



BA (Hons) Psychology with Combined Studies

Programme Specification

2023-2024

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1. INTRODUCTION

This document describes the **BA (Hons) Psychology with Combined Studies** awarded by Richmond University American University in London, using the protocols required by *The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland* (QAA, 2008).

The degree is delivered within the framework of a US Liberal Arts undergraduate degree programme. Typically, students take the programme over 3.5 to 4 years (approximately 10 courses per year, with summer courses allowing for accelerated progress in some cases). Each undergraduate credit is equivalent, approximately, to 1 classroom contact hour per 15-week semester. On this basis, students are required to earn a total of a minimum 120 US academic credit hours in order to complete their degrees. Of the courses in the programme, half are at the “lower-division” taken in the first two years of study and coded 3000-4999, and half are at the “upper division”, taken in years three and four, and coded 5000-6999.

The degrees are also articulated in terms of UK Regulatory Frameworks, chiefly the *FHEQ* and the *Higher Education Credit Framework for England*. Each course has been assigned to an appropriate level on the *FHEQ*, based on the course’s learning outcomes and assessment strategies (note that the courses comprising the first year of the 4-year US undergraduate degree are normally at RQF Level 3). US undergraduate credit can generally be translated to ECTS and UK CATS credits in the following manner: 1 US credit = 2 ECTS credits = 4 UK CATS credits. So a US degree of 120 credits would translate as 240 ECTS credits and 480 UK CATS credits (with a minimum of 360 UK CATS credits at Levels 4-6 on the FHEQ).

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 course can be found in course specification documents and syllabi.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2. OVERVIEW

| | |
|--|--|
| Programme/award title(s) | BA (Hons) Psychology with Combined Studies |
| Teaching Institution | Richmond American University in London |
| Awarding Institution | Richmond American University in London |
| Date of last validation | 28 March 2022 |
| Next revalidation | Spring 2027 |
| Credit points for the award | 124 US Credits 496 UK Credits at <i>FHEQ</i> Levels 3-6 (120 at Level 3; 120 at Level 4; 128 at Level 5; 128 at Level 6) |
| UCAS Code | University Code: R20 Psychology: C880 |
| Programme start date | Fall 2022 |
| Underpinning QAA subject benchmark(s) | QAA Benchmark Statement: Psychology (2019) |
| Professional/statutory recognition | BPS accreditation awarded in 2016 and renewed in 2021. |
| Language of Study | English |
| Duration of the programme for each mode of study (P/T, FT,DL) | FT |
| Dual accreditation (if applicable) | Middle States Commission on Higher Education (First accredited 1981; renewed 1996, 2006, 2016.) QAA – Higher Education Review (AP) 2017 |
| Date of production/revision of this specification | May 2022 (see chart at the end of this document for list of revisions) |

3. ABOUT THE PROGRAMME

The BA in Psychology is accredited by the British Psychological Society (BPS) and is based on the American liberal arts tradition, which offers a multi-disciplinary approach to education. Students have the opportunity to be a member of the only [Psi Chi](#) chapter in the UK, the International Honor Society in Psychology, which aims to encourage, stimulate, and maintain excellence in scholarship, and to advance the science of psychology. Psi Chi is a member of the Association of College Honour Societies and is an affiliate of the [American Psychological Association](#) (APA) and the [Association for Psychological Science](#) (APS). Students will be able to develop their research skills through the Mind in Society Psychology Research Centre, which organises talks and conferences on current issues. Students have access to the new Psychology Laboratory to design and conduct their own research with faculty and Lab Manager supervision. The Psychology Lab hosts over 40 students actively engaged in research each semester.

4. MISSION

Richmond's Psychology programme promotes the acquisition and demonstration of conceptual knowledge in the core areas of the Psychology discipline such as development, language, phenomenology, personality theory and individual differences, biological psychology, social psychology, psychopathology, cognitive science, and research methods. Psychology students are expected to progressively integrate theoretical perspectives and empirical findings, use appropriately a variety of research approaches and apply psychological principles in a variety of professional settings such as clinical, counselling, educational and legal.

5. PROGRAMME STRUCTURE

BA (Hons) Psychology with Combined Studies degree

A normal course load per academic year is 30 US credits, equivalent to 120 UK credits. Students complete 120 UK credits at Level 6 in the major.

Please note that students must complete all Liberal Arts requirements AND a minimum of 120 credits at each FHEQ level. The Liberal Arts programme offers more choice amongst levels, so students and advisors must ensure that both Liberal Arts requirements and overall level requirements are satisfied.

Black = Major requirements

Blue = General Education Liberal Arts Core requirements

Green = Electives/Gen Ed Electives

Table 1: Lower-Division/Levels 3 and 4 degree requirements

| LOWER-DIVISION REQUIREMENTS | | | |
|-----------------------------------|---|-------------------|-------------------|
| RQF Level 3 | | US CREDITS | UK CREDITS |
| PSY 3100 | Foundations in Psychology | 3 | 12 |
| PSY 3101 | Psychological Debates and Controversies | 3 | 12 |
| PSY 3102 | Scientific Reasoning in Psychology | 3 | 12 |
| GEP 3105 | Tools for Change | 3 | 12 |
| GEP 3180 | Research and Writing I | 3 | 12 |
| Plus one of the following: | | 3 | 12 |
| GEP 3150 | Visual Thinking | | |
| GEP 3170 | Narratives of Change | | |
| Plus one of the following: | | 3 | 12 |
| ENV 3XXX | Any RQF Level 3 ENV course | | |
| XXX 3XXX | RQF Level 3 Elective (only if satisfying ENV requirement at FHEQ Level 4) | | |
| Plus: | | | |
| XXX 3XXX | RQF Level 3 Elective | 3 | 12 |
| XXX 3XXX | RQF Level 3 Elective | 3 | 12 |
| XXX 3XXX | RQF Level 3 Elective | 3 | 12 |
| RQF Level 3 Credit Totals | | 30 | 120 |

| FHEQ Level 4 | | US CREDITS | UK CREDITS |
|-----------------------------------|---|-------------------|-------------------|
| PSY 4200 | Beginning Human Science Research | 3 | 12 |
| PSY 4205 | Conceptual and Historical Issues in Psychology | 3 | 12 |
| PSY 4210 | Developmental Psychology | 3 | 12 |
| PSY 4215 | Biological Basis of Human Behaviour | 3 | 12 |
| GEP 4180 | Research and Writing II | 3 | 12 |
| GEP 4105 | Social Change in Practice | 3 | 12 |
| MTH 4120 | Probability and Statistics 1 | 3 | 12 |
| Plus one of the following: | | 3 | 12 |
| ENV 4XXX | Any FHEQ Level 4 ENV course | | |
| XXX 4XXX | FHEQ Level 4 Elective (only if satisfying ENV requirement at RQF Level 3) | | |
| Plus: | | | |
| XXX 4XXX | FHEQ Level 4 Elective | 3 | 12 |
| XXX 4XXX | FHEQ Level 4 Elective | 3 | 12 |
| FHEQ Level 4 Credit Totals | | 30 | 120 |

Table 2: Upper-Division/Levels 5 and 6 degree requirements

| FHEQ Level 5 | | US CREDITS | UK CREDITS |
|-----------------------------------|--|-------------------|-------------------|
| PSY 5100 | Human Development | 3 | 12 |
| PSY 5215 | Personality, Individual Differences and Intelligence | 3 | 12 |
| PSY 5220 | Social Psychology | 3 | 12 |
| PSY 5205 | Quantitative Methods in Psychology | 4 | 16 |
| PSY 5210 | Experimental Methods in Psychology | 4 | 16 |
| Plus one of the following: | | 3 | 12 |
| PSY 5101 | Human Sexuality and Biodiversity | | |
| PSY 5400 | Mind and Language | | |
| PSY 5415 | Psychology and Cinema | | |
| PSY 5425 | Health Psychology | | |
| MGT 5400 | Organisational Behaviour | | |
| Plus one of the following: | | 3 | 12 |
| GEP 5101 | Service Learning: Digital Collaboration | | |
| GEP 5102 | Service Learning: Leadership in a Changing World | | |
| GEP 5103 | Service Learning: Environment and Society | | |
| GEP 5104 | Service Learning: Global Citizenship and Migration | | |
| Plus: | | | |
| XXX 5XXX | FHEQ Level 5 Elective | 3 | 12 |
| XXX 5XXX | FHEQ Level 5 Elective | 3 | 12 |
| XXX 5XXX | FHEQ Level 5 Elective | 3 | 12 |
| FHEQ Level 5 Credit Totals | | 32 | 128 |
| FHEQ Level 6 | | US CREDITS | UK CREDITS |
| PSY 6101 | Theories and Systems in Psychology | 4 | 16 |
| PSY 6102 | Developmental Psychopathology | 4 | 16 |
| PSY 6103 | Brain and Cognition | 4 | 16 |
| PSY 6393 | Senior Project in Psychology I: Quantitative Methods | 6 | 24 |
| PSY 6394 | Senior Project in Psychology II: Qualitative Methods | 6 | 24 |
| Plus one of the following | | 4 | 16 |
| PSY 6104 | Psychoanalysis | | |
| PSY 6105 | Existential Psychology | | |
| PSY 6106 | Psychology of Happiness and Wellbeing | | |
| PSY 6107 | Clinical Psychology | | |
| PSY 6901 | World Internship in Psychology | | |
| PSY 6902 | Internship in Psychology | | |
| Plus: | | | |
| XXX 6XXX | FHEQ Level 6 Elective | 4 | 16 |

Programme specification and curriculum map – BA (Hons) Psychology with Combined Studies

6. PROGRAMME OUTCOMES

Programme-level learning outcomes are identified below. Please refer to the Curriculum Map at the end of this document for details of how outcomes are deployed across the study programme.

7. KEY PROGRAMME OUTCOMES

Upon completion of the **BA (Hons) Psychology with Combined Studies** degree, students should be able to:

- demonstrate their knowledge of functions of the mind, functions of the brain and personal and group experience, and their interaction (*A Theoretical Knowledge Base*)
- command a variety of theoretical and research perspectives and evaluate their contributions and limitations (*A Theoretical Knowledge Base*)
- understand the historical context and progress in psychological theory and research, and current trends and debates in research, theory development and clinical applications (*A Theoretical Knowledge Base*)
- appreciate the impact of psychology in a cross-cultural and societal context (*B Practical Knowledge Base*)
- recognize the interaction of psychology with other disciplines such as philosophy, medicine, neuroscience, biochemistry, business and education (*C Cognitive Skills*)
- conduct both qualitative and quantitative research projects; and adhere to the ethical principles guiding research and professional conduct (*B Practical Knowledge Base*)
- demonstrate critical thinking skills, writing and presentation skills (*D Personal Development*)

Theoretical Knowledge Base (A)

LEVEL 3

- i. A basic understanding of the core areas in psychology such as developmental, social and biological psychology, theories in those areas, how they interact, and inform disciplines such as neuroscience, law, marketing and sociology.

LEVEL 4

- i. A broad understanding of the links between domains of knowledge in psychology.
- ii. A broad understanding of how issues in modern psychology relate to historical intellectual problems and provide a framework for current debates.
- iii. A broad understanding of the major areas in developmental and biological psychology and the scientific methods that gave rise and continue to shape theories in those areas.

LEVEL 5

- i. A detailed awareness of the ways in which to engage critically with major thinkers, debates and intellectual paradigms within the subject area and put them to productive use.
- ii. A detailed awareness of the connections between the theories and their applications in experimentation and to be able to critically evaluate these.
- iii. A detailed understanding of the ways experimental methods are contextualised and contribute to the formulation of interpretations of research findings in psychology.

LEVEL 6

- i. A systematic understanding of the historical evolution of theories and systems in psychology, their influence on current debates and their limitations.
- ii. A systematic understanding of the variety of influences on psychological functioning and how different approaches conceptualise these, leading to an ability to critically evaluate schools of thought.
- iii. A systematic understanding of several specialised areas and applications such as developmental psychopathology, cognitive science and counselling theory.
- iv. A systematic understanding of a range of research paradigms, qualitative and quantitative methods, and being aware of their limitations.

Practical Knowledge Base (B)

LEVEL 3

- i. A basic insight into the scientific methods that gave rise and continue to shape psychological theory.

LEVEL 4

- i. A broad understanding of the ways in which different quantitative and qualitative methodologies are used best when specific phenomena are examined.
- ii. A broad insight into the ethical decisions made by psychologists and implications of these within the psychological context.
- iii. A broad understanding of quantitative and qualitative statistical analysis and software currently used by researchers in psychology.

LEVEL 5

- i. A detailed understanding of how to produce an empirical study proposal and report which develops their argument and integrates a theoretical framework and research methodology with their analysis.
- ii. A detailed understanding of carrying out empirical studies using a variety of methods within ethical and laboratory constraints.
- iii. A detailed understanding of the use of APA standards in the presentation and evaluation of research findings.

LEVEL 6

- i. A systematic understanding of ways to integrate ideas and findings across multiple perspectives and recognising different approaches to practice.

- ii. A systematic understanding of scientific reasoning, the role of evidence and how to make critical judgements of arguments in psychology.
- iii. A systematic understanding of and engagement with ethical principles and approval procedures relating to research projects, and being aware of the ethical context in psychology as a practitioner or researcher.
- iv. A competence in initiating, designing, conducting and reporting empirical research using qualitative and quantitative methods, under minimal supervision, and recognise the theoretical/practical applications and limitations of those projects.

Cognitive Skills (C)

LEVEL 3

- i. Demonstrates the ability to gather, organise and deploy ideas and information in order to communicate arguments effectively in written, oral or other forms, with an understanding of appropriate methods.

LEVEL 4

- i. Demonstrates the ability to gather, organise and deploy ideas and information in order to evaluate their strengths and weaknesses, and express them effectively in written, oral or other forms.
- ii. Demonstrates a broad understanding of quantitative and/or qualitative research methods.
- iii. Demonstrates an ability to judge the reliability of sources, and begins to identify the strengths and weaknesses of concepts and theoretical frameworks.

LEVEL 5

- i. Demonstrates the ability to formulate and synthesize arguments cogently, retrieve and generate information, and select appropriate criteria to evaluate sources, with a detailed understanding of quantitative and/or qualitative methods.
- ii. Delivers work with limited supervision to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach.
- iii. Exercises a degree of independent and informed critical judgement in analysis.

LEVEL 6

- i. Demonstrates the ability to gather, organise and deploy complex and abstract ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms.
- ii. Demonstrates the ability to organise and manage supervised, self-directed projects, through which a sophisticated understanding of research methods is demonstrated.
- iii. Demonstrates the ability to produce detailed analyses of competing perspectives and concepts, to make comparisons and connections and to identify the possibility of new concepts.
- iv. Demonstrates the ability to provide critically appraisals of some of the widespread common sense understandings and misunderstandings of the subject area, and the debates and disagreements to which these give rise.

Personal Development (D)

LEVEL 3

- i. Demonstrates an awareness of views other than their own and adapts behaviour to meet obligations in personal and/or group outcomes and/or outputs.

LEVEL 4

- i. Acts with limited autonomy under direction or supervision and engages in evaluation of own work and capabilities and outputs in key areas.
- ii. Demonstrates the ability to work productively in a group or team, recognising the factors that affect team performance.
- iii. Demonstrates the ability to use a range of information communication technology (ICT) skills to perform tasks.

LEVEL 5

- i. Demonstrates the ability to engage in self-reflection, and uses feedback to adapt own actions and interpersonal communication skills to a range of contexts, audiences and degrees of complexity.
- ii. Delivers work with limited direction or supervision, demonstrating the capacity to consider and evaluate their own work using justifiable criteria.
- iii. Demonstrates the ability to adapt to complex and non-routine performance tasks using information communication technology (ICT).

LEVEL 6

- i. Demonstrates the ability to act with minimal direction or supervision, to engage in self-reflection, use feedback to analyse own capabilities, appraise alternatives, and plan and implement actions.
- ii. Demonstrates personal responsibility and professional codes of conduct, while taking responsibility for their own work, learning and development, and effectiveness in professional and interpersonal communication.
- iii. Demonstrates the ability to work effectively within a group or team, including skills such as listening, contributing, leading, negotiating and proactively managing conflict as is appropriate.
- iv. Demonstrates the ability to flexibly locate their own normative views and cultural commitments within the practice of research, with a level of autonomy.

8. TEACHING, LEARNING, AND ASSESSMENT

Teaching Strategy

The teaching and learning strategy adopted within the BA (Hons) Psychology with Combined Studies degree is based on the understanding that all students will be treated as active learners. Clearly, the precise approach will vary from course to course, depending on the learning outcomes relevant to each class.

The generic components of our teaching and learning strategy normally involves a variety of approaches and include delivering many of the following:

- Regular use of formal lecture sessions in all courses.
- Occasional workshops and seminars in some courses.
- Regular use of individual and/or team-based projects in all courses.
- Regular use of self-directed and directed reading in all courses.
- Peer-tutoring led by advanced students in many courses.
- Use of audio-visual and library resources in some courses.
- Regular use of tutor- and student-led discussion groups via e-learning platforms such as PowerCAMPUS (or Blackboard) in many courses.

The combination of teaching and learning approaches mentioned above develops our students' knowledge, thinking skills and practical skills.

Their knowledge is acquired through

- Structured lectures and supporting materials
- Directed reading and use of internet materials
- Independent research

Their cognitive skills are developed through

- Conducting research
- Making presentations and preparing other assessments
- Helping others to learn

Their practical skills are gained through

- Application of theory to practices encountered during internships
- Using information technology to retrieve and manipulate data
- Negotiating by means of team-based projects

Their key skills are gained through

- Employing and using appropriate linguistic skills
- Independent learning

Assessment Strategy

The assessment strategies we use with our **BA (Hons) Psychology with Combined Studies** degree speak directly to how we anticipate progression with student learning to take place.

In terms of following up with the assessment of student learning and consistent with US liberal arts traditions, our classes rely on the system of continuous assessment on a course by course basis and throughout any given semester. This approach often involves the use of term-papers, portfolios of work, quizzes, mid-semester and final exams as well as student presentations and general class discussion. Not every component applies to every course, but most do relate to many of the classes that are offered. Many of our courses involve a site visit or require attendance at a public lecture as well. Students generally find these events to be extremely valuable to their learning.

Courses will follow the University Assessment Norms, details of which are listed in each CSD. See <https://www.richmond.ac.uk/university-policies/> for full details.

Programme specification and curriculum map – BA (Hons) Psychology with Combined Studies

Each senior completes 2 senior projects one in qualitative and one in quantitative methods, each normally 5,000 words.

9. ENTRY REQUIREMENTS

Admissions

Details of the entry requirements, including English language requirements, may be found at the appropriate page of the University website listed below, where a comprehensive Admissions Policy and Summary of Practice document is also published.

<https://www.richmond.ac.uk/undergraduate-admissions/>

Transfer Credit

Prospective students with specific levels of subject achievement in Advanced Placement Tests, GCE A Levels and some other UK and international qualifications may enter with Advanced Credit and be given exemption from certain courses of the programme. Please see the Transfer Credit Policy Undergraduate for details.

10. EXIT AWARD REQUIREMENTS

An exit award is defined as a lower award than one for which the student is registered. Such an award may be conferred if a student completes part, but not all, of the requirements of the programme for which he or she is registered. Students may not enter the university registered for an exit award.

Associate of Arts Degree in General Studies (US)

The US Associate of Arts (AA) degree can be awarded as an exit degree for those students completing the following minimum requirements.

30 US / 120 UK credits at RQF Level 3

30 US / 120 UK credits at FHEQ Level 4

Of the total number of credits required for the AA degree, 30 US/120 UK credits must be completed at Richmond. Students must obtain a minimum cumulative GPA of 2.0 and a major of 2.0 in order to qualify for this degree. Latin Honours are not applied to the AA Degree.

The requirements for the AA degree are outlined in Table 1 above. All Level 3 and 4 Major and General Education Liberal Arts Core Requirements must be completed.

Certificate of Higher Education in Psychology (UK)

The UK Certificate of Higher Education (CertHE) can be broadly aligned with the US Associate of Arts Degree, but the CertHE does not require the completion of 30 US/120 Programme specification and curriculum map – BA (Hons) Psychology with Combined Studies

credits at RQF Level 3. Students who qualify for the AA degree will automatically qualify for the CertHE. But students may qualify for a CertHE without fulfilling the requirements for a US AA degree if they have not completed all of the RQF Level 3 requirements necessary to obtain the AA.

The UK CertHE can be awarded as an exit award for those students completing the following minimum requirements.

120 credits at FHEQ Level 4

- Pass (normally a GPA of between 1.85 and 2.99 for all Level 4 courses)
- Merit (normally a GPA of 3.0 to 3.54)
- Distinction (normally a GPA of 3.55 and above for all level 4 courses)

Of the total number of credits required for the UK CertHE, 15 US/60 UK credits must be completed at Richmond.

The requirements for the UK CertHE are outlined in the section of Table 1 pertaining to FHEQ Level 4 requirements. All Level 4 Major and General Education Liberal Arts Core Requirements must be completed.

Diploma of Higher Education in Psychology

The UK Diploma of Higher Education (DipHE) has no US equivalent. The UK DipHE can be awarded as an exit award for those students completing the following minimum requirements.

120 credits at FHEQ Level 4

120 credits at FHEQ Level 5

- Pass (normally a GPA of between 1.85 and 2.99 for all Level 4 courses)
- Merit (normally a GPA of 3.0 to 3.54)
- Distinction (normally a GPA of 3.55 and above for all level 4 courses)

Of the total number of credits required for the UK DipHE, 15 US/60 UK Level 4 credits and 15 US/60 UK Level 5 credits must be completed at the University.

The requirements for the UK DipHE are outlined in the sections of Table 1 and Table 2 above pertaining to FHEQ Level 4 and FHEQ Level 5 requirements. All Level 4 Major and General Education Liberal Arts Core Requirements must be completed. Level 6 courses can be “dipped-down” to fulfil missing Level 5 credits.

Students may not be awarded more than one UK exit award and the University Examination Board will recommend the most relevant one for the individual student circumstance.

11. STUDENT SUPPORT AND GUIDANCE

There is a range of student support and guidance, for both academic and general wellbeing, available to students. This is accomplished through a range of programmes and services which positively impact learning as well as the total student life experience.

All students have an allocated full-time faculty member who acts as their academic adviser. Academic Advisers have on-going responsibility for students' academic progress, meeting with each advisee at least once per semester. Advisers assist students with registration, enabling smooth progression through the degree. They also advise on postgraduate and career opportunities, and also provide pastoral support in many cases.

A range of Maths, English, Technology and Writing workshops have been established to support students with particular needs in these areas. Librarians are on hand to assist with library use, which includes instruction in web-based resources.

The University endeavours to make all practical and reasonable adjustments to ensure students are able to fully participate in the University community. Students who declare a physical disability or a special educational need are supported to ensure the quality of their educational experience meets their individual requirements. SEN students, for instance, receive extra time in examinations, and have the option of writing exams on university-provided computers, and/or of taking exams in a separate room.

The University operates a well-staffed Student Affairs department that provides services intended to support and encourage student welfare, safety and development. This department oversees medical registration of students and provides counseling services. It also organizes a range of extracurricular activities and travel designed to further enhance students' educational experiences. Disciplinary and social grievance procedures are also overseen by this department.

12. PLACEMENT

The Internship Office the University offers a formal mechanism through which students may receive work-placement opportunities. These placements are supervised, career-related work experiences combined with reflective, academic study that help students apply theoretical knowledge in the workplace. Participation in the internship programme is optional, but students who choose to take up a placement receive academic credit for their placement and associated academic work (see level 6 options).

Expectations with regard to careers education, information, advice and guidance (as outlined in the section on Enabling Student Achievement in *The UK Quality Code for Higher Education*) are handled by the university's Student Affairs department. This department conducts a variety of career services for students, ranging from resource provision to a CV service, and in particular through the LEAD (Leadership, Education and Development) seminar series.

In addition to these services, the alumni office offers networking opportunities where students may contact alumni working in a variety of fields. The alumni office also offers these services via social media such as LinkedIn and Facebook.

13. STUDY ABROAD

Richmond students have the option to take a leave of absence and travel away from the university as a 'study abroad'. With 40 partnerships spread over five continents, students are able to select from a wide range of partners. All courses taken elsewhere must be pre-approved by Registry Services.

14. REGULATORY FRAMEWORK

The **BA (Hons) Psychology with Combined Studies** degree is operated under the policy and regulatory frameworks of Richmond American University in London, the Middle States Commission on Higher Education, the Framework of Higher Education Qualifications, and the UK Quality Code for Higher Education.

Also key to the background for this description are the following documents:

- QAA (2018). The Revised UK Quality Code for Higher Education. (www.qaa.ac.uk)
- QAA (2008). Higher Education Credit Framework for England: guidance on academic credit arrangements in Higher Education in England.
- SEEC (2016). Credit Level Descriptors for Higher Education. Southern England Consortium for Credit Accumulation and Transfer (www.seec.org.uk).
- Middle States Commission on Higher Education. Standards for Accreditation and Requirements of Affiliation. 2014: Thirteenth Edition; Rev. Ed. 2015. (<http://www.msche.org/publications/RevisedStandardsFINAL.pdf>)

The programme gained BPS continuous accreditation starting with the 2016-2017 cohort on 31.01.17. Accreditation by the Society demonstrates that the programme meets the standards set by the Psychology professional body in the UK. It is a high-quality benchmarking process that ensures students are offered the highest standard of learning and teaching, and provides an opportunity for graduates to gain membership of the Society (<http://www.bps.org.uk/what-we-do/benefits-belonging/membership/membership>).

For students enrolled in the accredited program, the following information is important:

- Students will need to complete all required courses in the psychology degree at FHEQ Levels 4-6 as well as 2 Psychology options to be eligible for Graduate Basis for Chartered Membership (GBC) with the BPS.
- Students must pass the empirical psychology projects (PSY 6393 and PSY 6394) with a grade of C, and gain at least a Lower Second Class Honours degree, or its equivalent to be eligible for the GBC. Please see the University's Degree Classification Document for information about the equivalence between GPA and UK honours classifications.

Ensuring and Enhancing the Quality of the Programme

The **BA (Hons) Psychology with Combined Studies** degree features detailed published educational objectives that are consistent with the mission of the institution. All course outlines contain course specific objectives that are regularly monitored by the individual instructors and by the faculty as a group.

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

- External Examiners
- Internal Moderation
- Student representation
- Curricular change approval process
- Annual Programme Monitoring and Assessment
- Formal Programme Review, every 5 years
- Course evaluation
- Student satisfaction surveys and the NSS
- Feedback from employers

BA (Hons) Psychology with Combined Studies is provided through a system of ongoing evaluations that demonstrate achievement of the programme's objectives, and uses the results to improve the effectiveness of the programme. Ongoing evaluation is carried out for both US (the Middle States Commission on Higher Education) and UK (QAA) reviews. The University is a voluntary subscriber member of the QAA, and underwent its first full Institutional Review in May 2013 and a Higher Education Review (AP) in 2017.

APPENDIX 1 Curriculum Map

Green Cells are core courses from within the Major

Pink Cells are core courses from other Majors. Their learning outcomes are derived from their relevant programme specifications. They have been fitted as well as possible into the Psychology Curriculum Map

Yellow Cells are optional courses from within the Major

Blue Cells are optional courses from other programmes

| LEVEL 3 | PSY 3100 Foundations of Psychology | PSY 3101 Psychological Debates and Controversies | PSY 3102 Scientific Reasoning in Psychology |
|---------|---------------------------------------|---|--|
| 3A(i) | X | X | X |
| 3B(i) | X | X | X |
| 3C(i) | X | X | X |
| 3D(i) | X | X | X |

| LEVEL 4 | MTH 4120 Probability & Stats 1 | PSY 4200 Beginning Human Science Research | PSY 4205 Conceptual & Historical Issues in Psychology | PSY 4210 Developmental Psychology | PSY 4215 Biological Basis of Human Behaviour |
|---------|-----------------------------------|--|--|--------------------------------------|---|
| 4A(i) | | X | X | X | X |
| 4A(ii) | | | X | | |
| 4A(iii) | | | | X | X |
| 4B(i) | X | X | | | |
| 4B(ii) | | X | X | X | |
| 4B(iii) | X | X | | | |
| 4C(i) | | | X | X | X |
| 4C(ii) | X | X | | | |

| | | | | | | |
|----------------|--|----------|----------|--|----------|----------|
| 4C(iii) | | | X | | | X |
| 4D(i) | | X | X | | | |
| 4D(ii) | | X | | | | X |
| 4D(iii) | | | X | | X | X |

| LEVEL 5 | PSY 5100 Human Development | PSY 5215 Personality | PSY 5220 Social Psychology | PSY 5205 Quantitative Methods | PSY 5210 Experimental Methods | PSY 5400 Mind & Language | PSY 5415 Psychology & Cinema | PSY 5425 Health Psychology | PSY 5101 Human Sexuality and Biodiversity | MGT 5400 Organisational Behavior |
|----------------|----------------------------------|-------------------------|----------------------------------|-------------------------------------|-------------------------------------|--------------------------------|------------------------------------|----------------------------------|--|--|
| 5A(i) | X | X | X | | | X | X | | X | |
| 5A(ii) | | X | X | | X | | | X | X | |
| 5A(iii) | | | | | X | | | X | X | |
| 5B(i) | | X | | X | X | | | | X | |
| 5B(ii) | | | | X | X | | | | | |
| 5B(iii) | | | X | X | X | | | | X | |
| 5C(i) | X | X | X | X | X | X | | X | X | |
| 5C(ii) | | X | | | | | X | | | X |
| 5C(iii) | X | | X | | | | X | X | | X |
| 5D(i) | X | X | X | | X | X | | X | X | X |
| 5D(ii) | | | | | X | X | X | | | |
| 5D(iii) | | | X | X | X | | | X | | X |

| z | PSY 6101 Theories & Systems | PSY 6102 Developmental Psychopathology | PSY 6103 Brain and Cognition | PSY 6393 Senior Project I | PSY 6394 Senior Project II | PSY 6104 Psychoanalysis | PSY 6105 Existential Psychology | PSY 6106 Psychology of Happiness | PSY 6107 Clinical Psychology | PSY 6902 Internship in Psychology | PSY 6901 World Internship in Psychology |
|----------------|-----------------------------|--|------------------------------|---------------------------|----------------------------|-------------------------|---------------------------------|----------------------------------|------------------------------|-----------------------------------|---|
| 6A(i) | X | | | | | X | | X | | | |
| 6A(ii) | X | | | | | | | | | X | X |
| 6A(iii) | | X | X | | | X | X | | X | X | X |
| 6A(iv) | | | | X | X | | | | X | | |
| 6B(i) | | X | X | | | X | | X | X | | |
| 6B(ii) | X | | X | | | | | | | | |
| 6B(iii) | | | | X | X | | | | | X | X |
| 6B(iv) | | | | X | X | | | | | | |
| 6C(i) | X | X | X | X | | X | | X | | | |
| 6C(ii) | | | | X | X | | | | | X | X |
| 6C(iii) | X | | X | | | | X | | | | |
| 6C(iv) | X | X | X | | | X | X | X | X | | |
| 6D(i) | | X | | X | X | | | X | | X | X |
| 6D(ii) | | | | X | X | | | | X | X | X |
| 6D(iii) | X | | X | | X | X | | | X | X | X |
| 6D(iv) | | | | X | X | | X | | | | |

Faculty may access the KILO map: [010 KILO KPO tables](#)

Programme Specification Publication Dates

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|----------------------|--|
| First Edition | 20 June 2006 |
| Revision 1 | February 2008 |
| Revision 2 | June 2009 |
| Revision 3 | May 2010 |
| Revision 4 | February 2012 |
| Revision 5 | June 2012 (substantive revision, including <i>FHEQ</i> and credit mapping) |
| Revision 6 | August 2013 |
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| Revision 8 | May 2015 |
| Revision 9 | April 2016 |
| Revision 10 | March 2017 |
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| Revision 13 | May 2020 |
| Revision 14 | May 2021 |
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