Programme Specification for BSc (Hons) Business Psychology

This document applies to Academic Year 2019/20 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	British Psychological Society (BPS); Graduate Basis for Chartered Membership (GBC)
4.	Final award	BSc (Hons)
5.	Programme title	Business Psychology
6.	Pathways available	Single
7.	Mode and/or site of delivery.	Taught programme at the University of Worcester
8.	Mode of attendance	Full-time, part-time
9.	UCAS Code	C815
10.	Subject Benchmark statement and/or professional body statement	QAA Subject Benchmark Statement Psychology 2016; BPS Accreditation through partnership handbook: Guidance for undergraduate and conversion psychology programmes
11.	Date of Programme Specification preparation/revision	November 2015 December 2016 updated to QAA Subject Benchmark Statement Psychology 2016 August 2017 AQU amendments and updates Award map updates for 2018-19 August 2018 AQU updates November 2018 updates to level 4/6 award maps, other sections updated August 2019, AQU amendments to Section 19 December 2019 PYSC3630 removed with effect from 2019/20.

12. Educational aims of the programme

This course is designed to permit students to study key components of Business Psychology alongside mainstream psychology whilst still obtaining eligibility for Graduate Basis for Chartered membership (GBC) with the British Psychological Society (BPS). The degree prepares students for employment and further study in psychology through acquisition of the first step in a career in psychology, a GBC degree. This course is not a professional qualification in Business Psychology as further rigorous postgraduate study would be necessary for students to become eligible to apply for Chartership with the BPS. This programme does however provide students with the necessary foundations to pursue such

training, including the GBC requirement. The Educational Aims of the programme are based on the principles of the QAA Subject Benchmark Statement Psychology 2016.
These are to:

1. Facilitate the exploration of the complex interaction between mind, brain, behaviour and experience;

2. Develop knowledge and present multiple perspectives in a manner that encourages their critical evaluation;

3. Develop a critical understanding of how theory and research findings can be applied to real life experience and behaviour, and future vocational and career goals;

4. Develop an understanding of how theory is created and constrained by empirical evidence, and the interdependence of this knowledge;

5. Facilitate the acquisition of knowledge and skills in a range of quantitative and qualitative research methods, skills and techniques, leading to the ability to conduct research independently;

6. Provide appropriate learning experiences to ensure the development of a range of transferable skills;

7. Implement the University of Worcester Learning, Teaching and Assessment Strategy by providing an academically rewarding, personally fulfilling student experience in order to meet the diverse needs of students, employers and society.

13. Intended learning outcomes and learning, teaching and assessment methods

The Intended Learning Outcomes of the course are commensurate with the following frameworks:
*   QAA Subject Benchmark Statement Psychology 2016;
*   The Framework for Higher Education Qualifications (FHEQ)

The programme uses a set of 12 Intended Learning Outcomes shaped by the above frameworks as outlined below.

On successful completion of the course, students will be able to:

1. Understand the historical and scientific origins and limitations of Business Psychology as a discipline;

2. Use scientific and evidence-based reasoning to critically evaluate psychological arguments and develop their own perspective on debates within Business Psychology by the systematic analysis of multiple perspectives, their interrelationships, and their ethical and contextual underpinnings;

3. Show knowledge and critical understanding of how core areas within the discipline have conceptualised factors that influence psychological behaviours, experience and functioning;

4. Identify and evaluate, meaningfully, significant patterns, variability and diversity in the full range of psychological behaviour, experience and functioning;

5. Problem solve by developing and evaluating research questions;

6. Demonstrate substantial and competent research skills through the appropriate and critical use of research paradigms, and a range of qualitative and quantitative research methods and measurement techniques; including: statistical reasoning; comprehension and use of numerical and other data, including presenting and analysing complex data sets by a variety of methods;

7. Show knowledge of some of the cutting edge research in specialised and/or applied areas of psychology;

8. Initiate, design, conduct with appropriate supervision, and report an ethical empirical research project on a topic within business psychology, and recognise its methodological and ethical limits;

9. Use effective and fluent written, oral and visual communication to convey ideas and research findings;

10. Learn independently through self-reflection, the evaluation of strengths and weaknesses, self-directed study, and self and task management to meet set objectives;

11. Demonstrate team working skills through awareness and sensitivity to the contextual and interpersonal features of group work;

12. Review and evaluate the application of psychology generally to a business setting.

The Intended Learning Outcomes map onto the QAA Subject Benchmark Statement Psychology 2016. A grid showing this mapping, along with how these Intended Learning Outcomes are placed across the modules in the course can be found in the Course Handbook.

The learning, teaching and assessment methods of the course provide students with a wide range of learning and teaching experiences. These include lectures, seminars, practical classes, computer workshops, tutorials, visiting speakers, and directed study. Each module has a dedicated Blackboard page (the virtual learning environment), which gives access to a range of resources including self-directed learning and assessment tasks, discussion boards and other learning materials. Full use is also made of facilities provided by learning technologies such as PebblePad.

A range of assessment methods is used to enable students to achieve and demonstrate the learning outcomes. Literacy and critical thinking around psychology is developed and assessed through assignments such as essays, literature reviews and critical reviews of journal papers. Quantitative and qualitative data collection, analysis report writing assessments aim to develop skills such as problem solving and research; organisation and planning, and effective communication. Effective and fluent written, oral and visual communication is enhanced further through assessments using posters and power point presentations, video and webpage design; whilst the use of group work for assessment enables better team working and the development of leadership skills. Finally, a number of

modules use weblogs, e-portfolios and wikis to develop and assess a range of skills including self- reflection and independent learning.

In addition, there is considerable support available for students. A Student Handbook is available and is updated annually. An initial one-week induction programme is provided for all new entrants, which is designed and delivered in conjunction with students to promote the ethos of academic partnership under which the course operates. Activities include general university information as well as subject specific study and research skills and relationship building sessions. Library induction and information skills packages are available at induction and throughout the course, with a strong focus during Level 4 to support students' transition to higher education. A general Psychology Blackboard page contains many resources to support skills development. Study skills sessions are also provided by the subject team and additional support is provided and learning support services (Library Services, ICT, and Media and Print). There are also opportunities for students to study abroad.

14. Assessment Strategy

The assessment strategies adopted in the course reflect the aims of the course and the descriptors for undergraduate level study and make a significant contribution to learning. The assessment strategies are designed to develop skills and knowledge in business psychology and provide evidence of the students' progress and achievement throughout the course, preparing the students for a range of careers. Both formal (summative) and informal, developmental (formative) approaches are used. In order to develop the skills of higher education study, students experience a variety of assessment strategies. These include case studies, essays, literature reviews, presentations, assessment of their interpersonal communication skills, portfolios, research reports, and examinations. The overall assessment strategy of the course is to provide a balance of innovative and traditional assessment methods, allowing students to develop both subject specific and transferable skills and show progression of learning across the course. The opportunity for students to demonstrate independence in a sustained piece of work is provided in the completion of the Psychology Research Project, which must have a Business Psychology emphasis.

Formative assessment is an important feature of the assessment methods of the course. These informal developmental assessments are used across the course to provide students with regular feedback on how they are progressing in their learning in a module. Psychology uses a mixture of self-directed, e-learning, and in-class formative assessment activities as summarised in the BSc Business Psychology Course Handbook. For example, Turning Point quizzes are used within lectures to allow students to self-assess levels of knowledge and areas for development. Seminars are used for group discussion with peer and tutor formative feedback on progress. These assessments are designed to ensure that students are able to develop the key skills needed when studying psychology at undergraduate level. The formative tasks are carefully designed for each module to give students the opportunity to practice core skills and consolidate both generic and subject specific learning. The need to provide opportunities to practice skills without penalty is one of the underpinning philosophies of the undergraduate psychology programmes at Worcester. In all our formative tasks the emphasis is clearly on assessment *for* learning as opposed to assessment *of* learning. This is especially important where new skills are being developed that students are able to do so in the safe and supportive learning environment provided by this approach.

Overall, the programme has been designed to ensure that across each semester students get regular formative assessment opportunities that are both diagnostic – to help students self-assess their progress; and, aligned to the summative assessment – to ensure students' learning experiences are enhanced as they work towards achieving the learning outcomes of a module as measured in the formal summative assessments.

Business Psychology uses the undergraduate generic grade descriptors adapted to the subject and, where necessary, made specific to the assessments they are used to evaluate. An example of these feedback grids is provided in the BSc Business Psychology Course Handbook. These assessment criteria along with a range of formative assessments are used widely in the programme at all points during semesters to provide students with timely feedback about their progress in preparation for summatively assessed work. Formative assessments are varied and reflect the variety of skills and, summative assessments, they relate to.

A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates is included in the Course Handbook

The course is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please follow this link to the Registry website or see the UW Student Handbook.

15. Programme Structures and requirements

Award Map

Course Title: BSc(Hons) Business Psychology	

Level 4					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites** (Code of Module required)	**Co-requisites/** **exclusions and other notes***
PSYC1430	Introduction to Psychology	30	M	None	None
PSYC1431	Psychological Research Methods 1	30	M	None	None
BMGT1220	Unlocking Individual Potential	30	M	None	None
BMGT1000	Customer Insight and Marketing	30	M	None	None

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total as specified in the table above.

Level 5					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes***
PSYC2530	Biological & Cognitive Psychology	30	M	PSYC1430 & PSYC1431	None
PSYC2531	Social & Developmental Psychology	30	M	PSYC1430 & PSYC1431	None
BMGT2220	Unlocking Organisational Potential	30	M	BGMT1220	None
PSYC2532	Psychological Research Methods 2	15	M	PSYC1430 & PSYC1431	None
PSYC2533	Individual Differences	15	M	PSYC1430 & PSYC1431	None

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, as specified in the table above.

Students may take an optional work placement or third year abroad year between Levels 5 and 6. Please Note: Students on Tier 4 visas must ensure that they remain compliant with UKVI regulations on attendance and engagement if they take up an opportunity to study abroad. They should also be aware that taking up such an opportunity may compromise their immigration status in the UK so should take advice from the International Student Advisor before applying.

Optional Work Placement or Year Abroad.					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes***
BMGT3404	Work Placement	NA	O	None	WORC3000 exclusion
WORC3000	Third Year Abroad	NA	O	None	BMGT3404 exclusion

Level 6

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
PSYC3631	Psychology Research Project	30	M	PSYC2532	None
BMGT3221	Re-thinking Organisational Value	30	M	None	None
PSYC3633	Business Psychology	15	M	ANY LEVEL 5 PSYC MODULE	None
PSYC3635	Coaching Psychology	15	M	ANY LEVEL 5 PSYC MODULE	None
PSYC3634	Clinical Psychology	15	O	ANY LEVEL 5 PSYC MODULE	None
PSYC3636	Counselling Psychology	15	O	ANY LEVEL 5 PSYC MODULE	None
PSYC3613	Positive Psychology	15	O	ANY LEVEL 5 PSYC MODULE	None
PSYC3651	Cyberpsychology	15	O	ANY LEVEL 5 PSYC MODULE	None
BMGT3420	Business Innovation and Entrepreneurship	30	O	None	None
BMGT3210	Strategic Challenges for HRM	30	O	None	None

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include PSYC3631, BMGT3221, PSYC3633 and PSYC3635 **plus** 30 credits of optional modules.

16. QAA and Professional Academic Standards and Quality

A range of external and internal frameworks helps shape the Aims and Intended Learning Outcomes of the programme. The curriculum of the Programme follows the content set out by the QAA Subject Benchmark Statement Psychology 2016 and the BPS Accreditation through partnership handbook: Guidance for undergraduate and conversion psychology programmes. This means that the Programme has a syllabus covering the core areas specified within the BPS Accreditation through partnership handbook (i.e. biological psychology, cognitive psychology, developmental psychology, individual differences, social psychology, conceptual and historical issues, and research methods). This is introductory at Level 4, providing an overview, with mandatory modules on these topics repeated at Level 5 so that students learning, knowledge and skills can show progression; and, at Level 6 a range of optional more advanced modules in these core and more specialist applied topic areas in Psychology are available to enable continued student progression. This award is located at level 6 of the FHEQ.

17. Support for students

Before starting the course, applicants are offered the opportunity to visit the University and experience the styles of learning and teaching to help them prepare for University life. Upon joining the course, an initial one-week induction programme is provided for all new entrants, which is designed and delivered in conjunction with students to promote the ethos of academic partnership under which the course operates. Activities include general University information as well as subject specific study and research skills and relationship building sessions. Library and information staff are available to provide support during induction and throughout the course.

Whilst at the University, students will be allocated a Personal Academic Tutor who will work with them to support academic development. Personal Academic Tutoring is about supporting student learning and progression. Our aim is to help students make the transition from one level to another as they progress through higher education. The academic tutor is there to help ease the shift from school/FE college to higher education, from level four to level five, university to work. Students will be supported to develop as a self-reflective learner, recognise the knowledge and skills achieved, identify gaps in knowledge and think about how to address these gaps. The defining questions about this journey are therefore 'Where have you been?' 'Where are you going?' and 'How will you get there?' In order to achieve this in Business Psychology, Personal Academic Tutoring is supported by dedicated Blackboard pages and PebblePad activities for reflection.

Students meet with their tutor at least four times during the academic year. They are provided with a personal space on PebblePad in which to evidence key skills learnt during their studies, and to align the skills with those skills highly valued by employers. Students are encouraged to reflect on the skills that they have both built upon and learnt anew and complete a progress review form towards the end of each semester. In this way tutors are able to support students' academic, professional and career related planning and development, and appropriate recording of this. Students also are encouraged to take advantage of the opportunities provided to see tutors on a one to one basis throughout the academic year via online booking of tutorials.

In addition to supporting academic development, tutors are able to advise and guide students on any issues or problems arising whilst they are at the University and signpost them to the broader range of services provided by the University.

Tutors also aim to help students make the most of the learning resources and other forms of learning support available to them, including the University wide [student services](). Students with additional needs may also wish to take advantage of the *https://www2.worc.ac.uk/disabilityanddyslexia/* within Student Services, which provides specialist support on a one to one basis to any student requiring such services.

18. Admissions

Admissions Policy
The course team seeks to admit students who have the capacity to benefit from study at higher education level, and Admissions Tutors seek to identify applicants who can demonstrate their potential to succeed at this level.

Mature Students: UW values diversity in its student body and students over the age of 21 are very welcome. If students fulfil the standard entry requirements as detailed above, they should apply through UCAS.

Students with few or no formal qualifications should contact the Registry Admissions Office (01905 855111) with details of their age, any work undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school.

Entry requirements
The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).
The current UCAS Tariff requirements for entry to this course are published on the UW website: http://www.worcester.ac.uk/courses/business-psychology-bsc-hons.html

See [Admissions Policy]() for other acceptable qualifications.

International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme which involves completing 120 credits of University of Worcester modules as set out in the award map in section 15, plus a year-long study skills programme with UWIC. Students will be required to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at
http://www.worcester.ac.uk/registryservices/941.htm

Admissions procedures

Full-time applicants apply through UCAS (C185)
Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Places are offered to all students who fulfil the University entry requirements and who demonstrate that they have the potential to benefit from the study of psychology at degree level.

Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

19. Regulation of assessment

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see Taught Courses Regulatory Framework.

Retrieval of failure
- Students are entitled to re-sit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression
- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including

90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.

- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University
- If a student has not passed 90 credits by the reassessment Board of Examiners, and is not withdrawn due to non-submission, they will be required to retake failed modules in the following academic year. Any passed modules will be carried forward.
- For students following the UWIC pathway see section 18 above.

Requirements for Awards

Award	Requirement
Certificate of Higher Education (Cert HE)	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education (Dip HE)	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the Taught Courses Regulatory Framework

The BPS currently requires that, for students to achieve eligibility for GBC, their degree classification must be at least 2ii honours degree and that the Psychology Research Project Component has been passed.

20. Graduate destinations, employability and links with employers.

Graduate destinations
This course is designed to permit students to study key components of Business Psychology alongside mainstream psychology whilst still obtaining eligibility for Graduate Basis for Chartered membership (GBC) with the British Psychological Society (BPS). Although the degree prepares students for employment and further study in psychology, (through acquisition of the first step in a career in psychology- a GBC degree); it should be noted that **this is not a professional qualification in Business Psychology**. Further postgraduate study would be necessary for students to become eligible to apply for Chartership with the British Psychological Society and this programme provides students with the necessary foundations to pursue such training, including the GBC requirement.

The course is therefore designed to meet a number of different needs:

- To provide an opportunity for undergraduate students to study Business Psychology as a Single Honours pathway;
- To enable students to develop the graduate knowledge, skills and attitudes to critically evaluate the contested and multi-dimensional nature of psychology and Business Psychology;
- To prepare students for a number of diverse roles, for example, further training in business or counselling psychology, management, health education, human resource management and other careers in psychology-related fields.

This specific pathway has been designed with employability in mind. It has been introduced to better suit the needs of the market, and students, with a more focused attitude towards skills and employment opportunities in Business Psychology and related careers. Hence it is designed to cater for three types of student: those who are aiming for a career in a business setting, in particular fields whereby communication skills are central, such as within the health and social care professions; those who are currently working within a counselling setting, indeed perhaps as a counsellor, who wish to gain additional understanding and knowledge of the theoretical underpinnings of their work; and those who are aiming for a career in Business Psychology. Hence the degree is designed for those with both an interest in the application of psychological theory to the business practice and for those wishing to contribute their knowledge and skills to other general and/or specific settings. This programme hopes to attract those who wish to develop their career in Business Psychology whilst furthering their interest in other areas of psychology. Furthermore, it will benefit those who have an interest in psychology but wish to have a more directed career in Business Psychology.

In addition to the usual recruitment of school/college leavers with A levels and equivalent, recruits to this course may include individuals working in the health-care professions, including counsellors and psychotherapists who wish to gain further theoretical knowledge to assist and develop their practice. The Business Psychology course differs from the BSc (Hons) Psychology degree by providing a specific vocational direction in Business Psychology, whilst still providing the GBC status to students who want to study postgraduate courses in other aspects of psychology (e.g. Forensic, Educational, Occupational or Health Psychology). It will allow those GBC students membership of the BPS and therefore to engage with the psychological community of applied psychologists through the BPS and other professional bodies (e.g. European Health Psychology Society). In terms of

employability, these students will have 'added value' for any organisation seeking graduates with interpersonal and communication skills because of their basic grounding in counselling and relationship formation as well as psychology. They would also be particularly suited to further professional training in Business Psychology.

Students are encouraged to consider their potential career pathways at the earliest opportunity in their choice of modules. Psychology liaises with the University's Careers service to keep it informed of changes within professional areas of the discipline, and to communicate to potential employers the knowledge and skills acquired by students taking psychology. The Careers Service runs a series of workshops especially for psychology students. The course prepares students for careers in the following areas:

- Educational or Clinical Psychology (after postgraduate professional training)
- Those electing to take a course which confers GBC can apply for postgraduate psychology training required to become a professional (Chartered) psychologist (e.g. Sports, counselling, clinical, educational, occupational)
- Health-related disciplines (e.g. Assistant Psychologist; mental health worker)
- Social work
- Play therapist
- Employment in an early years setting
- Research
- Other postgraduate study (e.g. PGCE)
- Police force at graduate level
- General graduate careers

Student employability
Both Psychology and Business Psychology at the University of Worcester have a strong emphasis on employability through the course. For example, the applied module within Level 6 (PSYC3635 Coaching Psychology) offers students the opportunity to apply their knowledge of psychology to employment issues. This is not a work placement, but does enable students to use their psychological knowledge and skills in a work context of their choice. As a result, graduates from the Psychology degree at Worcester have a high employment rate with 66% of graduates employed in 2013/14, 25% undertaking further study and only 5% unemployed.

There is also guidance for students on the BSc (Hons) Business Psychology on how to gain relevant work and voluntary experience in order to develop relevant practical skills and employability. This is through a variety of methods e.g. identifying and providing training and careers guidance, signposting of relevant volunteering opportunities, information on career paths and development, and vacation research assistant projects within a relevant area.

Links with employers
The programme is fully aligned with the BPS Accreditation through partnership handbook: Guidance for undergraduate and conversion psychology programmes to ensure that graduates with a 2ii or above are eligible for GBC, thereby giving them access to further professional training in psychology.

For those interested in a career in or related to Business Psychology, the course team develop links with local organisations and projects such as the University nightline scheme, in order to support students in gaining relevant experience. In addition, students are directed

to the BPS resources on careers in Business Psychology if they wish to pursue this route via further postgraduate study: http://careers.bps.org.uk/

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation eg course handbooks, module outlines and module specifications.