MSc PSYCHOLOGY (CONVERSION) PROGRAMME SPECIFICATION

1. Awarding Institution:

recommended to use the latest version of Chrome or a Firefox web browser to access Blackboard. The list of supported browsers is available from: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support
Students may check if their browser is supported by accessing: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker

For general computer hardware students are recommended to have access to a computer which can access the latest browsers (see above). This will enable them to access wider

		and abilities of students. Reasonable adjustments will be made to the assessments if needed to meet any unanticipated student needs.

18. Aims and Rationale of the Programme

The MSc Psychology (Conversion) programme is aimed at students who have a non-BPS accredited Honours degree. It is designed to equip students with critical psychological skills, knowledge, and values, enabling them to apply psychology to real life contexts.

Completion of the programme will allow students to seek further education in the field of psychology (e.g., PhD, Clinical, Counselling, Educational, Health, Forensic, Neuroscience, Occupational). It will also enable students to seek employment in areas such as: psychology, health, education, management, policing, business etc.

The programme is seeking BPS accreditation and once achieved, students will be able to apply to BPS for Graduate Basis for Chartered Membership, which is the first step to becoming a Chartered Psychologist.

In particular the programme aims are as follows:

- To produce a scientific understanding of the mind, brain, behaviour and experience, and how they interact with the complex environments in which they exist;

- To include knowledge and the acquisition of a range of research skills and methods for investigating experience and beha research skills and

- Recognise the inherent variability and diversity of psychological functioning and its significance;

- Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of psychology, and how they interrelate;

- Demonstrate detailed knowledge of several specialised areas and/or applications; and

- Demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

Subject-specific skills (Intellectual skills)

- Reason scientifically, understand the role of evidence and make critical judgements about arguments in Psychology;

- Adopt multiple perspectives and systematically analyse the relationships between them;

- Detect meaningful patterns in behaviour and evaluate their significance;

- Undertake self-directed study and project management, in order to meet desired objectives; and

- Take charge of own learning and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.

Relevant Subject Benchmark Statements and other reference points to inform programme outcomes

Quality Assurance Agency (QAA) Subject Benchmark Statement for Psychology;

Research Methods 1	1	15
Research Methods 2	1	15
Professional Development	1	0

21. Programme Outcomes, Learning & Teaching and Assessment Strategies

research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.	Assessments are designed to meet the programme and module learning outcomes and are both formative and summative. The formative assessments include feedback on a draft of the first written assignment to support students who have not been in academia for some time. Summative assessments include written assignment; essays, practical reports presentations; oral, video and poster as well as the dissertation.

21. Programme Outcomes, Learning & Teaching and Assessment Strategies

C. General Transferable Skills, Professional Skills and Attributes

- Communicate ideas and research findings by written, oral and visual means;
- Interpret and use numerical, textual and other forms of data;
- Be computer literate, for the purposes of furthering own learning and in the analysis and presentation of ideas and research findings;
- Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes;
- Be sensitive to, and take account of, contextual and interpersonal factors in groups and teams;
- Undertake self-directed study and project management, in order to meet desired objectives; and
- Take charge of own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.

The outlined learning model is designed in a way that allows for transferable and professional skills to be developed and for meeting the programmes and modules' outcomes. In advance of some teaching sessions, students will be required to undertake preparation tasks, students will also be encouraged to participate in discussions to allow for self-directed learning.

The essence of the University's student-centred approach to learning is that from the outset students will biB1 0 0 1 791d ted el(as)13 unassm