PROGRAMME SPECIFICATION
Definitive Document

Section 1: BASIC INFORMATION

1.1	**Awarding Institution:**	University of St Mark and St John
1.2	**Teaching Institution:**	University of St Mark and St John
1.3	**Locus of Delivery:**	University of St Mark and St John
1.4	**Final Award Title:**	MSc / PgDip exit award
1.5	**FHEQ Level:**	7
1.6	**Programme Title:**	Psychology
1.7	**Mode and Duration of Study:**	1 year full time 18 months part time
1.8	**UCAS Code(s):**	N/A
1.9	**Admission Criteria:**	Normal University entrance criteria apply (please refer to the website for further details).
1.10	**Accrediting Professional Body/ PSRB:**	N/A
1.11	**QAA Subject Benchmarking Group(s):**	Psychology 2016
1.12	**Other External Points of Reference:**	QAA (2014) Quality code for Higher Education BPS (2016) Standards for the accreditation of undergraduate, conversion and integrated masters programmes in psychology
1.13	**Language of Study (*for learning, teaching and assessment*):**	English
1.14	**Work-Based Learning Arrangements:**	N/A
1.15	**Foundation Degree Progression Routes:**	N/A
1.16	**Arrangements for Distance**	N/A

	Learning:	
1.17	**Original Date of Production:**	April 2017
1.18	**Date of Commencement:**	Sept 2017
1.19	**Review Date:**	Sept 2023

2. Programme Outline - Integrating Sustainability into the Curriculum

Huckle (2008;342) notes, 'We face related crises of ecological, economic, social, cultural and personal sustainability', therefore the programme team will embed these facets of sustainability into the curriculum. The programme team aims to lead by example, enabling students to participate in activities for a sustainable future and, in-line with the pedagogy of the programme, critique and develop this knowledge further.

For example, we will reduce our impact on the green environment, through the use of e-learning, e-submission and e-books. We will promote student wellbeing and develop resilience, in the self and others. Additionally, there will be an emphasis on encouraging students to ask critical questions of themselves, others and our global community, which will enable them to clarify their own values as well as promote a sustainable future.

3. Distinctive Features

The MSc programme offers both full-time (academic year) and part time (2 academic years) routes, which will enable students to study alongside work, placing them in a better position to apply for postgraduate professional training. The PGDip exit route enables students with previous study to take an accelerated route to completion. The PG Dip pathway is also available on a part time and full-time basis.

The students will be required to work in action learning sets and attend and participate in weekly seminars and labs. However, they will be required to have high levels of curiosity and volition, driving their own learning, seeking sources of knowledge and acquiring skills in order to participate in the programme's blended and enquiry-based learning approach. Enquiry-based learning enables students to explore, develop and produce knowledge, skills required for the 21st Century workplace, and it encourages students to become lifelong learners, by looking at traditional knowledge systematically and critically, in order to identify missing data, innovation and opportunities. Whilst the blended learning techniques enable the students to develop autonomy, self-motivation, higher levels of criticality and breadth of knowledge, all requisites for M level study.

The content of the programme has been mapped against The British Psychological Society (BPS) criteria for postgraduate conversion programmes, which are typically formed of 180 credits of study, and address the 8 core topics of biological psychology, social psychology, cognitive psychology, development psychology, conceptual and historical issues in psychology, individual differences, research methods and an empirical study, details of which are outlined in the QAA Psychology subject benchmark statements. Table 2 below indicates the relationship between the GBC core topics and the proposed modules.

In order to achieve GBC the students should pass all modules and gain a minimum of 50% across all modules. For students not wishing to achieve GBC, it is possible for modules to be condoned within institutional policy.

Core Topic	Module(s)
Biological psychology	Neuropsychology and cognition Typical and non-typical development
Social psychology	Identities, groups and relationships
Cognitive psychology	Neuropsychology and cognition
Developmental psychology	Typical and non-typical development
Individual differences	Typical and non-typical development Identities, groups and relationships Neuropsychology and cognition
Conceptual and historical issues	Theory and method in psychology
Research methods	Theory and Method in Psychology Researching in psychology Identities, groups and relationships
Empirical study	Identities, groups and relationships Researching in psychology

Table 2; Alignment of modules to Graduate basis for Chartered Membership (GBC).

4. Programme Aims

The Aims of the programme are to:
1. Foster an environment that encourages self-directed critical thinking about human behaviour.
2. Enable students to develop a systematic understanding of knowledge and a critical awareness of current problems and the application of psychological knowledge to understanding these problems and potential solutions.
3. Enable students to gain a comprehensive understanding of the role and application of research methodology in understanding the mind, brain, behaviour and experience.
4. Enable students to develop critically reflective and reflexivity in relation to their communication of psychological knowledge and research methods
5. Enable students to demonstrate self directed and originality in relation to tackling and solving problems, acting autonomously in planning and implementing tasks.

6. Prepare students to be lifelong learners able to adapt and integrate within the changing global marketplace
7. Enable students to advance their understanding of scientific psychological understanding of the mind, behaviour and experiences and the interactions between these and to develop their skills to a high level.

5. Programme Learning Outcomes

Knowledge & understanding:
By the end of this programme students should be able to demonstrate:-
1. A systematic and critical understanding of the fundamentals of a range of psychological perspectives and apply these across a range of topics and disciplines.
2. Application of systematic and critical thinking and the application of psychological knowledge to deal with complex issues.
3. Demonstrate a comprehensive knowledge of theory and practice of empirical research and their application to researching psychological knowledge.

Intellectual skills:
By the end of this programme students should be able to:-
4. Independently design and conduct a piece of original empirical research
5. Demonstrate critical appraisal of ethical scientific responsibility associated with psychological enquiry and apply these to their own work and research

Practical skills:
By the end of this programme students should be able to:-
6. Communicate psychological knowledge to specialist and non-specialist audiences.
7. Demonstrate initiative and effective autonomous project management and decision making skills when working autonomously and with others.

Transferable / key skills:
By the end of this programme students should be able to:-
8. Demonstrate interpersonal skills, drawing on psychological knowledge to reflexively work in teams and in positions of leadership.
9. Work independently, under self direction within specific time constraints.

6. Learning and Teaching Methods

The MSc Psychology is based on the premise that the social sciences should encourage students to produce rather than reproduce knowledge, using enquiry based and blended learning pedagogies. A blended learning approach integrates digital and online learning with face to face interaction, whilst enquiry based learning enables students to investigate knowledge through a presented question, problem or scenario. Consequently the teaching and learning methods on the programme will utilise a combination of the following:

| Blog | A regularly updated web-space (private or public) written by an individual student or group of students, written in an informal manner. |

Directed learning	Lecturer guides student towards appropriate materials, study activities and reading, responsibility for acquisition and assimilation remains with the individual student.
Discussion board	E-learning tool, in which the students discuss a topic online. Discussion can be either synchronous or asynchronous.
Flipped classroom	Reversal of traditional teaching and reading activities, in which students prepare for the session from guidance, by watching a lecture online, completing a specified reading etc. and the face to face session is devoted to exercises, projects or discussion.
Group critique	Group work which centres on a specific topic. Discussion is facilitated by a leader and members of the group are encouraged to think and speak critically on the topic.
Group directed	Tasks decided and allocated by members of a group, acquisition and assimilation of the materials and learning remains with the individual student.
Lab work	A structured session focusing on research and investigation skills
Lecture	Verbal delivery of information to students can be face to face or via web 2.0 tools.
Self-directed	Student decides focus of learning and study, responsibility for acquisition and assimilation remains with the student.
Seminar	Typically small groups of students learning through discussion or highly focused practical tasks.
Tutorial	Often one to one or small group encounters between a tutor and student in which learning may be stimulated by a student request or maybe focused on the detail of subject matter covered in another context.
Workshop	Learning which is normally delivered via a practical activity in which a group of students undertake tasks under guidance related to a common theme and in the process acquire skills, techniques and conceptual understanding.

6.1 Learning Enhancement

An enquiry-based learning pedagogy supports self and peer assessment. Students will be encouraged to critically reflect on their own skills, knowledge and behaviours, in both formative and summative assessments, as well as contribute to the critical reflections and development of their peers, in both formative and summative assessments.

Where applicable students will be invited to attend lectures and workshops with the BSc Psychology programme. The students will also be given full access to the lectures, either live or rec-

orded, delivered on the undergraduate psychology programme, though utilisation will be by individual choice.

6.2 e-Learning

E-learning is a central component of the psychology programme. The relationship with e-learning will differ depending on the pedagogy of the module; however it will at least provide information and links to literature and other resources on the University's learning space. Most of the modules will utilise a blended learning approach in which e-learning activities support the face to face interaction and learning environment as well as providing the students with opportunities to further enhance and apply their psychological knowledge. E-learning and digital literacy development is the central tenant of the EBL modules. In these modules, a high proportion of the teaching and learning activities will take place online.

7. Modes of Assessment

The range of assessments within the programme is designed to enable students to meet the programme objectives as well as develop career and research appropriate skills. All assessments will be in-line with the University's assessment regulations. The students will have the opportunity to communicate their knowledge, skills and values through a combination of the following.

Artefact	Student produces a creative artefact, online tool or object in response to a question or problem posed by the lecturer.
Artefact and rationale	Student produces a creative artefact, online tool or object in response to a question or problem posed by the lecturer, this is supported by an evidence based rationale.
Portfolio	Collection of short tasks, either in written format or a series of online tasks, such as blogs and discussion board communication.
Poster	A visual representation of data, critical review of literature or research findings.
Presentation	A talk or discursive interview on a specified topic, could be individual or group. Assessment typically includes submission of speaker notes.
Research proposal	A written piece of work outlining a plan for research.
Scientific report	An extended writing assignment which echoes the framework of a scientific journal article on a piece of independent empirical research.
Timed assessment	Time constrained and under test conditions. May be essay type answer, short answer, data analysis and interpretation or multiple choice questions. Can be written or verbal communication.

8. Exemptions to University Regulations
N/A

9. Work-Based Learning / Placement Learning

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N/A

10. Programme Structure

In order to be eligible for GBC students must pass all modules at 50% or higher, consequently all modules become non-condonable.

For students not requiring GBC, modules may be condonable within institutional guidelines.

| Module Code | Module Title | Credits | Assessment | | | C/O* | Non-condonable# |
			%age Course work	%age Written exam	%age Practical exam		
PYCM01	Theory and Method in Psychology	30	50		50	C	√

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Module Code	Module Title	Credits	%age Course work	%age Written exam	%age Practical exam	*C/O	Non-condonable#
PYCM02	Neuropsychology and Cognition	30	50	50		C	√
PYCM03	Identities, Groups and Relationships	30	60		40	C	√
PYCM04	Typical and Non-Typical Development	15	100			C	√
PYCM05	Applied Psychology	15	100			C	√
PYCMD1	Dissertation	60	100			C	√

Key:
*C = compulsory; O = optional
A √ indicates that the module is non-condonable on this programme.

Programme overview

If taking the full time route, modules are taken in the following order:
- PYCM04 with yearlong modules: PYCM01, PYCM02 and PYCM03
- PYCM05
- PYCMD1

If taking the part time route, modules are taken in the following order:
   Year 1:
- PYCM01, PYCM03 and PYCM04
- PYCM05

   Year 2:
- PYCM02 and PYCMD1

Programme Structure - PG Dip

In addition to 60 credits of prior psychological study at an appropriate level, In order to be eligible for GBC students must pass all modules at 50% or higher, consequently all modules become non-condonable.

Module Code	Module Title	Credits	Assessment			Non-condonable#
			%age Course work	%age Written exam	%age Practical exam	

PYCM01	Theory and Method in Psychology	30	50		50	√
PYCM02	Neuropsychology and Cognition	30	50	50		√
PYCM03	Identities, Groups and Relationships	30	60		40	√
PYCM04	Typical and Non-Typical Development	15	100			√
PYCM05	Applied Psychology	15	100			√

Key:
*C = compulsory; O = optional
A √ indicates that the module is non-condonable on this programme.

11. Accrediting Professional Body / Professional Regulatory and Statutory Body (PSRB)
N/A

12. Professional Advisory Group
N/A

13. Academic Progression Opportunities

On successful completion of the programme, graduates will be in a position to apply for further study in psychology and other fields. This might include postgraduate training in protected title professions such as sport and exercise psychology, forensic psychology, counselling psychology, clinical psychology, educational psychology, and health psychology. Alternatively upon successful achievement students may wish to apply for PhD study.

14. Employability and Career Progression Opportunities

The MSc Psychology has two aims in relation to employability: firstly, it will become a conversion programme offering GBC and enabling students to begin their careers in the field of psychology, as depicted above. Secondly, its flexible approach to teaching and learning offers students the opportunity to work whilst they earn, to utilise their psychological knowledge within their current employment and participate in action research. The students will be encouraged to participate in and with the institution's employability and career progression activities and support.

The BPS SouthWest Branch have been highly supportive in the development of the programme, to the extent that a number of the members of the Branch committee offer enhancement seminars and other opportunities to students. Students are encouraged to benefit from membership of the BPS and consequently the SW branch, and access the additional enhancement resources and opportunities which will promote their career progression and employability. For example involvement in the provision of 'psychology in the pub' events as managed by members of the branch.

Throughout the academic year, students are invited to join the education and social science enhancement seminars, in which local professional present on their professional practice, this is an

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inter professional space, with professionals from psychology, health and education attending alongside students from these disciplines.

A number of the staff team are engaged in research across the discipline of psychology including: education, sports and exercise, health and wellbeing and cognition. Students will have opportunities to work with staff on their research, or engage in data analysis in order to increase their transferrable skills, knowledge and consequently employability.

15. Support for Students and for Student Learning

The programme team and University recognise the value of working with a student holistically. Consequently the student support team, alongside the programme team, offer the students a wide range of services and guidance to support them through their studies. At programme level, all students will be allocated to a Personal Development Tutor for the duration of their studies, named module leads and open access to the programme lead. At an institutional level students will be able to access the comprehensive and confidential services provided by the student support team, as well as services provided by the library, media and IT, chaplaincy teams.

16. Student Feedback Mechanisms

Students have a number of opportunities to feedback to the programme team and institution about their experiences. These mechanisms include;

Regular student-staff programme meetings
Appointments with the programme lead
A Personal Development Tutor
Module feedback forms
Programme e-discussion board
Students' Union
SEC

17. Other Stakeholder Feedback (ie graduates and employers)

Members of the local SouthWest Branch of the BPS are supportive of the development of the programme.
University Plymouth Marjon students and other interested parties have strongly supported a development of the MSc not a PGDip.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the typical University regulations and procedures.
Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs).
Programmes are reviewed annually through annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms

Appendix 1; programme mapping matrix; learning outcomes to modules

	K1	K2	K3	I4	I5	P6	P7	T8	T9
Theory and Method in Psychology	X	X	X		X	O	O	X	
Neuropsychology and Cognition	X	X	0		0	O	O		
Identities, Groups and Relationships	X	X	X		X	X	X	X	
Typical and Non Typical Development	X	X	0		O	X	O		X
Applied Psychology		X	X	X	X	X	X		X
Empirical project		X	X	X	X	X	X		X

key
X= explicit
0= implicit

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