

## BSc (Hons) Psychology with English Literature 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 BSc (Hons) Psychology with English Literature Joint Honours Degree provides learners with a substantial understanding of the core principles of biological, cognitive, developmental and social psychology, in addition to individual differences. Learners will critically assess a range of qualitative and quantitative research data as they obtain a detailed awareness of the historical and contemporary underpinnings of psychology as a discipline. Furthermore, they will acquire a comprehensive knowledge of key literary genres from a rich variety of chronological and geographical contexts. Learners will also assess and apply a range of interpretive theories in English literature as they gain a critical understanding of the complexities of texts and other cultural modes of expression.

The Psychology with English Literature 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 psychosexual subliminality and liminality and depictions of 'madness' in varying nineteenth and twentieth-century literary genres. Moreover, they will gain a strong understanding of how their skills can be applied to future research and employment opportunities.

|   |   |                                    |
|---|---|------------------------------------|
| <b>Awarding body:</b>                       | University of Surrey                          |                                    |
| <b>Teaching institution (if different):</b> | University Centre Farnborough                 |                                    |
| <b>Final award:</b>                         | BSc (Hons)                                    |                                    |
| <b>Programme title:</b>                     | BSc (Hons) Psychology with English Literature |                                    |
| <b>Subsidiary award(s) and title(s):</b>    | Award   | Title                              |
|   | Cert HE                                       | Psychology with English Literature |

|   |  |                                     |
|---|--|-------------------------------------|
|   | Dip He   | Psychology with English Literature  |
|   | BSc (Ord)  | Psychology with English Literature  |
| <b>FHEQ Level:</b>  | Level 6  |                                     |
| <b>Credits:</b>   | 360  |                                     |
| <b>ECTS credits:</b>  | 180  |                                     |
| <b>Name of Professional, Statutory or Regulatory Body (PSRB):</b>   |  |                                     |
| <b>Mode of study and route code:</b>  | 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"/>            |
| <b>Start date (date/month/year):</b>  | September 2024   |                                     |
| <b>End date (date/month/year):</b>  | July 2026  |                                     |
| <b>Length of programme in months:</b>   | 21   |                                     |
| <b>QAA Subject benchmark statement (if applicable):</b>   | Psychology (2023) and English (2023)                                     |                                     |
| <b>Other internal and/or external reference points:</b>   |  |                                     |
| <b>Faculty and Department/School:</b>   | Faculty of Adult, A Level and Professional Early Years Development (AAP) |                                     |
| <b>Programme Leader:</b>  | Flo Stock  |                                     |
| <b>Educational aims of the programme:</b>   |  |                                     |
| 1. Empower learners to develop a comprehensive understanding of the historical and contemporary underpinnings of psychology as a discipline.  |  |                                     |
| 2. Provide learners with a sophisticated knowledge of a range of psychological theories and encourage the critical assessment of their strengths and limitations.                     |  |                                     |
| 3. Introduce learners to a range of qualitative and quantitative research techniques and relevant software for their use and distribution.  |  |                                     |
| 4. Encourage learners to develop a comprehensive understanding of social, biological, cognitive and developmental psychology, as well as individual difference.                       |  |                                     |
| 5. Encourage learners to engage in close reading, critical thinking, writing and editing.   |  |                                     |
| 6. Equip learners with a critical understanding of the complexities of texts and other modes of cultural expression.  |  |                                     |
| 7. Furnish learners with an understanding of the importance of authorship and readership in literature and an ability to critically assess a range of theories in English literature. |  |                                     |

8. Provide learners with a comprehensive knowledge of a range of literary genres derived from multiple chronological and geographical contexts.
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 Psychology and English Literature.
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 Psychology and English Literature in contemporary society.

**Programme learning outcomes:**

|   | K                                   | C                        | P                        | T                        | Optional Ref | BSc (Hons)                          | BSc (Ord)                           | Dip HE                              | Cert HE                             |
|---|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 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"/>            |
| KE1. Understanding of the technique of close reading.   | <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"/> |
| KE2. Knowledge of the stylistic, expressive, formal and rhetorical properties of texts.   | <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"/> |
| KE3. Awareness of the role of readers in shaping texts and the role of texts in shaping readers' responses.   | <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"/> |
| KE4. Knowledge of a range of principal literary genres across prose, poetry and drama, including pre-1800 texts.  | <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"/> |
| KE5. Understanding of the processes of writing, editing and reviewing.  | <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"/> |
| KE6. Detailed knowledge of the social, historical and cultural contexts behind the composition and production of texts, in addition to the history of their reception and modes of dissemination.                               | <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"/>            |
| KE7. Understanding of the plurality of meanings that can be produced from interpreting texts and the ability to recognise the uses of ambiguity.  | <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"/>            |
| KE8. Thorough knowledge of multiple perspectives of literature, from past to present, and regional to global.   | <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"/>            |
| KE9. Comprehensive awareness of the interconnectedness between literary texts and other forms of expression.  | <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"/>            |
| KE10. An advanced critical understanding of complex texts and ideas and their historical relations.   | <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"/>            |

|   |                          |                                     |                          |                          |  |                                     |                                     |                                     |                                     |
|---|--------------------------|-------------------------------------|--------------------------|--------------------------|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 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"/>            |
| CE1. Ability to deploy close reading techniques and reflect on the acts of reading and writing.   | <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"/> |
| CE2. Capacity to analyse literature and other cultural artefacts from a range of genres of different periods.   | <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"/> |
| CE3. Ability to understand and incorporate secondary criticism to construct coherent and persuasive arguments.  | <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"/> |
| CE4. Engage with critical debates and demonstrate the ability to establish a clear position.  | <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"/> |

|   |                          |                                     |                                     |                                     |  |                                     |                                     |                                     |                                     |
|---|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| CE5. Ability to apply new literary perspectives to question the neutrality of dominant 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 checked="" type="checkbox"/> |
| CE6. Ability to apply critical, theoretical, linguistic and stylistic concepts and terminology to the analysis of literary texts.                       | <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"/>            |
| CE7. Demonstrate creativity to form independent and imaginative interpretations of literary and critical material.                                      | <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"/>            |
| CE8. Ability to evaluate the basis and value of critical interpretations and negotiate disagreement.  | <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"/>            |
| CE9. Demonstrate rigour and precision in the use and evaluation of 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"/>            |
| CE10. Capacity to critically evaluate literary and linguistic forms, as well as other cultural artefacts, to develop incisive, original observations.   | <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    |
| 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    |
| ENG4101     | The Novel Genre: Narrative, Cultural and Historical Context | Compulsory        | 15      | Semester 1 & Semester 2 (September-April)                           | 40% pass each unit    |
| ENG4102     | Poetic Language   | Compulsory        | 15      | Semester 1 & Semester 2 (September-April)                           | 40% pass each unit    |
| ENG4103     | Introduction to Critical Theory                             | 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 |
|-------------|--|------------------------------|---------|---|-----------------------|
| 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    |
| PSY5107     | Research Data and Analysis               | 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    |
| ENG5104     | Victorian Literature                     | Optional                     | 15      | Across Academic Years (April-December)                              | 40% pass each unit    |
| ENG5105     | The Romantics                            | Optional                     | 15      | Across Academic Years (April-December)                              | 40% pass each unit    |

| ENG5106  | The Long Eighteenth Century                               | Optional   | 15      | Across Academic Years (April-December)                              | 40% pass each unit    |
|--|---|--|---------|---|-----------------------|
| ENG5107  | Early Modern Writing                                      | Optional   | 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?   |   | <b>Students must take all the Psychology units plus Quantitative Methods for Social Sciences. They will choose 3 of the 4 optional English Literature modules.</b> |         |   |                       |
| FHEQ Level 6: Potential awards – BSc (Hons) / BSc (Ord)  |   |  |         |   |                       |
| Module code  | Module title  | Core / compulsory / optional   | Credits | Period (Semester 1, Semester 2, Year Long or Across Academic Years) | Qualifying Conditions |
| JHS6001 (P)  | Dissertation  | Compulsory   | 45      | Semester 2, Year 2 (Jan-June)                                       | 40% pass each unit    |
| PSY6108  | Psychopathology   | Compulsory   | 15      | Semester 2, Year 2 (Jan-June)                                       | 40% pass each unit    |
| PSY6109  | Individual Differences                                    | Compulsory   | 15      | Semester 2, Year 2 (Jan-June)                                       | 40% pass each unit    |
| PSY6110  | Cognitive Psychology                                      | Compulsory   | 15      | Semester 2, Year 2 (Jan-June)                                       | 40% pass each unit    |
| ENG6108  | 20 <sup>th</sup> Century Literature Studies: 1890-1945    | Optional   | 15      | Semester 2, Year 2 (Jan-June)                                       | 40% pass each unit    |
| ENG6109  | Gender and Literature                                     | Optional   | 15      | Semester 2, Year 2 (Jan-June)                                       | 40% pass each unit    |
| ENG6110  | 20 <sup>th</sup> Century Literature Studies: 1945-Present | 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?   |   | <b>Learners must complete all compulsory units and two of the three optional modules in their minor subject.</b>   |         |   |                       |
| <b>Other Information:</b>  |   |  |         |   |                       |
| <b>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 Psychology with English Literature is designed to enable learners to develop knowledge, skills, and capabilities in the following areas:</b>  |   |  |         |   |                       |
| <b>Employability:</b>  |   |  |         |   |                       |
| 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 Psychology with English Literature combination further enhances learners' employability. 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. This understanding is buttressed by the concurrent 'Research Data and Analysis' unit, in which learners are introduced to analysis of variance and methods for interpreting data such as Cronbach's Alpha, Analysis of Covariance and Cross tabulations with Chi Square. All this material enhances learners' numerical abilities, which are vital employability skills.

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.

The study of English Literature enhances the critical, creative and interpretive thinking that is essential for enterprise, entrepreneurship and employability. Through developing independent and persuasive interpretations of literary and critical materials, learners acquire the ability to communicate clearly and effectively, producing arguments which engage and inform others. In addition, learners collaborate with their peers to discuss and resolve challenges through textual analysis, enhancing their ability to work with and respond to others, as well as to act with integrity and professionalism. The emphasis on close reading, analysis and the application of scholarly research and bibliographic skills within all modules ensures that graduates are well equipped for roles within teaching and research, as well as a wider range of professional settings. Equally, awareness of the historical and contemporary conventions of literature equips learners with an understanding of a range of cultures and perspectives that can help cultivate an awareness of - and empathy with - the diversity of the outside world. This is applicable to a range of roles in public service and policy making.

English Literature fosters creative thought. This is actively encouraged by the diversity of assessment methods employed by the UCF programme. Verbal assignments - including vlogs and oral presentations - and digital blogs, for instance, encourage learners to express creativity through a range of alternative methods. This creativity and awareness of core elements of the digital humanities is applicable to related fields, including creative writing, editing and publishing. More conventional modes of assessment like essays and critical commentaries also embed the engaging and persuasive ethos of the discipline, thus encouraging the incremental growth of independent thought, innovation and problem-solving capacities. Such skills are fundamental in public policy and diplomatic work, as well as literary fields like the media.

#### **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 Psychology with English Literature combination offers learners a range of opportunities to explore the role of digital technology in their disciplines. 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' and 'Research Data and Analysis' 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. Assessment two in the level five 'Research Data and Analysis' unit, moreover, encourages learners to utilise two Artificial Intelligence programmes to help produce a qualitative data interpretation. As part of the assignment, learners are required to compare and evaluate the themes produced by the AI programmes. This will ensure learners are at the cutting edge of digital advancements.

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'.

English Literature learners' digital capabilities are consistently assessed during the degree. Indeed, the first summative assessment submitted by learners at level four is a 500-word blog commentary concerning the historic, thematic and formal contexts of poetry in the 'Poetic Language' module. Thereafter, learners produce a blog for formative assessment in 'The Novel Genre' and utilise digital software to produce essays, presentations, academic leaflets and vlogs, thus gaining a range of attributes that contribute towards the attainment of digital literacy and greater transferable skills. In the level five 'Long Eighteenth Century' unit, moreover, learners demonstrate digital skills when presenting a Sutori timeline for formative assessment.

Throughout their course, learners are encouraged - and increasingly required - to access critical secondary interpretations from academic databases such as JSTOR, Taylor and Francis and Wiley Online. Learners utilise the hyper-concordance database offered by the Victorian Literary Studies Archive to decode nineteenth-century texts during their level five studies. Doing so provides them with a specialist opportunity to utilise digital technology to produce quantitative data about key texts. This range of tasks contributes to learners gaining a thorough grounding in the digital humanities and a detailed understanding of the increasing importance of technology to the study of English Literature.

More broadly, content in modules considers how technological advances have been conceptualised in literature. For instance, in the 'Critical Theory' level four unit, learners engage with the works of H. G. Wells, including *The Time Machine*. Similarly, critical assessment of media and technology in '20th Century Literature: 1945-present' involves examination of conventions that have been affected by advancements in digital technology. These themes are also explored in the work of George Orwell.

**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 Psychology with English Literature combination. 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 discipline 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.

UCF English Literature modules provide learners with a detailed awareness of the richness of human diversity and the ways it has been - and is - expressed in literary form. From early in the programme, emphasis is placed on raising learner awareness of the different forms of cultural expression and the concept of contested narratives. Consequently, learners engage with a range of literary perspectives that span the individual, communal, regional and global. This ensures that a diversity of voices are interacted with from a range of critical perspectives, including feminist, ecocritical and postcolonial methodologies. Such understanding equips learners with the ability to question traditional perspectives that have often reinforced male, wealthy, Eurocentric viewpoints and acted as enablers for the marginalisation of individuals and groups. These critical assessment skills produce empathetic, intellectually curious, thinkers who are equipped to challenge social injustice in the contemporary world.

Learners on an English Literature combination interact with a diverse range of voices from the start of the programme. In 'The Novel Genre', learners gain an introduction to the representation of gender in novels and engage with feminist interpretations through reading work by Virginia Woolf and Jeanette Winterson. Equally, learners analyse racial identity in the writing of Olaudah Equiano and Monica Ali and consider the portrayal of race in Aphra Benn's *Oroonoko*. Cultural perceptions also feature heavily in the 'Poetic Language' unit, where learners consider racial identity in the works of Vahni Capildeo and Linton Kwesi Johnson. Moreover, Barbadian poet Kamau Brathwaite's 'Negus' is analysed to demonstrate linguistically innovative poetry in the post-Second World War era. This knowledge of cultural capabilities is advanced in the 'Introduction to Critical Theory' module, during which learners interact with feminist, postcolonial and 'Queer' theories of literature. This includes reading the postcolonial perspectives of literary critics such as Rajeev S. Patke and Ato Quayson.

Content at level five expands upon these themes. Conceptions of gender are explored through the work of Charlotte Bronte in the 'Victorian Literature' module, while psychosexual subliminality and liminality are analysed in Bram Stoker's *Dracula* and Robert Louis Stevenson's *The Strange Case of Doctor Jekyll and Mister Hyde*. Themes of 'otherness' and imperialism are, equally, evaluated in Conrad's *Heart of Darkness*. To assist their critique of imperialist discourse, learners engage with the postcolonial theory of Edward Said. Colonial narratives and constructs feature heavily in 'The Long Eighteenth Century' unit, with learners critically analysing depictions of imperialism and race in the work of Aphra Benn, Jonathan Swift and Mary Wortley Montagu. Equally, content engages with Black perspectives of colonialism, slavery and race through the narratives of Olaudah Equiano and the poetry of Phyllis Wheatley. Literary constructions of gender in the eighteenth century are detailed through the productions of Mary Astell, Mary Wollstonecraft and Susanna Centlivre. In the 'Early Modern Writing'

unit, finally, content analyses questions of class, gender and race in the work of William Shakespeare, John Webster, Emelia Lanier and Margaret Cavendish amongst others.

Feminism and sexuality feature prominently in the level six 'Gender and Literature' unit. Learners are encouraged to critically engage with a range of texts from Sappho's *The Fragments* through to the twentieth-century feminist literature of Angela Carter and Jeannette Winterson. Content explores the way gender, sexuality and race intersected through further exploration of Monica Ali's *Brick Lane*. Depictions of race and Empire are critically evaluated again through Conrad's *Heart of Darkness* in 'Twentieth-Century Literature: 1880-1945', while a more detailed survey of racial identity is provided in 'Twentieth-Century Literature: 1945-present'. Works critically assessed in the later unit include Kamau Braithwaite's 'Negus', Linton Kwesi Johnson's 'Dread Beat and Blood' and 'If a Black Girl Knew' from the twenty-first century spoken-soul poetry-music project Dylema Collective. This ensures that learners explore the expression of racial identity in contemporary and historical contexts, in addition to multi-modal formats. Urban youth, meanwhile, is explored through Hanif Kureishi's *My Beautiful Laundrette*. Learners' cultural capabilities are further enhanced through the survey of post-Second World War feminist poetry like Wendy Mulford's 'The Bay of Naples' and Judith Kazantzis' 'The Wicked Queen'.

### **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 Psychology with English Literature combination provides learners with many attributes that enhance their capacity to tackle current environmental issues. 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' and 'Research Data and Analysis' provide learners with increasing proficiency in analysing qualitative and 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.

English Literature modules ascribe to the goals of UNESCO's 'Education for Sustainable Development' agenda to create a generation of learners with the critical and collaborative skills required to tackle present and future concerns over the environment and sustainability. Learners are consistently encouraged to engage with ecocritical perspectives in module content. In the level four 'Critical Theory' module, learners are introduced to ecocriticism as an expanding body of ideas within literary theory. In the 'Poetic Language' module, moreover, learners examine how ideas of nature and the pastoral landscape were expressed by George Crabbe, Oliver Goldsmith, Anne Finch and Phyllis Wheatley. Similarly, the relationship between humanity and landscape and the role of stewardship is explored through analysis of Daniel Defoe's *Robinson Crusoe*. This knowledge is expanded through discussion of nature poetry in 'The Long Eighteenth Century' and added to by the concurrent 'Romantics' module, in which learners engage with perceptions of the natural environment in works by authors such as William Blake and Percy Bysshe Shelley. Ecocriticism is explored further in the level six module 'Gender and Literature', in relation to themes of sustainability and conservation in the work of Jeanette Winterson.

Moreover, critically analysing texts produced in a range of global contexts enables learners to comprehend the richness of linguistic and cultural diversity and encourages assessment of the impact of Britain's colonial past on the natural world. These factors provide learners with a mindset that prioritises global citizenship and contributes towards a more sustainable society.

### **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 Research for Social Sciences'. 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 Psychology with English Literature combination enhances learners' resourcefulness and resilience in numerous ways. 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' and 'Research Data and Analysis' units provide learners with an opportunity to analyse and apply empirical research methods and techniques that can be deployed in their level six dissertations. 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 during the level six dissertation and in the 'Cognitive Psychology' and 'Individual Differences' units.

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 to their level six dissertations.

Literature – and English Literature as a discipline – has historically prioritised the voices of some social groups over others. To redress these inequities, content on English Literature modules encourages learners to contextualise and engage critically with these perspectives. Accordingly, learners will be consistently required to demonstrate sensitivity, academic integrity, and resilience in the face of perspectives that differ from their own. This is particularly the case when engaging with literature surrounding race, slavery and imperialism in modules such as 'The Long Eighteenth Century' and 'Victorian Literature'. Other sensitive topics, including 'madness', 'hysteria' and missing mothers, are covered in the 'Gender and Literature' module through the work of Emily Bronte, Charlotte Perkins Gilman and Sylvia Plath.

Learners will also be required to demonstrate resourcefulness and time-management throughout their studies. English Literature is a discipline that requires close reading and critical analysis of texts produced in a range of chronological and cultural contexts. Thus, patience, flexibility and determination are required to navigate the subject's ambiguities. All these attributes culminate in learners gaining a resourceful and resilient mindset that can be transferred to a range of employment sectors. In group discussions and seminars, learners are required to demonstrate flexibility and resilience through listening to others, participating in constructive dialogue and adopting roles and responsibilities within a group.

**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 |