

PROGRAMME SPECIFICATION

The Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes.

SECTION A: DETAILS OF THE PROGRAMME AND AWARD

Programme Title	MSc. Psychology (Conversion)
Awarding Body	Buckinghamshire New University
Teaching Institution / Programme Location	Buckinghamshire New University, High Wycombe, School of Human & Social Sciences
School	Human & Social Sciences
Name of Final Award	Master of Science, MSc
NQF/FHEQ Level of Qualification	Level 7: Master's degree
QAA Subject Benchmark Statement(s)	QAA Subject Benchmark Statement (Psychology) 2016 and QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008.
UCAS Code	C843
Course Code(s)	Full time: MH1PSY1 Part time: MH1PSY2 (2 year route) Part time: MH2PSY2 (3 year route)
Mode of Delivery	1 year Full time/ 2 year Part time/ 3 year Part time
Length of Study	12 months
Number of Intakes	One – September
Regime of Delivery	Attendance
Language of Study	English
Programme Accreditation	British Psychological Society (tbc)
Month and Year valid from	01 September 2018
Publication & Revision Dates	September 2018, July 2019, Sept 2019

Programme Introduction

The MSc. Psychology is a *conversion* course aimed at students who have already been awarded an undergraduate degree, which may have included the study of some psychology, but which was not accredited by the British Psychological Society (BPS).

The British Psychological Society's publication entitled *Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology (October 2017)* states the following:

Conversion programmes offer an opportunity for students to 'convert' their existing qualifications and learning to an award that meets the requirements for the GBC.

In order to have GBC (Graduate Basis for Chartered Membership) a graduate would need to have achieved at least a 2:2 in an undergraduate degree accredited by the BPS or to have completed an accredited conversion course. This Graduate Membership is the starting point of becoming a Chartered Psychologist and is a pre-requisite for the majority of BPS accredited postgraduate programmes (MSc. and Doctoral).

Due to this being a conversion course, all core areas of Psychology are integrated into the programme either as distinct modules or embedded into other modules (Biological, Cognitive, Social, Developmental Psychology and Personality and Individual Differences, Research Methods and Conceptual and Historical Issues in Psychology). In addition students will intensively learn about various research approaches and analyses. A chosen approach and analysis will be applied to their Dissertation which is researched over the entire year. In their 2nd semester, students also have a single option to allow specialisation in one of a number of sub-disciplines of Psychology (for example, Counselling Psychology, Forensic Psychology, Evolutionary Psychology etc.)

Distinguishing Features and Key Characteristics of the Programme

This is an intensive course that can be completed in 1 year (full-time) or 2 years (part-time) or 3 years (part-time). The structure of the course allows for a unique opportunity to specialise in a Psychology sub-discipline in the 2nd semester by taking an optional component taught by one of our departmental experts (e.g. Investigative & Forensic Psychology, Counselling Psychology, Evolutionary Psychology, Business & Organisational Psychology etc.). This sub-discipline could also form the basis of the Dissertation.

In addition, there is substantive material presented online (throughout the year) to further support students on an ongoing basis whilst researching and writing up their Dissertation.

The nature of the MSc. means students will have the opportunity to engage directly with other students (undergraduate or postgraduate) who bring a range of life experiences and diversity to their studies and who are studying other, related, programmes.

Distinguishing Features

This course offers:

- An intensive grounding in BPS stipulated core areas such as biopsychology, cognitive, social etc.
- Access to state-of-the-art specialist equipment such as Biopac®, allowing measurement of the activity of the cardiovascular system, brain, autonomic nervous system and more, Tobii eye tracking equipment and HTC Vive, virtual reality system. A range of equipment also incorporated into teaching.
- A wealth of transferable skills that are highly valued by employers (for example, scientific and critical analysis; problem solving; behaving ethically; recognising, understanding and fostering respect for diversity; self-management; communication and literacy; team working)
- A specialism component allowing students to pursue interests in a variety of sub-disciplines of Psychology (e.g. Forensic, Evolutionary, Counselling Psychology etc.).
- A partly co-taught environment where, in some module lectures, students will be interacting with undergraduate psychology students.
- The involvement of local agencies, companies and individuals in delivering sessions to *all* our Psychology students. These exciting opportunities to hear from, and liaise with,

external experts include HM Prison & Probation Staff, Counselling Psychologists, Senior Police Officers, Neuropsychologists, Occupational Psychologists etc. Many of these contacts (individuals and organisations) provide volunteering and/or shadowing opportunities.

- A supportive, personable and friendly learning environment with dedicated lab and study space for Psychology students.

Admission Requirements

The minimum entry requirements for the programme are as follows:

- An Honours degree in Psychology which has not been accredited by the BPS
- An Ordinary degree in Psychology
- A degree in a subject other than Psychology and have already completed the equivalent of 50% of one academic year of Psychology on an honours degree programme; that is the equivalent of 60 academic credits. This-60-credit component must have been studied in the last ten years.
- An honours degree in a non-Psychology subject (2:1 or above)
- For international students we will customarily seek IELTS 6.5 overall and 6.5 in writing as an indication of eligibility and readiness to work at this level.

Note: The British Psychological Society's *Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology (October 2017)* states the following:

All applicants to conversion programmes must hold a degree-level qualification (level 6, or level 10 in Scotland, or higher). This may include a degree in a subject other than psychology, or a degree in psychology that has not been accredited by the Society. The latter may also include applicants who have undertaken an accredited degree, but who have failed to either pass the empirical psychology project, or achieve at least a Lower Second Class Honours degree.

(BPS, Partnership & Accreditation Team, 2017, p.17)

Recognition of Prior Learning

The BPS is very explicit about the recognition of prior learning being limited to a maximum of 60 credits. This is to ensure students will need to acquire a minimum of 180 credits in psychology in order to meet the requirements for the GBC.

With regards to recognition of prior experiential (or informal) learning, however, this is not permitted for BPS Accredited conversion programmes and hence not permitted for this MSc. Psychology.

Employability Statement / Career Prospects

The programme offers both a subject-specific and a generic knowledge base, skills and competences that will enable students to pursue a career in any of the applied psychology professions.

- The programme is a specific route for individuals seeking BPS training and accreditation but who have not got the undergraduate BPS accredited degree. This programme offers the 'conversion' element that provides the qualification for further training (providing they achieve an overall mark of at least 50% for the qualification).
- It is also recognised that many Psychology students will choose from a wide range of graduate career options, not all of which will entail the title 'psychologist'. Consequently, the programme is designed to inspire and facilitate the development of a variety of desirably transferable skills that will enhance employability in any future career.
- As part of the ongoing BPS Careers Destinations Survey, it has been noted that graduates have a wide range of potential career destinations: Human Health; Education; Scientific Research & Development; Office Support; Social Work. Examples of employment opportunities include Human Resources (including recruitment, management and development), Retail Store Management, Market Research, Public Policy Research, trainee in the public sector (including Civil Service, NHS or local Government), finance (banking, fund management etc.), IT graduate trainee.
- Graduates who achieve an overall mark of at least 50% for the qualification will be eligible for Graduate Basis for Chartered Membership (GBC). This is the first step towards becoming a Chartered Psychologist.
- The range of postgraduate options for further study also reflects the various Chartered Psychologist routes. These include: Clinical Psychology; Counselling Psychology, Forensic Psychology; Sports & Exercise Psychology.

Professional Statutory and Regulatory Body Accreditation

The MSc. Psychology is accredited by the British Psychological Society. This is a professional body that is "responsible for the development, promotion and application of psychology for the public good" in addition to "overseeing psychology and psychologists around the UK" (www.bps.org.uk).

As a result the BPS Accreditation provides a highly regarded marker of quality that prospective students and employers value. The BPS provide a thorough benchmarking process which ensures students are experiencing a programme of the highest quality. The nature of the relationship with the BPS, however, also enables students to become involved in influencing the society (and its support for education providers generally and students nationally).

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the programme are to:

- provide a scientific understanding of the brain, the body and the environment in order to understand emotion, affect and behaviour, and the complex interactions between them.
- develop the ability to use this knowledge in an applied capacity
- develop the ability to evaluate critically multiple perspectives in psychology
- develop the ability to use appropriate research methods in the acquisition and interpretation of empirical data
- develop the skills and knowledge required for entry to professional and/or academic postgraduate programmes of study in psychology
- develop the levels of skill and knowledge to equip the graduate for careers appropriate to human science graduates
- develop the generic key skills, knowledge and values that provide the foundations for life-long personal development

Programme Learning Outcomes

K. Knowledge and Understanding

On successful completion of the programme a graduate will be able to:

1. Systematically understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitation.
2. Recognise the inherent variability and diversity of psychological functioning, where our knowledge is uncertain, ambiguous or limited, and its significance in the discipline of psychology.
3. Demonstrate an acquisition of coherent and detailed knowledge, and a systematic, critical and evaluative understanding of a range of influences on psychological functioning, how they are conceptualised in the behavioural sciences.
4. Devise and sustain arguments based on detailed knowledge of several specialised areas and / or applications of psychology, some of which are at the cutting edge of research in the discipline.
5. Demonstrate an ability to deploy a range of research processes, methods and measurement techniques, including both quantitative and qualitative statistical analysis, applicable to the behavioural sciences and be aware of their limitations

C. Intellectual/Cognitive Skills

On successful completion of the programme a graduate will be able to:

1. Reason and evaluate scientifically, understand the role of evidence and make critical judgments about arguments in psychology.
2. Adopt multiple perspectives and systematically detect, analyse and evaluate meaningful patterns of behaviour and the relationships between them.
3. Pose, frame, operationalise and critique research questions.
4. Enquire and reason statistically and use a range of statistical methods with confidence.

5. Competently initiate, design, conduct and report an empirically-based research project under appropriate supervision. Recognise its theoretical, practical and methodological contribution, implications and limitations, communicating this in a language appropriate to the audience involved.

P. Practical Skills

On successful completion of the programme a graduate will be able to:

1. Demonstrate computer literacy (e.g. the management of databases, word processing, PowerPoint, etc.) and the ability to use the applied statistical software (SPSS)
2. Demonstrate good communication skills, both oral and written
3. Demonstrate problem solving and decision making skills
4. Demonstrate ability to work both independently and as part of a team
5. Demonstrate substantial competence in research skills through practical activities, including an awareness and application of ethical principles and approval procedures with regard to research projects.

T. Key/Transferable Skills

On successful completion of the programme a graduate will be able to:

1. Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means.
2. Be computer literate and confident in using word processing, data base and statistical software.
3. Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.
4. Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.
5. Be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams.
6. Take charge of own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning. Undertake self-directed study and project management, in order to meet desired objectives.

Programme Learning Outcomes		
K	Knowledge and Understanding	Core Modules (Code) Level 7
K1	Systematically understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitation.	PS769, PS755, PS754, PS758
K2	Recognise the inherent variability and diversity of psychological functioning, where our knowledge is uncertain, ambiguous or limited, and its significance in the discipline of psychology.	ALL
K3	Demonstrate an acquisition of coherent and detailed knowledge, and a systematic, critical and evaluative understanding of a range of influences on psychological functioning, how they are conceptualised in the behavioural sciences.	ALL
K4	Devise and sustain arguments based on detailed knowledge of several specialised areas and / or applications of psychology, some of which are at the cutting edge of research in the discipline.	PS751, PS738/746, PS740
K5	Demonstrate an ability to deploy a range of research processes, methods and measurement techniques, including both quantitative and qualitative statistical analysis, applicable to the behavioural sciences and be aware of their limitations	PS751, PS769, PS740
C	Intellectual/Cognitive Skills	
C1	Reason and evaluate scientifically, understand the role of evidence and make critical judgments about arguments in psychology.	ALL
C2	Adopt multiple perspectives and systematically detect, analyse and evaluate meaningful patterns of behaviour and the relationships between them.	ALL
C3	Pose, frame, operationalise and critique research questions.	ALL
C4	Enquire and reason statistically and use a range of statistical methods with confidence.	PS769
C5	Competently initiate, design, conduct and report an empirically-based research project under appropriate supervision. Recognise its theoretical, practical and methodological contribution, implications and limitations, communicating this in a language appropriate to the audience involved.	PS769, PS740

P	Practical Skills	
P1	Demonstrate computer literacy (e.g. the management of databases, word processing, PowerPoint, etc.) and the ability to use the applied statistical software (SPSS)	ALL
P2	Demonstrate good communication skills, both oral and written	ALL
P3	Demonstrate problem solving and decision making skills	ALL
P4	Demonstrate ability to work both independently and as part of a team	ALL
P5	Demonstrate substantial competence in research skills through practical activities, including an awareness and application of ethical principles and approval procedures with regard to research projects.	PS740
T	Key/Transferable Skills	
T1	Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means.	ALL
T2	Be computer literate and confident in using word processing, data base and statistical software.	ALL
T3	Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.	PS769, PS740
T4	Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.	ALL
T5	Be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams.	ALL
T6	Take charge of own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning. Undertake self-directed study and project management, in order to meet desired objectives.	PS740

On successful completion of a Postgraduate Certificate in Psychology a graduate, will be able to demonstrate achievement of the following learning outcomes:

- Systematically understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitation.
- Recognise the inherent variability and diversity of psychological functioning, where our knowledge is uncertain, ambiguous or limited, and its significance in the discipline of psychology.
- Demonstrate an acquisition of coherent and detailed knowledge, and a systematic, critical and evaluative understanding of a range of influences on psychological functioning, how they are conceptualised in the behavioural sciences.

- Reason and evaluate scientifically, understand the role of evidence and make critical judgments about arguments in psychology.
- Adopt multiple perspectives and systematically detect, analyse and evaluate meaningful patterns of behaviour and the relationships between them.
- Pose, frame, operationalise and critique research questions.
- Enquire and reason statistically and use a range of statistical methods with confidence.
- Demonstrate computer literacy (e.g. the management of databases, word processing, PowerPoint, etc.) and the ability to use the applied statistical software (SPSS)
- Demonstrate good communication skills, both oral and written
- Demonstrate problem solving and decision making skills
- Demonstrate ability to work both independently and as part of a team
- Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means.
- Be computer literate and confident in using word processing, data base and statistical software.
- Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.
- Be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams.

The above learning outcomes will be demonstrated by the achievement of a combined total of 60 credits at Level 7 for this programme. This will not confer GBC (Graduate Basis for Chartered Membership of the BPS).

On successful completion of a Postgraduate Diploma in Psychology a graduate, will be able to demonstrate achievement of the following learning outcomes:

- Systematically understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitation.
- Recognise the inherent variability and diversity of psychological functioning, where our knowledge is uncertain, ambiguous or limited, and its significance in the discipline of psychology.
- Demonstrate an acquisition of coherent and detailed knowledge, and a systematic, critical and evaluative understanding of a range of influences on psychological functioning, how they are conceptualised in the behavioural sciences.
- Demonstrate an ability to deploy a range of research processes, methods and measurement techniques, including statistical analysis, applicable to the behavioural sciences and be aware of their limitations
- Devise and sustain arguments based on detailed knowledge of several specialised areas and / or applications of psychology, some of which are at the cutting edge of research in the discipline.
- Reason and evaluate scientifically, understand the role of evidence and make critical judgments about arguments in psychology.
- Adopt multiple perspectives and systematically detect, analyse and evaluate meaningful patterns of behaviour and the relationships between them.
- Pose, frame, operationalise and critique research questions.
- Enquire and reason statistically and use a range of statistical methods with confidence.

- Demonstrate computer literacy (e.g. the management of databases, word processing, PowerPoint, etc.) and the ability to use the applied statistical software (SPSS)
- Demonstrate good communication skills, both oral and written
- Demonstrate problem solving and decision making skills
- Demonstrate ability to work both independently and as part of a team
- Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means.
- Be computer literate and confident in using word processing, data base and statistical software.
- Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.
- Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.
- Be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams.

The above learning outcomes will be demonstrated by the achievement of a combined total of 120 credits at Level 7 for this programme. This will not confer GBC (Graduate Basis for Chartered Membership of the BPS).

On successful completion of an MSc. Psychology, a graduate, will be able to demonstrate achievement of the following learning outcomes:

- Systematically understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitation.
- Recognise the inherent variability and diversity of psychological functioning, where our knowledge is uncertain, ambiguous or limited, and its significance in the discipline of psychology.
- Demonstrate an acquisition of coherent and detailed knowledge, and a systematic, critical and evaluative understanding of a range of influences on psychological functioning, how they are conceptualised in the behavioural sciences.
- Demonstrate an ability to deploy a range of research processes, methods and measurement techniques, including statistical analysis, applicable to the behavioural sciences and be aware of their limitations
- Devise and sustain arguments based on detailed knowledge of several specialised areas and / or applications of psychology, some of which are at the cutting edge of research in the discipline.
- Reason and evaluate scientifically, understand the role of evidence and make critical judgments about arguments in psychology.
- Adopt multiple perspectives and systematically detect, analyse and evaluate meaningful patterns of behaviour and the relationships between them.
- Pose, frame, operationalise and critique research questions.
- Enquire and reason statistically and use a range of statistical methods with confidence.
- Competently initiate, design, conduct and report an empirically-based research project under appropriate supervision. Recognise its theoretical, practical and methodological contribution, implications and limitations, communicating this in a language appropriate to the audience involved.
- Demonstrate computer literacy (e.g. the management of databases, word processing, PowerPoint, etc.) and the ability to use the applied statistical software (SPSS)

- Demonstrate good communication skills, both oral and written
- Demonstrate problem solving and decision making skills
- Demonstrate ability to work both independently and as part of a team
- Demonstrate substantial competence in research skills through practical activities, including an awareness and application of ethical principles and approval procedures with regard to research projects.
- Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means.
- Be computer literate and confident in using word processing, data base and statistical software.
- Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.
- Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.
- Be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams.
- Take charge of own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning. Undertake self-directed study and project management, in order to meet desired objectives.

The above learning outcomes will be demonstrated by the achievement of a combined total of 180 credits at Level 7 for this programme. Graduates who achieve an overall mark of at least 50% for the qualification will be eligible for Graduate Basis for Chartered Membership (GBC).

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

How will students learn?

Students are expected to acquire an in-depth knowledge and understanding of the subject. Knowledge will be disseminated through lectures and seminar sessions may be student-led, and students will be expected to prepare in advance for each seminar. Student-led seminars facilitate development of cooperative team-work between students and individual communication skills, both of which are highly sought-after transferable skills.

Students will also be encouraged to develop independent learning, analytical and critical evaluation skills and critical application of their knowledge, taking into account wider contexts. Student presentations will encourage students to critically examine the application of psychological theory to human behaviour. Students are encouraged to work as a group to coordinate presentations to a professional standard.

Students will engage in a variety of other activities, including analysis of key readings, exercises on systematic literature searching and summarising information from journal articles, group discussions, debates, videos and practical activities.

Workshops – laboratory and computing – Workshop activities particularly focus on the practical use of the statistics software package SPSS, which is used by social scientists for the analysis and presentation of quantitative data. In addition, students will be given the opportunity to use the observation laboratory and to engage in the measurement of physiological responses using Biopac®.

The University has a **Virtual Learning Environment** called '*Blackboard*', which is a digitally based programme that offers an abundance of supportive features used by lecturers teaching on this programme. This is not offered as an alternative to classroom interaction between students and lecturers, rather it is seen as an additional resource in the forms of:

- *Peer support* – facilitated through the use of the discussion board facility
- *Self-assessment* - quizzes
- *Notices* – maintains communication between lecturer and students between teaching sessions.
- *Resources page* – on-line links to good academic articles of relevance to the module
- *E-Journals* – students registered on Blackboard have the ability to access full-text e-journals that the library subscribes to from anywhere that they have Internet access.
- *Course documents* – such as; lecture handouts, seminar activities, module guides, seminar readings, assessment guidelines, reading list etc.

The importance of, and integral nature of, the research methods modules in addition to the difficulties some students face when learning this subject, means two modules have been incorporated into the programme that have been designed and used in other postgraduate programmes that are FDL (Flexible and Distributed Learning). This means, in addition to the attendance versions of those modules, there will be online versions available for students to support their independent learning.

A number of careers talks will be arranged for the students to attend outside of the normal timetabled hours. These will cover a range of opportunities for both voluntary work and/or full-time employment. Additionally, a number of speakers will be invited to discuss their engagement in professional courses such Forensic, Clinical and Counselling Psychology (e.g. MSc students, Forensic Psychologists in Training etc.).

How will students be assessed

Summative assessments are designed to test the achievement of the learning outcomes. Some modules include formative assessments. Whilst these do not give marks towards the final module grade, they offer students a valuable learning resource by way of feedback from the tutors, which can offer direction for improved performance on the summative assignments.

A range of summative assessment methods will be employed on this course, as follows:

- **Time-constrained assignment** will enable the students to demonstrate the breadth of knowledge gained on a module. It will familiarise the students with examination style questions with which they will be confronted, either in the same module or subsequent modules.
- **Poster presentation** will enable the students to demonstrate the skills to present a complex piece of research in a brief, concise and visual format. Students may be required to work independently or in groups to coordinate a presentation to a professional standard.
- **Oral Presentations** will permit students to demonstrate their knowledge through effective communication skills, and to demonstrate sensitivity to contextual and interpersonal factors.

- **Seminar presentations** will enable students to demonstrate depth of knowledge, to demonstrate communication skills, both written and oral, to demonstrate their ability to work as a team, and to demonstrate sensitivity to contextual and interpersonal factors.
- **Examinations** will allow the students to demonstrate their ability to synthesise a plethora of theoretical, empirical and applied literature in their examination answers. It will examine their capacity for independent thought, and ability to analyse and evaluate the information they are presenting in an original manner. Most examinations are unseen; however, some modules utilise a 'seen' examination, where the questions are released to the students two weeks prior to the examination date. These foster a higher level of analysis and evaluation than is possible in an unseen situation.
- **Essay** will provide the opportunity for students to demonstrate in-depth understanding of a particular aspect of their learning. It will encourage them to engage in conducting a systematic literature review and provide the opportunity for them to demonstrate their capacity to critically analyse, synthesis and evaluate the principles, processes and debates inherent in the material, and to present a rational, coherent, information-based argument.
- **Laboratory Reports** will be required in some modules. It will enable students to demonstrate their ability to: define a research problem, critically review relevant academic literature, formulate relevant hypotheses, operationalise variables and design a study, analyse and interpret the forthcoming data, to discuss the findings in relation to the literature, evaluate the contribution of the study to the knowledge area, and write the report in a formal scientific style.
- **Empirical Dissertation** represents a major piece of independent research activity chosen by the student. This will be undertaken with support from an academic supervisor and with regular meetings. This work will have the structure commonly found in research reports and journal articles, and may potentially be publishable.

Work-Based / Placement Learning

There is no work based/ placement learning for this award.

SECTION C: PROGRAMME STRUCTURE(S) AND HOURS**Table 1: Programme Structure Table**

Course Title		MSc. Psychology (Conversion)							
Course Code		MH1PSY1							
Mode of Study		Attendance (Full-Time)							
Credit Value		UK 3		180		ECTS			
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
	1 Option from those available in Semester 2 Options available include:								2
PS757	Business and Organisational Psychology	6	1	O	15	60	40		2
PS760	Evolutionary Psychology	6	1	O	15	50		50	2
PS759	Counselling Psychology	6	1	O	15	75		25	2
PS758	Exceptional Human Experience	6	1	O	15		100		2
PS756	Investigative and Forensic Psychology	6	1	O	15		50	50	2
	Level 7								
PS753	Biopsychology	7	1	C	15	50		50	1
PS754	Social Psychology	7	1	C	15	60		40	1
PS755	Personality and Individual Differences	7	1	C	15		100		1
PS751	Cognitive Processes in Psychology	7	1	C	15	100			2
PS752	Developmental Psychology	7	1	C	15	67	33	-	2
PS769	Methods and Analysis in Psychology	7	1	C	30	50	50		1
PS740	Postgraduate Dissertation	7	1	C	60		100		SB

Course Title		MSc. Psychology (Conversion)							
Course Code		MH1PSY2							
Mode of Study		Attendance (Part-Time)							
Credit Value		UK 3		180		ECTS			
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
	1 Option from those available in Semester 2 Options available include:								2
PS757	Business and Organisational Psychology	6	2	O	15	60	40		2
PS760	Evolutionary Psychology	6	2	O	15	50		50	2
PS759	Counselling Psychology	6	2	O	15	75		25	2
PS758	Exceptional Human Experience	6	2	O	15		100		2
PS756	Investigative and Forensic Psychology	6	2	O	15		50	50	2
	Level 7								
PS753	Biopsychology	7	2	C	15	50		50	1
PS754	Social Psychology	7	1	C	15	60		40	1
PS755	Personality and Individual Differences	7	2	C	15		100		1
PS751	Cognitive Process in Psychology	7	2	C	15	100			2
PS752	Developmental Psychology	7	1	C	15	67	33	-	2
PS769	Methods and Analysis in Psychology	7	1	C	30	50	50		1
PS740	Postgraduate Dissertation	7	2	C	60		100		SB

Course Title		MSc. Psychology (Conversion)							
Course Code		MH2PSY2							
Mode of Study		Attendance (Part-Time)							
Credit Value		UK 3	180	ECTS		Assessment Regime			
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
	1 Option from those available in Semester 2 Options available include:								2
PS757	Business and Organisational Psychology	6	2	O	15	60	40		2
PS760	Evolutionary Psychology	6	2	O	15	50		50	2
PS759	Counselling Psychology	6	2	O	15	75		25	2
PS758	Exceptional Human Experience	6	2	O	15		100		2
PS756	Investigative and Forensic Psychology	6	2	O	15		50	50	2
	Level 7								
PS753	Biopsychology	7	2	C	15	50		50	1
PS754	Social Psychology	7	1	C	15	60		40	1
PS755	Personality and Individual Differences	7	2	C	15		100		1
PS751	Cognitive Process in Psychology	7	1	C	15	100			2
PS752	Developmental Psychology	7	2	C	15	67	33	-	2
PS769	Methods and Analysis in Psychology	7	1	C	30	50	50		1
PS740	Postgraduate Dissertation	7	3	C	60		100		SB

Table 3: Breakdown of Contact Hours

Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.

1 Year Full-Time

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	400	800	--	1200
Total	400	800	--	1200

*These hours should be calculated based on the hours stated in the module descriptors.

2 Years Part-Time

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	200	400	--	600
Year Two	200	400	--	600
Total	400	800	--	1200

3 Years Part-Time

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	150	250	--	400
Year Two	150	250	--	400
Year Three	100	300	--	400
Total	400	800	--	1200

SECTION D: ASSESSMENT REGULATIONS

This programme complies with the approved University regulations *Academic Assessment Regulations* and procedures as detailed on the University website in addition to the British Psychological Society's *Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology (October 2017)* .

The following modules will be non-compensable:

PS740 Postgraduate Dissertation
 PS738 Applied Research Skills
 PS739 Data Analysis and Interpretation

In order to be eligible for the GBC, students must pass *all* modules, and gain at least a Lower Second Class Honours degree, or its equivalent (i.e. an overall pass mark of at least 50 per cent).

Exit Awards Available

Exit Award Type	Award Title	Credits Achieved
Postgraduate Certificate	Psychology	60 Credits
Postgraduate Diploma	Psychology	120 Credits

SECTION E: FURTHER INFORMATION

Reference Points

The following reference points were used when designing the programme:

- University Strategy 2016-2021
- Buckinghamshire New University Approval of Academic Provision policy and procedure
- QAA Subject Benchmark Statement for Psychology (2016)
- QAA Framework for Higher Education Qualifications (2014)
- PSRB documents: *Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology (British Psychological Society, October 2017); Supplementary guidance for research and research methods on Society accredited undergraduate and conversion programmes (British Psychological Society, April 2017).*
- Bucks New University Academic Qualifications Framework
- Recommendation and feedback from external subject academic, industry professional, current students and alumni

Ethics

The following ethics sub-committee will be responsible for ensuring good research practice and student awareness of ethical concerns and risks:

Psychology Department Postgraduate Ethics Committee

Annual Review and Monitoring

This programme will be monitored annually through the University's Annual Monitoring Process, which is a continual cycle of review and enhancement. This process is supported by both the periodic review

of departments and the periodic re-approval process for individual programmes. All processes are completed in consultation with students via the Students' Union or student representatives.

The re-approval of this programme is scheduled for academic year: 2023-24

SKILLS MATRIX

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
PS755	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>
PS754	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS753	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PS751	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS752	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS740	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>
PS756	<input checked="" 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PS757	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS759	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PS760	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS758	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS769	<input checked="" type="checkbox"/>	<input checked="" 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"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

SUBJECT BENCHMARK MAPPING

Programme mapping is a requirement based on Quality Assurance Agency standards as described in the *UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards and Chapter B1: Programme Design, Development and Approval*.

Information in the following table contains a mapping of the Programme Learning Outcomes at each Level to the QAA Subject Benchmark Standards for Psychology. These are the minimum standards necessary for a student to graduate with an honours degree in Psychology. Although this is a postgraduate qualification, it is a conversion course and so the standards are relevant. The QAA note that the Benchmark Standards “will also be helpful as a starting point for Psychology conversion course at Level 7”.

QAA Subject Benchmark Standard	Programme Outcome(s)	Module Code(s)			
		Level 4	Level 5	Level 6	Level 7
Subject knowledge, understanding and abilities					
Understanding scientific underpinnings of Psychology as a discipline (historical origins, development, limitations)	K1, C1			ALL	ALL
Recognise the inherent variability and diversity of psychological functioning and its significance	K2			ALL	ALL
Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas and how they interrelate	K3, K4, C1, C2			ALL	ALL
Demonstrate detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline	K3, K4,			ALL	ALL
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.	K5, C4, C5, T3			--	PS740, PS751, PS769
Subject-specific skills					
Reason scientifically, understand the role of evidence and make critical judgements about arguments in Psychology	C1,			ALL	ALL
Adopt multiple perspectives and systematically analyse the relationships between them	C2, K3, K1			ALL	ALL
Detect meaningful patterns in behaviour and evaluate their significance	C3			ALL	ALL
Recognise the subjective and variable nature of individual experience	P5, T5, K2			ALL	ALL
Pose, operationalise and critique research questions	C3			ALL	ALL

Demonstrate substantial competence in research skills through practical activities	K5, C2, C3, C4, C5, P5, T3, T4.			ALL	ALL
Reason analytically and demonstrate competence in a range of quantitative and qualitative methods	K5, C3, C4, C5, P1, P5, T2, T3, T4			ALL	ALL
Competently initiate, design, conduct and report on an empirically-based research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations	C5			--	PS740, PS769
Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project, and be aware of the ethical context of Psychology as a discipline	P5, K1, C3, C5, T6			PS756, PS759	PS740, PS755, PS769
Generic and graduate skills					
Communicate ideas and research findings by written, oral and visual means	T1, P2, K5			ALL	ALL
Interpret and use numerical, textual and other forms of data	T2, T3, P1, C5, K5			ALL	ALL
Be computer literate, for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings	T2, T6, P1			ALL	ALL
Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes	T4, K5, C1, C3, C5			ALL	ALL
Be sensitive to, and take account of, contextual and interpersonal factors in groups and teams	T5, P4, K2, K3			ALL	ALL
Undertake self-directed study and project management, in order to meet desired objectives	T6, K5, C5, P4			ALL	ALL
Take charge of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.	T6			ALL	ALL

EMPLOYABILITY MAPPING

The employability approach should be mapped to each Module Descriptor so that it can be seen clearly how each module will contribute to students' employability.

Amend headings according to your specific subject needs and agreed definitions and parameters. If further guidance is required please contact Academic Registry.

Module Code	CD Career Development Learning			E Experience			DS Degree Subject Knowledge Understanding & Skills			GS General Skills			EI Emotional Intelligence			RE Reflection & Evaluation			S Self-esteem, Self-confidence & Self-efficacy		
	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed
PS756	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☒	☒	☒	☒	☐
PS757	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☒	☒	☒	☒	☐
PS759	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☒	☒	☒	☒	☐
PS760	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☒	☒	☒	☒	☐
PS758	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☒	☒	☒	☒	☒
PS755	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☒	☒	☒	☒	☐
PS754	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☒	☒	☒	☒	☐
PS753	☒	☒	☒	☒	☒	☐	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☒	☐	☒	☒	☐
PS751	☒	☒	☒	☒	☒	☐	☒	☒	☒	☒	☒	☒	☒	☐	☐	☒	☒	☐	☒	☐	☐
PS752	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☒	☒	☒	☒	☐
PS740	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
PS769	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒

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