

Arden University QUALITY ASSURANCE DOCUMENT QA3 - PROGRAMME SPECIFICATION

1. Target Award	BA
2. Programme Title	BA (Hons) Law & Psychology
3. Exit Awards	Certificate of Higher Education in Law & Psychology (120 credits) Diploma of Higher Education in Law & Psychology (240 credits) BA (Ordinary) in Law & Psychology (300 credits).
4. Programme Leader(s)	Angela Burns
5. Delivery Model	Blended Learning Online Learning
6. Start date	January 2017
7. Programme Accredited by <i>(PSRB or other, if applicable)</i>	N/A
8. UCAS Code <i>(If applicable)</i>	
9. Relevant QAA subject benchmark statement	Psychology (2010); Law (2015)

10. Programme Aims

The overall aim of the BA (Hons) Law and Psychology enables students to study two well established fields in social sciences. Both fields are set out to understand the social world which encompasses social values and behaviours. While Psychology studies human behaviours in general, Law addresses how human behaviours can and should be regulated.

Students are to spend equal time on Law and on Psychology. Therefore, students are to acquire knowledge, understanding and a range of practical skills relating to both disciplines. At the same time, students will develop a range of transferrable skills that will aid them as they pursue Law-related and other careers or further relevant study. More specifically it will:

- Provide a study of the foundations of legal knowledge and a firm grounding in psychological studies by covering most of the core areas of Psychology as set out in the Psychology Subject Benchmarks for England, Wales and Northern Ireland.
- Provide the students with a sound educational experience that will enable them to acquire a solid grounding in legal principles, which will embrace all the subject specific abilities, transferable intellectual skills and key skills set down in the current Law Subject Benchmarks for England, Wales and Northern Ireland.
- Stimulate students into adopting an enquiring and critical appreciation of the Law as well as developing an appreciation of the national and international contexts in which the Law operates.
- Stimulate students into a critical and scientific minded social scientist who can competently handle both legal and psychological issues.
- Encourage students to accept responsibility for their own learning, as well as to support them to learn independently using initiative and self-discipline.
- Provide students with the support they require in order to enhance their eventual employability through taught skills, teaching methods and assessment within the programmes.
- To provide opportunities for development of personal and other key skills appropriate for graduate employment in different areas including industry, commerce and the legal profession or further postgraduate studies.

11. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
11a. Knowledge and understanding	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
<p>A1 Demonstrate factual and conceptual knowledge of the principle features of the legal system including familiarity with its institutions, procedures and operation.</p> <p>A2 Demonstrate knowledge and understanding of a wide range of legal concepts, values and principles on a wide range of topics which extend beyond the core whilst showing an awareness of appropriate frameworks and national and global.</p> <p>A3 Demonstrate a comprehensive and detailed knowledge of specialist areas of Law.</p> <p>A4 Demonstrate an awareness of social, environmental, ethical considerations involved in areas of study.</p> <p>A5 Demonstrate knowledge and understanding of a variety of influences on psychological functioning and how they are conceptualised across the core domains of Developmental Psychology, Individual Differences, Cognitive Psychology, BioPsychology and Social Psychology.</p>	<p>Acquisition of knowledge and understanding is facilitated through a either:</p> <ul style="list-style-type: none"> a combination of online learning blended with face to face learning which will include seminars, workshops and tutorials; group discussions and independent and directed study, supported throughout by comprehensive online teaching materials and broader resources; or online learning which will include facilitated group discussion, independent and directed study, supported throughout by comprehensive online teaching materials and broader online resources. <p>We achieve this through a pedagogy that includes project work, group forums and project-based activities.</p> <p>That is: Asynchronous</p> <ul style="list-style-type: none"> Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our VLE Guided group / project based work Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves Podcasts and narrated PowerPoints 	<p>Assessment methods and strategies:</p> <p>Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc.</p>

<p>A6 Demonstrate knowledge and understanding of a range of research paradigms, methodological approaches and basic measurement and analytical techniques.</p> <p>A7 Demonstrate knowledge and a critical understanding of a range of influences on psychological functioning and well-being, and how they are conceptualised across and between the core domains.</p> <p>A8 Knowledge and critical understanding of several specialised areas and applications, some of which are at the cutting edge of the discipline.</p> <p>A9 An awareness of the distinctive character of both Psychology and Law in relation to other forms of understanding, such as the relation to other disciplines and to everyday explanations.</p>	<p>Synchronous</p> <ul style="list-style-type: none"> • Face to face or Adobe Connect seminars where theory and practice are integrated. • Independent and directed student study, supported throughout by comprehensive teaching materials and resources. • Guided group / project based work <p>Throughout, the learner is encouraged to undertake independent study to both supplement and consolidate what is being learnt and to broaden their individual knowledge and understanding of the subject. Learning is facilitated largely by set tasks with regular tutor support including small group forums. This allows students to not only discuss with staff their own work and progress, but to also see other students' work and to engage in the discussions that relate to the work of their peers.</p> <p>There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, time constrained set work, etc. Our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment phases. Developing critical analysis through a structured taxonomy is encouraged as students progress through levels 4 - 5 levels culminating in a dissertation.</p> <p>All students complete an induction module prior to starting on subject discipline units of work. The induction module requires students to undertake a range of tasks that both test and develop subject specific and online pedagogical knowledge, understanding and skills.</p>	
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11b. Intellectual Skills	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
<p>B1 Demonstrate the ability to apply knowledge to a situation of limited complexity in order to provide well-reasoned conclusions for concrete problems. Base advice on identified legal issues, application of relevant Law and merits of potential solutions.</p> <p>B2 Conduct accurate and efficient searches of legal websites and databases and demonstrate insight in presenting materials and data drawn from a variety of appropriate primary and secondary sources including academic journals.</p> <p>B3 Analyse conceptual and doctrinal difficulties, uncertainties and gaps in knowledge within the study of Law and Psychology and present evidenced solutions to contentious debates.</p> <p>B4 Plan effectively to undertake self-directed academic research.</p> <p>B5 Recognise different perspectives on psychological issues and that Psychology involves a range of research methods, theories, evidence and applications.</p>	<p>Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development is further encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers both face to face and online.</p> <p>Specific modules support the development self-reflective skills and this is the focus of the opening Skills for Interdisciplinary Study module. In addition, the student's thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, analysis, judgement and self-reflection in the development of solutions.</p>	<p>Assessment methods and strategies:</p> <p>Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a targeted plan, etc.</p>

<p>B6 Integrate ideas and findings across different perspectives in Psychology, recognising distinctive psychological approaches to relevant issues.</p> <p>B7 Identify general patterns in behaviour, psychological functioning and experience.</p> <p>B8 Understand a variety of methods of data collection and use a variety of psychometric instruments.</p>		
11c. Practical Skills	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
<p>C1 Engage in academic debate in a professional manner.</p> <p>C2 Demonstrate self-management and work productively and independently both within and between disciplines to produce work in a variety of formats as specified.</p> <p>C3 Present information clearly and coherently in an appropriate form using subject specific terminology.</p> <p>C4 Show an ability to read a range of complex academic works suitable for study at undergraduate level,</p>	<p>Practical and skills are employed in the production of ethical solutions to real life situations developed through set briefs and are a particular focus in Research and Ethics in Action, Research Planning and Project and Skills for Interdisciplinary Study. The important modern day skills of engaging in academic debate, working independently and presenting ideas clearly using appropriate terminology pervade all modules and forms of assessment on the programme.</p> <p>Practical skills are further developed and integrated through a series of in-course and online activities and projects intended to test skills acquired. Group discussion forums provide opportunities for peer to peer discussion of ideas, progress, the work of others and the strengths and weakness in the work and ideas presented and particularly support the development of flexibility and adaptation.</p>	<p>To support the development of practical skills, students must supply worked materials and evidence in completion of their assignments. Sound reasoning, good presentation and evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual settings. Students receive formative feedback on all tasks, activities and assessment which includes practical examples towards improvement.</p>

<p>summarising the arguments accurately and ranking in accordance of merit and substance.</p> <p>C5 Examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis.</p> <p>C6 Identify and evaluate alternative academic perspectives to contentious issues and integrate ideas and findings from multiple perspectives, recognising distinctive approaches.</p> <p>C7 Evaluate research findings examining practical, ethical and theoretical constraints associated with the chosen methodology and paradigm.</p> <p>C8 Demonstrate a confident understanding of interdisciplinary themes and problem-solving skills.</p>	<p>Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills.</p>	
<p>11d. Transferable skills</p>	<p>The means by which these outcomes are achieved and demonstrated</p>	<p>The means by which these outcomes are demonstrated</p>
<p>D1 Communicate succinctly in written and oral forms at a level suitable for an undergraduate student.</p> <p>D2 Reflect upon working supportively and effectively in collaboration with others and evaluate own strengths</p>	<p>Transferable skills (D1 – D3) are developed throughout the programme. The skills of communication, critical use of source material especially the internet, and self-management (D1, D3) are integral to coursework at all levels. Collaboration (D3) becomes an increasingly important skill as students look to move onto the next step of their career and this pervades aspects of the discussion forum and is developed explicitly in the module Skills for Employability and</p>	<p>To embed transferable skills all assignments must meet time deadlines and word count guidelines as guided by our policies All assessed work must be submitted independently even where group activity has been an element of the process. Students must take</p>

<p>and weaknesses in engaging in critical reflection and acting on feedback.</p> <p>D3 Take responsibility for own learning, acting independently in planning and managing tasks with limited guidance.</p>	<p>the Workplace.</p> <p>As work becomes more complex at levels 5 and 6, students are tested on their abilities to respond positively to feedback from a variety of audiences, as well as to manage increasingly large workloads. (D2, D3). Students are required to complete a number of assignments and a dissertation in level 6 that reward independence and originality, and critical enquiry, and which further enhance communication and self-reflective skills. (D3)</p>	<p>responsibility for their own work. All assignments require students to engage in critical enquiry and self-reflection which is rewarded in marking guides. These guides, in line with good practice are available to students and are included with every assignment brief.</p>
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Law & Psychology Exit Awards: Programme Outcomes

As a joint honours award, students will be required to meet the credit thresholds set out in the AU Assessment Regulations. It is therefore not possible to map precisely which outcomes will be met for each exit award as this will depend across which modules the credits have been achieved. However, the table below provides an indication which Programme Outcomes will typically be achieved for each exit award.

Exit Award	Knowledge & Understanding	Intellectual Skills	Practical Skills	Transferrable Skills
BA (Ordinary) (300 credits)	A1, A2, A3, A4, A5, A7, A8, A9	B1, B2, B5, B7	C1, C2, C3, C4, C6	D1, D2, D3
Diploma of Higher Education (240 credits)	A1, A4, A5	B1, B2	C1, C2, C3, C5	D1, D3
Certificate of Higher Education (120 credits)	A1	B1	C1, C2, C3	D1, D3

12. Graduate Attributes and the means by which they are achieved and demonstrated

Graduate Attributes

The concept of the Arden Graduate, based upon the definition of 'graduate attribute' by Bowden et al (2000) has been developed around 6 attributes

E1 – Discipline Expertise

E2 – Effective Communication

E3 – Responsible Global Citizenship

E4 - Professional Skills

E5 - Reflective Practitioner

E6 - Lifelong Learning

The means by which these outcomes are achieved and demonstrated

All six attributes are relevant to this programme but will be developed through levels 4-6 of the undergraduate award where they are integrated into all programmes of study curriculum, unit study tasks (individual and group work) and through summative assessment tasks.

13. Learning and teaching methods and strategies

Learning and teaching methods and strategies are delivered through an integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:

Asynchronous

- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our Virtual Learning Environment
- Guided group / project based work
- Research tasks
- Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves
- Podcasts and narrated PowerPoints

Synchronous

- Face to face seminars or Adobe Connect seminars where theory and practice are integrated.
- Independent and directed student study, supported throughout by comprehensive teaching materials and resources.
- Guided group / project based work.

Based upon our typical student profile, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.

Independent study is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor.

There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage.

14. Assessment methods and strategies

Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, critical self-reflection, portfolios of evidence, sector report production, preparation of a targeted sector plan, time constrained tests, etc. All students will have the opportunity to engage in an activity and receive formative feedback from the tutor before the summative assessment.

15. Employability

Our approach pays due regard to the UKCES report 'The Employability Challenge' (2009a) definition of employability, 'the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require.'

16. Entry Requirements

Two Subjects at GCE A level or equivalent, plus passes at grade C or above in three subjects at GCSE level or equivalent; or

Completion of a recognised Access Programme or equivalent.

IELTS 6.0 (no less than 5.5 in any element) or equivalent for students whose medium of prior learning was not English.

Candidates who demonstrate an ability to study the programme as evidenced through previous a personal statement (of between 350-500 words) that addresses their motivation for undertaking the programme; including their references, relevant prior experience and qualifications.

Exemptions may be granted in respect of other qualifications subject to Arden University's APL regulations.

17. Programme Structure

Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
SKI4002	Skills for Interdisciplinary Study	20	C	Portfolio of Tasks
PSY4002	Introduction to Social & Developmental Psychology	20	C	Coursework
PSY4003	Introduction to Biological & Cognitive Psychology	20	C	Coursework
LLBQLD002 (DL) LAW4002 (BL)	English Legal System	20	C	Essay
LLBQLD003 (DL) LAW4003 (BL)	Criminal Law	20	C	Assignment
LLBQLD006 (DL) LAW4004 (BL)	Law & Ethics	20	C	Portfolio of Tasks

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
RES5001	Research and Ethics in Action	20	C	Report and Reflective Learning Statement
LLBQLD007 (DL) LAW5003 (BL)	Law of Tort 1 – Tort of Negligence	20	C	Exam
LLBQLD009 (DL) LAW5001 (BL)	Civil Liberties & Human Rights	20	C	Problem Question and Analysis
PSY5003	Personality and Intelligence	20	C	2 x Coursework
PSY5004	Social Psychology	20	C	Time Constrained Assignment
LLBQLD008 (DL) LAW5004 (BL)	Law of Tort 2 – Land and Other Torts	20	C	Case Analysis

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
RES6004	Research Planning & Project	40	C	Interdisciplinary Research Project
PSY6001	Contemporary Developmental Psychology	20	C	Exam
PSY6002	Cross-Cultural Psychology	20	C	Extended Essay
PSY6003	Occupational Psychology	20	C	Coursework
LLBQLD014 (DL) LAW6001 (BL)	Law of Evidence	20	C	Assignment

18. Subject:**Select from:**<https://www.hesa.ac.uk/component/content/article?id=1787>Last Updated: 29th October 2018 (V2)

Programme Learning Outcomes		Module Type (Compulsory (C) or Option (O))	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3
			Modules																											
	(Negligence)																													
	Civil Liberties & Human Rights	C	✓	✓	✓					✓	✓	✓										✓						✓		
	Personality and Intelligence	C					✓							✓		✓				✓	✓	✓	✓					✓		
	Social Psychology	C					✓								✓		✓				✓	✓	✓	✓				✓		
	Tort 2 (Other Torts)	C	✓			✓				✓					✓						✓		✓						✓	✓
Level 6	Research Planning & Project	C				✓		✓	✓	✓	✓						✓						✓	✓	✓	✓	✓	✓		
	Contemporary Developmental Psychology	C								✓							✓			✓	✓	✓	✓					✓		
	Cross-Cultural Psychology	C							✓	✓							✓			✓	✓	✓	✓					✓		
	Occupational Psychology	C						✓	✓	✓							✓			✓	✓	✓	✓					✓		
	Law of Evidence	C	✓	✓	✓							✓	✓		✓	✓							✓			✓		✓		✓

