

## Programme Specification

1	<b>Awarding body</b>	University of London				
2	<b>Teaching Institution</b>	<b>Birkbeck College</b>				
3	<b>Programme Title(s)</b>	<b>BA Psychology for Education</b>				
4	<b>Programme Code(s)</b>	UBAPCHED_C				
5	<b>UCAS code</b>	N/A				
6	<b>Home Department</b>	Psychological Sciences				
7	<b>Exit Award(s)</b>	Diploma of Higher Education in Psychology for Education Certificate of Higher Education in Psychology for Education Certificate of Higher Education in Applied Psychology ( <i>subject to completion of appropriate modules - see further note in Section 18</i> ) Certificate of Continuing Education				
8	<b>Duration of Study (number of years)</b>	4				
9	<b>Mode of Study</b>	FT		PT	✓	DL
10	<b>Level of Award (FHEQ)</b>	6				
11	<b>Other teaching depts or institution</b>	Department of Management Department of Organizational Psychology				
12	<b>Professional, Statutory Regulatory Body(PSRB) details</b>	N/A				
13	<a href="#"><u>QAA Benchmark Statement</u></a>	Psychology				

14	<b>Programme Rationale &amp; Aims</b>
	<p><b>MAIN AIMS:</b></p> <p>The overall aim of this programme is to reflect the College's mission to provide contemporary programmes at an appropriate level to equip students with the knowledge they need to progress with their studies and their careers.</p> <p>The programme aims to provide a unique opportunity for individuals working (or wishing to work) in educational contexts supporting children and young people, their learning and their mental health. It will do this by providing students with the knowledge and critical appreciation of psychological theory and research with a particular focus on its application to education, to children and young people's mental health and by supporting them to develop as reflective practitioners.</p> <p>The programme will enable and support students to develop the ability to evaluate arguments within psychology and to attain high levels of generic skills particularly in processing information, literacy, critical analysis, numeracy, effective communication and reflective practice. It also aims to provide the subject-specific skills and understanding applicable for those working with children and young people, for those</p>

	<p>wishing to continue to postgraduate study and a range of transferable skills relevant to careers outside education and psychology.</p> <p>Upon graduation students will be able to demonstrate a sound knowledge and understanding of key areas within psychology such as cognitive and developmental psychology and individual differences. In particular, they will be able to apply multiple perspectives to psychological issues in education and children's development and to integrate ideas and findings drawn from a range of sources.</p> <p>In addition to subject-specific skills students will acquire a range of generic and transferable skills, including:</p> <ul style="list-style-type: none"> <li>• Independent and critical thinking,</li> <li>• Numeracy and high levels of literacy,</li> <li>• Effective communication skills -both written and oral,</li> <li>• Computer literacy, including the use of word processing and literature databases,</li> <li>• Problem analysis and problem solving skills,</li> <li>• Critical analysis and evaluation,</li> <li>• The ability to take responsibility for and to manage their own learning,</li> <li>• The ability to work independently and in teams as appropriate, and</li> <li>• The ability to reflect on their own practice.</li> </ul> <p><b>KEY FEATURES OF THE PROGRAMME:</b></p> <ul style="list-style-type: none"> <li>• Provides a professionally relevant BA level qualification for those working in teaching and learning support and/or for those considering a relevant BA qualification as a first step to qualifying as Early Years or Primary School Teachers, Family Support Workers, Student Support Workers, Learning Mentors as well as many other related professions.</li> <li>• Provides an academically rigorous and attractive programme enabling students to complete a BA in Psychology for Education in 4 years of part-time study, in line with other BA/BSc programmes across the College;</li> <li>• Is organised and structured so that students begin to prepare for the demands of studying psychology at Level 6 much earlier, including the opportunity to study biological and neuropsychological approaches and research throughout their degree, and thereby offering a strong foundation for postgraduate study.</li> <li>• Allows students to study a programme that is suited to their needs and abilities by making the transfer between the BA Psychology for Education, the Foundation Degree in Psychology for Education Professionals, the Certificate of Higher Education in Applied Psychology and the Certificate of Continuing Education (where appropriate) smooth and transparent. This will enable every student to progress according to their needs and all students who complete a minimum of 60 credits of study to exit with a qualification.</li> </ul>
15	<p><b>Entry Criteria</b></p>
	<p>We welcome all interested applicants with and without formal qualifications, however, as a minimum, applicants must have:</p> <ol style="list-style-type: none"> <li>a) a good standard of written and spoken English;</li> <li>b) a good standard of basic mathematics;</li> </ol>

	<p>c) basic computer skills; and</p> <p>d) an active and ongoing engagement in the education sector working directly with children or young people (as a paid employee or as a volunteer) for a minimum of one day (6 hours) per week, for the duration of the degree.</p> <p>Suitability for admission will be assessed on the basis of the application and all applicants are interviewed. Applicants are also required to undertake a written test of their English and mathematics skills as well as a self-assessment of their computer skills as part of the interview process. Admission will be conditional on students providing written confirmation of their work placement and on arranging for a workplace mentor who would be willing to provide on-going professional support for the duration of the degree.</p>
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16	<p><b>Learning Outcomes</b></p> <p><b>Subject Specific Learning Outcomes:</b> On completion of this degree, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of key areas of psychology, including biological, cognitive, developmental, social psychology and individual differences, with a focus on their application to education and the education context.</li> <li>2. Demonstrate a critical understanding of a range of psychological research methods, concepts and theories within educational psychology.</li> <li>3. Critically discuss psychological theories relevant to teaching and learning including the main theoretical approaches to learning and memory.</li> <li>4. Understand the main psychological, emotional social and environmental factors which influence learning.</li> <li>5. Critically discuss a range of developmental disorders, psychological disorders and adverse experiences that children can experience, and</li> <li>6. Critically evaluate the impact of such disorders and experiences on children's lives and their education.</li> <li>7. Demonstrate a critical awareness of the links between theory, research evidence and education policy and practice.</li> <li>8. Demonstrate a critical awareness of how education psychologists assess children and young people and then plan appropriate interventions.</li> <li>9. Critically discuss schools as social institutions;</li> <li>10. Critically discuss concepts of cognitive and emotional intelligence, and their relation to achievement;</li> <li>11. Discuss the significance of children's social relations in school and outside of school;</li> <li>12. Critically discuss the challenges of working with children, families and colleagues;</li> <li>13. Depending on optional modules selected an in-depth understanding of selected key areas of psychology, for example, brain and cognitive development, genetics and psychology, human evolution and evolutionary psychology, language, individual differences and aspects of organizational psychology.</li> <li>14. Critically discuss the ethical issues involved when conducting research (with particular reference to the study of children and young people) and the issues that arise when trying to generalise results (for example across contexts or cultures).</li> <li>15. Integrate ideas and findings across multiple perspectives.</li> </ol>
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16. Apply multiple perspectives to psychological issues.
17. Conduct a review of relevant literature, assessing arguments and available evidence.
18. Demonstrate an appropriate level of understanding of data and data analysis.
19. Critically use primary sources.
20. Use psychology databases.

**Intellectual Learning Outcomes:**

On completion of this degree, students will be able to:

21. Analyse and evaluate theories, concepts, arguments and evidence.
22. Construct theoretical and empirical arguments drawing on theory and research.
23. Appreciate the formative effects of psychological, social and cultural factors on childhood experiences.
24. Critically analyse key policies which inform their professional lives.
25. Consider how theory and research can be used to develop professional practice;
26. Reflect on individual professional practice and to begin to consider how to implement insights and understandings gained;
27. Appreciate the system of knowledge generation and application to the field of education – the ‘academic’, ‘research’ and ‘applied’ domains and the ways these relate to ‘personal’ and ‘public’ theories.
28. Demonstrate an understanding of a range of communication theories and practice and developed some insight on their application to their professional practice;
29. Critically reflect on the professional skills (such as multi agency working and effective communication) that facilitate collaboration and positive relationships in education/care settings.
30. Demonstrate independent and critical thought.
31. Demonstrate numeracy and high levels of literacy.
32. Show problem analysis and problem solving skills.
33. Critically analyse and evaluate ideas and findings.

**Practical Learning Outcomes:**

On completion of this degree, students will be able to:

34. Use information technology in a critical and evaluative way.
35. Demonstrate high levels of computer literacy, including word processing, power point and other software packages.
36. Plan and carry out a review of relevant literature.
37. Demonstrate effective organisation skills in managing independent study.
38. Communicate ideas and findings by written, oral, and visual means.
39. Carry out a research project to meet a specific aim.
40. Practice, apply and develop a range of transferable skills to contribute to their academic, personal and professional development.
41. Recognise and employ the skills necessary to becoming reflective practitioners.
42. Recognise and employ the skills necessary to work as part of an effective team.
43. Demonstrate effective organisation skills in managing independent study.

**Personal and Social Learning Outcomes:**

On completion of this degree, students will be able to:

	<p>44. Demonstrate an awareness of societal/cultural/historical beliefs about the status and needs of children and families and the ways such beliefs influence collaboration and communication.</p> <p>45. Adopt a self-reflective stance towards own beliefs, assumptions, predispositions and biases and the ways these may influence their everyday practice.</p> <p>46. Demonstrate an awareness of ethical issues related to research, including the particular demands of the study of children and young people.</p> <p>47. Be able to recognise the benefits of working in groups and employ strategies to increase their individual effectiveness when working as part of a team.</p> <p>48. Recognise and begin to employ skills of professional communication and collaborative working.</p> <p>49. Use a personal development plan as a medium for setting goals, reflecting on learning, recording achievement and evaluating their progress towards academic, work-related and personal objectives.</p> <p>50. Reflect on and to take responsibility for their own learning.</p> <p>51. Undertake self-directed study and project management.</p>
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17	<p><b>Learning, teaching and assessment methods</b></p> <p>At levels 4 and 5, the learning and teaching methods in the programme follow the objectives of student-centred learning with a creative approach to linking critical analytic thinking and work-related learning. Methods will include group work, student research projects, case studies, discussions, student presentations and feedback alongside traditional lectures. Students will be expected to engage actively in the process of learning, participating in discussions and presentations, group and project work, where appropriate. At level 6, the programme further includes seminars, small group work appropriate to the aims and objectives of particular modules. Students will also complete a supervised extended essay on a suitable agreed topic area.</p> <p>Assessment has been planned to be both academically rigorous and professionally relevant. Always based on the learning outcomes, the subject matter of individual coursework is also tailored to student needs and interests. Coursework will be varied within and between modules and wherever possible a choice of assessment activities will be offered to allow students to focus on topics of direct interest and relevance to them. This will include:</p> <ul style="list-style-type: none"> <li>• Essays;</li> <li>• Case studies;</li> <li>• Small scale research reports;</li> <li>• Critical analyses of published papers;</li> <li>• Class presentations;</li> <li>• Reflective journals;</li> <li>• Essays and/or short answer questions written under examination conditions;</li> <li>• Assessed essay plans;</li> <li>• Participation; and</li> <li>• An extended essay.</li> </ul>
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	<p>The specific assessment requirements of individual modules are set out in each module syllabus; however, in general, students must achieve a minimum of 40% in order to pass a module and where this is not achieved will be subject to regulations regarding further attempts as set out in the Common Award Scheme.</p> <p>Students will be expected to undertake personal study to support learning in class and will be directed to core readings and will receive guidance on how to access relevant materials.</p> <p>The use of a reflective journal and critical reflection will be central to developing students' metacognitive skills, provide an exploration of their development as reflective practitioners and will be supported by additional workshops and appropriate modules and also monitored in tutorials.</p> <p>In addition to classes, students will be supported through an induction event, annual orientation events, three tutorial sessions per year with a personal tutor and additional skills events as appropriate. Tutorials will also ensure that students set and work towards appropriate targets and offer personal support in developing strategies to meet these. Some further key features planned to support student's learning include:</p> <ul style="list-style-type: none"> <li>• Opportunities for reflection, analysis and evaluation across all modules.</li> <li>• Students conduct their own independent extended essay reviewing appropriate literature with supervision from academic staff.</li> <li>• Support materials for students include course and module handbooks, lecture-specific handouts (often including power-point presentations), and reference lists. These are all available via Moodle which students can access outside of College.</li> </ul>
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18	<p><b>Programme Description</b></p> <p>This part-time BA programme is taught over 4 academic years, studied at the rate of 90 credits per year - over 3 terms in Years 1, 2 and 3, and over 2 terms in Year 4. In Years 1 and 2 modules are studied jointly with students from the Foundation Degree in Psychology for Education Professionals students. In Years 3 and 4 students study a range of modules shared with the Foundation Degree, the BSc Psychology programme, the BSc Business Psychology programme as well as some modules exclusive to the programme.</p> <p>Modules offered are as follows:</p> <p><b>CORE</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Level 5</td> <td style="padding-left: 20px;">15 credits</td> <td>Psychology and Education: Integrating Theory and Practice</td> </tr> <tr> <td style="padding-left: 20px;">Level 6</td> <td style="padding-left: 20px;">15 credits</td> <td>Educational Psychology</td> </tr> <tr> <td style="padding-left: 20px;">Level 6</td> <td style="padding-left: 20px;">30 credits</td> <td>Extended Essay</td> </tr> </table> <p><b>COMPULSORY</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Level 4</td> <td style="padding-left: 20px;">15 credits</td> <td>Research Methods for Psychology (Introduction)</td> </tr> <tr> <td style="padding-left: 20px;">Level 4</td> <td style="padding-left: 20px;">30 credits</td> <td>The Developing Child: A Psychological Perspective</td> </tr> <tr> <td style="padding-left: 20px;">Level 4</td> <td style="padding-left: 20px;">30 credits</td> <td>The Psychology of Learning, Problem Solving and Decision Making</td> </tr> <tr> <td style="padding-left: 20px;">Level 4</td> <td style="padding-left: 20px;">30 credits</td> <td>Working with Children and Families: Working in Partnership</td> </tr> <tr> <td style="padding-left: 20px;">Level 5</td> <td style="padding-left: 20px;">15 credits</td> <td>Approaches to Applied Research</td> </tr> </table>	Level 5	15 credits	Psychology and Education: Integrating Theory and Practice	Level 6	15 credits	Educational Psychology	Level 6	30 credits	Extended Essay	Level 4	15 credits	Research Methods for Psychology (Introduction)	Level 4	30 credits	The Developing Child: A Psychological Perspective	Level 4	30 credits	The Psychology of Learning, Problem Solving and Decision Making	Level 4	30 credits	Working with Children and Families: Working in Partnership	Level 5	15 credits	Approaches to Applied Research
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<p>Level 5 15 credits Psychology in the Classroom</p> <p>Level 5 15 credits The Developing Child: A Social Perspective</p> <p>Level 5 30 credits Policy in Practice (Work-Related Learning)</p> <p>Level 6 15 credits Individual Differences</p> <p><b>OPTIONAL MODULES – 15 CREDITS</b></p> <p>Level 4 Critical Approaches to Attachment</p> <p>Level 4 Critical Approaches to Positive Psychology</p> <p>Level 4 Understanding Human Personality</p> <p>Level 5 Psychological and Developmental Issues in Adolescence</p> <p>Level 5 Psychological and Developmental Issues in Childhood</p> <p>Level 5 Research Methods 1</p> <p>Level 5 Research Methods 2</p> <p>Level 6 Attachment Theory – Introduction and Critique</p> <p>Level 6 Brain and Cognitive Development</p> <p>Level 6 Careers and Counselling at Work</p> <p>Level 6 Clinical and Counselling Psychology</p> <p>Level 6 Cognitive Behaviour Therapy: An Introduction</p> <p>Level 6 Critical Analysis: Experimental Research</p> <p>Level 6 Experiential Qualitative Psychology</p> <p>Level 6 Family Studies</p> <p>Level 6 Genetics and Psychology</p> <p>Level 6 Human Evolution and Evolutionary Psychology</p> <p>Level 6 Language</p> <p>Level 6 Organizational Change</p> <p>The programme has been devised to have the study of research methodology and critical analysis at the centre of the curriculum, offering students the opportunity to study this aspect of the curriculum at Levels 4, 5 and 6 with core, compulsory or option modules in each year of their studies.</p> <p>In line with the BSc Psychology and the BA Psychology and in response to an increased interest in biopsychology and neuropsychology in the education sector, modules in this programme give appropriate attention to these areas across all relevant modules, for example, The Developing Child: A Psychological Perspective and Learning Problem Solving and Decision Making at Level 4; Psychology in the Classroom, Psychological and Developmental Issues in Childhood and Psychological and Developmental Issues in Adolescence at Level 5 and Educational Psychology and various options at Level 6.</p> <p>Students whose studies are interrupted before completing full BA will be able to exit with the following awards.</p> <ul style="list-style-type: none"> <li>• After 60 credits at Level 4: Certificate of Continuing Education.</li> <li>• After 120 credits at Level 4: Certificate of Higher Education in Psychology for Education.</li> <li>• After 120 credits at Level 4, subject to completing the modules listed below: Certificate of Higher Education in Applied Psychology       <ol style="list-style-type: none"> <li>a) The Developing Child: A Psychological Perspective (30 credits)</li> </ol> </li> </ul>
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	<ul style="list-style-type: none"> <li>b) Learning, Problem Solving and Decision Making (30 credits)</li> <li>c) Research Methods for Psychology (Introduction) (15 credits)</li> <li>d) One of the Level 4 options (15 credits)</li> <li>e) Working with Children and Families: Working in Partnership (30 credits)</li> </ul> <ul style="list-style-type: none"> <li>• After 240 credits (120 credits at Level 4 plus 120 at Level 5): Students can be awarded a Diploma of Higher Education in Psychology for Education.</li> </ul>
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19	<b>Programme Structure</b>			
<b>Part-Time programme – 4 years</b>				
<b>Year 1</b>				
Level	Module Code	Module Title	Credits	Status*
4	SCPS113S4	The Developing Child: A Psychological	30	Compulsory
4	SCPS002S4	Psychology of Learning, Problem Solving and	30	Compulsory
4	SCPS168H4	Research Methods for Psychology	15	Compulsory
Students choose ONE from the following options:				
4	SCPS090H4	Critical Approaches to Attachment	15	Option
4	FFPS127H4	Critical Approaches to Positive Psychology	15	Option
4	FFPS123H4	Understanding Human Personality	15	Option
<b>Year 2</b>				
Level	Module Code	Module Title	Credits	Status*
4	SCPS003S4	Working with Children and Families: Working	30	Compulsory
5	FDPD022S5	Policy in Practice (work related learning	30	Compulsory
5	SCPS004H5	The Developing Child: A Social Perspective	15	Compulsory
5	SCPS200H5	Approaches to Applied Research	15	Compulsory
<b>Year 3</b>				
Level	Module Code	Module Title	Credits	Status*
5	SCPS202H5	Psychology and Education: Integrating Theory	15	Core
5	SCPS201H5	Psychology in the Classroom	15	Compulsory
6	SCPS223H6	Individual Differences and Education	15	Compulsory
Students choose TWO from the following options:				
5	SCPS031H5	Psychological and Developmental Issues in Childhood	15	Option
5	SCPS119H5	Psychological and Developmental Issues in Adolescence	15	Option
5	SCPS177H5	Research Methods 1	15	Option
5	SCPS178H5	Research Methods 2	15	Option
Students choose ONE from the following				
6	BUOB02030H6	Organizational Change	15	Option
6	BUOB011H6	Careers and Counselling at School	15	Option
6	SCPS181H6	Attachment Theory: Introduction and Critique	15	Option



<b>Year 4</b>				
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Status*</b>
6	SCPS165S6	Extended Essay	30	Core
6	SCPS164H6	Educational Psychology	15	Core
Students choose THREE from the following options:				
6	SCPS184H6	Critical Analysis: Experimental Research	15	Option
6	SCPS180H6	Experiential Qualitative Psychology	15	Option
6	PSYC028H6	Family Studies	15	Option
6	PSYC019H6	Brain and Cognitive Development	15	Option
6	PSYC072H6	Genetics and Psychology	15	Option
6	PSYC034H6	Language	15	Option
6	SCPS183H6	Cognitive Behaviour Therapy: an Introduction	15	Option
6	SCPS181H6	Attachment Theory: Introduction and	15	Option
6	SCPS182H6	Clinical Psychology	15	Option

**Status\***

*CORE* – Module must be taken and passed by student; *COMPULSORY* – Module must be taken, mark can be reviewed at sub-exam board; *OPTIONAL* – Student can choose to take this module

20	<b>Regulations</b>
	<ul style="list-style-type: none"> <li>• <b>Admissions</b> This programme adheres to the College Admissions Policy <a href="http://www.bbk.ac.uk/registry/policies/documents/admissions-policy.pdf">http://www.bbk.ac.uk/registry/policies/documents/admissions-policy.pdf</a></li> <li>• <b>Credit Transfer</b> Accredited Prior Learning will be considered in line with the College Policy on Accredited Prior Learning <a href="http://www.bbk.ac.uk/registry/policies/documents/accreditation-prior-learning.pdf">http://www.bbk.ac.uk/registry/policies/documents/accreditation-prior-learning.pdf</a></li> <li>• <b>Programme Regulations</b> This programme adheres to the College Common Awards Scheme <a href="http://www.bbk.ac.uk/registry/policies/regulations">http://www.bbk.ac.uk/registry/policies/regulations</a></li> <li>• <b>Programme Specific Regulations (or not applicable)</b> Students who have satisfactorily completed relevant modules on the Certificate of Higher Education in Applied Psychology or the Foundation Degree in Psychology for Education Professionals programmes may be considered for direct entry into the second year (subject to places being available). Students must complete the following modules: The Developing Child: A Psychological Perspective; Psychology of Learning and Learning Styles; Problem Solving and Decision Making (Cognitive Psychology); Research Methods for Psychology (Introduction) (or one of its equivalent modules); and <i>at least one</i> of: Critical Approaches to Attachment; Understanding Human Personality; or Cross-Cultural Psychology <i>or</i> Critical Approaches to Positive Psychology.</li> </ul>

	<p>Foundation Degree in Psychology for Education Professionals who have further satisfactorily completed the modules: Working with Children and Families: Working in Partnership, Working with Colleagues (Work-Related Module), The Developing Child: A Social Perspective and Approaches to Applied Research, may be considered for direct entry into the third year (subject to specific approval and places being available).</p> <p>Transfers into the programme of this nature will always be assessed and determined on a person by person basis and is subject to the agreement of the Programme Director.</p>
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21	<p><b>Student Attendance Framework – <i>in brief</i></b></p>
	<p>The full version of the 'Student Attendance Framework' is available <a href="http://www.bbk.ac.uk/mybirkbeck/services/rules/Attendance-Framework.pdf">http://www.bbk.ac.uk/mybirkbeck/services/rules/Attendance-Framework.pdf</a>.</p> <p><b>Principle</b> Consistent and regular student attendance in class (or equivalent) promotes and affords student success. Inconsistent and irregular attendance is less likely to result in student success and is consistent with lower marks and degree classifications being achieved and awarded.</p> <p><b>Attendance expectation</b> Birkbeck, University of London expects you to consistently attend all timetabled sessions, including lectures, seminars, group and individual tutorials, learning support sessions, workshops, laboratories, field trips, inductions and demonstrations. Students' participation counts towards the assessment on some modules.</p> <p><b>E-Registers</b> All Birkbeck students are issued with student cards. Students are expected to take them to classes and to assessment venues and to present them to a member of staff if requested. This is for the purpose of identifying Birkbeck students.</p>

22	<p><b>Student Support and Guidance</b></p>
	<p>All Birkbeck students have access to a range of student support services, details can be found on our website here: <a href="http://www.bbk.ac.uk/mybirkbeck/services/facilities">http://www.bbk.ac.uk/mybirkbeck/services/facilities</a></p>

23	<p><b>Methods of Enhancing Quality and Standards</b></p>
	<p>The College has rigorous procedures in place for the monitoring and enhancing its educational provision. This includes regular monitoring of programmes drawing on feedback from various sources including external examiner's reports, student feedback, student achievement and progression data. In addition, departments are reviewed every four to five years through the internal review process that includes external input.</p> <p>For more information please see the Academic Standards and Quality website <a href="http://www.bbk.ac.uk/registry/about-us/operations-and-quality">http://www.bbk.ac.uk/registry/about-us/operations-and-quality</a> .</p>

Year of entry: 2020/21



24	<b>Programme Director</b>	Ana da Cunha Lewin
25	<b>Start Date</b> ( <i>term/year</i> )	Autumn 2010
26	<b>Date approved by TQEC</b>	Spring 2010
27	<b>Date approved by Academic Board</b>	Summer 2010
28	<b>Date(s) updated/amended</b>	4 Nov 2022