



## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Leeds Trinity University
<b>'Parent' School</b> ( <i>ICE / SAC / SSHS</i> )	SSHS
<b>Academic Group</b> ( <i>or Cluster if clearer</i> )	PSYCHOLOGY, CRIMINOLOGY AND SOCIOLOGY
<b>Professional accreditation body</b> ( <i>if applicable</i> )	n/a
<b>Final award</b> ( <i>eg. BA Hons</i> )	BA (HONS)
<b>Title of programme(s)</b>	Psychology and Business
<b>Subsidiary award(s)</b> ( <i>if any</i> )	CertHE Psychology and Business; DipHE Psychology and Business, BA Psychology and Business
<b>Honours type</b> ( <i>Single / Joint / Combined</i> )	Joint
<b>Duration and mode(s) of study</b>	3 years full-time
<b>Month/year of approval of programme</b>	February 2018
<b>Start date</b> ( <i>this version</i> ) ( <i>month and year</i> )	September 2018
<b>Periodic review next due</b> ( <i>academic year</i> )	AY 2019/20
<b>JACS subject code(s)</b> ( <i>Level 3</i> ) ( <i>Please refer to HESA listing on AQO website</i> )	C800 PSY (100497) 50% N100 BUS (100079) 50%
<b>UCAS course code &amp; route code</b> ( <i>available from Admissions</i> )	LN81
<b>SITS codes</b> ( <i>Course / Pathway / Route</i> ) ( <i>available from Student Administration</i> )	UGBAN – PSYABUS
<b>Delivery venue(s)</b>	Leeds Trinity University

### 2. Aims of the programme

#### **Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective)**

The BA (Hons) Psychology and Business programme is designed for students with a particular interest in psychology and business and an integration of these distinct but closely related disciplines. Students will focus on the relationship between psychology and business and consider the two disciplines in the wider social, political, pluralistic, economic, cultural and international context. In doing so, students will learn about the core areas of Psychology including social psychology, personality and intelligence and core areas of business including management and organisational behaviour, allowing students to develop an understanding of how and why people behave as they do; and as a result, understand how

to manage people, teams, finances and organisations more effectively. We offer a supportive and dynamic learning environment in which teamwork and shared learning are emphasised. There is an emphasis on the development of personal and professional skills through placements and international study opportunities.

The overarching aims of the programme are:

1. to provide an understanding of aspects of the mind, brain, behaviour and experience, and of the complex interactions between these with a particular focus upon the application of psychological knowledge to problems and issues within business;
2. to provide an understanding of the major theories and concepts most relevant to the related disciplines of psychology and business;
3. to provide opportunities to develop knowledge leading to an ability to appreciate and critically evaluate psychological and business theory and research findings and applications;
4. to present multiple perspectives, including pluralistic, international and cross-cultural influences within psychology and business, in a way that fosters critical evaluation;
5. to develop knowledge of social science enquiry and methodology, in order to interpret and evaluate theoretical and research findings within the fields;
6. to consider the status of psychology and business as a social science and to appreciate the ethical issues surrounding psychological and business practice;
7. to develop a range of transferable personal, practical and intellectual skills, directly relevant to a wide range of traditional graduate employment and training;
8. to provide extensive experience of working in a professional setting and to nurture confidence in applying knowledge, skills and understanding;
9. to develop psychology and business literacy and to develop the skills and knowledge to make a positive contribution to the community.

A distinctive feature of this modular programme is the way psychology and business learning is integrated. Programme level assessment at the end of the Level 4 uses a business psychology case study to highlight the relationship between all modules taken during the year. In Level 6 the Business Psychology module integrates learning from across the whole of the programme. Additionally, opportunities to undertake placements in each of the three levels allow students to observe psychology and business theory in a 'real world' context. Placements will support students in developing a range of transferable employability skills relevant to the traditional graduate job market. This programme will prepare students for a wide range of graduate careers in both the public and private sectors, for example advertising, management, consultancy, human resources, the health and social care professions or teaching.

### 3. Student learning outcomes of the programme

#### **Learning outcomes in terms of:**

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **practical skills specific to the subject (P)**

## – employability skills (E)

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of their BA (Hons) Psychology and Business programme students will have *demonstrated* the following:

### Knowledge and Understanding

- K1 **A range of key psychological and business concepts and theoretical approaches:** critical understanding of such concepts and their development over time;
- K2 **Methods of inquiry used in Psychology and Business:** an appreciation of the variety of methods used to build theories and concepts and to evaluate their effectiveness.
- K3 **A range of perspectives from which to evaluate Psychology and Business at an international level:** an ability to discuss and evaluate international issues including ethics, diversity, inequality and social justice within both Psychology and Business;
- K4 **Knowledge of developments within psychology and business:** a detailed knowledge of the ongoing developments and innovations in the disciplines;
- K5 **Key functional specialisms:** demonstrate knowledge and understanding of key functional specialisms including legal, marketing, finance, operations, people management and business psychology.

### Intellectual/Cognitive/'Thinking' Skills

- I1 **Critical evaluation of approaches:** to solving problems in psychology and business;
- I2 **Communication of Results, Issues and Concepts:** effective and sustained communication of results, arguments, issues and concepts;
- I3 **Sustained Inquiry:** the ability to plan, sustain, execute and communicate a sustained inquiry in the area of psychology/business and report the results appropriately;
- I4 **Ethical Intelligence:** a capacity to assess the relevance of various ethical aspects in both Psychology and Business from a theoretical, practitioner and social justice perspective.

### Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and

	pressures on an organisation, including concepts such as value for money, profitability and sustainability;
E4	<b>Problem-solving</b> – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
E5	<b>Communication</b> – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
E6	<b>Application of numeracy</b> – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
E7	<b>Application of information technology</b> – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
E8	<b>Entrepreneurship/enterprise</b> – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
E9	<b>Social, cultural &amp; civic awareness</b> – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.
	See also the learning outcomes for subsidiary awards set out in section 4 below.

### 3a External benchmarks

<b>Statement of congruence with the relevant published subject benchmark statements</b> <i>(including appropriate references to any PSRB, employer or legislative requirements)</i>
<p>The learning outcomes are consistent with the most recently published Psychology and Business and Management Subject Benchmark Statements (Quality Assurance Agency for Higher Education, 2016 &amp; 2015 respectively) and the Framework for Higher Education Qualifications.</p>

### 4. Learning outcomes for subsidiary awards

<b>Guidance</b>	<p><b>Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:</b></p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> <li>i) interpret and evaluate data appropriate to the discipline;</li> <li>ii) make sound judgements in accordance with basic disciplinary theories and concepts;</li> </ul>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	

<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 &amp; 5.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 &amp; 6.</p>	<ul style="list-style-type: none"> <li>iii) evaluate the appropriateness of different approaches to solving problems within the discipline;</li> <li>iv) communicate the results of their work coherently;</li> </ul> <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p><b>Generic Learning outcomes for the award of <u>Diploma of Higher Education</u>:</b></p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, <b>in addition to the outcomes for a Certificate</b>:</p> <ul style="list-style-type: none"> <li>i) critical understanding of disciplinary principles;</li> <li>ii) application of concepts outside their initial context;</li> <li>iii) use of a range disciplinary techniques;</li> <li>iv) proficient communication of the results of their work;</li> </ul> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school-based training component.</p> <p><b>Generic Learning outcomes for the award of an <u>Ordinary Degree</u>:</b></p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, <b>in addition to the outcomes for a Diploma</b>:</p> <ul style="list-style-type: none"> <li>i) an ability to make flexible use of disciplinary concepts and techniques;</li> <li>ii) critical evaluation of approaches to solving problems in a disciplinary context;</li> <li>iii) an ability to work autonomously within a structured learning experience;</li> <li>iv) effective communication of the results of their work in a variety of forms;</li> </ul> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.</p>
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## 5. Content

### Summary of content by theme

(providing a 'vertical' view through the programme)

The BA (Hons) Psychology and Business programme offers students the opportunity to consider the relationship between psychology and business through a number of integrated aspects, which enables students to appreciate the influence psychology has on business, from the psychological study of the individual and social systems, to the more specific areas of recruitment and selection, training and development, motivation, leadership, and individual and group dynamics.

The business element of the programme provides the essential knowledge, understanding, skills and experience required for graduates to operate effectively and successfully in a business environment. Core areas focus on contemporary business concepts including management and organisational behaviour, macroeconomics, e-business and e-marketing. Option modules broaden the learning to include business and management strategy, business ethics, leadership, entrepreneurship and International management and marketing.

Research methods is introduced through the Programme Level Assessment in Level 4 and consolidated more formally through the Business Research module in Level 5. This module prepares students to undertake either a research project or an independent social project in Level 6.

The programme has a strong emphasis on the development of employability skills. Students will undertake work placements in Level 4, placements or volunteering in Level 5 and the opportunity to conduct social or business research with an employer in Level 6. This offers every opportunity to develop personal and employability skills and often the opportunity to shadow a practitioner in a particular profession. Placements take place in a wide range of local, regional and national organisations and where possible are designed to match a student's career aspirations. Recent placements have been hosted by the Arcadia Group, Asda, KPMG, Lloyds Banking, M & S, Leeds Children's Services, the NHS and in the third sector with Oxfam, Marie Curie, the Samaritans and MIND.

The programme has an international focus with modules exploring Psychology Around the World, Changing the World, International Management and International Marketing. There is also scope to organise placements abroad or take advantage of our study abroad options. We are keen to encourage the consideration of psychology and business from a global perspective and for students to think of themselves as 'global citizens'.

Level 4 introduces students to core areas of psychology and business including aspects of management and organisational behaviour and macroeconomics, and the personal and social factors that influence how people behave. Students will begin to consider their place in the world, with personal and professional development very much at the heart of their studies. Level 4 ends with Programme Level Assessment, providing an opportunity to draw together learning from across their programme, in a team based activity. Students then undertake a five-week professional placement to develop professional skills and consider future career aspirations.

Level 5 broadens and deepens student's knowledge and understanding of the core areas of business and psychology, including research methods, the management of people and finances, as well as developing an understanding of influences on people's behaviour through social psychology. Personal and professional development continues with a six-week placement or students can choose a longer-term period of volunteering.

In Level 6 students will work with a supervisor to complete a project in an area of their choosing, drawing together learning from both psychology and business. Specialist modules in e-Business and e-Marketing sharpen an appreciation and understanding of the digital business revolution. A range of option modules allow students to tailor their programme towards their interests and career aspirations and these include Counselling Psychology, Health Psychology, Mental Health, International Management, International Marketing, Business Ethics and Leadership. There is opportunity to undertake a piece of social or business research with an employer to round-off the professional and career development aspect of the programme. Finally, the Business Psychology module provides an overview and integration of the whole of the programme.

## 6. Structure

### **BA (Hons) Psychology and Business (Joint Honours)**

**Duration:** 3 years full-time

**Total credit rating:** 360 (180 ECTS)

#### **Level 4** – with effect from September 2018

**Core:** Students are required to take:

BMM4412	Management and Organisational Behaviour	Sem 1 & 2	20 credits
PSY4372	Uses and Abuses of Psychology	Sem 1	20 credits
BMM4982	Ethics, Society and Employability	Sem 1 & 2	20 credits
PSY4402	Psychological Approaches to Personality and Intelligence	Sem 1	20 credits
PSY4442	Psychology of Social Issues 1	Sem 2	20 credits
ECO4012	Principles and Applications of Macroeconomics	Sem 2	20 credits
BMM4000	Programme-level assessment	Sem 2	0 credits

#### **Level 5** – with effect from September 2019

**Core:** Students are required to take:

BMM5412	Financial Management	Sem 1	20 credits
PSY5262	Psychology Around the World	Sem 1	20 credits
BMM5552	People Management	Sem 2	20 credits
BMM5582	Business Research	Sem 1	20 credits
PSY5342	Psychology of Social Issues 2	Sem 2	20 credits

**Option:** Students are required to choose 20 credits from:

PSY5072	Professional Development & Placement	Sem 2	20 credits
PSY5692	Professional Development & Placement (Volunteering)	Sem 1 & 2	20 credits

#### **Level 6** – with effect from September 2020

**Core:** Students are required to take:

BMM6582	E Business and E Marketing	Sem 1	20 credits
PSY6032	Business Psychology	Sem 2	20 credits
And:			
SOC6004	Independent Social Project	Sem 1 & 2	40 credits
Or:			
BMM6442	Research Project	Sem 1 & 2	20 credits

**Option:** Students are required to choose 40 credits if SOC6004 Independent Social Project is chosen (of which a minimum of 20 credits must be a business [BMM] module) or 60 credits if BMM6442 Research Project is chosen (of which a minimum of 20 credits must be a psychology [PSY] module), from:

BMM6302	Entrepreneurship and Creativity	Sem 1 & 2	20 credits
PSY6482	Changing the World	Sem 1	20 credits
PSY6052	Aspects of Health Psychology	Sem 1	20 credits
PSY6472	Psychology, Mental Health and Distress	Sem 1	20 credits
PSY6462	Counselling Psychology	Sem 2	20 credits
PSY6122	Psychology Special Subject	Sem 2	20 credits
BMM6472	International Management	Sem 2	20 credits
BMM6462	Business Ethics	Sem 2	20 credits
BMM6482	Leadership	Sem 2	20 credits
BMM6422	Business and Management Strategy	Sem 1	20 credits
BMM6502	International Marketing	Sem 2	20 credits

## 7. Learning, teaching and assessment

### 7a) Statement of the strategy for learning, teaching and assessment for the programme

The learning, teaching and assessment strategy for the programme is centred on the principles of active learning, critical reflection and teamwork. We believe that students are responsible for their own learning and that they also have a responsibility and essential role in supporting the learning of their fellow students. Learning is a shared experience and students will gain enormous benefits from developing their skills and knowledge in partnership with their student colleagues.

This high level of student responsibility is embedded throughout the programme. From the outset, students will work in supervised small groups to engage with problem solving and problem-based learning activities. As students progress through the programme, their skills of independent and shared learning will develop, enabling them to take the lead in their own learning with the support and facilitation of tutors. It is essential that students take responsibility for their own learning, and that they fully engage with learning activities, both within and in addition to scheduled sessions.

A diagnostic assessment is completed in the first few weeks of joining the programme to identify areas for development as students make the transition to degree level work. Students are supported directly by their Personal Tutor or through the University's Learning Hub. Regular directed activities at Level 4 are embedded within all modules to ensure full engagement with the programme and in preparation for students to achieve their full potential in each form of assessment.

An important aspect of the programme is the development of critical reflection, introduced in the first instance through the 'Ethics, Society and Employability' module and developed with the support of a Personal Tutor, who will work with the student from the outset to help to develop the academic, personal and professional skills that employers value in prospective employees.

Throughout the programme, students will consider cultural and international influences on psychological functioning, human behaviour, business and management and these aspects will form a key element of assessments throughout the programme.

The programme employs a range of teaching methods including some traditional lectures and seminars, but there is an emphasis on student-led activities, supervised small-group work and, generally, an approach to teaching and learning that values active learning. At the end of Level 4 students will work with a small group to tackle and report on a 'real-world' problem, drawing on and integrating learning and experiences acquired across all of the modules.

In Level 6, students will have the opportunity to undertake an extended project which may be multidisciplinary, and may include working alongside students from another subject areas in order to mutually benefit from different perspectives and areas of expertise.

Effective use of the Moodle Virtual Learning Environment is made with the provision of, amongst other things, online lectures, instructional videos, podcasts and web links to support active learning.

Assessment within the programme employs a full range of written forms, presentations and practical activities, in order to reflect the academic and employability skills being developed within the programme. Employability-relevant forms of assessment, including 'real world' case studies, information leaflets and evidence-based briefs, are used to assess the outcomes from both individual and group-based learning. Assessment across the programme at each level has been designed to ensure that there is a good variety and balance of assessment forms and that there are opportunities for students to exercise an element of choice in the form of assessment undertaken.







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8. Entry requirements

**Honours degree programmes**

Applicants should normally have achieved the following prior to registration for the programme:

5 academic qualifications, of which at least 2 should be Level 3 qualifications equivalent to A2 and must also include GCSE grade C or 4 or above in English Language (or equivalent qualification). However, in some cases there may be additional special requirements, for example for ITT programmes or when the entry criteria are specified by an accrediting body. All required GCSEs will be listed by programme on the University website.

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS), with a minimum of 6.0 and with no component below 5.5, or accepted equivalent test. Full details of entry requirements are published by course on the Leeds Trinity website.

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

9. Progression, classification and award requirements

**Details of requirements for student progression between levels and receipt of the award(s)**

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

Leeds Trinity University undergraduate academic regulations apply.

10. Prerequisites

**Details of modules which must be passed before enrolment on a module at a higher level**

*Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.*

None

11. Additional support needs

**Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme**

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.