|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme Specification C:\Users\Ziain\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\UFPTT539\HE Logo.jpg** | | | | | | | | |
| 1. Awarding body | | | University of Surrey | | | | | |
| 1. Teaching institution (if different) | | | University Centre Farnborough | | | | | |
| 1. Final award | | | **BSc (Hons)** | | | | | |
| 1. Programme title/route/pathway | | | **Psychology with English Literature** | | | | | |
| 1. Subsidiary award(s) and title(s) | | | Diploma of Higher Education in Psychology with English Literature  Certificate of Higher Education in Psychology with English Literature | | | | | |
| 1. FHEQ Level | | | 6 | | | | | |
| 1. Credits and ECTS credits | | | 360 UK credits, 180 ECTS credits | | | | | |
| 1. Name of Professional, Statutory or Regulatory Body (PSRB) | | | N/A | | | | | |
| 1. Date of last accreditation (if applicable) | | | Approved 2014 | | | | | |
| 1. Mode of study | | | Full-time Accelerated – 2 Years | | | | | |
| 1. Language of study | | | English | | | | | |
| 1. UCAS Code | | | TBC | | | | | |
| 1. QAA Subject benchmark statement (if applicable) | | | English (2015) and Psychology (2010) | | | | | |
| 1. Other internal and / or external reference points | | | N/A | | | | | |
| 1. Faculty | | | Faculty of Academic Studies | | | | | |
| 1. Programme Leader | | | Brian Rubin | | | | | |
| 1. Date of production/revision of the specification | | | June 2017 | | | | | |
| 1. Educational aims of the programme | | | | | | | | |
| The BSc (Hons) Psychology with English Literature aims to provide students with knowledge of the key principles of Psychology. In addition, students will gain knowledge of a wide range of texts across poetry, drama and prose, as well as an understanding of critical and theoretical discourses. The programme considers the social, cultural and historical contexts for the production of literary texts from different periods in time. The degree will develop independent research skills and an enhanced ability in analytical and critical thinking, as well as to equip students with the necessary skills required for a career in a wide range of related professions.  The programme aims:   * To inspire enthusiasm for the subjects of Psychology and English Literature and appreciation of the past and continuing social, cultural, political and economic importance of these subjects. * To provide students with a sound knowledge and understanding in the core areas and theories in the disciplines of Psychology and English Literature; * To enable students to make connections between different disciplines and study areas; * To enable students to develop independent learning skills and skills for lifelong learning (including literacy, numeracy, written and oral communication and IT skills); * To stimulate students’ intellectual development and powers of critical analysis through the opportunity to undertake independent research using a range of appropriate skills, techniques and methods for investigating Psychology and English Literature; * To enable the practice and enhancement of interpersonal skills, group working, time management, self-awareness and self-reflection which will enable students to pursue careers in a variety of work environments; and * To provide students with the appropriate knowledge and skills for relevant employment, including high-order critical, analytic and research skills, and advanced competence in oral and written communication for which the degree is considered suitable or to undertake postgraduate level study.   Intended Learning Outcomes:   * To explore a variety of primary and secondary texts in printed, digital, and other forms; * To fundamentally engage with independent study of materials, and their communication of and discussion of ideas; * To independently research topics covered by the programme and make extensive use of libraries and digital resources; * To balance direct instruction, facilitated opportunities for active questioning and debate with peers and tutors, peer critique and feedback; * To engage in lectures, seminars, workshops, tutorials and personal supervision, as well as structured online activity, and sessions outside the classroom, including presentations and field trips; * To develop an awareness and understanding of ethical issues in psychology; * To develop general transferrable skills of reading, numeracy, communication, time management, using IT and the ability to work independently and as part of a team; * To develop an awareness of the social and cultural context of psychological and English Literature research; and * To provide students with the appropriate knowledge and skills for relevant employment for which the degree is considered suitable, or to undertake postgraduate study. | | | | | | | | |
| 1. Programme learning outcomes – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas: | | | | | | | | |
| Knowledge and understanding   1. literature from different periods. This includes knowledge of writing from periods before 1800 and the range of principal literary genres across prose, poetry and drama. 2. the breadth of literatures in English. 3. the history, structure, levels and discourse functions of the English language. 4. how culture, language, technology, and economics affect how, where and by whom   texts are produced and received.   1. the role of readers in shaping texts. 2. how genre conventions are remodelled in different eras. 3. critical, theoretical, linguistic and stylistic concepts and terminology. 4. how texts shape the representation of cultural difference. 5. knowledge and understanding of Biological Psychology, Cognitive Psychology, Developmental Psychology, Personality/Individual differences and Social Psychology. 6. knowledge, understanding, evaluation and application of the Biological, Psychological and Sociological theories and their explanations of human behaviour. 7. research skills, strategies, methods, comparative analysis and data analysis (P5.4: C7.3) | | | | Teaching and learning strategies   * Lectures * Tutorials / Seminars * Case Studies * Individual presentations * Interviews * Group work * Role Play * Internet Research * DVDs * Podcasts * Online discussion groups * Project research and supervision * Peer Assessment * Guided Reading * Independent study * Practical experiments * Observations   Assessment   * Formal examination * Assignments * Posters * Dissertation * Skills Portfolio * Controlled and Field Experiments * Case Studies * Blog posts * Wikis * Group and individual presentations | | | | |
| Skills and other attributes - *Intellectual / cognitive skills*   1. Demonstrate reflection and effective communication. 2. Undertake a significant piece of independent research and produce a fully referenced essay in an approved academic format presenting and evaluating findings and methodology 3. Intellectual independence and an ability to marshal an argument 4. Apply analytical skills 5. Search literature to produce a fully referenced essay/assignment/dissertation in an approved academic format 6. Effective problem solving and decision making using appropriate 7. Being able to problem solve, develop a reasoned argument and make critical judgements and evaluations. | | | | Teaching and learning strategies   * Promoted through lectures, group work, field and controlled experiments, report writing, assignments and directed reading. * Seminars and workshops * Dissertation   Assessment  Assessment is achieved through a mix of formal examinations, scientific controlled experiments, field experiments, case studies, essays and assignments.  The overall range of assessment provides the opportunity for the student to demonstrate the ability to analyse problems and propose solutions in a clear, logical, structured and evaluative manner. | | | | |
| Skills and other attributes - *Professional practical skills*   1. Ability to gather, organize and deploy evidence, data and information, 2. Identify, summarise and apply key concepts 3. Use IT to collect, process and present data and conclusions | | | | Teaching and learning strategies  These skills are primarily developed by the variety of assignments set. Lectures, seminars and group work direct students to the appropriate methods and materials, and they are guided and supported via tutorials.  Assessment  Assessment is achieved through a mix of formal examinations, scientific controlled experiments, field experiments, case studies, and assignments. | | | | |
| Skills and other attributes - *Key / transferable skills*   1. Effectively communicate information, arguments and analysis in a variety of forms (including with ICT) 2. Effective self management in terms of time, planning and behaviour, motivation, self- starting 3. Work effectively individually and as part of a team 4. Use effective personal planning and project management skills 5. Develop presentation skills | | | | Teaching and Learning strategies  Promoted through lectures; seminars; report writing; group work; directed reading and independent study.  Assessment  Assessment is achieved through a mix of formal examinations, case studies, and assignments. In addition a reflective skills portfolio enables demonstration of evaluation and self-awareness, as does the final Dissertation.  The range of assignments provides the opportunity for the student to demonstrate the ability to analyse problems, evaluate solutions and reflect on practice.  Group work with peer review is an essential tool for reflection and feedback response.  Personal research and professional research study are major pieces of evidence for this. | | | | |
| 1. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study. | | | | | | | | |
| * The programme is divided into modules. All taught modules are worth 15 credits, which is indicative of 150 hours of learning, comprised of student contact, private study and assessment. In order to achieve the BSc (Hons) Psychology with English Literature students must complete 360 credits (120 at FHEQ Level 4, 120 at FHEQ Level 5 and 120 at FHEQ Level 6). * The Dissertation module is 45 credits. * Students that do not complete the full programme may be awarded the Certificate of Higher Education for 120 credits achieved at L4, or the Diploma of Higher Education for 120 credits achieved at L4 and 120 credits at L5. | | | | | | | | |
| Programme adjustments (if applicable) | | | | | | | | |
| NA | | | | | | | | |
| Programme pathways and variants | | | | | | | | |
| NA | | | | | | | | |
| **FHEQ Level 4: Potential award – Certificate of Higher Education** | | | | | | | | |
| Module code | Module title | Core /compulsory /optional | | | Credit volume | Semester (1 / 2) | Award requirements | |
| PSY4001 | Introduction to Psychology | Compulsory | | | 15 | 1 & 2 | 120 credits required, with a minimum pass rate of 40% must be achieved | |
| PSY4002 | Introduction to Cognitive Psychology | Compulsory | | | 15 | 1 & 2 |
| PSY4003 | Psychological Research Methods | Compulsory | | | 15 | 1 & 2 |
| COM4001 | Academic Skills | Compulsory | | | 15 | 1 & 2 |
| ENG4001 | The Novel Genre: Narrative, Cultural and Historical Context | Compulsory | | | 15 | 1 & 2 |
| ENG4002 | Poetic Language | Compulsory | | | 15 | 1 & 2 |
| ENG4003 | Introduction to Critical Theory | Compulsory | | | 15 | 1 & 2 |
| COM4002 | Global Issues | Compulsory | | | 15 | 1 & 2 |
| **FHEQ Level 5: Potential awards – Diploma of Higher Education** | | | | | | | | |
| Module code | Module title | Core /compulsory /optional | | | Credit volume | Semester (1 / 2) | Award requirements | |
| PSY5005 | Social Psychology I | Compulsory | | | 15 | 1 & 2 | 120 credits required, with a minimum pass rate of 40% must be achieved | |
| PSY5006 | Biological Psychology | Compulsory | | | 15 | 1 & 2 |
| PSY5007 | Developmental Psychology | Compulsory | | | 15 | 1 & 2 |
| PSY5008 | Research and Data Analysis | Compulsory | | | 15 | 1 & 2 |
| PSY5012 | Applied Research Methods in Psychology | Compulsory | | | 15 | 1 & 2 |
| ENG5005 | Victorian Literature | Optional | | | 15 | 1 & 2 |
| ENG5006 | The Romantics | Optional | | | 15 | 1 & 2 | Students must take **3 optional** modules from the 4 English modules listed - *please note that not all optional modules may be available.* | |
| ENG5007 | The Long Eighteenth Century | Optional | | | 15 | 1 & 2 |
| ENG5009 | Introduction to the Renaissance | Optional | | | 15 | 1 & 2 |
| **FHEQ Level 6: Potential awards – BSc (Hons), BSc (Ordinary)** | | | | | | | | |
| Module code | Module title | Core /compulsory /optional | | | Credit volume | Semester (1 / 2) | Award requirements | |
| PSY6009 | Social Psychology II | Compulsory | | | 15 | 1 & 2 | 60 credits required to achieve BSc (Ordinary), with a minimum pass rate of 40%.  120 credits required for BSc (Hons), with a minimum pass rate of 40%. | |
| PSY6010 | Individual Differences | Compulsory | | | 15 | 1 & 2 |
| PSY6011 | Cognitive Psychology | Compulsory | | | 15 | 1 & 2 |
| JHS6001 | Dissertation (Psy) | Compulsory | | | 45 | 1 & 2 |
| ENG6009 | 20th Century Literature Studies: 1880-1945 | Optional | | | 15 | 1 & 2 |
| ENG6010 | Gender and Literature | Optional | | | 15 | 1 & 2 |
| ENG6011 | 20th Century Literature Studies: Post-War Literature | Optional | | | 15 | 1 & 2 | Students must take **2 optional** modules from the 3 listed – *please note that not all optional modules may be available* | |
| 1. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme | | | | | | | | |
| Data supplied by an external source for student analysis which contributes to an assessment | | | | | | | | No |
| Guest / external / associate lecturer (please detail the extent of their contribution, i.e. do they mark?) | | | | | | | | No |
| Professional Training Year (PTY) | | | | | | | | No |
| Placement, study or work placement outside of the PTY(please indicate if this is one day, one month, six months, a year etc) | | | | | | | | No |
| Clinical Placements (that are not part of the PTY Scheme) | | | | | | | | No |
| ERASMUS Study (that is not taken during Level P) | | | | | | | | No |
| Study exchanges (that are not part of the ERASMUS Scheme) | | | | | | | | No |
| Dual Degree | | | | | | | | No |
| Joint Degree | | | | | | | | No |
| Further information | | | | | | | | |
| *NA* | | | | | | | | |
| 1. Criteria for admission | | | | | | | | |
| Applicants will be expected to provide satisfactory evidence of ability to successfully pursue the course of study.  (a) In the case of applicants who will not have attained 21 years of age on entry, this will normally be expected to be UCAS Tariff of 72 (under the new system).   1. Mature applicants without formal qualifications as in (a), who will be 21 years of age, or over on admission, may provide satisfactory evidence of their ability to pursue successfully an honours degree. (E.g. Access course; pass with merit in 20 credits at Level 3.) 2. Exceptional entry applications will be welcomed and will be judged on individual merits. This will usually involve an interview and may involve written tests.   **Recognition of Prior Learning**  RPL will be considered for suitable applicants, in line with University of Surrey Regulations. Consequently, the maximum number of credits that can be considered for APL is 240, with a maximum of 30 at Level 6.  Candidates should complete the necessary forms to make application (preferably prior to the start of the course, or the module, and provide documentary evidence to support their applications). Decisions to allow recognition of prior learning will be based on individual cases and academic judgement. | | | | | | | | |
| 1. Assessment regulations | | | | | | | | |
| Please click on the following link for the full Regulations (<http://www.surrey.ac.uk/quality_enhancement/regulations/index.htm>)  All programmes within the University of Surrey adhere to the Regulations. All taught programmes also reference and follow the *Code of practice for assessment and feedback*. | | | | | | | | |
| 1. Support for students and their learning | | | | | | | | |
| * Induction programme for course orientation and module introduction * Programme handbook, Reading lists * College intranet: HE section in particular * Study skills tutorials * Access to student support and learning services * Library Induction and research orientation * Extensive Library facilities, multiple copies and a range of loan services available for key texts. * Close collaboration with local employers and other professional organisations * Dedicated management team for the programme * All students are allocated personal tutors whose role it is to assist them with academic guidance and advise on pastoral problems. When necessary students are introduced to the College counselling service. * Open access to all lecturing, and administrative support staff members via e-mail. * Virtual Learning Environment * Personal Development Plan (PDP) | | | | | | | | |
| 1. Quality management – indications of quality and the methods for evaluating and improving quality | | | | | | | | |
| *Mechanisms for review of teaching and learning standards, curriculum content and assessment*   * Student programme review * Programme Board of Studies; a staff /student board to review, evaluate and recommend action for course of study * Classroom observation by School management team and external consultants * Revalidation Panels (quinquennial review) involving University and external members * External examiners report * Annual Self Assessment Report (SAR) and Quality Improvement Plan (QIP)   *Committees with responsibility for monitoring and evaluating quality and standards*   * Programme Board of Studies * Programme Board of Examiners * College Examination Board * College Quality & Standards Committee * College Internal Validation Panel * College Curriculum Development Group * College Curriculum & Student Experience Committee * College Academic Board * Validation Panels * HE Working Group   *Mechanisms for gaining student feedback on the quality of teaching and learning experience*   * Student representatives, elected for each year of the course. * Student programme review. * Programme Board of Studies. * Student questionnaires; induction and entry, programme review, destination survey; module evaluation. * College HE forum * National Student Survey * Destination of leavers in Higher Education   *Staff Development priorities*   * All staff must attain teaching qualification. * College staff development courses. * Courses, seminars to update specific knowledge; continual professional development, as supported by college policies and the IfL * Staff will also benefit from the staff development opportunities provided for the University of Surrey teaching staff | | | | | | | | |
| 1. Further information | | | | | | | | |
| Further information can be found within the programme handbook, which is provided on entry to the programme.  The *Regulations* and *Codes of practice* for taught programmes can be found at <http://www.surrey.ac.uk/quality_enhancement/regulations/index.htm> <http://www.surrey.ac.uk/quality_enhancement/standards/index.htm> | | | | | | | | |