

BA (Hons) Modern History with Psychology Programme Specification

Joint honours degrees enable learners to study two disciplines in one degree programme. Consequently, they are an ideal way to develop a varied skillset that can be applied across a broad range of sectors, including postgraduate research. Moreover, fast-track degrees provide learners with enhanced time-management and problem-solving capabilities whilst offering the chance to save money on tuition fees and enter the employment market a year earlier than their peers. The fast-track Joint Honours Degree programme at University Centre Farnborough enables learners to explore the interdisciplinary links and value of two subjects from Criminology, English Literature, Modern History, Psychology and Sociology. On their chosen programme of study, learners will gain an enhanced understanding of a range of key issues, approaches, theories and debates in their two disciplines. Learners will choose to major in one of their subjects during level four and produce a dissertation in their chosen field at level six.

The BA (Hons) Modern History with Psychology Joint Honours Degree provides learners with a comprehensive understanding of the way people have lived, acted and thought in a variety of chronological and geographic contexts from 1750 to the present. Learners will also critically assess continuity, change, cause and consequence in relation to a range of historical topics. Furthermore, they will gain a substantial understanding of the core principles of biological, cognitive, developmental and social psychology, in addition to individual differences. Learners will, equally, critically assess a variety of qualitative and quantitative research data as they acquire a detailed awareness of the historical and contemporary underpinnings of psychology as a discipline.

The Modern History with Psychology combination provides learners with the skills required to locate, retrieve, synthesise and critically evaluate a range of primary and secondary data. Content in both disciplines equips learners with the ability to assess and apply a range of theoretical approaches - in addition to qualitative and quantitative research methods - to their work. As they progress through the degree, learners develop independent research skills and the capacity to think creatively and with intellectual maturity. Important contemporary issues, including gender, sexuality, race and environmental sustainability, are embedded in core content for both subjects, thus encouraging a critical understanding of the utility of each discipline in twenty-first century society. Upon completion of the degree, learners will possess a substantial understanding of the value of transdisciplinary study, having analysed common approaches and methods that unite their disciplines, including Marxist, postmodern, gendered, 'queer', postcolonial and environmental theories. Learners on this combination will investigate specific topics and themes that unite the two disciplines, including the history of psychology, sexology, the history of emotions and development of memory. Moreover, they will have gained a strong understanding of how their skills can be applied to future research and employment opportunities.

Awarding body:	University of Surrey	
Teaching institution (if different):	University Centre Farnborough	
Final award:	BA (Hons)	
Programme title:	BA (Hons) Modern History with Psychology	
Subsidiary award(s) and title(s):	Award	Title
	Cert HE	Modern History with Psychology
	Dip HE	Modern History with Psychology

	BA (Ord)	Modern History with Psychology
FHEQ Level:	Level 6	
Credits:	360	
ECTS credits:	180	
Name of Professional, Statutory or Regulatory Body (PSRB):		
Mode of study and route code:	Mode of study	Please tick applicable
	Full-time	<input checked="" type="checkbox"/>
	Full-time with Professional Training/Postgraduate Year (PGT)	<input type="checkbox"/>
	Full-time with PTY	<input type="checkbox"/>
	Part-time	<input type="checkbox"/>
	Distance learning / Online	<input type="checkbox"/>
Start date (date/month/year):	September 2024	
End date (date/month/year):	July 2026	
Length of programme in months:	21	
QAA Subject benchmark statement (if applicable):	History (2022) and Psychology (2023)	
Other internal and/or external reference points:		
Faculty and Department/School:	Faculty of Adult, A Levels and Professional Early Years Development (AAP)	
Programme Leader:	Flo Stock	
Educational aims of the programme:		
1. Provide learners with a substantial knowledge of how people have lived, acted and thought in multiple geographical and chronological contexts in the Modern era (1750-present).		
2. Encourage learners to critically assess continuity, change, cause and consequence in the Modern period.		
3. Develop learners' capacity to critically analyse different types of primary source and critique competing historiographical interpretations of numerous topics.		
4. Introduce learners to the range of approaches and research methods that are available to historians and encourage them to critically evaluate their application.		
5. Empower learners to develop a comprehensive understanding of the historical and contemporary underpinnings of psychology as a discipline.		
6. Provide learners with a sophisticated knowledge of a range of psychological theories and encourage the critical assessment of their strengths and limitations.		
7. Introduce learners to a range of qualitative and quantitative research techniques and relevant software for their use and distribution.		

8. Encourage learners to develop a comprehensive understanding of social, biological, cognitive and developmental psychology, as well as individual difference.
9. Develop learners' written and verbal communication skills, including awareness of appropriate citation and referencing conventions.
10. Provide learners with a detailed understanding of the importance of adhering to correct research processes and ethical regulations in Modern History and Psychology.
11. Provide learners with the opportunity to engage in extended tasks that involve the independent locating, gathering, synthesising and critical assessment of a range of primary and secondary sources of information.
12. Deliver skills for lifelong learning, including digital literacy, numeracy, empathy, independence of thought, intellectual creativity and the ability to work as part of a team.
13. Provide learners with a comprehensive understanding of the valuable skills obtained through an interdisciplinary degree and how they be applied to a range of employment and postgraduate research opportunities.
14. Enable learners to gain a comprehensive understanding of the role of Modern History and Psychology in contemporary society.

Programme learning outcomes:

	K	C	P	T	Optional Ref	BA (Hons)	BA (Ord)	Dip HE	Cert HE
KH1. Understanding of the limitations of historical knowledge and, consequently, awareness of the importance of reaching sound, evidence-based, conclusions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KH2. Knowledge of how and where to access a range of textual, visual, material and oral primary sources available to historians.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KH3. Understanding of continuity and change over extended time spans.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KH4. Knowledge of different interpretations of history and historical knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KH5. Awareness of the importance of geographic, cultural and chronological context in shaping the way people have lived, thought and acted in the past.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KH6. Thorough knowledge of a variety of approaches and research methods that can be used to understand and interpret the past.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KH7. Detailed understanding of the ethical dimensions of historical research and the responsibilities that arise from producing and reusing historical scholarship.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KH8. Thorough awareness of the complexity and diversity of individuals, events and cultures during the modern era and,	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

consequently, the importance of treating the historical record with sensitivity and empathy.									
KH9. Comprehensive understanding of a substantial body of historical knowledge derived from a range of chronological and geographic contexts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KH10. Sophisticated understanding of how historical knowledge can be applied to tackle contemporary global issues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KP1. Knowledge of the conceptual, scientific and historical underpinnings of psychological theories and psychology as a discipline.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KP2. Understanding of the value of participatory and action research, student led research and user involvement in research and community.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KP3. Awareness of the role of qualitative and quantitative data in forming conclusions in psychology.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KP4. Understanding of the ethical, practical and legal guidelines associated with collecting, managing, storing, processing, sharing and presenting psychological research.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KP5. Develop a scientific understanding of the mind, brain and behaviour, including the experiences and contexts of humans and non-human animals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KP6. Detailed knowledge of the impact of psychology and psychological research literature across a wide range of careers and real-world challenges.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KP7. Comprehension of the process of theory development to enable the formulation of theory driven psychological questions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KP8. Thorough understanding of the role of different hardware and software in psychological research, problem-solving and working practices, including awareness of the role of AI in learning and teaching.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KP9. Comprehensive knowledge of core areas of psychology - including individual differences, biological, cognitive, developmental and social psychology - the contexts in which they can be applied and their interrelatedness.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

KP10. Demonstrate a systematic knowledge of a range of research paradigms, methods and measurement techniques, including statistics and probability, and be aware of their limitations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CH1. Ability to examine the value and reliability of primary sources by considering issues surrounding genre, content, purpose and perspective.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CH2. Capacity to identify and discuss strengths and weaknesses in secondary interpretations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CH3. The ability to use relevant historical evidence to create a balanced argument about the impact of individuals, groups and events.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CH4. Demonstrate analytical skills & problem-solving capacities when dealing with complex historical problems where there is no single solution.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CH5. The ability to identify and evaluate competing historiographical perspectives, concepts, methods and approaches.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CH6. Demonstrate intellectual independence and creativity to formulate, pose and answer cogent historical questions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CH7. The ability to sustain and defend convincing arguments in the face of competing accounts and amend perspectives where appropriate.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CH8. Demonstrate the capacity to synthesise and critically evaluate primary and secondary sources in a range of assessment methods.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CH9. Capacity to critically evaluate the role and potential impact of historical knowledge in the present.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CH10. Ability to judiciously apply different research methods and approaches and critically evaluate their utility.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP1. Explore different approaches to psychological issues, recognising that psychology involves a range of methods of research and enquiry, theories, evidence, interpretations and applications.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CP2. Identify and examine diverse patterns in behaviour, psychological functioning and experience.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CP3. Use and critique a variety of digital psychological tools, including specialist software and AI.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

CP4. Apply psychological knowledge ethically, professionally and safely to study real-world problems.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CP5. Generate and apply theory-driven psychological hypotheses and research questions to design studies and collect original data.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CP6. Apply a wide range of quantitative and qualitative methods of inquiry, such as experiments, observation, questionnaires, psychometric tests, interviews, focus groups or secondary data analysis.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CP7. Capacity to draw conclusions from psychological enquiries that involve the management, synthesis and evaluation of conflicting sources and theories.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CP8. Assess and reflectively evaluate psychological theory, literature and research.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CP9. Present and critically evaluate qualitative, quantitative and mixed methods data.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP10. Ability to draw robust conclusions from research findings that account for the diverse nature of individual experience, integrate multiple perspectives and make recommendations for further investigation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P1. Apply appropriate scholarly bibliographic, referencing and citation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P2. Show awareness of the ethical, practical and legal issues that arise from the storage, processing and reuse of others' research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P3. Use different hardware and software in research and draw on a range of techniques for interpreting and analysing quantitative and qualitative data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P4. Retrieve and organise information found in a range of sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P5. Exhibit insight and creativity to formulate and pursue clearly defined questions and enquiries.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P6. Identify, gather, organise, synthesise and deploy evidence to support arguments in a range of assessments, including extended research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T1. Exhibit structure, coherence and clarity of oral and written expression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

T2. Demonstrate digital literacy through the use of online databases and analytic software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T3. Work collaboratively and independently, demonstrating flexibility, initiative and time-management skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T4. Show awareness of how subject-specific skills can be applied to future career opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T5. Show intellectual maturity, integrity and independence to reflect on progress and make use of feedback provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T6. Demonstrate project management skills to disseminate research findings to peers and supervisors, tailoring communication according to different audiences' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Module diet:

FHEQ Level 4: potential awards – Cert HE

Module code	Module title	Core / Compulsory	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
COM4101	Academic Skills	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
COM4102	Contemporary Issues	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
HIS4101	Understanding the Past	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
HIS4102	Gender and Sexuality in Twentieth-Century Britain	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
HIS4103	Russia, 1905-1917: From Tsarism to Bolshevism	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
PSY4101	Introduction to Psychology	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
PSY4102	Introduction to Cognitive Psychology	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
PSY4103	Research Methods and Statistics in Psychology	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit

How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?

No optional modules at Level 4

FHEQ Level 5: Potential awards – Dip HE

Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
HIS5104	Researching the Past	Compulsory	15	Across Academic Years (April-December)	40% pass each unit

HIS5105	Slavery and Race in Post-Revolutionary America, 1775-1832	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
HIS5106	Industrialisation and Political Reform in Britain, c.1750-1848	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
HIS5107	Fascism in the Twentieth Century	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
PSY5104	Social Psychology	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
PSY5105	Biological Psychology	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
PSY5106	Developmental Psychology	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
CRI5107	Quantitative Methods for Social Sciences	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?		No optional modules at Level 5			
FHEQ Level 6: Potential awards – BA (Hons) / BA (Ord)					
Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
JHS6101 (H)	Dissertation	Compulsory	45	Semester 2, Year 2 (Jan-June)	40% pass each unit
HIS6108	Public History	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
HIS6109	Victorian Social and Political Thought	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
HIS6110	Radical Histories from Below	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
PSY6108	Psychopathology	Optional	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
PSY6109	Individual Differences	Optional	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
PSY6110	Cognitive Psychology	Optional	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?		Learners must complete all compulsory units and two of the three optional modules in their minor subject.			
Other Information:					
The school/department of AAP / Joint Honours Degree programme is committed to developing graduates with strengths in Employability, Digital Capabilities, Global and Cultural Capabilities, Sustainability, and Resourcefulness and Resilience. The Modern History with Psychology combination is designed to enable learners to develop knowledge, skills, and capabilities in the following areas:					
Employability:					

The Joint Honours Degree programme is committed to providing learners with the knowledge, cognitive, practical and transferable skills required to prosper in the twenty-first century economy. Content on all combinations is designed to bolster learners' employability in line with 'Enterprise and Entrepreneurship' education statements in all QAA benchmarks. All assessment methods develop learners' ability to critically assess complex topics and prepare them with the comprehensive understanding required to tackle real-world issues in post-graduation employment. The diversity of summative methods provides learners with additional transferable skills. For instance, verbal presentations encourage learners to develop their oral communication skills and actively engage in the peer review process. Group presentations are also utilised as part of formative assessment in all disciplines. These encourage collaboration, peer-reviewing and critical reflection skills that enhance learners' employability.

The use of non-traditional assessment methods such as vlogs, blogs and academic leaflets enables learners to demonstrate creativity, digital literacy and the capacity to convey knowledge and theories to non-academic audiences. Timed examinations, meanwhile, require learners to problem-solve in pressurised environments and exercise their cognitive abilities to reach judicious conclusions. Essays, case studies, reports and reviews equip learners with the ability to synthesise primary and secondary data to create balanced and evidence-based arguments that offer solutions to complex topics. Learners will demonstrate an advanced capacity to locate, gather, synthesise and critically evaluate a range of data during level six, when they produce an extended piece of independent research in their major discipline. The dissertation process also requires learners to demonstrate advanced project management skills and the ability to learn autonomously whilst engaging constructively with supervision. Completing this variety of assessment methods within the context of a fast-track degree provides learners with enhanced time-management skills and demonstrates their capacity to prioritise tasks. This range of attributes prepares them for a variety of employment opportunities, as well as postgraduate research.

Employability is directly addressed in the shared level four 'Contemporary Issues' unit. Learners will demonstrate a clear awareness of the value of transdisciplinary scholarship for their future aspirations in a Personal Development Plan that is submitted for the second unit assignment. This knowledge is supplemented by 'Academic Skills', which furnishes learners with an early understanding of the professional and ethical requirements of undergraduate scholarship.

Module content in the Modern History with Psychology combination further enhances learners' employability. Learners in Modern History combinations assess the historic underpinnings of important contemporary themes - including class, gender, sexuality, race, political ideology, and the environment - in a range of chronological and geographical contexts. Investigating these topics ensures that learners obtain the knowledge and critical thinking skills required to work in industries where understanding of current issues is pivotal, including policy making, social research and public service. Equally, learners gain an awareness of the development and impact of historical research in theory-based modules like 'Understanding the Past', 'Researching the Past' and 'Public History'. This understanding - allied with knowledge of the ethical requirements of historical scholarship - is pivotal for postgraduate research and employment in sectors closely connected to the discipline, such as the heritage and conservation industries.

Employability is embedded in content throughout Modern History modules. Introductory lessons in the level four 'Understanding the Past' unit inform learners of the various careers historical knowledge and skills can be applied to. Other level four units encourage learners to develop key subject skills, including primary source analysis, contextual knowledge and awareness of competing historiographical interpretations. During level five, learners enhance these attributes and

their independent research skills in preparation for a greater level of autonomous work in level six and following graduation. This includes producing an independent research proposal in 'Researching the Past' and identifying key individuals and events to evaluate in summative assessments for 'Slavery and Race in Post-Revolutionary America' and 'Industrialisation and Political Reform'.

Employability is a core element of the level six 'Public History' unit. Module content encourages learners to assess the work of local heritage organisations, including Surrey History Centre and Farnborough Air Science Trust, as well as national and international institutions like the UK National Archives and UNESCO. Learners will complete a local landmark-finding task set by Farnborough Air Science Trust as part of formative assessment methods prior to the submission of summative assignment one. Learners also critically evaluate the uses and potential impact of historical skills and knowledge in the present as part of the first module assignment. This prepares them for work in related sectors and provides an opportunity to demonstrate the broader importance of historical understanding across the economy. Independent working skills are further enhanced in 'Radical Histories from Below' and 'Victorian Social and Political Thought'. In both modules learners will independently select topics, themes and individuals to critically assess in summative assignments.

The discursive nature of Modern History lessons at University Centre Farnborough fosters team-working skills that are highly valued across employment sectors. Group work is a core part of seminar sessions and formative assessment for all units. This promotes the ability to negotiate differences, allocate and adapt to new roles, and participate in constructive problem solving, all of which are valued attributes in a range of industries. Learners' ability to collaborate with their peers is formally assessed in group presentations delivered for the second assignment in the level four 'Gender and Sexuality in Twentieth-Century Britain' module.

Graduates from UCF Psychology combinations are equipped with multiple attributes that can be applied across a range of employment sectors. First, learners gain advanced numerical and digital skills from consistently utilising specialist software to analyse quantitative data. This understanding is initially supplied in the level four 'Research Methods and Statistics in Psychology' unit. Furthermore, in the level five 'Quantitative Methods for Social Sciences' module, learners obtain an understanding of the range of statistics that are used in Psychology, Sociology and Criminology – including averages and correlation coefficients – and acquire a detailed knowledge of the criteria required to sample quantitative research. Content also demonstrates the methods researchers use to select appropriate statistical tests for different types of inquiry.

Core content concerning biological, social, cognitive and behavioural psychology – in addition to individual differences – provides learners with an advanced understanding of the mind, brain and behaviour in both human and non-human contexts. Developing the capacity to comprehend a range of behaviours - in addition to their causes and motivations - enhances learners' emotional intelligence, which is a key asset in team-working and leadership roles. This awareness is transferable to numerous careers and will be readily applicable to postgraduation conversion courses. Knowledge of appropriate data privacy laws and ethical guidelines - including those issued by the British Psychology Society (BPS) and American Psychological Association (APA) - is developed throughout taught content, thus preparing learners for future research. An awareness of ethical obligation and data protection rules is equally valuable in both the public and private sectors.

More generally, engaging with contemporary trends in psychological research, including ecopsychology, cyber-psychology and the psychology of sexuality, ensures that graduates leave UCF equipped with a detailed understanding of the complexities and diversity of the human mind and ready to become active empathetic citizens of the world. This is transferrable to postgraduate research and employment in a range of industries within and external to psychology.

Digital capabilities:

All subject combinations on the Joint Honours Degree programme place emphasis on strengthening learners' digital capabilities. From the earliest levels of study, learners are introduced to appropriate digital databases and search engines that can be used to source relevant primary and secondary data. These skills are strengthened in level five units in preparation for level six dissertations and the increased independent research skills that are expected of graduates in both the Humanities and Social Sciences. Assessment methods used across all combinations are, equally, designed to enhance learners' digital skills. Thus, creative assignments such as academic leaflets, blogs and vlogs all require learners to demonstrate digital literacy and communication skills. Similarly, verbal presentations are expected to be accompanied by professional use of appropriate digital software, including Microsoft PowerPoint and Sway.

The shared level four 'Contemporary Issues' unit encourages learners to examine the impact of digital technology – including Artificial Intelligence – from the perspective of their two disciplines. This provides learners with a background knowledge of the digital humanities and social sciences that will be developed as they progress on their chosen combination.

The Modern History with Psychology combination offers learners a range of opportunities to explore the role of digital technology in their disciplines. Learners receive guidance about how to access primary and academic secondary sources from appropriate British and international digital databases during level four Modern History units. Moreover, the second assignment in the level four 'Understanding the Past' module provides learners with an opportunity to reflect on the advantages and difficulties posed by digital archive collections. Consequently, learners are encouraged to examine core elements of 'digital history' at an early stage of the degree. These skills are stretched during level five, when learners are required to access, transcribe and interpret digital sources in the 'Slavery and Race in Post-Revolutionary America' unit. Utilising the Library of Virginia's 'African American Narrative Digital Collection' enables learners to engage with crowd-funded online projects, thus enhancing their digital skills and encouraging interaction with public history initiatives. Other level five and six modules require similar engagement with digitalised primary source collections, ensuring that learners are consistently building their capabilities throughout the degree.

Learners analyse the important role of digital databases and technologies - including Geographic Information Systems - in the fields of oral, spatial and quantitative history during the 'Researching the Past' level five module. Equally, lessons are dedicated to the growing field of digital history and its potential to revolutionise the production and reception of historical scholarship. Topics covered in the analysis of digital history include the impact of Artificial Intelligence and the growing importance of 'born digital' sources and social media in researching and disseminating historical scholarship.

The importance of digital technology - including Virtual Reality, the internet and Artificial Intelligence - in facilitating engagement between historians and the public is critically assessed in the level six 'Public History' unit. This includes analysing how historians and public history institutions are utilising social media to encourage greater interaction with a more diverse population than have traditionally engaged with their work. Learners, too, consider the issues digital technology poses to historical 'knowledge' and scholarship in the public domain in a lesson dedicated to 'digital public history'. This consistent coverage

ensures that learners finish the programme with a comprehensive understanding of the centrality of digital technology in historical scholarship. Awareness of this important area enhances their employability in both academic and non-academic contexts.

Learners' digital capabilities are consistently assessed on Psychology modules. For instance, quantitative theory modules - including the level four 'Research Methods and Statistics in Psychology' and level five 'Quantitative Methods for Social Sciences' units - require learners to utilise SPSS software to locate, store, synthesise, analyse and present numerical data. In all modules, learners are encouraged to utilise previous scholarly research available through online databases such as Google Scholar, PubMed and Science Direct. Furthermore, learners will use digital software to design graphs and tables to present qualitative and quantitative data in the level four 'Introduction to Cognitive Psychology' and 'Research Methods and Statistics in Psychology' modules.

Specialist case studies concerning digital capabilities are offered in the 'Introduction to Psychology' module, with learners being encouraged to examine the role of digital media in encouraging public engagement with psychology and its processes. The unit also provides learners with an early understanding of the role of Artificial Intelligence in contemporary psychological research, with learners being encouraged to consider the strengths and limitations of using AI. Understanding of emergent digital techniques is enhanced by content in the level five 'Biological Psychology' unit, where learners assess the role of digital technology, including social media, in addictive behaviour. Similarly, learners examine how different forms of media can both influence and help mitigate aggressive behaviour as part of unit content in 'Social Psychology'.

Global and Cultural capabilities:

Content across all disciplines and combinations reflects the Joint Honours Degree programme's ongoing commitment to decolonising the curriculum. This includes recognising that academia has traditionally marginalised the voices of underrepresented groups in favour of white, wealthy, Western male perspectives. Thus, content in all combinations seeks to explore topics such as gender, sexuality, race and class across a range of global and chronological contexts. Reading lists, lesson content and imagery disseminated to learners are regularly reviewed and updated to ensure that learners engage with a diverse range of primary and secondary voices, images and theories.

The engaging, discursive, nature of lessons at UCF means learners consistently contribute to and, increasingly, lead seminar discussions. This empowers learners to have a direct impact on the nature of the curriculum and ensures that diverse practices are upheld at an institutional level. The collaborative environment fostered at UCF enhances learners' capacity to contribute their perspectives whilst responding empathetically and constructively to those of their peers. This understanding of a diverse range of views encourages tolerance and prepares learners to become active and empathetic citizens of the world upon their graduation.

Global and cultural capabilities are central to the Modern History with Psychology combination. Content in Modern History units introduces learners to a variety of cultural topics situated in a range of geographical and chronological contexts. By nature, History is an uncomfortable subject, touching repeatedly on sensitive topics like inequality, race, gender, sexuality and environmental harm. Course content offers learners the opportunity to apply a broad range of approaches to understand and interpret these themes. Approaches include postcolonial, gender and environmental histories, in addition to the histories of

emotion and sexuality. Most of these methods are introduced to learners at level four before being assessed and applied in greater depth at later stages of the degree.

Historical scholarship has often prioritised the voices of certain social groups and individuals over others. To recognise and redress this imbalance, Modern History learners assess the diverse ways people have lived, acted and thought across a range of local, national and international contexts. Internationally focused modules such as 'Russia from Tsarism to Bolshevism', 'Slavery and Race in Post-Revolutionary America', 'Fascism in the Twentieth Century' and 'Radical Histories from Below' are particularly relevant in this regard, with learners consistently analysing the experiences, agency and impact of marginalised ethnic and religious groups. The gendered and sexual dimensions of slavery, fascist ideology and social activism are also evaluated in these units. Modules focusing on British history add to learners' global and cultural capabilities by placing content in an international context. In 'Gender and Sexuality in Twentieth-Century Britain', learners consider changing perceptions of femininity and masculinity between the two World Wars and analyse their impact on women's work and pay. Unit content also examines how ideas surrounding sexuality changed and affected people's lives, with particular attention being placed on the impact of the Sexual Offences Act (1967) and HIV/AIDS crisis of the 1980s. Additionally, learners examine how race, gender and sexuality intersected when exploring the impact of the Gay Liberation Front and Women's Liberation Movement. Level five and six modules concerning 'Industrialisation and Political Reform' and 'Victorian and Social Political Thought', meanwhile, investigate the emergence of women's political activism through the work of Mary Wollstonecraft, Annie Besant and the Manchester Female Reform Society. Ideas surrounding Empire are critically evaluated in 'Victorian Social and Political Thought', while the role of Black radicals like William Davidson and William Cuffay in the Spenceans and Chartists is assessed in 'Industrialisation and Political Reform'. Olaudah Equiano and Mary Prince's influence in the abolition of slavery is analysed in later lessons of the level five unit.

Theoretical modules endeavour to enhance learners' global and cultural awareness. Learners engage with the way history has been written and utilised in Ancient, Arabic and Far Eastern cultures in 'Understanding the Past' and examine a range of voices associated with independence movements within the British Empire in case studies later in the unit. Postcolonial historiography is introduced to learners in these lessons to enhance the range of approaches they can apply to subsequent work. Detailed assessments of environmental and global history in the level five 'Researching the Past' module further encourage learners to investigate - and evaluate - the past from non-western perspectives. Learners will also consider how oral and spatial history projects have sought to recover the experiences and agency of marginalised communities in different global settings.

In the level six 'Public History' module, learners critically assess the way people around the world engage with history through a range of cultural mediums, including museums, archives, films, television programmes and social media. Case studies include the way slavery and genocide have been memorialised in Cambodia, Germany, Rwanda and Senegal. Moreover, indicative content about the uses of historical knowledge critically evaluates the impact of apologies delivered to the Australian 'Stolen Generations' and assesses the legacy of Truth and Reconciliation Committees in South Africa and Latin America. Learners are encouraged to critique contemporary debates about decolonising and de-gendering public spaces and interact with scholarship produced by public historians from around the world through edited collections, including Paul Ashton & Alex Trapeznik's *What is Public History Globally?*

The process of decolonising History extends far beyond studying the past in a range of geographical contexts. Consequently, learners are informed of appropriate academic terminology at the start of modules like 'Gender and Sexuality in Twentieth-Century Britain' and 'Slavery and Race in Post-Revolutionary America'. This encourages academic integrity and empathy, as well as enhanced cultural awareness. Equally, learners engage with a diverse range of

secondary voices and interpretations across all levels of study. For instance, learners in the level four 'Russia from Tsarism to Bolshevism' module consult work by Mustafa Tuna and Antony Polonsky concerning the persecution and agency of Muslim and Jewish populations within the Russian Empire. Similarly, postcolonial and global interpretations of fascism are analysed as part of the 'What is Fascism' debate in the level five 'Fascism in the Twentieth Century' module. This encourages learners to challenge the traditional Eurocentric nature of fascism historiography.

The works of Hakim Adi and David Olusoga are employed in level four and five modules to highlight the under-researched role of Black and Asian people in nineteenth-century British radicalism and the British civil rights movement of the 1960s and 1970s. Academic publications produced by African American scholars such as Stephanie Rogers-Jones, Dianne Berry, Julian Boyd and Thomas C. Holt are also frequently used to assess key themes in modules concerning 'Slavery and Race in Post-Revolutionary America' and 'Radical Histories from Below'. Learners will gain a detailed understanding of how African American historians have challenged established interpretations of American history through evaluating this historiography. Utilising the works of Berry and Boyd provides learners with the additional opportunity to engage with activist scholarship from those involved in the struggle for civil rights. Similarly, learners will use historical research produced by women's rights activists like Amira Wilson, Lindsey German and Sheila Rowbotham in the level four 'Gender and Sexuality in Twentieth-Century Britain' unit.

The study of Psychology is instrumental in developing global and cultural capabilities, fostering an awareness and understanding of the intricate ways in which human behaviour is shaped by diverse cultural contexts. In an increasingly interconnected world, individuals with a background in Psychology are equipped with the skills to navigate and appreciate the nuances of cross-cultural interactions. This proficiency extends to communication styles, interpersonal dynamics, and the varying cultural factors that influence mental health and well-being. Psychologists gain insight into the role of cultural diversity in shaping cognitive processes, emotions, and social behaviours. As a result, they are better prepared to work collaboratively in global settings, demonstrating cultural sensitivity and adaptability.

Learners are introduced to the diverse social and cultural factors that can influence results in research modules like the level four 'Research Methods and Statistics in Psychology'. They are then encouraged to assess these factors as part of their independent research in the level five 'Quantitative Methods for Social Sciences' module. Core content in 'Social Psychology' investigates the range of social influences that impact people's behaviour, including forms of prejudice such as ageism, homophobia, racism and sexism. Equally, assessment of social behaviour requires learners to investigate the impact of individual and cultural differences in social processes. The new level six 'Psychopathology' unit has been added to UCF Psychology's offering to provide learners with a comprehensive understanding of mental health conditions, including depression, anxiety, obsessive compulsive disorder, eating disorders and Schizophrenia. The individual and cultural differences associated with pathological disorders - including racial prejudice and the attitudes mental health professionals exhibit towards transgender people - are also assessed by learners.

Content in Psychology units recognises that the discipline has historically been complicit in marginalising and misunderstanding the experiences of some people and prioritising those of others. From level four, consequently, learners are encouraged to challenge inaccurate and inappropriate narratives and aspects of "western" bias about people and the psychological world. Effort has been taken to ensure that graduates from Psychology combinations engage with research and theories provided from as wide a section of global society and academia as possible. In the 'Introduction to Psychology' level four module, learners will engage with work by Faye Belgrave and Kevin Allison concerning African American scholarship in the discipline. They will also investigate the

history of the subject in India through work published by Chetan Sinha. Global and cultural capabilities are further enshrined in the unit by the inclusion of the psychology of sexuality. Similarly, learners examine scholarship produced by Suparna Rajaram and Chi-Yue Chiu as part of indicative reading in 'Introduction to Cognitive Psychology'.

This coverage is expanded upon during the level five 'Developmental Psychology' module, when learners analyse Chalandra Bryant's 2023 survey of *African American Family Relationships* and assess recent scholarship by Linda Juang and David Matsumo. Work by Aziza Khazzoom and Yushio Sugimoto provides learners with a detailed understanding of the psychological importance of ethnicity, culture and inequality in Israel and Japan in the concurrent 'Social Psychology' unit. At level six, texts produced by Akihiko Masuda and Craig Rodriguez-Seijas are used to critically evaluate the western-centric assumptions in the field of psychopathology. Additionally, publications by Theo Klimstra, Mamoon Arshad, Joanne Chung, Steven O. Roberts and Carmelle Bareket-Shavit in the 'Individual Differences' and 'Cognitive Psychology' units encourage learners to critique western-centric scholarship and racial inequality in Psychology more generally.

Sustainability:

The UCF Joint Honours Degree programme commits to offering a curriculum that reflects UNESCO's 'Education for Sustainable Development' initiative and provides learners with the knowledge and critical thinking skills to contribute towards global efforts to meet the United Nations' 17 Sustainable Development Goals. All disciplines and combinations place emphasis on using the environment as a theoretical framework for understanding human thoughts and behaviour. This is achieved through the exploration and application of approaches such as green criminology, ecocriticism, environmental history, environmental psychology and environmental sociology. Learners are encouraged to discuss how the knowledge and skills developed from studying their disciplines can be used to address environmental issues and meet sustainable development goals in the level four 'Contemporary Issues' module. Themes like industrialisation, poverty, gender, social inequality and social justice are explored in the unit, thus ensuring that learners are engaging with core elements of the UN's 17 Sustainable Development Goals from an early stage of the programme.

Within each Joint Honours combination, learners are encouraged to consider the interdependent relationship between society and the environment and to examine the impact of structures and behaviours on the ecological crisis. Learners are also introduced to the history of colonialism and encouraged to explore the enduring impact of resource exploitation and its relationship to wider cultural and global inequalities.

The Joint Honours Degree programme is committed to ensuring the long-term sustainability of all its disciplines. Consequently, emphasis is placed on ensuring learners leave the degree with a comprehensive understanding of the value of their subject combination from both an employability and social perspective. Sustainability is further achieved by consistently emphasising the importance of scholarly integrity and ethical research throughout discipline specific and shared units such as 'Contemporary Issues' and 'Academic Skills'. 'Contemporary Issues' contributes to the sustainability of the programme and academia in general by encouraging learners to examine the benefits of applying interdisciplinary methods to the study of current topics.

Studying the Modern History with Psychology combination provides learners with many attributes that enhance their capacity to tackle current environmental issues. The emerging field of environmental history provides an excellent medium through which learners can gain an understanding of humanity's relationship

with nature and nature's impact on humanity. Environmental history is introduced to learners during the level four 'Understanding the Past' unit. Learners, too, examine the links between women's rights movements and environmental activism in the 'Gender and Sexuality in Twentieth-Century Britain' module and consider the impact of economic reforms on the Russian environment in 'Russia from Tsarism to Bolshevism'. Moreover, learners investigate the impact of Russia's climate on the Revolutions of March and October 1917.

Learners assess the core elements of environmental history and chart the growth of the approach in more depth in the level five 'Researching the Past' unit. They, too, obtain an understanding of how industrialisation and slavery affected the natural world and assess the impact of the environment on human life in level five thematic modules. This includes analysing how enslaved people in America used the natural landscape to challenge their oppressed status. At level six, learners critically evaluate the environmental thought of Victorian intellectuals like William Morris and John Ruskin. This facilitates engagement with some of the first eco-critical literature produced in modern Britain. The connections between the American civil rights movement and the emergence of Environmental Justice campaigns in the United States are highlighted in 'Radical Histories from Below', as are the importance of rural and urban environments in the lived experiences of African Americans in the 1950s and 1960s.

In the level six 'Public History' unit, learners critically assess how historical knowledge has been applied to help formulate local, national and international conservation policies and how it might be advantageously deployed to create a sustainable future. This includes evaluating how heritage organisations have engaged with conservation and sustainability initiatives. More generally, the 2022 QAA benchmarks highlight how the critical thinking skills fostered in History degrees can be applied to tackle contemporary issues, including the need to create a more sustainable future. Consequently, the Modern History offering at UCF contributes towards producing graduates with the skills outlined in UNESCO's 'Education for Sustainable Development' framework.

As a discipline, Psychology places emphasis on explaining and analysing experiences and behaviour in a range of local, national and global social environments. This focus means that Psychology graduates have been to the fore of interdisciplinary work concerning sustainability and the environment. Furthermore, integrating sustainability into the study of psychology involves recognising the interconnectedness between individual well-being, societal health, and the environment. Psychologists can work towards building resilient and inclusive communities that address social inequalities, promote mental health, and contribute to overall community sustainability.

UCF's Psychology team recognises the important role of the discipline in developing future leaders in sustainability. Consequently, learners are introduced to the core elements of ecopsychology in the level four 'Introduction to Psychology' unit. Furthermore, content in 'Social Psychology' at level five considers the impact of environmental factors on people's behaviour, while learners assess the impact of genes alongside environmental factors 'Biological Psychology'.

Research methods modules such as 'Quantitative Methods for Social Sciences' provide learners with increasing proficiency in analysing quantitative data. This means they are equipped with a skillset that is readily transferable to policymaking and formulating evidence-based interventions to protect and preserve the natural environment. Indeed, UNESCO and the QAA's 'Education for Sustainable Development' initiative recognises that Psychology graduates' quantitative skills are a particular asset in attempts to build a workforce equipped to assist in the creation of a sustainable future. Similarly, learning about gendered

differences and child development across modules helps those on Psychology combinations gain an awareness of key themes that are identified as part of the UN's 17 Sustainable Development goals.

Content across level four, five and six modules recognises the historical and contemporary implications of psychological research. Acknowledging the conceptual and historical issues in Psychology encourages reflexive thinking about the discipline and a recognition of the ethical requirements of research in the field. This understanding will help to maintain the long-term sustainability of the subject.

Resourcefulness and Resilience:

The nature of Humanities and Social Science disciplines means that learners will discuss, debate and critically assess sensitive topics throughout their time on the Joint Honours Degree. These require learners to exhibit resilience, integrity, empathy and understanding in the face of views that contrast with their own. The 'Contemporary Issues' unit at level four is designed to introduce learners to these themes and the core requirements of academic debate and integrity. Learners will also develop resilience and advanced time management skills when organising their workload to meet deadlines on a fast-track degree.

Resourcefulness is equally vital on a fast-track degree. Introductory modules in all disciplines provide learners with guidance about where to access appropriate primary and secondary data. This is replicated throughout the programme to empower learners to expand their reading beyond set module texts. These attributes become increasingly important from level five, when extra marks are apportioned for independent search and retrieval skills, in addition to evidence of autonomous thought.

All assessment methods used on the degree enable learners to acquire and enhance their resourcefulness and resilience. This is particularly the case with oral presentations, examinations and independent research projects conducted on level five units like 'Quantitative Methods for Social Sciences' and 'Researching the Past'. Learners will demonstrate enhanced resourcefulness and resilience when conducting independent dissertation research, during which they will be faced with large bodies of complex and, at times, conflicting evidence. Furthermore, learners will need to exhibit advanced levels of autonomy and planning skills to collate data and use resources – including dissertation supervisors – effectively to complete work for set deadlines. Learner resilience and resourcefulness is strengthened through formal inductions to each level of study. These inductions clearly outline module content in all disciplines and identify expectations of learners during key periods of transition.

The Modern History with Psychology combination enhances learners' resourcefulness and resilience in numerous ways. The importance of primary sources and historiographical awareness mean that learners on a Modern History combination are required to demonstrate resourcefulness throughout the programme, with increasing emphasis being placed on independent search and retrieval skills as their studies progress. Consequently, learners receive guidance about accessing academic sources from reputable archival and digital collections in all level four units. Learners then demonstrate their awareness of the strengths and limitations of physical and digital archives as part of assessment in 'Understanding the Past'. As they progress to level five, learners are graded according to their ability to locate relevant sources beyond recommended reading to prepare them for greater independent research at level six. An advanced level of resourcefulness is particularly important for learners producing a dissertation in Modern History. Consequently, content in the level five 'Researching the Past' unit includes a discussion of archival conventions and an assessment of digitalised projects in Britain and overseas. Learners are encouraged to use the links

the programme has established with local archival centres - including Surrey History Centre - to gain experience of using facilities prior to their level six research.

Content throughout Modern History units covers sensitive subjects such as imperialism, child labour, persecution and a range of prejudices relating to gender, sexuality, race and class. Learners will, therefore, develop strategies to increase their resilience in order to analyse these topics in an open and empathetic manner. To assist in this process, learners are provided with guidance on appropriate terminology in modules like 'Gender and Sexuality in Twentieth-Century Britain' and 'Slavery and Race in Post-Revolutionary America'. Learners will also demonstrate resilience and academic integrity when assessing primary and secondary interpretations that present perspectives that contrast with their own. The interactive nature of lessons at UCF plays a key role in developing this resilience by enabling learners to engage with different perceptions of historical themes.

Learner resourcefulness is encouraged throughout Psychology modules. In level four units such as 'Introduction to Psychology' and 'Research Methods and Statistics in Psychology', learners are introduced to various databases they can utilise to access previous research on module topics. Equally, the level five 'Quantitative Methods for Social Sciences' unit provides learners with an opportunity to analyse and apply empirical research methods and techniques. Scholarly independence is also encouraged in 'Quantitative Methods for Social Sciences', with learners demonstrating their resourcefulness to locate participants for an independent investigation. These capacities are tested again in 'Cognitive Psychology' and 'Individual Differences'.

Psychology deals with a range of sensitive topics that require learners to demonstrate ethical awareness, empathy and resilience. These skills are emphasised from the start of learners' studies at UCF, with content in the 'Introduction to Psychology' module highlighting the historical marginalisation of some people, groups and experiences within the field. Encouraging learners to question historical theories empowers them to evaluate perceived wisdom in contemporary psychological scholarship, fostering an independent mindset that will strengthen resolve at later levels of study. To aid learners in their progress, content in all modules places emphasis on the use of appropriate terminology and ethical codes - including those of the British Psychological Society and American Psychological Association - thus fostering academic maturity and integrity alongside resilience. The practical element of Psychology also means that learners will gain experience of designing and completing research in a range of themes from the level four 'Introduction to Cognitive Psychology' module until the end of their studies at UCF.

Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

Associate Tutor(s)/Guest Speakers/Visiting Academics:	<input checked="" type="checkbox"/>
Professional Training Year (PTY):	<input type="checkbox"/>
Placement(s) (study or work that are not part of the PTY):	<input type="checkbox"/>
Clinical Placement(s) (that are not part of the PTY Scheme):	<input type="checkbox"/>
Study exchange(s):	<input type="checkbox"/>
Dual degree:	<input type="checkbox"/>

Programme set up questions

Source of funding for the programme (e.g., NHS where not student/employer funded):	N/A
Collaborating organisation (e.g., NHS providing significant input into a programme):	N/A
Location of study (e.g., if distance learning/overseas centre):	N/A
Registered body (where the award is to be mandatory regulated by HCPC, RCVS or NMC etc – not optionally regulated e.g., accreditation/registration is an option):	N/A
Closed programme (is the programme specifically to be offered privately to a group of students, e.g., only employees of companies or organisations that are meeting the costs of the students' studies):	N/A