

Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	MSc
1.5 FHEQ Level:	7
1.6 Programme Title:	Psychology (Conversion)
1.7 Mode and Duration of Study:	Full Time – 1 year Part Time – 2 years
1.8 School:	Health and Wellbeing
1.9 HECoS Code:	100497
1.10 Collaborative Provision Arrangement:	N/A
1.11 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.5 or equivalent.
1.12 Accrediting Professional Body/PSRB	British Psychological Society (BPS)
1.13 QAA Subject Benchmarking Group(s):	Psychology (2019)
1.14 Other External Points of Reference:	QAA (2018) Quality Code for Higher Education BPS (2019) Standards for the accreditation of undergraduate, conversion and integrated master's programmes in psychology
1.15 Language of Study (for learning, teaching and assessment):	English
1.16 Work-Based Learning Arrangements:	Not applicable
1.17 Arrangements for Distance Learning:	Not applicable
1.18 Original Date of Production:	March 2022
1.19 Date of Commencement:	September 2023
1.20 Review Date:	By September 2029

2. Programme Outline

The MSc Psychology (Conversion) programme is a postgraduate psychology conversion programme accredited by the British Psychological Society (BPS). The accreditation enables students to be able to apply for GBC (Graduate Basis of Chartered Membership) of the BPS, which is the first requirement for continuing post graduate study within the protected psychological fields such as clinical, educational, sport and exercise, and forensic psychology.

The programme is designed for students who have not previously studied psychology. The programme enables students to study the breadth of the psychological curriculum in addition to furthering their research skills and completing a research project. The content of the programme has been mapped against the BPS criteria for postgraduate conversion programmes, which are typically formed of 180 credits of study, and address the eight 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 1 below indicates the relationship between the GBC core topics and the proposed modules.

Table 1: Core curriculum requirements mapped against modules

BPS Core topics	Modules on which BPS topics are covered
Biological Psychology	The Brain and Cognition (PYCM52)
Cognitive Psychology	The Brain and Cognition (PYCM52)
Social Psychology	People and Relationships (PYCM53)
Individual Differences	The Brain and Cognition (PYCM52) People and Relationships (PYCM53) Development across the lifespan (PYCM54)
Developmental Psychology	Development across the lifespan (PYCM54)
Conceptual and historical issues in Psychology	The Brain and Cognition (PYCM52) People and Relationships (PYCM53) Development across the lifespan (PYCM54) Conceptual issues and topics in psychology (PYCM55)
Research Methods	Theory and Method in Psychology (PYCM51) Conceptual issues and topics in psychology (PYCM55) Empirical Project (PYCM56)
Empirical Project	Theory and Method in Psychology (PYCM51) Empirical Project (PYCM56)

2.1 Integrating Sustainability into the Curriculum

In 2008 Huckle (pg342¹) noted, 'We face related crises of ecological, economic, social, cultural and personal sustainability', 12 years later we still face these challenges, 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 reduce our impact on the green environment through e-learning, e-submission, and e-books. We promote student well-being and develop resilience. We promote the value that we are all responsible for the wellbeing of others and encourage students to critically engage with this concept during the programme and apply their understanding to their own workplace practice. Additionally, there is emphasis on encouraging students to ask critical questions of themselves, others, and our global community, which enable them to clarify their own values and promote a sustainable future.

Students are encouraged to critically engage with the topics in the programme, to understand and develop their own leadership practice, knowledge, and skills, but also to disturb automatic thinking and value statements. This disruption and critical engagement have important roles in changing our world to support a sustainable future.

3. Distinctive Features

The MSc Psychology (Conversion) programme is designed for individuals who have not previously studied psychology and have curiosity in the subject. The breadth of content and the focus on application of theory to working with people, provides those who are seeking GBC with a strong foundation of psychological knowledge prior to commencing psychological professional training, and those who are seeking to expand their theoretical foundations a depth of knowledge and ability to apply content to their chosen field.

The Programme has two routes: full-time and part time. The full-time route is designed to enable students to embed themselves in the study of psychology, blending on campus teaching and learning with directed and independent study. The part-time route is designed to enable students to continue work alongside study, with a fixed timetable, of one day per week on campus, and flexible directed study, students are in a position to maintain or gain employment throughout their two years on the part time route.

Additionally, the subject area of psychology has five key distinctive features which reflect the Marjon values and the mission of the subject area. These distinction features are leadership, enhancement programme, being critical, inclusive and authentic assessment, and blended learning.

Leadership

Leadership, both formal and informal, is embedded throughout the programme. From the outset students are supported in understanding leadership, its impact and value and how they position themselves as leaders. Our students are the leaders of the future, and therefore the staff team supports the students in interrogating leadership values, principles, and practice, to create change, to work for social justice and to commit towards a more sustainable future.

Enhancement programme

Alongside the core modules, the psychology students from all years and programmes are timetabled together to attend the 'psychology enhancement programme'. This programme is a series of talks from the Marjon employability and careers team, research active staff, external practitioners, PhD students and others. The programme is designed to provide context for the psychological theories studied on the programme, inspire careers and further study and to create a community of practice around the programme.

Being critical

The psychology programmes encourage students to think critically about their world and the social construction of knowledge/information; to understand the historical and political, as well as the cultural, relational, and personal aspects of information. The programme provides opportunities for the exploration of inclusivity and diversity; to recognise disempowerment of individuals; finding spaces for marginalised individuals to have a voice; and to introduce multiple voices and perspectives into research and discussion.

Inclusive and authentic assessments,

Inclusive assessments which can be completed by all individuals. The assessment diet is varied, to enable students to shine and excel, gain confidence in their abilities and assessment feedback which focusses on strengths and areas to build. Working with the students, we introduce and discuss assessments so that all students can participate, for example presentations can be delivered live or recorded. In coursework, students can work with staff to provide additional structure to their work. This approach to inclusivity has been heralded by the PMU Student Support team as good practice.

Authentic assessments are defined as assessments which are meaningful, worthwhile, and significant. They are assessments which enable students to demonstrate knowledge and understanding and develop/demonstrate skills for the modern workplace. For example, targeting different audiences for information, such as the production of a webpage or the creation of a cognitive assessment.

Blended learning

A blended learning pedagogy underpins the programme. This approach supports our inclusive assessment approach, as it enables all students to participate. Students participate in located and connected learning and teaching activities, which are either synchronous or asynchronous. For example, in some modules, lectures are pre-recorded, to enable students to connect and learn asynchronously. This pre-recording also enables students to pause, listen and rewind core content. Located sessions focus on discussion, critical engagement, and skill development, enabling students to utilise the community of practice around the programme, learn from each other and from staff/professionals.

The blended approach also supports the development of students' oracy skills, in all 4 domains, from speaking in public arenas, development of academic, professional and technical language and discourse, to abilities in developing argument, discursive structure and skills in listening, responding and audience awareness.

The use of blended learning methods supports students in developing their oracy skills, by actively participating in sessions and construction of knowledge within the field of psychology, students are able to develop skills in all four areas of the oracy skills framework.

4. Programme Aims

The aims of the programme are to:

1. Foster a supportive environment that encourages self-directed and originality in terms of critical thinking about human behaviour.
2. Provide opportunities to develop advanced skills in research design, evaluation of evidence and dissemination of research findings.
3. Enable students to gain a comprehensive understanding of the role and application of research methodology in understanding the human mind, brain and behaviour.
4. 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.
5. Prepare students to be lifelong learners able to adapt and integrate within the changing global marketplace .
6. Provide the breadth of knowledge and depth of understanding and skills required to meet the requirements of the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS).
7. Create a space in which individuals value the intellectual challenge of scientific thinking and discipline analysis of information.

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 a range of psychological perspectives and theories, with the ability to explain, discuss and challenge current theory.
2. A comprehensive knowledge of the theory behind empirical research, whilst showing advanced skills in its achievement.
3. A critical and ethical understanding to working with people, with respect for diversity and individual difference.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

4. Independence in the critical appraisal of psychological literature.
5. The systematic application of psychological principles in order to identify and solve issues within current society.
6. A critical appraisal of ethical scientific responsibility associated with psychological enquiry and apply this to their own work.

Practical skills:

By the end of this programme students should be able to demonstrate:

7. Advanced skills in ethical research practice from design to analysis.
8. A high degree of initiative and autonomy in project/workload management and decision making.
9. The ability to communicate complex theories and research using a range of modalities.
10. Advanced skills in using psychological theory to work with others.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

11. A high degree of proficiency in using a variety of tools and modes to effectively communicate with a range of audiences.
12. Advanced levels of leadership of self and others, and high-level interpersonal skills.
13. The ability to systematically organise and communicate advanced information evidencing appropriate proficiency in English language, using criteria developed for specialist audiences in unpredictably complex contexts.

6. Learning and Teaching Methods

The suite of psychology programmes uses blended learning as the underpinning pedagogical approach. This is where content and materials are part delivered through digital and online media; part delivered through face-to-face interaction. Activities could be synchronous or asynchronous, connected or located.

Within the approach of blended learning, learning can be directed, enquiry based, self-directed or student directed. The table below defines these terms and offers examples of the teaching/learning activities within the programme:

Blended Learning	Content and materials are part delivered through digital and online media; part delivered through face-to-face interaction.
Directed reading	Reading which is directed by the module lead as a core aspect of the teaching and learning environment, typically given as either preparation for a live session, or following to add depth/breadth to knowledge
Enquiry Based Learning	Students investigate a presented question, problem, or scenario. The process is usually facilitated
Flipped Classroom	Students complete prep work before session and session focusses on case study/application of this prep work
Formative peer review	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
Lecture	Lecturer led teaching session, could be live or pre-recorded, designed to impart information
Self-Directed study	Student decides focus of learning and study, responsibility for acquisition and assimilation remains with the student
Seminar	Discussion based session in which typically small groups of students are 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/practical/lab practical/labs/lab work	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

The teaching and learning approach for the programme utilises 4 core approaches – directed learning, enquiry-based learning, self-directed learning and student led learning. The use of these 4 approaches to learning enhances the student experience, directed learning enables students to learn from experts, to develop specific skills and knowledge. An enquiry-based learning encourages discussion of problems and specific situations, encouraging students to apply their knowledge to novel situations. Self-directed learning encourages students to take responsibility for their own learning, to expand on the content from directed sessions and to produce high quality assessments. Finally, student led learning encourages students to work within a community of practice, to trust their peers, to build leadership and followership skills and to work in team-based environments.

The pedagogy of the psychology suite of programmes 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. The programme contains work base placements and students will be encouraged to participate in other activities, such as voluntary work, to enhance their learning and development. Where students are unable to participate, alternative provisions will be made.

6.2 e-Learning

The relationship with e-learning differs in every module. The teaching and learning strategy, and assessment strategy for the programme enable the students to develop e-learning and digital literacy skills throughout the programme within the teaching and learning environment and in assessment preparation. For example, in PYCM51, PYCM52 and PYCM54 the teaching and learning environment is mixed across synchronous classroom time and asynchronous online activities which reflect CPD activities within the modern workplace, many modules utilise film, quizzes, discussion boards, online whiteboards and other synchronous and asynchronous learning activities (see section 14 for full list of skills developed). Whilst the assessment strategy of providing authentic assessments across the programme encourages students to develop digital skills for the workplace, such as writing blogs, creating webpages, creating information leaflets, using software for data analysis, presentation of research findings via posters, presentations, graphs and infographics.

7. Modes of Assessment

The assessment strategy for the programme is one of inclusive and authentic assessments, as described in section 3, assessments are designed to enable students to build skills useful for the modern-day workplace in addition to demonstrating key academic skills and knowledge. Variety of assessments is the foundation to inclusiveness; the assessment diet is broad to enable students to demonstrate their strengths in a range of formats and many modules offer a range of questions and options for formats to enable students to succeed. The use of portfolio assessments enables the students to complete assessments at a paced work-speed throughout the modules, module leaders typically indicate within the module when the portfolio task should be completed, with one final submission point allowing for student choice in workload planning.

Annotated bibliography	A list of journal articles intended for use in a critical review, each source is typically followed by a short description of the research.
Artefact and Report	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 report.
Critical Review	An extended writing assignment, in a style which echoes a journal article on a piece of independent literature review.
Essay	Extended writing assignment in response to a question set by the module lead, or in negotiation between student and lecturer
Ethical considerations application	An application of a research project for ethical review by panel.
Online Portfolio	Collection of short tasks, either in written or verbal presentation via online means such as blogs, webpages, discussion board communication.
Patchwork Portfolio/portfolio	Collection of short tasks, either in written or verbal format.
Presentation	A talk or discursive interview on a specified topic, could be individual or group. Could be live or recorded. Assessment typically includes submission of speaker notes/ presentation overview/poster.
Scientific Report(s)	A writing assignment which echoes the framework of a scientific journal article on a piece of independent or group empirical research.

Portfolios

PYCM55 Portfolio	Students are given a series of short questions to answer in relation to ethical, conceptual and historical aspects of psychological inquiry.
PYCM54 Online Portfolio	Students select an area of developmental psychology and produce an online product which is academic in style but using appropriate language for members of the public.

8. Exemptions to University Regulations

The programme meets the University regulations. However, there is an exception to this in relation to anonymous marking for the following modules: a portfolio for PYCM54 (the online portfolio contains personal information about the student) and PYCM55 and PYCM56 (the assessments are marked by the student's supervisor).

9. Work-Based Learning/Placement Learning

Not applicable.

10. Programme Structure

Full Time

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PYCM51	Theory and Method in Psychology	30	100 % coursework	A	compulsory	condonable
PYCM52	The Brain and Cognition	30	100% coursework	B	compulsory	condonable
PYCM53	People and Relationships	30	50% practical 50% coursework	A	compulsory	condonable
PYCM54	Development across the lifespan	30	100% coursework	B	compulsory	condonable
PYCM55	Conceptual issues and topics in psychology	30	100% coursework	X	compulsory	condonable
PYCM56	Empirical Project	30	20% practical 80% coursework	F	compulsory	Non- condonable*

Key: Semester X = A & B/C

*accreditation requirement – students must pass the empirical project

Part Time

Level 7-Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PYCM52	The Brain and Cognition	30	100% coursework	B	compulsory	condonable
PYCM53	People and Relationships	30	50% practical 50% coursework	A	compulsory	condonable
PYCM54	Development across the lifespan	30	100% coursework	B	compulsory	condonable
PYCM55	Conceptual issues and topics in psychology	30	100% coursework	X	compulsory	condonable

Level 7-Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PYCM51	Theory and Method in Psychology	30	100 % coursework	A	compulsory	condonable
PYCM56	Empirical Project	30	20% practical 80% coursework	F	compulsory	Non- condonable*

Key: Semester X = A & B

*accreditation requirement – students must pass the empirical project

Delivery Pattern

Full-time (12 months)

Duration	Taught Input	Module
September - January	September October, November, December, January	PYCM53 PYCM55 PYCM51
January - May	January, February, March, April, May	PYCM52 PYCM55 PYCM54
January- August	January, February, March, April, May, June, July	PYCM56

Part-time (24 months)

Year 1

Duration	Taught Input	Module
September - January	September October, November, December,	PYCM53 PYCM55
January - May	January, February, March, April, May	PYCM52 PYCM55 PYCM54

Year 2

Duration	Taught Input	Module
September - January	September October, December, January	PYCM51
January- August	January, February, March, April, May, June, July	PYCM56

Threads

There are various 'threads' throughout the programme which provide cohesion and coherence to the course, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme. The 'threads' are as follows:

- Leadership (L) which is embedded formally and informally throughout the programme. From the outset students are supported in understanding leadership, its impact and value and how they position themselves as leaders. Throughout the programme for example, students are given opportunities to lead, be lead and reflect on their own and others' skills and leadership in order to develop their own leadership. Our students are the leaders of the future, and therefore the staff team support the students in interrogating leadership values, principles and practice, to create change, to work for social justice and to commit towards a more sustainable future.
- Values Based Ethical Practice (E); The British Psychological Society Accreditation requires students to study and discuss both ethical research practice and ethical professional practice. Whilst this is not a professional training programme, values based ethical practice underpin the application of content in modules and our working with people.
- Social psychology (Soc) is another thread which is required for BPS accreditation. Examples of this throughout the programme include social cognition, attribution, attitudes, group processes and intergroup relations, culture, close relationships, social constructionism, self and identity, and leadership.
- Cognitive psychology (Cog) is also required for BPS accreditation. Examples include attention, perception, learning, memory, thinking, problem-solving, decision-making, metacognition, language, consciousness, and cognitive neuropsychology.
- Developmental psychology (Dev) again is required for BPS accreditation. Examples include typical and atypical development across the lifespan, including childhood, adolescence and aging, attachment, social relations, cognitive and language development, and cultural development.
- Biological psychology (Bio) is another core topic which is required for BPS accreditation. Examples include biological bases of human and non-human animal behaviour, hormones and behaviour, behavioural genetics, neuroscience, typical and atypical neuropsychology, comparative and evolutionary psychology.
- Individual differences (ID) is required for BPS accreditation. Examples include personality, psychometrics, intelligence, cognitive style, emotion, motivation, mood, positive psychology, physical and mental health (including social, biological, and cognitive processes), and diversity.
- Research Methods (RM) is required for BPS accreditation. Examples include ethics, research design, data collection, data preparation, analysis, and dissemination.
- Conceptual and historical issues (CHIP) is required for BPS accreditation. Examples include ethical, conceptual, cultural and historical aspects of psychology.

Thread	Where evident in the programme
Leadership (L)	<p>Leadership, both formal and informal, is embedded throughout the programme. From the outset students are supported in understanding leadership, its impact and value and how they position themselves as leaders. Throughout the programme for example, students are given opportunities to lead, be lead and reflect on their own and others' skills and leadership in order to develop their own leadership.</p> <p>Our students are the leaders of the future, and therefore the staff team support the students in interrogating leadership values, principles and practice, to create change, to work for social justice and to commit towards a more sustainable future.</p>
Values Based Ethical Practice (E)	The British Psychological Society Accreditation requires students to study and discuss both ethical research practice and ethical professional practice with Whilst this is not a professional training programme, values based ethical practice underpinning application of content in modules and our working with people.
Social psychology (Soc)	Required for BPS accreditation. Examples include social cognition, attribution, attitudes, group processes and intergroup relations, culture, close relationships, social constructionism, self and identity, and leadership
Cognitive psychology (Cog)	Required for BPS accreditation. Examples include attention, perception, learning, memory, thinking, problem-solving, decision-making, metacognition, language, consciousness and cognitive neuropsychology.
Developmental psychology (Dev)	Required for BPS accreditation. Examples include typical and atypical development across the lifespan, including childhood, adolescence and aging, attachment, social relations, cognitive and language development and cultural development.
Biological psychology (Bio)	Required for BPS accreditation. Examples include biological bases of human and non-human animal behaviour, hormones and behaviour, behavioural genetics, neuroscience, typical and atypical neuropsychology, comparative and evolutionary psychology
Individual differences (ID)	Required for BPS accreditation. Examples include personality, psychometrics, intelligence, cognitive style, emotion, motivation, mood, positive psychology, physical and mental health (including social, biological and cognitive processes), and diversity.
Research Methods (RM)	Required for BPS accreditation. Examples include ethics, research design, data collection, data preparation, analysis and dissemination
Conceptual and historical issues (CHIP)	Required for BPS accreditation. Examples include ethical, conceptual, cultural and historical aspects of psychology

Level 7

Module Code	Module Title	Thread
PYCM51	Theory and Method in Psychology	RM, E, L
PYCM52	The Brain and Cognition	Bio, Cog, ID, CHIP, E
PYCM53	People and Relationships	Soc, ID, CHIP, E, L
PYCM54	Development across the lifespan	Bio, Cog, ID, Soc, Dev, CHIP, E
PYCM55	Conceptual issues and topics in psychology	E, L, RM, CHIP Plus relevant subject thread to project
PYCM56	Empirical Project	E, L, RM, CHIP Plus relevant subject thread to project

Structure and Points of Progression fulltime route

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
PYCM51	Theory and Method in Psychology	30	1	MAB – Feb PAB – Feb	
PYCM53	People and Relationships	30	2	MAB – Feb PAB – Feb	Exit award available PG Cert in psychology
PYCM54	Development across the lifespan	30	3	MAB – June PAB – July	
PYCM52	The Brain and Cognition	30	4	MAB – June PAB – July	Exit award available PG Dip in psychology
PYCM55	Conceptual issues and topics in psychology	30	5	MAB – June PAB – July	
PYCM56	Empirical Project	30	5	MAB – September PAB - September	Exit award available

Structure and Points of Progression part time route

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
PYCM53	People and Relationships	30	1	MAB – Feb PAB – Feb	
PYCM54	Development across the lifespan	30	2	MAB – June PAB – July	
PYCM55	Conceptual issues and topics in psychology	30	3	MAB – June PAB – July	
PYCM52	The Brain and Cognition	30	4	MAB – June PAB – July	Exit award available PG cert in psychology /Exit award available PG Dip in psychology
PYCM51	Theory and Method in Psychology	30	5	MAB – Feb PAB – Feb	
PYCM56	Empirical Project	30	6	MAB – September PAB - September	Exit award available

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

The programme is currently accredited by the British Psychological Society (BPS). Accreditation indicates that the programme has met the BPS's high standards of quality, which is highly regarded by employers (BPS 2019). It enables students to hold membership of the society during their programme (student membership) and after graduation, as long as they meet the requirements*, apply for graduate membership of the society (GBC). Membership of the BPS enables students to access a wide range of resources, influence the society and the future of psychology, and assist in raising the profile of psychology and psychological practice in the UK and internationally (BPS 2019).

Individual student membership costs £26 a year (2023/2024 cost), students should refer to www.bps.org.uk for updated costs.

GBC enables individuals to apply to commence professional training/post graduate study in professional areas of psychology such as sport and exercise psychology, clinical psychology, educational psychology and counselling psychology.

*requirements: minimum of a mean of 50% for all modules and have passed the empirical project.

12. Professional Advisory Group

The psychology professional advisory group consists of graduates from the suite of psychology programmes and industry professionals from the local Southwest area. The PAG meets twice a year to discuss the programmes and community of practice around the psychology suite of programmes.

13. Academic Progression Opportunities

Successful participants could be eligible to apply for an MPhil/PhD programme at Plymouth Marjon University, or other institutions. Also, graduates who meet the criteria for GBC of the BPS are able to apply for professional training programmes in psychology, such as psychology wellbeing practitioner, clinical psychology, educational psychology, forensic psychology and sport and exercise psychology.

14. Employability and Career Progression Opportunities

Enhancement sessions are run throughout the academic year in which local professionals present on their professional practice. These sessions are presented by professionals from psychology, health and education attending alongside students from these disciplines. Psychology staff team members are engaged in research across the discipline of psychology including education, sports and exercise, health and wellbeing and cognition and students 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.

Graduates have also entered the job market, gaining roles as psychology assistants, research workers, SEN support, police and criminal justice roles. They have also been successful in gaining roles within the NHS, social services, education, private sector, setting up their own business and within the social enterprises, charity and not-for-profit organisations, all without additional study. Graduates are also well placed to apply for psychology practitioner roles, which combines work with further study.

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Enhancement sessions
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication. Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the staff student liaison committee. In addition, students will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

17. Other Stakeholder Feedback

Current psychology students have been involved in the design of this programme. From the identification of strengths and issues in the previous psychology programme structure and content, through to the assessment, content of modules and structure of this current design. Students not involved in the design then provided feedback on the overall structure and inclusion of the threads.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies 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 University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

