PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	MSc Psychology
	The MSc Psychology is an MSc degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Diploma in Psychology (120 credits)
	Postgraduate Certificate in Psychology (60 credits)
	Neither of these intermediate awards will confer GBC (Graduate Basis for Chartered Membership of the BPS).
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	115 New Cavendish Street
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	One year full time; two years part time day; day-time only.
	September start.
QAA subject benchmarking group(s):	
Professional statutory or regulatory body:	British Psychological Society
Date of course validation/review:	December 2017
Date of programme specification approval:	March 2018
Valid for cohorts:	from 2018/19
Course Leader:	
Course URL:	westminster.ac.uk/courses/postgraduate
Westminster Course Code:	PMPSY04F (FT) PMPSY04P (PT)
JACS code:	
UKPASS code:	

Admissions requirements
There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information.

For MSc Psychology: the entry requirements are Upper-Second Class Honours minimum (or equivalent), GSCE mathematics (or equivalent), and for applicants whose first language is not English, IELTS minimum scores of 7.0 overall and 6.5 in any area (or equivalent).

For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements.

More information can be found here: westminster.ac.uk/courses/postgraduate/how-to-apply

Recognition of Prior Learning
Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to **read the information about BPS accreditation below, and then** visit the following page for further information: westminster.ac.uk/study/current-students/your-studies/forms-and-procedures/recognition-of-prior-certified-learning-rpcl

BPS regulations for Accreditation of Prior Learning
The eligibility for Accreditation of Prior Learning on this course is limited to Accreditation of Prior Certificated Learning (APCL) only – this refers to learning from another Master's course taken at an internationally recognised University or other Higher Education Institution.

For any conversion programme awarding GBC, accreditation of prior certificated learning (APCL) is limited to a maximum of 60 credits, accreditation of prior experiential learning (APEL), for example learning in the workplace, is not permitted. All students must successfully complete an empirical Honours project or other equivalent forms of empirical practical work in psychology as part of the accredited conversion programme. No exemption on the grounds of APCL may be granted for this. For GBC curriculum areas, the learning outcomes applied in the process of awarding APCL will reflect the level of delivery of the relevant modules. Therefore only Masters level modules will be eligible for APCL. Any credit that has already been applied to another Master's programme will not be eligible for APCL.

Aims of the course
The MSc Psychology has been designed to provide an in-depth understanding of the theoretical and applied bases of psychology and health, illness and disease. Specifically it aims to provide:
- An accessible route for graduates to gain eligibility for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS);
- A high quality Masters-level course which enables students with little or no psychological background to gain advanced skills and knowledge in core areas of contemporary psychology;
- A set of advanced modules which together provide coverage and critique of the core elements of the discipline of psychology as specified by the British Psychological Society;
- Advanced understanding of a wide range of qualitative and quantitative methods deployed in contemporary psychology;
- Advanced understanding of the social, cultural and historical contexts of psychological research.

Employment and further study opportunities
Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses.
- Opportunities for part-time work, placements and work-related learning activities are widely available to students.
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision.
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

In addition, the MSc Psychology is accredited by the British Psychological Society as conferring eligibility for the Graduate Basis for Chartered Membership (GBC), provided the minimum standard of an overall pass mark of at least 50% is achieved. GBC is the first step towards becoming a Chartered Psychologist as it enables you to apply for BPS accredited training as a psychology practitioner in the areas of Clinical, Counselling, Occupational, Health, Forensic or Educational Psychology, or to become involved in academic/research psychology. The course also offers enhanced employability as a postgraduate qualification for other career paths. The theoretical rigor and practical application of psychology, along with its emphasis on qualitative and quantitative research methodologies, are widely acknowledged as a sound platform for a wide variety of careers.

Learning outcomes
Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

Knowledge and understanding
On successful completion of the course students should be able to:
- Describe, discuss and critically evaluate psychological theory and research in core areas of contemporary psychology;
- Have the breadth and depth of coverage of core areas of psychology as required by the BPS for GBC;
- Demonstrate a sound knowledge and understanding of psychological issues, concepts and approaches, including historical, theoretical and philosophical issues relevant to psychological research;
- Utilise advanced skills in qualitative and quantitative research methods employed in psychology and plan, conduct and write up, under supervision, an independent research study.

Specific skills
On successful completion of the course students should be able to:
- Write clearly in appropriate academic formats about theory and research evidence in psychology;
- Demonstrate advanced discipline-specific skills in literature searching, formulation of research questions, and evaluating research findings;
- Plan, execute and produce an empirically based psychology research project, under supervision;
- Analytically appraise the theoretical bases of different approaches and core conceptual frameworks within psychology;
- Identify appropriate psychological research methods for particular research questions.

Key transferable skills
On successful completion of the course students should be able to demonstrate the following transferable skills:
- information search, retrieval and organisation;
- planning and managing an independent research project;

- ability to work in a group of peers;
- other interpersonal skills, through working with participants in research studies;
- application of appropriate ethical concerns to existing and own research;
- oral and written communication skills;
- producing presentations and written reports, for a range of audiences;
- use of ICT at an appropriate level for a Masters course.

Students will also have the opportunity to practise the following key transferable skills to a high level:
- ability to assess current strengths and weaknesses and motivate self;
- critical analysis of their own work;
- using and responding to feedback received from experts and peers;
- taking responsibility for, and managing, their own learning and development, within time constraints;
- assessing and presenting their skills and achievements, and managing their career needs;
- recognising, outlining and executing steps required for their own development.

Learning, teaching and assessment methods

Learning
The course team believes that the student is at the centre of the learning process and students are expected to take responsibility for their own learning, to further develop skills acquired by their previous study and to further pursue knowledge through active engagement with the timetabled sessions, the learning resources and the other opportunities provided. Several of the core modules require students to work in small groups and group allocation methods vary as happens in employment situations; students are expected to take responsibility for learning with and in the group. Some modules require students to undertake research work with participants (with suitable supervision and ethical principles), and students are expected to take responsibility for learning the ethical practices and the appropriate methodology.

Teaching
Teaching methods in modules include the following: traditional lectures and seminars; facilitating small group work; demonstrations of equipment and techniques, and training in their use where appropriate; practical sessions, both for collecting and for analysing data; student presentations; computer-based work; supervision of student research studies (including research for the research project and small-scale studies in the methods modules).

In addition to formal teaching, Department research seminars and talks from Psychology professionals and our alumni are open to students.

Assessment
Assessment methods are intended to develop professional level skills. Each module has its own assessment schedule, rationale, and criteria, explained in each module syllabus. The assessments include coursework and examinations:

The coursework assessments can involve: practical reports; report in style of specific publication; conference-style presentations; literature searching, retrieval, and organisation; reviewing papers; critiquing methods; study design including ethics application; reflective practitioner log.

The examinations are time-restricted closed book, with question types drawn from: essays; critiquing methods; critiquing study design; selecting appropriate analyses (but not carrying these out); interpreting analysis outputs. Some examinations are 'seen'; essay questions are released and a random selection are in the exam.

Course structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year.

Credit Level 7				
Module code	Module title	Status	UK credit	ECTS
7PSYC008W	Fundamental Conceptual Issues in Psychology	Core	20	10
7PSYC021W	Psychology in Practice: Quantitative Research Methods	Core	20	10
7PSYC020W	Psychology in Practice: Qualitative Research Methods	Core	20	10
7PSYC019W	Biological & Cognitive Psychology	Core	20	10
7PSYC006W	Developmental and Differential Psychology	Core	20	10
7PSYC003W	Social Psychology and Applied Psychology	Core	20	10
7PSYC018W	Project for MSc Psychology	Core	40	20
Plus one option module				
7PSYC029W	Work Experience in a Psychological Setting for MSc Students	Option	20	10
7PSYC022W	Psychology Literature Review	Option	20	10

Please note:
- Not all option modules will necessarily be offered in any one year.
- In some academic years, other modules may be offered as options for MSc Psychology; information about any such modules will be provided to new students at Orientation each year. For these additional modules, there may be a cap on the number of MSc Psychology students.

Professional Body Accreditation or other external references

This Master's programme is accredited by the British Psychological Society (BPS) as conferring eligibility for the Graduate Basis for Chartered Membership (GBC), provided the minimum standard of an overall pass mark of at least 50% is achieved. Students must also pass the empirical project element to be eligible for GBC. This is the first step towards becoming a Chartered Psychologist. Gaining GBC through the MSc Psychology will enable you to progress towards a career in psychology. For example successful completion of the MSc will enable you to apply for BPS accredited training as a psychology practitioner (e.g. Clinical, Counselling, Occupational, Health, Forensic or Educational Psychology) or to become involved in academic/research psychology.

You can join the BPS as a student member; members receive the monthly journal of the BPS, and can attend lectures and talks from psychology professionals.

Academic regulations
The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations

How will you be supported in your studies?

Course Management
- Dr Rosemary Snelgar, Course Leader, responsible for day to day running and overall management of the course and development of the curriculum;

- Dr Mark Gardner, Deputy Course Leader
- Dr Alison Eardley, Admissions Tutor;
- Professor Damien Ridge, Head of Department, holds overall responsibility for the course, and for the other courses run by the Department of Psychology within the Faculty of Science and Technology,
- Professor Mark Baldwin, Acting Dean of the Faculty of Science and Technology, holds overall responsibility for the course and for other courses run by the Faculty.

Academic Support
Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Faculty Registry Office. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students

Learning Support
The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students[1] can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services
The University of Westminster Student Affairs department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

How do we ensure the quality of our courses and continuous improvement?
The course was initially approved by a University Validation Panel 2012, and reapproved in **2017.** The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module is taught,

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[1] Students enrolled at Collaborative partners may have differing access due to licence agreements.

assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?
Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.

- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.

- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.

- The University also has an annual Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.