MSc PSYCHOLOGY (CONVERSION) PROGRAMME SPECIFICATION

1.	**Awarding Institution:**	The University of Law
2.	**Final Award:**	Master of Science in Psychology
3.	**Exit / Intermediate awards**	Postgraduate Diploma in Psychology Postgraduate Certificate in Psychology
4.	**Programme Title(s):**	MSc Psychology (Conversion)
5.	**Accredited by:**	British Psychological Society (BPS) *(Accreditation application in process)*
6.	**Total Credits:**	Master of Science in Psychology – 180 credits Postgraduate Diploma in Psychology – 120 credits Note: Candidates awarded an intermediate award will not achieve BPS accredited status.
7.	**Level:**	Master of Science in Psychology – Level 7 within the FHEQ
8.	**Mode of Study:**	Full-time & Part-time Online
9.	**Language of Study:**	English
10.	**Length of Programme:**	Full-time: 1 Year Part-time: 2 Years
11.	**Criteria for admission:**	Applicants must have a minimum of: 2.2 UK Honours undergraduate degree (or international equivalent); IELTS with an overall score of 6.5, with no less than 6.0 in any category (or an equivalent accepted English qualification), for oversees applicants; Whilst not an entry requirement for the programme, the Research Methods modules involve statistical analysis and a level of numeracy skill that would suit those with Level 2 mathematics (e.g. GCSE) or above.
12.	**Prior Credits considered for RPL**	60%
13.	**UCAS code (if relevant):**	
14.	**HECOS codes (if relevant):**	
15.	**Date of Production/Revision:**	May 2022
16.	**IT and Resource Requirements for the programme**	Students will be expected to be able to access all their learning resources using the University of Law's virtual learning environment Blackboard. Students are

		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 institutional software, including Microsoft OneDrive & Teams, Blackboard Collaborate Conferencing System, Panopto Multimedia Player and the Library Systems. The computer (laptop or desktop) should be multimedia enabled with a webcam. Students are also recommended to have a headset with built-in microphone. Additionally, students will require the following software on the programme: SPSS, NVivo and Gorilla. Students will need to download the software onto a device. An activation key for a licence will be sent from IT. The minimum system requirements to download the software are: Minimum system requirements • 1.2 GHz single-core processor (32-bit), 1.4 GHz single-core processor (64-bit) • 2 GB RAM • 1024 x 768 screen resolution • Microsoft Windows 7 Service Pack 1 • Approximately 5 GB of available hard-disk space – or more depending on data storage needs
17.	**Inclusive Considerations**	The programme has been designed to adopt a variety of teaching and learning modes and methods (online synchronous and asynchronous sessions). The programme includes are variety of both formative (e.g. MCQ's, draft assignment feedback, discussions) and summative assessments (e.g. written assignments; essays, reports, dissertation, presentations; video, oral and poster) to promote an inclusive learning environment and anticipate the diverse needs

		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 behaviour, culminating in an ability to conduct research independently;
- To develop an understanding of the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data;
- To present multiple perspectives in a way that fosters critical evaluation and reflection;
- To develop knowledge, leading to an appreciation of theory and research findings, including relevant ethical and socio-cultural issues; and
- To lead to an understanding of real-life applications of theory to the full range of experience and behaviour and the application of psychological understanding to real world questions.

19. Programme Outcomes

Upon successful completion of the programme students should be able to:

Subject knowledge and understanding

- Understand the scientific underpinnings of Psychology as a discipline, its historical origins, development and limitations;

- 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;
- Recognise the subjective and variable nature of individual experience;
- Pose, operationalise and critique research questions;
- Reason analytically and demonstrate competence in a range of quantitative and qualitative methods;
- 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; and
- 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.

General transferable skills

- 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.

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

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

QAA Benchmarks for Master's degree study;

Frameworks for Higher Education Qualifications in the United Kingdom (FHEQ) (within Part A on Setting and Maintaining Academic Standards); and

BPS Standards for the accreditation of undergraduate, conversion and integrated Master's programmes in psychology.

20. Programme Structure, Levels, Modules and Credits

The programme will be delivered either on a:
- full-time basis over one year; or
- part-time basis over two years

Each year will consist of three terms, consisting of 15 weeks. Term 1 has two additional Induction weeks in Weeks 1 and 2.
Each module is taught in 6-week blocks, followed by 1-week assessment.

Full Time: Terms 1 and 2 are for taught modules. Term 3 is for the research and writing up of the dissertation.

In Terms 1 & 2, students' study four 15 credit modules per term.
In Term 3, students complete their dissertation (60 credits).

Part Time: Terms 1, 2, 4 and 5 are for taught modules. Term 6 is for the research and writing up of the dissertation.

In Terms 1, 2, 4 and 5, students' study two 15 credit module per term.
In Term 6, students complete their dissertation.

In Terms 1 (for FT) and 3 (for PT) all students also do a Professional Development module (non-credit bearing).

All modules, apart from the Professional Development module, are level 7, core modules.

The modules and their respective credits are set out below (based on full-time or part-time basis):

Full-time

Module Title	Term	Credits
Neuroscience of Behaviour	1	15
Cognitive Psychology	1	15

Research Methods 1	1	15
Research Methods 2	1	15
Professional Development	1	0
Personality & Individual Differences	2	15
Lifespan Development	2	15
Social & Critical Psychology	2	15
Applications of Professional Psychology	2	15
Dissertation	3	60
TOTAL 180 credits		

Part-time

Module Title	Term	Credits
Neuroscience of Behaviour	1	15
Cognitive Psychology	1	15
Personality & Individual Differences	2	15
Lifespan Development	2	15
Professional Development	3	0
Research Methods 1	4	15
Research Methods 2	4	15
Social & Critical Psychology	5	15
Applications of Professional Psychology	5	15
Dissertation	6	60
TOTAL 180 credits		

21. Programme Outcomes, Learning & Teaching and Assessment Strategies

A. Knowledge and Understanding

- Understand the scientific underpinnings of Psychology as a discipline, its historical origins, development and limitations;
- 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

Learning and Teaching Methods

The programme will undergo continuous review of the curriculum so that any new developments within the discipline are incorporated to ensure that the curriculum meets external requirements and that the students benefit from research-driven teaching methods.

The learning model of the programme incorporates a blend of learner-centred activities. This approach allows to respond to the diverse student needs. To achieve this, a range of learning methods are used including video presentations, case studies, active student participation, and other forms of independent and guided learning to enable reflection and self-discovery.

Assessment Methods

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.
B. 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; • Recognise the subjective and variable nature of individual experience; • Pose, operationalise and critique research questions; • Reason analytically and demonstrate competence in a range of quantitative and qualitative methods; • 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; and • 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.	**Learning and Teaching Methods** The learning model outlined above is designed in a way that allows for intellectual skills to be developed and for meeting the programmes and modules' outcomes. Such skills can be developed through reflecting on practical exercises, study groups, and the production of assignments, evaluating feedback and dissertation supervision. **Assessment Methods** Within the Assessment Strategy, students will develop their critical, analytic, and conceptual skills. Emphasis is placed on the development of robust academic arguments integrating theory and critical evaluation.
	Learning and Teaching Methods

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 be expected to assume responsibility for their learning and develop self-analysis. The hallmarks of this approach are: • Learning arises from student activity rather than passivity • Students must assume increased responsibility and accountability for the learning, leading to an increased sense of autonomy • The development of a reflective approach to the learning process on the part of the student • The lecturer acts as a facilitator not instructor. Comprehensive guidance will be given to students during induction and in the Student Handbook on this student-centred learning model and it will be made clear to students what is expected of them.
	Assessment Methods The general transferable and professional skills will be assessed within the assessment methods outlined above.