Template C4

Programme Specification

Title of Course: *BSc (Hons) Business Psychology*

Date first produced	01/03/2019
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Version number	6
Faculty	Faculty of Business and Social Sciences
School	School of Law, Social and Behavioural Sciences
Department	Department of Psychology
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1:   GENERAL INFORMATION

Award(s) and Title(s): *Up to 10 pathways*	BSc (Hons) Business Psychology
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	Cert HE Business Psychology Ordinary Degree Business Psychology DipHE Business Psychology
Course Code *For each pathway and mode of delivery*	UPBPS1BPS20 UFBPS1BPS20
UCAS code *For each pathway*	C816

Award(s) and Title(s): *Up to 10 pathways*	BSc (Hons) Business Psychology with Foundation Year
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	

RQF Level for the Final Award:	Honours
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road
Language of Delivery:	English
Modes of Delivery:	Part-time Full Time
Available as:	
Minimum period of registration:	Part-time - 6 Full Time - 3
Maximum period of registration:	Part-time - 12 Full Time - 6
Entry Requirements:	The minimum entry qualifications for the programme are: From A levels: 112 UCAS points

	Units: to include three A-levels or equivalent Subjects: A-level Psychology is not essential but must be passed (A*-C) if taken BTEC National: DMM Access Diploma: Access requirements; for; Mature Applicants (21yrs +) will need: Pass QAA approved Access Course with 60 credits, minimum 45 credits at Level 3 including 21 at merit + GCSE English Language grade C + GCSE Maths grade C (or comparable numeric score under the newly reformed GCSE grading). Plus: Plus GCSE: Maths and English Language A*-C (or comparable numeric score under the newly reformed GCSE grading) Where a candidate's first language is not English, advanced English Language competence in the form of appropriate certificated learning (IELTS requirement of 6.5 overall with no element below 5.5) must be demonstrated as detailed in Kingston University's Admission Regulations. Students working with children, adolescents or protected populations in their final year Research Project (PS6000) must submit to a Disclosure and Barring Service (DBS) check. Without a check, students are not allowed to interview or test protected populations. Passing a DBS check, however, does not automatically allow students to work with children or other protected populations; the final decision is at the discretion of the programme leader.
Programme Accredited by:	British Psychological Society
QAA Subject Benchmark Statements:	*All subject benchmark statements can be found* here.
Approved Variants:	In accordance with BPS Regulations, the project/dissertation module (PS6000) must be passed and cannot be compensated for any accredited award. An accredited award at UG Level is a 2:2 or above on any accredited route.
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree	n/a

Apprenticeship standard:	
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

BSc. (Honours) Business Psychology is offered as a three-year full-time degree programme or a four-year degree programme including a sandwich year between Levels 5 and 6. The three-year programme may also be studied in part-time mode over six years.

Business Psychology is a dynamic, fascinating and challenging discipline that applies the principles of psychology to the world of business and management. Business relies on the effective and ethical use of psychology in domains from human resource management, leadership, motivation, marketing, occupational and organisational psychology. Graduates with advanced psychological knowledge and practical business skills will be sought after in a range of organisations across the sector.

This innovative new programme draws on experience from Psychology and the Business School both situated within the Faculty of Business and Social Science. The degree is available as a full-field route and covers all the core areas of psychology required by the British Psychological Society (BPS) for accreditation (as well as relevant business modules), to confer Graduate Basis for Chartered membership (GBC). There are high quality opportunities for students to learn about the applications of business psychology throughout their course with a strong emphasis on developing psychological business skills underpinned by academic theory. Uniquely, this degree will enable students to investigate human behaviour applied to the workplace using both behavioural labs and dynamic business simulations. Students exposed to cutting-edge research and scholarship in this field will acquire an invaluable grounding in Business and Psychology, giving students a distinct advantage in the graduate employment market. Students will thus be ideally placed to undertake further professional training to become accredited occupational psychologists as well as a host of careers in business. Thorough grounding in all areas of scientific psychology will also equip students to develop a career in any other area of psychology.

All Business Psychology students have the opportunity to apply for an optional sandwich year to gain credible experiences in a relevant workplace that support their career ambition. The responsibility belongs to the students but the University Careers and Employability Service, the Course Leader and Personal Tutor will support this application process. All Business Psychology students are encouraged to take this option and are supported in the development of pre-requisite skills.

As part of the Faculty of Business and Social Science, the Psychology programme intersects well with Business disciplines. The modular scheme enables students to benefit from cross - disciplinary approaches.

The aims of the programme are:
- To develop an understanding of the core areas of Psychology, as defined by the BPS, and achieve GBC while also exposing students to a range of approaches, applications, and skills directly relating to Business Psychology.
- To foster competence in the skills of psychological reasoning.
- To provide students with a sound knowledge base in the discipline of Business Psychology and to enable students to critically evaluate theories and debates in business psychology.
- To enable students to design and execute empirical research and raise students' awareness of ethical issues and their appropriate resolution in psychological research.
- To provide students with generic and transferable skills in written and oral communication, independent learning, teamwork, information technology, and numeracy.

- To offer students the foundation to continue to study for professionally controlled postgraduate qualifications.

B. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA 2019 subject benchmarks for Psychology, the British Psychological Society (BPS) requirements for accreditation, which are derived from the QAA subject benchmark statement for Psychology (2019), and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2014), and relate to the typical student.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes as detailed in the following tables.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A5	Demonstrate in-depth knowledge of business and economic concepts, marketing, human and financial resource management	B5	Develop and sustain an argument independently in written and oral formats.	C4	Demonstrate detailed knowledge on the use of a variety of general and specific library resources to source appropriate information.
A4	Gain additional knowledge and understanding of the ethical considerations and their importance in psychological practice, research and business	B4	Analyse and transform new and/or abstract data and concepts towards a given purpose independently, and to design novel solutions.	C3	Use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments.
A3	Demonstrate more extensive knowledge of the way in which business psychology and psychology as a whole, has an impact upon organisations, society and individuals.	B2	Integrate ideas and findings across the multiple perspectives of psychology and in particular business psychology, and recognise distinct psychological approaches to relevant issues.	C2	Carry out empirical studies involving a variety of methods of data collection (experiments, observation, psychometric tests, questionnaires, interviews) and analyse data using statistical methods.
A2	Appreciate the role of research in the development of psychological thought, applying psychology research competencies, and a wide range of research methodologies and statistics.	B1	Demonstrate (a) comprehensive knowledge of psychology with (b) areas of in-depth specialisation in business psychology.	C1	Write an appropriate review of relevant literature, and present and evaluate research findings to a higher level of proficiency.
A1	Demonstrate (a) knowledge and understanding of a range of psychological theories and approaches which cover key aspects of psychology, and, (b) additional knowledge and understanding of a range of	B3	Critically review evidence, including issues of reliability, validity and significance, and investigate contradictory information.		

	specialist approaches relating to business psychology which go beyond the standard key areas.				

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:
1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

Each level is made up of four modules each worth 30 credits. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are required for accreditation by the British Psychological Society. Full details of each module will be provided in module descriptors and student module guides.

The BSc (Hons) Business Psychology is accredited by the British Psychological Society1 and confers GBC (Graduate Basis for Chartered) membership on successful candidates, namely, students who have attained at least a lower second-class honours degree.

The Business Psychology course is part of the University's Undergraduate Modular scheme (UMS). Courses in the UMS are composed of modules, which are assigned to Levels. There are three levels that are progressively more challenging in terms of their aims, objectives and learning outcomes. Each course contributes to a programme of study that is normally made up of various modules at every level, with each module worth 30 credits

All modules are core within the first two years, Levels 4 and 5. At Level 6 the Research Project, Organisational Psychology and the Applied Business Psychology module together constitute the capstone, the culmination of the students' careers in the Department. All modules are worth 30 credit points. An optional module can be taken either in Psychology or Business.

The Business Psychology course culminates in an honours degree and it is the higher levels (5 and 6) that contribute to the classification of the degree. Intermediate awards are normally available after completion of a level. Students who complete 120 credits at level 4 but decide to discontinue their studies at that point are eligible for the award of a Certificate of Higher Education. Students who complete 120 credits at level 5 but decide to discontinue are eligible for the award of a Diploma of Higher Education.

The programme has been designed to offer coherence and progression at each level and throughout the course.

At Level 4 students are provided with a broad understanding of the disciplinary perspective of psychology. Students are introduced to a broad range of topics in PS4002, the Foundations of Psychology module, which runs in parallel with PS4001 Research Methods 1. This introduction to theory, methods and key skills is designed to provide students with a solid foundation of knowledge and skills that will be built upon and applied at the higher levels. In addition, PS4007 Introduction to Business Psychology and BU4001 Business Management will introduce students to the key concepts and principles in economics and business, together with some of the major issues and debates in Organisational Psychology. Together, these four modules comprise a thorough grounding at Level 4, which prepares students for progression to Level 5.

At Level 5 there is a more detailed and critical examination of psychological theory and its application to biopsychology, cognition, individual differences, social and developmental

psychology. The curriculum is based around key areas of psychology and an additional human resources-based module, which considers management of both human and financial resources.

Level 6 requires students to deepen their understanding of Business Psychology through the core Research Project and Organisational Psychology modules and a variety of elective modules, which represent staff specialisms in Psychology and the Business School.

Students are required to take a third core module that includes a placement tailored to suit students' business psychology specialisation.

The Research Project acts as the culmination of the students' three years: it allows the student to critically discuss the theoretical basis of a specialist area; apply appropriate methodologies and practices in the investigation of that area, and this allows students to specialise within a certain area, thus allowing them to tailor their employability.

In sum, as students progress through the course they extend and deepen their ability to collect and analyse psychological data, understand and critically evaluate psychological theory and apply their skills and knowledge to the world about them in an informed and systematic manner.

For information on Foundation degree modules, please refer to the Foundation Year in Social and Behavioural Sciences programme specification.

BSc (Hons) Business Psychology

Level 4							
BSc (Hons) Business Psychology							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
BUSINESS MANAGEMENT	BU4001	30	4	Year Long			
Foundations of Psychology	PS4002	30	4	Year Long			
Introduction to Business Psychology	PS4007	30	4	Year Long			
Psychology Research Methods 1	PS4001	30	4	Year Long			
Optional Modules							

Progression to Level 5

Progression to Level 5 requires 90 credits including passes in Research Methods 1 and Foundations of Psychology and Business Management.

These two modules cannot be trailed and must be passed before students proceed to Level 5.

Students exiting the field/course at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Business Psychology.

Level 5
BSc (Hons) Business Psychology

Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Brain, Behaviour and Cognition	PS5003	30	5	Year Long			
MANAGING RESOURCES	BU5001	30	5	Year Long			
Psychology Research Methods 2	PS5001	30	5	Year Long			
Social, Individual and Developmental Psychology	PS5002	30	5	Year Long			
Optional Modules							

Progression to Level 6

Progression to level 6 requires 120 credits including passes in all modules
Students exiting the programme at this point who have successfully completed 240 credits are eligible for the award of Diploma of Higher Education in Business Psychology.

Level 6							
BSc (Hons) Business Psychology							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Applied Business Psychology	PS6015	30	6	Year Long			
Occupational Psychology	PS6013	30	6	Year Long			
Psychology Research Project	PS6000	30	6	Year Long			
Optional Modules							
Advanced Issues in the Psychology of Thinking	PS6008	30	6	Year Long	PS5003		
Business Intelligence and Big Data Mining	BB6305	30	6	Year Long	None		
LEADING CHANGE	BH6101	30	6	Year Long	None		
Management, Strategy & Organisations	BU6001	30	6	Year Long	None		

Level 6 requires the completion of

Level 6 requires the completion of the three compulsory modules and one optional module.

BSc (Hons) Business Psychology with Foundation Year

D. Principles of Teaching, Learning and Assessment

The teaching, learning and assessment strategies have been devised in accordance with the University's RAF curriculum design principles, which focus on helping students to become independent learners and providing an interactive and supportive learning environment. Level 4 begins with a comprehensive induction to introduce student to all aspects of the course and to lay the foundations for cohort identity. Students are provided with information on the structure and nature of the curriculum, the Personal tutor scheme, Library and IT issues, Employability and Study Abroad as well as the opportunity to meet all psychology staff in a friendly and informative environment.

The overall teaching and learning strategy promotes greater levels of responsibility, discipline and resourcefulness as students' progress through the course.

A key element of the Teaching and Learning strategy on Business Psychology is the embedding of critical thinking at all levels, as employers tell us that, given the pace of change in the workplace, employees need to be able to use critical skills in order to solve complex problems.

The Critical Thinking Skills Toolkit contains nine learning and teaching tools to be used in university learning sessions and during independent study. Students will be provided with the opportunity to use these skills in different contexts and at different levels of complexity across their learning journey.

At level 4, students will be introduced to all of these tools with specific development of and focus on information skills, analysis and interpretation.

At level 5, these skills will be consolidated with more focus on evaluation, inference, explanation and reflective judgement.

At level 6, the skills students learned at levels 4 and 5 will be covered, with a heavy focus on inference, explanation and reflective judgement.

The teaching and learning strategy encompasses:
- Interactive lectures
- Seminar discussions
- Workshops
- Tutorials
- Student-directed reading
- Laboratory workshops
- Seminars
- Debates
- Web-based activities and discussion boards
- Work/Research placements

Interactive lectures lie at the heart of the modern teaching strategy, designed to encourage active learning. This will involve use of interactive technology, techniques to enable students to engage with discussions amongst themselves or with the lecturer, peer to peer teaching, problem solving and investigation of business case studies.

The aims of the interactive lecture will be to develop high levels of student engagement and effective learning via critical discussions and debates, and to provide feedback on formative preparations by the student. Interactive lectures will run throughout the entire degree.

Workshops will take place at L4 and L5. The workshop system exists to provide students with the opportunity for small group interaction in which the quality of the contact between student and the member of staff is enhanced to facilitate the learning outcomes.

At L4, the students will be divided into small groups. The workshops will run in parallel between two modules, PS4002 Foundations of Psychology and PS4001 Research Methods 1. These workshops will enable students to work on the contents of both modules, for example, practise the ability to use SPSS, analyse and report quantitative and qualitative data, discuss interactively topics learnt in the Foundations course, while exploring issues

such as plagiarism, ethical practice in psychological research, how to write a lab report, study abroad, and employability.

The first year experience is regarded as particularly important in terms of providing a strong foundation for the study of psychology in general as well as the specific area of business psychology. An understanding of key psychological theory, concepts, perspectives and methods are delivered over an integrated set of modules using a variety of teaching methods including laboratory workshops, lectures, seminars and group tutorials. Strong emphasis is placed on study skills throughout the year, in particular via the PS4002 Foundations of Psychology and PS4001 Psychology Research Methods 1, which have a specific embedded skills agenda.

Support to students is available through the Centre for Academic Support and Enhancement (CASE), which operates via a referral system and also functions as a drop-in surgery

At L5, the workshop system will run parallel to Research Methods 2. This will enable students to explore more in depth research designs involving multiple independent variables and more advanced inferential statistics. Additional workshops at L5 will allow students to experience research using sophisticated biophysical methodology e.g. electroencephalography, transcranial direct current stimulation, eye tracking etc.

At level 5 there is a greater emphasis upon self-directed learning and critical understanding and students are expected to refine their skills in literature sourcing and referencing, and develop their capacity to collect and analyse primary data. This is facilitated via laboratory workshops, on-line materials and tutorial support. Students move from a basic descriptive understanding of psychology to its analysis and application across a range of topic areas. Re-induction at the beginning of L5 will have a focus on opportunities to improve key academic and employability schemes

At L6, workshops will run alongside the PS6000 Research Project. In these sessions, students will discuss issues pertaining to their final year and their project. Discussion topics include employability and psychology professionals in the real world, enhancing skills for the psychology market, fine tuning practical skills such as argument development, APA-style referencing, how to develop a thesis, issues in the ethical considerations of psychological research, and interpersonal and communication skills

At level 6 the emphasis is placed upon deepening students' critical understanding of psychology and the development of research proficiencies. Modules at this level cover both new areas and extend and develop previous topics and practical skills.

The strategies and the accompanying assessment procedures of individual modules are designed to achieve the general aims and objectives of the degree. These involve, among other things, students gaining a broad knowledge and sound understanding of the programme's topic areas, promoting their capacity to read, investigate and research and encouraging their skills in developing informed and well-supported arguments. In turn, the research modules are directed to promoting a range of practical skills, research competencies and numeracy.

The Research Project component of the course will involve a level of independent study on the part of the student, which will be supported by supervision by a member of the academic team. This supervision will take the form of fortnightly group tutorials, which will aim to provide structure and advice to the student when he/she is planning, carrying out, analysing and writing-up his/her Research Project. These tutorials will be tailored to meet the research needs students at each point of their project.

The Research Project module runs across the entire year. In the second teaching block of L5 students will typically submit a choice of broad research area preferences and it is expected that students will conduct a study in the broad area of business psychology. A Supervisor will be allocated, and the project will be agreed between student and supervisor. Data collection will begin after approval of the project proposal by a procedure sanctioned by the Departmental Ethics Committee. The Research Project will be informed by the students' theoretical and research training throughout their careers in the Department, and will continue to be enriched by on-going research training and the opportunity to pursue particular areas of interest in psychology in more detail.

Developing employable graduates is at the heart of this programme. Embedding employability initiatives within the curriculum, as well as designing assessment to mirror real-life practices achieve this. The students have the opportunity to engage in work-related projects, drawing on case studies and real-life scenarios, and modules are designed to develop the skills valued by employers, such as presentation, teamwork, problem solving, time and task management skills, statistical analysis of data, communication and the ability to critically evaluate. Students are also encouraged to reflect on their learning so they can articulate how the acquisition of such skills relates to practice and how they can be developed in the future. The core final year placement will enable students to apply in real organisations the psychological knowledge and business skills they have learned in the classroom. All placement providers will be subject to due diligence and ongoing monitoring to ensure that the student experience is of a high quality and that equality, diversity and inclusion standards are met.

Students will be provided with a workplace supervisor and seminars held at the university will help prepare students for their placements. Students will be required to reflect on their experience and examine how knowledge gained from the course can be used in their setting.

A sense of cohort identity will be built through core teaching at every level, as well as the workshop and tutorial system. Students will be allocated a Personal Tutor as part of the University Personal Tutor Scheme at the start of L4 (introduced at induction). Personal tutors will provide appropriate academic advice and guidance to students *throughout their first and second years* by monitoring their progression from level to level, helping to identify individual needs and to develop abilities which will allow them to be self-reliant and self-reflective. Personal tutors and tutees will meet fortnightly throughout Levels 4 in timetabled sessions. At L4, the aims relate to supporting students to make the transition to HE learning comfortable, to develop good academic study skills and to enhance group interaction in order to develop cohort identity. At L5, the aims are to support students to become increasingly independent as learners, and to start to explore with students employability and opportunities, also during timetabled sessions. During the transition from L5 to L6, with the agreement between students and Research Project supervisors, the PT becomes the supervisor who will support the student during L6, through graduation and outduction, continuing the conversation about employability and opportunities, and fostering a sense of accomplishment amongst students. Project supervision by each and every member of academic staff as outlined above represents the culmination of the students' career in our Department. The role of this Research Project supervisor is manifold, but primarily to guide the student throughout a successful completion of their Research Project.

The support by both the personal tutor and their Research Project supervisor goes further than their academic careers within KU; it follows them on after they graduate: as they leave the programme, two academics, who have known them during their academic careers at KU studying Business Psychology, will be able to provide letters of reference for future employment or postgraduate work.

In addition to face-to-face contact between students and teaching staff, a virtual learning environment (VLE) will provide students with access to a range of materials for each module. These materials will typically include the module guide, lecture slides and handouts, links to useful web-resources, and formative multiple-choice questions. Use of the collaborative tools offered by the VLE (e.g. discussion boards, blogs, wikis etc.) will be encouraged to facilitate team-working and interactive problem-solving skills, and to prepare for and follow up taught sessions. Online interaction with staff and other students will be expected for successful completion of certain modules. The VLE can be used from any networked PC in the University as well as from most PC's connected to the Internet.

In addition, the Psychology programme encourages immersion in Technology Enhanced Learning Environments including e-learning, Virtual Learning Environments, Hyper-text, CANVAS, Blogs, podcasts, CAVE Writing or Computer Generated Virtual Environments, wikis, threaded discussions, chat rooms, Twitter, RSS, Facebook, Padlet, clickers, etc. We have several examples of modules making use of blogs and virtual environments for

students to actively participate in learning (e.g. discovering, constructing, taking ownership, rather than being passive recipients of knowledge). The Department promotes the development of digital literacy.

A range of assessment approaches is employed within each module and across the array of modules. These varied approaches facilitate students with differing learning styles to achieve the learning outcomes. The assessment procedures are reviewed by the course team and also by the Faculty across disciplines. In addition, our Business Psychology assessments and assessment strategies are reviewed by the BPS in their accreditation reviews. Reviews of the assessment strategy ensure that students are exposed to a range of assessment procedures, which encourage different forms of learning. The reviews ensure that assessment burdens are fair and equitable across modules and courses, in addition to ensuring that the strategy allows the course to meet the subject and professional benchmarks.

Examples of assessments employed in the Psychology program include unseen exams, laboratory projects, poster presentations, laboratory and skills worksheets, log books, group projects, essays, multiple choice tests, short answer tests, research proposals and a Research Project (as per Tables, above). The types of assessment used are related to the learning outcomes of each module. For example, some modules (as part of their remit) introduce key ideas and information. These aspects might be most appropriately assessed through the use of multiple choice tests and short answers; conversely, critical understanding of specific topics may be better suited to assessment via a research proposal. Formative and summative assessments are explicit in the module descriptors.

Independent Learning

When not attending timetabled teaching sessions (lectures, seminars, workshops, labs, studios etc.), students will be expected to continue learning independently through self-study. Typically, this will involve reading journal articles and books, working on individual and group projects, undertaking research in one of the University's libraries, preparing coursework assignments or revising for examinations or tests.

Independent learning is supported by a range of excellent facilities including the libraries and the University's virtual learning environment (Canvas).

Students' self-managed learning time is carefully plotted across the three levels of the programme to ensure that students are supported to become increasingly independent, self-motivated and reflexive learners.

Each module makes use of the VLE, to provide a range of guided activities for students outside of classroom activities. These might include guided reading with discussion boards, structured research tasks and online quizzes to check understanding and practice skills. These are carefully designed in accordance with the specific requirements of the module and level of study. As a general principle guided activities are more closely structured at level 4 to support students in making the transition to HE learning.

In addition to these module specific activities, at each level students are provided with a co-curricular timetable of activities that draws across the provision within Student Engagement and Employability (SEE). These include, but are not limited to: careers skills workshops targeted to level (e.g. CV writing workshops for level 4, interview skills and online test training at level 6); personal development planning through the Kingston Hub and academic skills development through the Writing and Oral Skills (WOS) workshops and structured developmental interactions with CASE.

E. Support for Students and their Learning

 In Business Psychology, students are supported by:
- The Head of Department
- A level tutor for each level
- A module leader for each module

- A personal tutor to provide each student with tailored academic and personal support throughout the duration of the degree (as described above)
- A project supervisor
- Seminar tutors (when applicable, for relevant modules)
- Technical support to advise students on IT and the use of IT facilities and software appropriate to the degree (sometimes in collaboration with members of staff for specific use of equipment)
- A designated programme administrator
- An induction week at the beginning of L4, and tailored re-inductions at Ls 5 and 6
- Staff-Student Consultative Committee
- The Student Union
- The Psychology Society, a student-led community, which was elected the best Student Society at Kingston University
- Canvas: a versatile online interactive intranet learning environment
- A designated Psychology information advisor/librarian and a specialised Psychology library
- Help Desk
- CASE
- An employability coordinator at Departmental level
- Psychology facilities

The Department has a suite of purpose-built teaching and research laboratories. Laboratories are bookable online and accessible by swipe card. Facilities and equipment include: a large teaching laboratory with 25 computers, together with a scanner and laser printer. These are available outside of teaching periods for students to conduct practical work. The Faculty also operates several specialist computer rooms with technical support at the Penrhyn Road campus. Some of these facilities are open-access to students from the Faculty of Business and Social Sciences throughout the day, when not being used for classes.

Psychology facilities also include a large observation/test room with remote controlled digital cameras and microphones connected to a monitoring room. The room has soft chairs and coffee tables to promote a relaxing atmosphere. This room also serves as generic research space. There are a large number of data points and computers can be wheeled into the room for the testing of multiple participants (at least 6). A monitor room can be used to monitor activity in the observation/test room but can also act as separate, generic research space. The monitor room has recording equipment and video editing facilities including a DVD burner for storing digital video recordings, or it can serve as space to test 2 participants.

Five other laboratories are located nearby in the Psychology space. Two of these are eye-tracker laboratories: one holds an Eyelink I000 eyetracker which is primarily used for studies of visual attention and neuropsychology; the other holds a Tobii T120 eyetracker and is primarily used for studies of developmental disorders such as autism and Williams syndrome. The third laboratory house psychophysiological monitoring equipment (Biopac MP100 Advanced system) and neuropsychological test apparatus (CANTAB Eclipse with touch screen tablet PC) and is configured as a psychopharmacology laboratory (including drug balance, lockable refrigerator, scales, sink etc). The forth laboratory houses the driving simulator. All of the laboratories have good light attenuation and an in-use light indication system, and all contain at least two networked computers. The fifth lab houses electroencephalography apparatus and stimulation software.

In addition, the Psychology Department has a suite of a number of generic laboratories (which are also suitable for interviews). Four are similar in size to the three laboratories described above, one is larger, and one is smaller. All are equipped with two networked dual-function Mac/Windows computers, tables and chairs. A dedicated Psychology Store room houses the psychometric test bank (for loan). We allocate funding from our capital budget to maintain the currency of the psychometric store. Noldus/Tracksys Observer XT

behaviour measurement system for observational studies and analyses, as well as other portable psychophysiological monitors of blood pressure, GSR, and blood-alcohol concentration are available for students. Finally, a large number of video cameras and digital recording devices are available for use in experiments and projects throughout their three years in the Department.

Library: In collaboration with the course team, the Library provides information skills teaching tailored to meet the subject needs of the students. Students are given an initial introduction followed by a more detailed session on accessing e-resources. Students also have the opportunity to make individual appointments with their Psychology information advisor/librarian and are encouraged to seek advice by phone or email as well as in person.

Help Desk: The LRC Help Desks are staffed during opening hours to help with users' information enquiries on an individual basis. Students are encouraged to learn how to find information themselves so that they are able to carry out their own independent learning. Staff at the Help Desks also support basic IT enquiries e.g. password or printing problems. The introduction of self-service borrowing and return facilities at all sites means that staff at the desk can focus on more complex enquiries. In addition, Information Services work with Student Services to provide integrated student support within the LRCs.

CASE: assists students in one-to-one sessions to support them with their assessments and, in particular, at the time of preparation of the Research Project.

Employability: The Careers and Employability Service work with the department to ensure that students are able to identify and develop employability skills. The Employability Coordinator she can also help to identify strengths, areas for development and potential career opportunities. Throughout the academic year the following activities will take place: Workshops and seminars covering all aspects of the recruitment process, from CVs to interviews; employer events - giving students a chance to network and gain a stronger understanding of the 'world of work'; and drop-in appointments for queries regarding career direction or any aspects of employability.

British Psychological Society: The department has a BPS link member who ensures that students are provided with up to date information about the BPS and BPS sponsored opportunities. In order to obtain Graduate Basis for Chartered Membership (GBC) status students will need to apply individually to the BPS after successful completion of their degree.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including MEQs, level surveys and the NSS
- Moderation policies
- Accreditation and periodic reaccreditation by the British Psychological Society.

G. Employability and work-based learning

Developing employable graduates with the psychological and business understanding and critical thinking required by employers today is at the heart of this programme. Embedding employability initiatives within the curriculum as well as designing appropriately authentic assessment methods to mirror real-life practices so that students are exposed to opportunities that develop their skills on an ongoing basis achieve this.

At all levels students have the opportunity to engage in work-related projects that draw on case studies and real-life scenarios, and all levels are designed to develop skills valued by employers, such as presentations, teamwork, critical thinking, problem solving, time management, the use of statistical tools and communication skills.

Students are encouraged to reflect on their learning, so they can also articulate how the acquisition of such skills relates to practice and how they can be developed in the future. The core placement in the final year allows students to develop experience the challenges and opportunities offered by applying psychological skills in a practical context.

Additionally, for those students who take a sandwich year: the experience of a one-year work sandwich provides a high quality opportunity to gain first-hand experience of applying psychological and business knowledge and skills in a business setting.

The services of a dedicated careers and employability team as well as personal tutor and course leader are offered to all students. During the first year, all students are guided to volunteering activities will enhance their CVs. In the final year seminars in the core module offer support to students in the preparation of CVs, applications and preparation for interviews and assessment centres.

The School offers employment-based activities where employers are invited on campus to participate in specialist networking activities such as Spotlight on Psychology, Sociology and Criminology and the Psychology Careers Specialisation talks, all of which provide additional opportunities for students to hear about current and professional psychology issues from prominent guest speakers. The Faculty provides additional careers talks and recruitment fairs with graduate employability

Students are encouraged to seek relevant summer work that will enable them to practise their subject specific skills and to develop their employability skills. Some students collect their data for their psychology Research Project in local businesses, schools, nurseries, refugee charities or special needs and clinical settings and staff have good links with local hospitals and counselling services within Kingston Royal Borough. The department also provides a volunteering research assistant scheme where students can attain work experience with academic staff in the department.

To complement the development of employability skills within the curriculum, the University also formally recognises students who build up a portfolio of skills developed through non-academic activities such as volunteering, maintaining a personal development-planning journal and attending networking seminars, through the Kingston Award.

To date, graduate destination data has shown that our psychology students after graduation obtain employment in a wide variety of settings. They range from health and social occupations, such as care assistants and assistant psychologists, to commercial, professional and managerial jobs, such as events and media organiser, sales executive, and recruitment. Graduates have also entered clinical courses, teacher training, counselling courses and other postgraduate trainings. With the addition of this course students will also be well placed to access careers in a number of business settings as well undertaking further training in order to become a Professional Business Psychologist.

Work-based learning, including sandwich courses and higher or degree apprenticeships

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

H. Other sources of information that you may wish to consult

See subject benchmarks for Psychology
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-psychology.pdf?sfvrsn=6935c881_13
See British Psychological Society http://www.bps.org.uk/

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 4				Level 5				Level 6						
		BU4001	PS4007	PS4002	PS4001	PS5001	PS5003	BU5001	PS5002	BU6001	BB6305	PS6015	PS6013	BH6101	PS6008	PS6000
Knowledge & Understanding	A5	S	S					S		S	S	S	S	S		S
	A4	S	S	S		S				S	S	S	S	S		S
	A3		S	S					S			S	S	S	S	S
	A2		S	S		S	S		S			S	S		S	S
	A1		S	S			S		S				S		S	S
Intellectual Skills	B5	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	B4					S						S				S
	B2	S	S	S		S	S		S			S	S			S
	B1	S	S	S		S	S		S				S		S	S
	B3	S	S	S			S	S	S	S	S		S	S	S	S
Practical Skills	C4	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	C3					S	S						S		S	S

	C2/C1														
	C2				S	S					S	S			S	
	C1	S	S	S			S	S	S	S		S	S	S	S	

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.