which will help you understand the processes that shape childhood and children's lives. It will prepare you for a career in early childhood and provide a range of skills and knowledge appropriate for careers in psychology related areas. You will develop practical skills like communication, teamwork, problem solving and time and project management.

This course is suitable for anyone who is interested in combining a focus on early childhood studies with psychology. Units will be taught in a variety of ways, such as large group lectures, workshops and seminars, as well as giving you the opportunity to gain practical experience through placements, and practical sessions in the psychology laboratories (infant and toddler rooms).

14. Educational Aims of the Course

The programme aims to:

Develop students' abilities to:
- Understand key aspects of an interdisciplinary area.
- Apply appropriate techniques of analysis to the subject area.
- Research topics and devise and sustain arguments related to the subject area.
- Discuss current limits of knowledge in the subject area.
- Communicate information in a manner appropriate to the subject and intended audience.
- Work within a framework that demonstrates an understanding of ethical principles and children's rights.
- Complete an extended piece of independent enquiry in the subject area.
- Take responsibility for their own learning in a single honours degree programme.
- Show initiative and be able to make and justify decisions.
- Interrogate a variety of learning media to develop knowledge.
- Be self-reflective.

Provide:

- An understanding of childhood and children in ecological context.
- A challenging and stimulating study environment.
- Flexibility in teaching to embrace a rapidly changing field of study.
- Opportunities for work related learning.
- Opportunities for developing a range of skills and knowledge to develop employability potential in the subject area.

- 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.

15. Employability Statement

This degree offers many curricula and co-curricular opportunities that will improve the employability skills of students. It is intended that this is explicitly communicated to students at all levels in order that they can be pro-active in collating a useful career entry profile throughout the three years of the degree. This will be achieved in the following way:

Curriculum

- Units will give students the opportunity to manage a range of tasks, manage others, manage information and manage themselves and their learning.
- Personal Development Planning and the personal tutorials system will support the student through the three years and ensure they are preparing effectively for their future.
- Opportunities to identify skills acquisition in relation to skills and knowledge for the children and young peoples' workforce will be embedded in the degree, but specifically targeted in the level 4 Unit Developing Professional Perspectives.
- Where practical, units will contain aspects of work related learning, to allow students the opportunity to employ theoretical and philosophical ideas to work related tasks in preparation for employment.

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 a direct application to professions outside of psychology.

The psychology based units available on combined honours programmes also provide students with an opportunity to engage in activities that simulate the real world working practices of psychologists and professionals in related areas. For example, students may undertake field work; observation and diagnosis exercises; appraisal of forensic processes in real world settings; and psychological testing and evaluation exercises as part of the activities and assessments completed in different units.

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 promote 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.

BA (Hons) Early Childhood Studies Combined Honours Major Route

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.

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Programme Specification

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C2401S/C2401F (X3C8)

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

None

6. QAA Benchmark Groups

Early Childhood Studies

7. Document Control Information

15/08/2014

8. Effective Session

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9. Author

Wendy Sims-Schouten

10. Faculty

Faculty of Humanities and Social Sciences

11. Department

School of Education and Continuing Studies

12. Educational Aims

As part of the Combined Honours Degree Programme:
- To provide a challenging and stimulating study environment
- To provide a framework allowing students to follow a flexible coherent programme of study
- 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 students with the opportunity to study up to a maximum of 30 credits worth of elective units
- To provide students with the opportunity to develop key skills

- To provide students with the skills and knowledge required to maximise career and postgraduate study opportunities

The Early Childhood Studies route of the Combined Honours Degree Programme:

- To facilitate exploration of the common core of skills and knowledge relevant to early childhood

- To understand key aspects of an interdisciplinary area

- To apply appropriate techniques of analysis to the study of Early Childhood

- To research topics and devise and sustain arguments related to the subject areas

- To discuss current limits of knowledge in the subject areas

- To communicate information in a manner appropriate to the subject and intended audience

- To work within a framework that demonstrates an understanding of ethical principles and children's rights

- To complete an extended piece of independent enquiry in the subject area

- To take responsibility for their own learning within the context of a combined honours degree programme

- To show initiative and be able to make and justify decisions

- To equip with the skills necessary to interrogate a wide variety of learning media to develop knowledge

- Be develop a self reflective approach and be equipped with the necessary transferable skills for lifelong learning, employability and flexibility in the context of changing labour markets

Provide:

- An understanding of childhood and children in ecological and psychological context

- A challenging and stimulating study environment

- Flexibility in teaching to embrace a rapidly changing field of study

- Opportunities for work related learning

- Opportunities for developing a range of skills and knowledge to develop employability potential in subject areas

Early Childhood Studies is not currently offered in any other Combined Honours Degree Programme.

Psychology is currently offered in combined Honours Degree Programmes with a range of other subject areas (e.g. criminology).

The BA (Hons) Early Childhood with Psychology degree provides students with a unique opportunity to study two inter-related subjects in depth. The Combined Hons (with Psychology) degree offers the prospect to study historical and contemporary(political, social, educational) developments in the main subject area (namely Early Childhood) and the role of Psychology in enhancing the understanding of human behaviour.

13. Reference Points

Programme and outcomes have been developed taking account of:

- The University of Portsmouth Curricula Framework Document (September 2011) including the Combined Honours Framework

- The scholarship and research expertise of academic members of staff

- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education

- Framework for Higher Education Qualifications (FHEQ)

- National Qualifications Framework

- The QAA Subject Benchmark Statement for Early Childhood Studies

- Requirements of other relevant current Professional and/or Statutory bodies in general

- Common core of Skills and Knowledge (Every Child Matters)
- Occupational Standards

14. Learning Outcomes

As part of the Combined Honours Programme:

Students will be able to demonstrate an ability to:

- Understand the key aspects of two subject areas
- Understand how psychology can contribute to wider insight into the factors associated with early child growth and development.
- 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 one or more 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.

In respect of Early Childhood Studies (Major Route)

A. Knowledge and Understanding of:

A1.   A range of classical contemporary educational, psychological and sociological theories and concepts related to children and childhood (QAA subject benchmark 7.6 , 7.8)

A2.   Underlying values and principles including ethical issues relevant to the study of children and families (QAA subject benchmark 7.7)

A3.   Key concepts used to understand human needs and social welfare e.g. equality, poverty (QAA subject benchmark 7.7)

A4.   Social nature of the relationship between individuals, groups and social institutions (QAA subject benchmark 7.7 , 7.8)

A5.   Interdisciplinary approach to working with children and families (QAA subject benchmark 7.8)

A6.   Key legislation and its historical, psychological and contemporary impact on the child and family (QAA subject benchmark 7.7)

A7.   Contemporary activities and organisation of main institutions of the UK welfare and education system (QAA subject benchmark 7.8)

A8.   Societal and organisational structures related to children and families (QAA subject benchmark 7.8)

A9.   Knowledge and understanding of pedagogical approach (QAA subject benchmark 7.8)

A10. Different contexts in which learning can take place and the range of roles of participants in the learning process (QAA subject benchmark 7.10)

A11. The strengths and weaknesses of the range of research methods required for study and research relative to children and childhood (QAA subject benchmark 7.8)

A12. International differences in the concept of child and childhood (QAA subject benchmark 7.6)

A13. Study Skills strategies to enhance and understand that of others (QAA subject benchmark 7.10)

<u>Learning and Teaching Strategies and Methods</u>

- Lectures are used to set out the major theories, concepts, issues and evidence to meet Learning Outcomes
- Seminars, workshops, poster presentations, group and individual projects enable students to advance their knowledge and understanding in a more interactive environment
- Tutorials provide individual support with regard to specific learning needs
- Guided study enables students to make use of a range of learning materials and resources and together with Web based activities promotes independent study
- The final year dissertation enables a deeper level of study in a chosen area

<u>Assessment</u>

Assessment is a crucial component of student learning. It is necessary to monitor student progress in both knowledge and skills, motivate learning, provide feedback and grade students; assessment reflects progression within the programme and enables students to demonstrate a wide range of ability and skill. Early opportunities for formative feedback are given through study skills units to help students in transition to HE. The assessment methods used on the programme are varied:

- Individually assessed coursework takes the form of essays, seminar journals, individual projects and reports, work based portfolio, article reviews, poster presentations, assessed seminars, and the dissertation
- Group-based course work assessments and presentations
- Use of VLE, for quizzes, discussions and blogs

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

B1.   Appreciate the complexity and diversity of social situations (QAA subject benchmark 7.8)

B2.   Gather, retrieve and synthesise information (QAA subject benchmark 7.10)

B3.   Make reasoned arguments (QAA subject benchmark 7.10)

B4.   Analyse and question concepts, theories and issues in systematic way (QAA subject benchmark 7.10)

B5.   Understand the significance and limitations of theory and research (QAA subject benchmark 7.10)

B6.   Review and evaluate evidence and texts (QAA subject benchmark 7.10)

B7.   Reflect on own value systems (QAA subject benchmark 7.10)

B8.   Accommodate new principles and understanding (QAA subject benchmark 7.10)

B9.   Relate ideas from inter-related disciplines (QAA subject benchmark 7.6 and 7.8)

<u>Learning and Teaching Strategies and Methods</u>

The teaching and learning of cognitive skills will develop alongside the teaching and learning of knowledge and understanding. More specifically development will be through discursive activities including those in formal seminar groups, through e-mail and with tutors and Virtual Learning Environment (VLE) activities, as well as through peer assessment to inform and support critical thinking processes.

<u>Assessment</u>

- Assessment feedback addresses coherence and structure of argument as well as specific subjects knowledge
- The range of assessments outlined in section A develops students' cognitive skills in a variety of contexts and situations. For example a presentation to a group will rely on planned limited responses whereas the dissertation demands an extended period of research, reflection and evaluation
- Marking criteria for assessment are designed to address a range of intellectual skills, and give students clear guidance on expectations

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

C1. Be sensitive to the values and interests of others and embrace an anti-bias curriculum (QAA subject benchmark 7.8)

C2. Analyse and interpret a range of theories and research in the area of child development (QAA subject benchmark 7.8)

C3. Understand the ethical implication of studying children and their families (QAA subject benchmark 7.8)

C4. Construct an effective social research proposal(s) (QAA subject benchmark 7.8)

C5. Plan for assess and evaluate children's learning opportunities (QAA subject benchmark 7.8, 7.9)

C6. Work collaboratively to meet the needs of children and families (QAA subject benchmark 7.9, 7.10)

C7. Meet children's needs and promote their health, welfare and safety (QAA subject benchmark 7.9)

C8. Recognise the demands of other professional perspectives – eg psychology (QAA benchmark 7.8)

Learning and Teaching Strategies and Methods

- Substantive issues are taught and further knowledge in relation to these is developed through independent reading and seminar discussion
- The practical application of theory and analysis is developed through seminars, workshops and discussions
- In addition, the LIFE elective will allow students to demonstrate how they apply theoretical principles in practical ways

Assessment

- The ability to apply practical, professional and subject specific skills will be met through the range of assessment strategies utilised over the three years of study
- The LIFE elective will give eligible students the opportunity meet appropriate practice based outcomes

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

D1. Communicate in a variety of contexts and models

D2. Interpret to a range of primary and secondary sources of data including numerical sources

D3. Use ICT appropriately in a range of context

D4. Demonstrate skills of time planning and management

D5. Work as a member of a group

D6. Present material in a variety of formats for different purposes

D7. Undertake independent study and take responsibility for own critical review

D8. Present a range of theoretical positions and offer point of view

D9. Undertake problem solving activities

D10. Show evidence of self reflection as a tool for future learning

Learning and Teaching Strategies and Methods

- The development of transferable skills is an important aspect of teaching and learning of all core and optional units
- At Level 4 learning, study and web-based skills are developed through a specific programme. These include time management, note-taking, group work, library and web-based skills, essay planning and writing, referencing and IT skills

- At Level 5 career awareness and job application skills are developed in the context of a programme delivered by academic staff and members of the University Careers Service. Options extend opportunities for developing employability skills
- At Level 6 students draw upon and further develop a range of transferable skills in the production of a dissertation. These include information retrieval skills, time planning and project management skills and the effective presentation of an extended piece of written work. These are introduced in a specifically tailored programme
- There has been consideration of the Core Employability skills (UoP Curricula framework) throughout the whole course

Assessment

- At all levels these skills are integrated in the Learning Outcomes and assessment opportunities
- At Level 4 this will be through the Developing Professional Perspectives and Inclusion and Diversity Units
- At Level 5 this will be through personal tutorials liked to the Professionals Involvement with Children and Young People unit
- At Level 6 the dissertation will be the assessed artefact

15. Course Structure, Progression and Award Requirements

- Early Childhood Studies with Psychology (ECSP) is offered as a combined full time (3year) pathway
- One credit is equivalent to ten hours of learning. Each level comprises of a minimum of a 120 credits. Units are offered as 20 credits, with the final year dissertation (Education) being 40 credits
- 360 credits are required to achieve the degree. Standard University rules apply. The regulations must be consulted for a full description of exit awards

16. Employability Statement

This degree offers many curricula and co-curricula opportunities that will improve the employability skills of students. It is intended that this is explicitly communicated to students at all levels in order that they can be pro-active in collating a useful career entry profile throughout the three years of the degree. This will be achieved in the following way:

Curriculum:

- Units will give students the opportunity to manage a range of tasks, manage others, manage information and manage themselves and their learning
- Personal Development Planning and the personal tutorials system will support the student through the three years and ensure they are preparing effectively for their future
- Opportunities to identify skills acquisition in relation to the Common Core of Skills and Knowledge for the children and young peoples workforce will be embedded in the degree, but specifically targeted in the Level 4 Unit Developing Professional Perspectives
- Where practical, units will contain aspects of work related learning, to allow students the opportunity to employ theoretical and philosophical ideas to work related tasks in preparation for employment

Employability skills will be delivered (and assessed where applicable) throughout the curriculum. We will provide structured support to enable students to develop their employability skills from Level 4 to Level 6. Core units at each level will include most of the academic and employability skills that are listed in Annex 5 of the 2012 Curriculum Framework. In addition, there will be relevant work-related units in the curriculum, such as The Young Child in the Family and Early Years Setting, Just Playing? and Promoting Early Learning. ***Career management skills*** specifically (as a subset of employability skills) will be embedded throughout the curriculum:

At a basic level (Level 4), the management of self, learning, tasks, the communication of information, and the development of interpersonal skills will be embedded in the first 'short fat' subject foundation unit (Developing Professional Perspectives). This unit will help students 'learn how to learn' as part of studying the discipline of a subject area. Additionally, students will be introduced to basic career management skills (self awareness, professional development planning, CV development etc) in order to get them thinking about their existing skills and career plans.

At L5, we will continue with developing Career Management skills during Induction Week. There will be plenary sessions for students on the further development of career management skills and this will be backed up by interactive online exercises and website resources related to the subject area. We will develop an interactive, online Employability Hub – building on the current online resources that we already have.

At L6, as part of Induction Week, personal tutorials and PDP, we will provide further guidance and activities for students (as part of what are currently termed 'Pathfinder Exercises'). This will be linked to individual research/project skills related to the core 40 credit dissertation/project and group research/project skills in core units.

For both L5 and L6 students we also will run a series of Faculty-wide careers events with employers from a range of relevant employment sectors during the year (including a Faculty Alumni Day). Here we will also liaise with the Psychology department.

All these activities will be supported by the Personal Tutor system and Professional Development Planning.

We will also provide opportunities for students to engage in work-related learning through active learning and the application of skills in work-related environments. This will consist of an understanding of working environments and the impact of globalisation on career goals. This will take place through simulated work-related activities in one or more core units. For some students, this will involve real-world working environments, such as in the LIFE elective unit. This is a Faculty-wide *Learning from Experience (LiFE)* unit – which allows students to gain credit from paid/unpaid work, volunteering, placements, internships, working on research projects for staff etc.

Finally, we are committed to providing opportunities for students to study a *language* as part of preparing students for the global labour market and as part of our commitment to internationalisation.

17. Support for Student Learning

- The Combined Honours Degree is managed by a Course Leader from the major route and a Deputy Course Leader from the minor route
- Extensive induction programme introduces the student to the University and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- University support services include careers, financial advice, housing, counselling etc
- The Academic Skills Unit (ASK)
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections
- Student course and unit handbooks provide information about the course structure and University regulations etc
- Feedback is provided for all assessments
- Professional Development Planning (PDP) for all awards

18. Admissions Criteria

A. Academic Admissions Criteria

- A/AS levels – 280-300 points to include 3x6 and/or 12 unit awards
- Professional qualifications and experience are considered positively
- Access students are welcomed
- Other qualifications e.g. Equivalent to the above
- Mature students and International students are welcome
- If appropriate, prior learning may be assessed and accredited

CRB checks will be undertaken for students on LIFE elective

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.

19. 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
- Combined Honours Management Board considers overall student and staff experience

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
- 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

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies
- Student Staff Consultative Committees

- Unit and Course level student feedback questionnaires
- University participates in external student surveys, eg National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB)

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake PgCert Learning and Teaching in Higher Education
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff new to teaching required to undertake Initial Professional Development Programme (iPROF)
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

20. Assessment Strategy

All assessments are considered to enable some level of knowledge and understanding. Certain assessments lend themselves more readily to the development of cognitive (intellectual or thinking) skills, practical skills and transferable (graduate and employability) skills. Consideration of this has been given at each level with an acknowledgement that there is a rising expectation of the development of these skills.

The assessment approaches for the core units in Level 4 include essays, reports, on-line discussions, web-based activities, individual and group presentations. These have been selected in order to introduce students to the broadest range of assessment experiences so that these can be developed and consolidated in subsequent levels.

- Essay and report writing provide opportunities to manage tasks and their own learning by identifying key features and planning a course of action, which is completed independently. This will develop sound knowledge and comprehension skills
- The group tasks (some assessed formatively and some assessed summatively) provide opportunities to work collaboratively, respect others views and to provide and receive constructive criticism. Additionally they develop practical and creative skills and imaginative and original ways of communicating with a range of audiences
- The individual presentations provide the opportunity to develop the confidence, planning and skills in effective oral communication
- The on-line discussion introduces students at the earliest point to the e-learning and e-assessment culture that is an integral part of the programme

The assessment approaches at Level 5 include:
- Extended written pieces e.g. essay, report ,case studies, provide opportunities to develop intellectual skills of evaluation, application of knowledge and analysis
- E-learning activities across the units develop the skills initiated at level 4
- Optional units provide a range of assessment opportunities and allow students to develop and demonstrate skills in evaluating own experiences with regard to culture, employment and the acquisition of coaching skills, developing further research skills. The LIFE elective, which will be strongly recommended, will allow students the opportunity to meet practice-based outcomes.

The assessment at Level 6 includes:
- The Dissertation develops skills of self management of a sustained, substantial piece of written work including skills of analysis and enquiry, synthesis of information

- Option units at this level will include assessment opportunities to further develop skills of synthesis, analysis and evaluation of a range of complementary themes

21. Assessment Regulations

Standard university rules apply (see Assessment and Regulations).

22. 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.

23. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

Not applicable

B. Periodic Programme Review (or equivalent)

The full honours degree was originally approved in 2009 and first full Periodic Review is awaited

C. Quality Assurance Agency

QAA Institutional Audit, December 2008, 'broad confidence' (for full report see QAA Institutional Audit: University of Portsmouth 2008).

D. Others

Members of the course team have won a University Excellence Award for Teaching & Learning.

24. Other Sources of Information

Other sources of information may be found in:
- Course Approval Document
- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Undergraduate Prospectus
- Assessment Regulations
- University of Portsmouth and School of Education and Continuing Studies web sites

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	Developing Professional Perspectives	U22929	20	Sep-Dec	Core	100	Three postings per person and individual summary	750 words	40				
							Coursework	1500 words	60				
4	Diversity and Inclusion	U20651	20	Jan-Mar	Core	100	Coursework	1500 words	50				
							Presentation	15 minutes	50				
4	Child and Youth Development	U20648	20	Year long	Core	100	Multiple choice assignment on VLE		40				
							Coursework	1500 words	60				
4	The Young Child in the Family and Early Years Setting	U20645	20	Year long	Core	100	Article Review	1000 words	40				
							Report	1,500 words	60				
5	Just Playing	U20659	20	Sep-Dec	Core	100	Coursework	1500 words	40				
							Coursework	2000 words	60				
5	Research with Children and Young People	U20660	20	Jan-Mar	Core	100	Presentation	5 minutes	20				
							Coursework	2000 words	80				
5	Contemporary Issues in Early Childhood	U20652	20	Year Long	Core	100	Presentation	15 Minutes	30				
							Seminar		30				
							Coursework	1500 Words	40				
5	Children's Literature	U20655	20	Year Long	Option	100	Coursework	2500 words	60				
							Presentation	10 minutes	40				
5	Gender and Education	U20656	20	Year long	Option	100	Coursework	1500 words	40				
							Coursework	2500 words	60				
5	Digital Natives	U20657	20	Year long	Option	100	Coursework	2000 words	50				
							Short Video		50				
4	Learning from Experience (LiFE)	U23651	20	Year Long	Option	100	Portfolio		100				
6	Promoting Early Learning (0-3)	U20661	20	Sep-Dec	Core	100	Coursework	1500 words	40				
							Coursework	1500 words	60				

6	Developing and Extending Young Children's Thinking for Learning	U20662	20	Jan-Mar	Core	100	Coursework	1250 words	40				
							Coursework	2000 words	60				
6	Dissertation / Major Project (Education)	U20663	40	Year long	Core	100	Coursework	1000 word draft	10				
							Coursework	10000 words	90				

Unit Learning Outcomes Map[1]

Level	Name	Code	Credit	Delivery	Core/Option	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
4	Developing Professional Perspectives	U20650	20	Sep-Dec	Core			✓	✓	✓	✓						✓		✓		✓	✓	✓	✓	✓				✓			✓		✓	✓	✓			✓	✓				✓
4	Inclusion and Diversity	U20651	20	Jan-Mar	Core		✓		✓							✓	✓	✓		✓				✓		✓		✓				✓		✓			✓	✓	✓				✓
4	Child and Youth Development	U20648	20	Year long	Core	✓			✓			✓							✓	✓	✓	✓			✓			✓							✓		✓	✓			✓	✓	✓		
4	The Young Child in the Family and Early Years Setting	U20645	20	Year long	Core		✓		✓		✓		✓		✓				✓	✓			✓	✓	✓		✓		✓		✓				✓	✓		✓		✓	✓		✓	
5	Just Playing	U20659	20	Sep-Dec	Core	✓							✓						✓	✓	✓			✓	✓				✓			✓		✓	✓		✓	✓	✓				
5	Research with Children and Young People	U20660	20	Jan-Mar	Core		✓								✓				✓			✓	✓		✓				✓	✓			✓		✓	✓		✓	✓				
5	Contemporary Issues in Early Chilhood	U20652	20	Year Long	core	✓	✓		✓		✓		✓	✓		✓	✓		✓			✓	✓	✓	✓										✓	✓		✓	✓	✓				✓
5	Children's Literature	U20655	20	Sep-Dec	Option							✓		✓					✓	✓	✓		✓		✓										✓		✓		✓	✓			
5	Gender and Education	U20656	20	Year long	Option							✓	✓						✓	✓	✓		✓	✓										✓		✓		✓	✓			
5	Digital Natives	U20657	20	Year long	Option							✓							✓			✓	✓										✓		✓	✓	✓	✓	✓			✓	
5	Learning from Experience (LiFE)																									✓								✓			✓			
6	Promoting Early Learning (0-3)	U20661	20	Sep-Dec	Core	✓				✓			✓	✓					✓	✓			✓	✓				✓		✓		✓		✓		✓	✓				
6	Developing and Extending Young Children's Thinking for Learning	U20662	20	Jan-Mar	Core	✓						✓	✓					✓	✓			✓	✓				✓		✓		✓		✓	✓	✓			
6	Dissertation / Major Project (Education)	U20663	40	Year long	Core		✓						✓					✓	✓		✓	✓		✓	✓		✓	✓			✓	✓	✓		✓		✓	✓	✓		

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

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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Contents

Programme Specification

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 (2007)

7. Document Control Information

Version 2, May 2014

8. Effective Session

2014-2015

9. Author

Dr Mark Turner

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 my 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 2012.
- The scholarship and research expertise of academic members of staff.
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education.
- QAA Framework for Higher Education Qualifications (FHEQ, 2008)
- QAA Subject Benchmark Statement (SBS) for Psychology (2007).

14. 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

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.

Learning and Teaching Strategies and Methods

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 are able to select one from three optional units that provide coverage of the principal academic fields within the psychology subject area (*Biological & Cognitive Psychology; Individual Differences & Psychometrics; Developmental & Social Psychology*). This serves to provide an understanding of the broad subdivisions within psychology and allows students to focus on aspects which are most relevant to their major route pathway or personal interest. Delivery is predominantly through lectures with workshops also being used in some units to support learning on specific topics. In addition, students complete one 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.

Assessment

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.

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

Learning and Teaching Strategies and Methods

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].**

Assessment

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.

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.

Learning and Teaching Strategies and Methods

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].**

Assessment

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 the *Individual Differences & Psychometrics* unit comprising of an academic essay and several further professional documents relating to the psychological assessment of a test candidate also provide examples of opportunities where students can practice and demonstrate the ability to work flexibly and within specified constraints **[C4, C6]**.

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.

Learning and Teaching Strategies and Methods

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 measurement and interpretation of psychometric test scores as part of the Level 5 *Individual Differences & Psychometrics* unit, and the analysis of communication case studies as part of the Level 6 *Language & Communication* unit.

Assessment

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].**

15. 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 one compulsory unit and select one out of three optional psychology-based 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 Placed Applied 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.

16. 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.

The psychology-based units available on combined honours programmes also provide students with an opportunity to engage in activities that simulate the real world working practices of psychologists and professionals in related areas. For example, students may undertake field work; observation and diagnosis exercises; appraisal of forensic processes in real world settings; and psychological testing and evaluation exercises as part of the activities and assessments completed in different units.

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.

17. 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.

18. 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.

19. 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-today 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 APEX, HEA accredited Learning and Teaching development.
- 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.

20. 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. 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. 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. 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. Where two areas of psychology are combined within a unit (e.g. *Biological & Cognitive Psychology*; *Social & Development Psychology*), multi-part examinations are used. These consist of compulsory sections that address each core domain, enabling students to demonstrate breadth of knowledge. More substantive essays questions are also 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. 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.

For the *Individual Differences & Psychometrics* unit, a portfolio comprising of an academic essay and several further documents relating to the psychological assessment of a test candidate is completed to provide a balance of assessment types within the optional units at this level. This assessment was selected to support the development of academic essay-writing skills in preparation for coursework assessments within the final year; to allow students an opportunity to develop an applied skill of relevance to employability; and to highlight differences between and facilitate practice in writing styles required for different audiences. 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.

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.

Level 6

Further to the characteristics of assessments described above, Level 6 encourages and rewards greater critical analysis of psychological material. Optional units at this level provide both coursework-type and examination-based assessment opportunities in three different specialist and applied areas of psychology. 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.

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. 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.

21. Assessment Regulations

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

22. 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.

23. 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 Institutional Audit, December 2008, 'broad confidence' (for full report see QAA Institutional Audit: University of Portsmouth 2008).

D. Others

None

24. 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

| | | | | | 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%	Portfolio	3000 words	100%				
4	THE PSYCHOLOGY OF EVERYDAY LIFE *	U21608	20	YR	C					100%	Open	2 Hours	100%
5	CONTEMPORARY ISSUES IN PSYCHOLOGY	U23774	20	YR	C	100%	Portfolio	4000 words	100%				
5	BIOLOGICAL & COGNITIVE PSYCHOLOGY	U21610	20	YR	O					100%	Closed	3 Hours	100%
5	SOCIAL & DEVELOPMENTAL PSYCHOLOGY	U21612	20	YR	O					100%	Closed	3 Hours	100%
5	INDIVIDUAL DIFFERENCES & PSYCHOMETRICS	U21613	20	YR	O	100%	Portfolio	4000 words	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	ISSUES IN CLINICAL & HEALTH PSYCHOLOGY	U21626	20	YR	O	40%	Assignment	1500 words	40%	60%	Closed	2 Hours	60%

* 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 (U23846 - Work Placed Applied Psychology) in their major subject area department in place of this unit.

Unit Learning Outcomes Map[1]

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	BIOLOGICAL & COGNITIVE PSYCHOLOGY	U21610	20	YR	O	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓		✓	
5	SOCIAL & DEVELOPMENTAL PSYCHOLOGY	U21612	20	YR	O	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓		✓	
5	INDIVIDUAL DIFFERENCES & PSYCHOMETRICS	U21613	20	YR	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
6	LANGUAGE & COMMUNICATION	U21620	20	YR	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
6	INTRODUCTION TO FORENSIC PSYCHOLOGY **	U21622	20	YR	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	
6	ISSUES IN CLINICAL & HEALTH PSYCHOLOGY	U21626	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 (U23846 - Work Placed Applied Psychology) in their major subject area department in place of this unit.

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