**MSc Psychology**

**Programme Code (TBC)**

**Business, Law and Social Sciences**

**Department of Psychology**

This document is presented in three sections:

## Section One

This section will provide students with key information on their learning experience and how it will be continuously enhanced this will include;

* Programme Philosophy and Aims
* Programme Learning, Teaching and Assessment strategy
* Statements of Intent for key learning experience themes

This section aims to address Quality Enhancement and Learning & Teaching excellence across the student learning experience.

## Section Two

This section addresses regulatory and quality assurance requirements for the purposes of programme validation and mapping of the student learning experience.

## Section Three

This section collates the Module Guides from across the programme.

## Section One

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| Programme Philosophy | |
| The Psychology MSc at Birmingham City University is a distinct degree that meets the core requirements of a psychology programme, allowing you to explore areas of chartered psychology whilst training to gain your Graduate Basis for Chartership. Being delivered in line with British Psychological Society criteria, this versatile programme provides the opportunity for you to begin a career in psychology, whilst allowing you to explore the broader area of psychology. This Masters Programme is ideal for those wanting to go on to become chartered psychologists but have little or no background in psychology from previous study. If you have previously undertaken a psychology degree which was accredited by the BPS this course will not be right for you as we cover the core areas of psychology, something which you will have already done in your undergraduate studies. If you have previously undertaken some credits in psychology at undergraduate level you may have the option of to ‘APEL’ (Accreditation of Prior Experiential Learning’ some of the modules on this course, however, this is done on an individual basis in order to ensure the BPS will provide you with accreditation at the end of the course. The government funding scheme now allows you to apply for student loans for postgraduate study, running this course at Masters level ensures you are eligible for the funding potential.  Our Psychology department works in partnership with the nationally recognised Higher Education Academy (HEA) to continually develop the quality of both our staff and the programme by focusing on self-development, contemporary learning practices and integrating practice within the community. At the time of writing, 80% of staff were officially recognised as fellows within the HEA. In addition, our teaching staff are internationally recognised academics with specialisms in Psychology. Our dedicated team value research-led teaching, continually updating their teaching content based on the latest research findings.  Basing their teaching content on their respective fields of expertise, the dedicated staff place particular emphasis on content underpinned by contemporary research. In addition to their unique knowledge, the ability of our staff to deliver their content is highlighted through nationally recognised qualifications with the Higher Education Academy. Both the programme content and pastoral role provided by the staff are tailored to facilitate your personal development and general employability skills. Transferability of these skills is also a priority, with a focus on effective communication of these to potential employers and adaptability to novel employment opportunities. Our focus on contemporary and innovative teaching and assessment methods help ensure that you are engaged, and prepared for your careers as the psychologists of the future. Together we focus on the applicability of psychology to real world contexts.  Through both the learning, the projects and the involvement in our vibrant online community you will complete your time at BCU as a well-rounded individual ready for the future careers in psychology and other domains both in the UK and globally. At the heart of your degree is the collaboration and development of professional relationships between staff and students. Working in partnership with students, we pride ourselves on providing opportunities (such as through our volunteer research assistant scheme) and pastoral guidance which allow individuals to realise their potential. The predominantly online nature of this course will allow you to facilitate work experience, crucial for your future career hopes, and we encourage you to bring this work experience into your learning. By fostering this ability to self-develop, we not only provide the tools for lifelong learning, but also enhance your future employability far beyond graduation.  A key attribute emphasised within the degree is transferability of professional skills to real world contexts. This involves acknowledging your own developed skills, communicating them to prospective employers and then applying them within employment. This is done through reflective journals which you are encouraged to keep and use to a discussion material when you meet with your personal tutor. The journal should record reflections on your academic development, your career hopes and progressions and any other career or educational related thoughts or questions you might have.  We also believe that the use of technology is a key aspect of transferability so e-learning, multimedia based assessments and specialised psychological equipment (such as eye-tracker, electroencephalogram) are key elements of the Masters. We also acknowledge that our students come from a wide range of backgrounds. Flexible and innovative content delivery is just one way in which we cater for different needs.  Our values and qualities allow for greater integration within the community. Instead of only engaging with other academics and psychologists with research, our department also focuses on creating an impact within the local community, through links with businesses, NHS, charities and the surrounding prison services. Our students are typically at the forefront of this, gaining real world skills and developing networks, whilst giving back to the local and global community. | |
| Programme Aims This section articulates the programme level learning outcomes framed by the five themes of the Academic Plan. | |
| 1. Pursuing Excellence | Our programme specialises in enquiry based learning that closely adheres to quality standards of the British Psychological Society and the international academic community. We aim to facilitate students’ ability to evaluate, synthesise and apply information in order to contribute to contemporary knowledge. The transferability of these skills is also a key programme element, enabling learners to solve significant real world problems. |
| 1. Practice-led, knowledge-applied | Our programme emphasises partnership with academics with a background in (international) contemporary research and applied psychological practice. Programme content and assessments are therefore both contemporary and value-led, being notably distinct from traditional textbook and exam based curricula. |
| 1. Interdisciplinarity | The very nature of psychology is in itself interdisciplinary. As such, the nature of course content and assessment inherently accounts for interdisciplinarity. Importantly, the research and applied practice of BCU psychologists typically also involves active engagement with the other disciplines and the local community. Individuals studying our programme will naturally gain both cultural and social capital as they progress through the degree. |
| 1. Employability-driven | Our graduates will not only gain a Masters with diverse career options, but also the transferable skills to support these. Each of the abilities detailed across the other programme aims are designed with employability in mind. Importantly all content is underpinned by active learning so that students develop skills through practical experience. Degree content and assessment not only meet the criteria for our accrediting body, but allow flexibility of the learning process, which can be tailored to career goals. Engaging you in group learning and facilitating your independent approach to problem-based learning you ensures that you are remaining competitive in a changing job market. Overall, our teaching practice focuses on providing the skills for lifelong learning and development, which not only allows graduates to gain a job, but develop and progress throughout their career. |
| 1. Internationalisation | Based on our international (psychological) standards and the applicability of our degree content to different contexts, our programme is suited towards internationalisation. With interdisciplinary perspectives and technological advances underpinning both course content and assessment, many of the skills needed for graduates to work on an international level are incorporated into the degree. Communication of knowledge and the understanding of culture are also covered in detail on the course, ensuring our graduates are ready to work in a global context. The online nature of the course will attract students from a variety of backgrounds both nationally and internationally. These active learning communities we will create will allow students to become aware and sensitive to global and international issues in psychology. |
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| The British Psychological Society (BPS) accredits your degree, and if you achieve 50%( including passing your empirical project), or above you will be eligible for the graduate basis for chartership in Psychology (GBC) from the BPS, and as a graduate member you can use the designated title of MBPsS. Your Masters programme has carefully been aligned to the requirements stipulated by the BPS Undergraduate Education Committee (UEC) and The Quality Assurance Agency for Higher Education (QAA) Subject Benchmark Statements (2010). The requirements of the BPS and QAA are articulated within the intended learning outcomes described below;   |  | | --- | | **Learning Outcomes**  **[1] KNOWLEDGE AND UNDERSTANDING**  On completion of the degree, graduates will be able to demonstrate knowledge and understanding of:  [1.1] The GBC core syllabus topic areas in Psychology as stipulated by the British Psychological Society (BPS)/ Undergraduate Education Committee (UEC) and The Quality Assurance Agency for Higher Education (QAA) Subject Benchmark Statement (2010), and their empirical, theoretical and conceptual basis.  [1.2] The historical and scientific underpinnings of the discipline of Psychology and how these underpinnings change across the core curriculum topic areas.  [1.3] How the six core areas in Psychology can explain factors that influence the mind, brain, behaviour and experience, and of the complex interactions between these.  [1.4] How the core and derived specialised areas in Psychology contribute to the understanding of contemporary issues and those issues that are at the forefront of the discipline.  [1.5] The two core curriculum topic areas of research methods and the practical component stipulated by the British Psychological Society/ Undergraduate Education Committee (UEC), and The Quality Assurance Agency for Higher Education (QAA) Subject Benchmark Statements (2010), which require, an examination of Quantitative and Qualitative Research Methods, data collection, statistical analysis, data analysis, measurement techniques, psychometrics and their appropriate application to research and practical laboratory work.  [1.6] The limits of Psychology as a discipline and the application of related disciplines can explain the interaction of the human organism as a whole in the social world.  [1.7] The role of brain functioning across multiple Psychological perspectives which aid the understanding of psychological phenomena.  [1.8] The ethical guidelines prescribed by specialised and academic institutional ethical bodies, which govern Psychological Research.  [1.9] The career prospects that are available for GBC graduates who would like to pursue a career in the field of Psychology, or work, research, training areas that are related to Psychology.  **[2] INTELLECTUAL SKILLS**  On completion of the degree, graduates will be able to:  [2.1] Reason scientifically, understand the role of evidence and make critical judgements about arguments in Psychology.  [2.2] Adopt and integrate multiple perspectives and analyse the relationships between them.  [2.3] Detect patterns in behaviour and experience, and evaluate their significance in light of various psychological perspectives.  [2.4] Pose, formulate and critique research questions.  [2.5] Demonstrate competence in research skills through practical activities.  [2.6] Generate and explore hypotheses and research questions.  [2.7] Apply the main perspectives in Psychology to contemporary issues.  [2.8] Exhibit skills of scientific writing and presenting results.  [2.9] Review and critically evaluate empirical evidence using a range of techniques.  [2.10] Plan, execute and present an independent project under supervision.  [2.11] Formulate and apply appropriate ethical judgments when carrying out research.  [2.12] Exhibit psychological literacy.  **[3] PRACTICAL, RESEARCH AND INDEPENDENT LEARNING SKILLS:**  On completion of the degree, graduates will be able to:  [3.1] Employ appropriate statistical methods when undertaking psychological research.  [3.2] Initiate, design, conduct and report on an empirically based research project under appropriate supervision. This involves recognition of its theoretical, practical and methodological implications and limitations.  [3.3] Use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments.  [3.4] Show awareness of ethical considerations involved in data collection.  [3.5] Reflect on how perspectives in Psychology apply to both personal experiences and the experiences of others.  [3.6] Utilise scholarly reviews and primary source material to gather appropriate information that contributes to the formulation of balanced arguments.  [3.7] Handle primary sources critically.  [3.8] Apply problem-solving skills, and be aware that knowledge may require different approaches to problem-solving.  [3.9] Show the capability to learn independently and pragmatically.  **[4] TRANSFERABLE SKILLS/KEY SKILLS:**  On completion of the degree, graduates will be able to:  [4.1] Communicate effectively in a variety of modes.  [4.2] Select, apply and evaluate appropriate numerical and statistical methods for complex tasks, and interpret data effectively.  [4.3] Use software applications which are generic and discipline based.  [4.4] Retrieve and organise information effectively.  [4.5] Engage in effective teamwork.  [4.6] Problem solve and reason scientifically.  [4.7] Show sensitivity to contextual and interpersonal factors.  [4.8] Show effective presentation skills.  [4.9] Consolidate information effectively.  [4.10] Construct Psychology reports.  [4.11] Apply key competencies and skills which are relevant to the study of the GBC syllabus.  [4.12] Engage in reflective practice.  [4.13] Apply GBC skills and knowledge in the preparation for graduate destinations.  [4.14] Utilise e-technology skills attained from virtual learning platforms and Psychology supporting software.  [4.15] Apply skills attained from working experiences where possible.  [4.16] Apply skills attained from student engagement with staff led research projects where possible. | |

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| Programme Learning, Teaching & Assessment Strategy |
| By choosing to study the MSc in Psychology conversion course at BCU, you have shown a clear commitment to start your career as a psychologist and lifelong journey to learning and development. In the department of psychology, we understand that at the start of this journey you may be unsure of what is expected from you, how you will learn and how to best approach your studies. With this in mind, we have co-designed your degree with students, experts in learning and teaching and with psychology in mind. By providing an innovative and exciting Master’s programme you will be best supported to take up the many opportunities we offer to enhance your learning and to achieve your goals.  We expect that within this year you will build upon previous knowledge and the skills that you have acquired. We see your previous and current work experience as a platform to enhance and further stretch your knowledge in a gradual and meaningful way.  We base our teaching around a number of assumptions. We understand you come from a variety of rich cultural and experience filled backgrounds and we foster this onto our teaching, whilst encouraging you to identify and acknowledge bias and presumptions. We understand that as adult learners you need to understand the importance of the knowledge you are gaining, and how that knowledge will then in turn be useful to you. We encourage you to take responsibility for decisions in your work and equip you with the resources to ensure these decisions are evidence based.  Enquiry based learning gives you the potential to develop into scholars, engaged in deep learning. Our teaching is sufficiently open ended that it allows you to explore a variety of responses and conclusion to the often complex problems you are faced with on the course and in your later careers.  Teaching is based around the expertise of our staff, allowing you to explore cutting-edge research. You will be taught by internationally recognised academics who are active researchers with professional qualifications ensuring that you will receive a curriculum which is up to date and relevant to issues in society today. This course is based online, with the option of some face to face contact days based around weekends. You are part of a learning community and we expect you will be an active and engaged member of your community, alongside your fellow students and staff. We challenge traditional teaching methods by moving away from classroom focused teaching. We motivate you by allowing you to tailor work to your experiences and reflect on knowledge within and across the modules you are involved in. The tasks we have chosen have been carefully selected by staff qualified in teaching to foster curiosity in you, encouraging you to actively explore and seek out new evidence.  There are two pathways for study on this programme, one is entirely online, whilst the other provides you the option of some contact days. We hope that providing you with these two options will allow you to tailor the degree to your needs. Your optional contact days within the university will be based around learning activities which will help you develop even further as a learner but also explore the world of psychology from the point of view of your peers, whilst ensuring you become familiar with a number of pieces of software and equipment available in the department. Those who are unable to attend the contact days will be included in the learning activities through specially tailored online sessions, some of which may be recorded live, with discussions and activities to ensure you are fully engaged in the course. Face to face and online activities will include debates and discussions around the topics you have been learning, with peers and staff. You will have opportunity to engage in journal club-type sessions, coursework based activities such as presentations, as well as demonstrations of real-life psychological assessments and interventions. Finally, you will get the opportunity to experience our cutting edge technology for conducting research in psychology, namely eye-tracking and electroencephalography, amongst many more.  We acknowledge that you will come from a vast array of backgrounds, and we allow you to work at a pace that fits into your life and learning, whilst also ensuring you are engaged and involved in the learning process. Dates of hand-in and information of the coursework will be made available at the beginning of each module, allowing you to pace the work to suit your lives.  Across the course, you are taught the skills of ‘critical reasoning’ which is defined by van den Berg (2010:3) as “active, reflective and informed thinking that involves the ability to deliberately and skilfully question, analyse, interpret and evaluate ideas and beliefs in the light of the reasons, or evidence, which support them.” You will be encouraged, through online discussion, activities and coursework to think for yourselves about curriculum based issues, using the critical reasoning skills with which your lecturers have equipped you.  *Your Learning and Teaching content*  To help you achieve the above learning outcomes, we have carefully planned the curriculum such that specific modules will take place during specific semesters. This ensures that learning is gradual and that content is delivered at optimum points in your academic and professional learning journey.  At the start of your learning journey, we will manage your transition into university by introducing you to core psychological knowledge and promoting development of intellectual, research, employability and independent learning skills. Tailored learning activities will help you acknowledge and fill gaps you may find in your learning or understanding of topics.  Specifically, you will be given pre-induction material which will introduce you to the very core areas of psychology, but also skills we expect to see in your work across the course. These will remain available to you throughout the course so that you are able to continue refining your skills through tests, resources and discussions. The first semester will focus on the six core areas of Psychology: social, developmental, cognitive, biological and individual differences, within two modules: Lifespan development, and psychopathology and individual difference. The third module of semester one is Quantitate research methods. The core quantitative research skills necessary for Graduate Basis for Chartership will be covered within this module. It is important that you engage in pre-teaching material and all resources available to you in order to ensure you are able to build your knowledge up to level 7. During the optional contact week you will be introduced to equipment and mini-projects which you will be able to complete as part of this module. Those of you who chose not to attend will have the same experience but this will be offered online, so hands-on experience with equipment may be compromised here.  You will begin to develop psychological literacy skills (writing, presenting) according to the internationally renowned APA style and gain transferrable skills essential to Psychology. We will help you identify key theories and research in the core areas of Psychology. You will also learn how to retrieve and organise information effectively, handle primary source material critically and begin to make critical judgements. These skills are tailored to your learning by the involvement of your personal tutor who will have an overview of the work you are producing.  In your second and third semester, programme content continue to be interdisciplinary, with core areas of Psychology again being combined in an applied manner. You will cover two modules: Brain and Cognition, and Applied social psychology. You will also complete the Qualitative research methods module. BCU psychology is the only conversion course in psychology which covers qualitative and quantitate research methods in separate modules (this is true of when the paper work was written and is subject to change). In qualitative research methods you will be taught about methods of data collection and analysis specialised to qualitative methods and in your contact days you will again be introduced to software and projects, this material will also be provided online for students who chose not to attend.  Finally, over the duration of the course you will complete a psychology dissertation. This will draw on all the skills gained across the course and the result will be a unique piece of research. You will design, justify, and collect data, as well as analyse this data and present it in a large research project report. You will be assigned a supervisor or supervisory team who will guide you along the way to completing this independent project. Your supervisor will also help you find platforms to present and disseminate your findings, such as conferences, workshops, publications and so on.  Over the course of your degree, there will be increased emphasis on practical and transferable skills. You will collect, comprehend and examine data to develop research methods skills, which will be complemented by increased computer literacy in a number of statistical packages and experimental equipment (such as E-Prime, N-VIVO). As you progress, you will also learn more advanced areas of qualitative and quantitative Psychology. You will then be able to apply these skills in your Dissertation Project, in which you will address a novel problem in a research area of your choice.  *Your Learning and Teaching experience***.**  You will encounter different modes of teaching in the Department of Psychology which include pre-sessional tasks, online lectures, podcasts, online seminars, online workshops, learning activities and tasks, and independent reading. Furthermore, during face to face section of the course you will be offered the opportunity to experience real-life psychology, taking psychology out of the classroom and starting to bring it into the real world, this experience will also be made available to students who chose not to attend. Our key aim is to enhance your knowledge of Psychology, but also by using a practice-led, active learning approach, to enhance your employability skills with practical and professional skills. For example, all our modules, not only involve examination of how core areas of psychology apply to specific contexts, but also involve utilisation of this knowledge. Assessments are also underpinned by this philosophy, focusing on product development, reflexive diaries and producing conference posters for example.  We will use online-live technologies to assess your understanding during your teaching (e.g. live polls and Q&A’s) and you will have access to Psychology specific technologies including E-Prime, EEG, eye tracking, MATLAB, and video recording equipment. You will have access to a range of psychometric assessments (such as BPVS, WISC, WASI, WRAT) that are used within practice by clinical, forensic, occupational, and educational psychologists.  Post sessional activities will take place in our virtual learning environment and will include discussion forums (for debating ideas), online chats and quizzes (formative testing of knowledge and understanding). Other technologies such as blogs, audience response systems and wikis will be used to create an active and engaging experience for you. Online live discussions, or question and answer forums will take place at two distinct times of day allowing for time zone and life style differences you have.  *The assessment of your learning and teaching (formative and summative).*  We have clearly aligned your learning outcomes, teaching content and teaching approaches to your summative assessments*.* A distinct feature of your Masters programme is the range of formative activities that are offered prior to the submission of your summative (formally assessed) work. Formative opportunities are integral to your learning and understanding as they articulate the requirements for summative assessments. The verbal or written feedback from these assessments are also designed to improve and contribute to your learning. Examples of formative activities include, drafts essays, research proposals, semi-formal debates, individual group presentations, Multiple Choice Questions, quizzes, online forums, and discussions. We also offer scheduled one to one meetings and ‘office hours’ for more detailed feedback if required. The formative activities will help you complete your summative assessments with a clear focus and confidently.  Your formative feedback will feed into a diverse range of practice based summative assessments which include essays, exams, workbooks, practical Psychology reports, interview schedules, reflective accounts, group presentations, Psychology influenced product design, conference posters, and patchwork assessments.  Once you have completed each module, your formative and summative feedback can be “fed-forward” to enhance future learning. This course is assessed at level 7 (MSc) and will therefore be more challenging than your undergraduate studies and will require you to become an active and engaged student who approaches your studies through a practice-based and enquiry led manner. Many of you will be coming from a non-psychology related discipline and for this reason we have incorporated a large number of online activities, reading and discussions which will help you accelerate your understanding and appreciation of psychology. Online quizzes are created to identify gaps in your knowledge or understanding of a topic allowing you to tailor your learning and revision to yourself. Furthermore, your personal tutor will provide feedback to your work, from a general writing skills, structure and referencing point of view allowing you to correct these errors that may come up across modules and also allowing your personal tutor to have a better overview of your work and progress.  *Our expectations of you as a student.*  We expect you to be the drivers of your own learning experience. We will provide the tools to establish both core academic skills and psychological literacy in the earlier stages of the degree. This will allow you to become increasingly autonomous, enabling you to supplement your knowledge with independent research and utilise the skills that you gain to solve real life problems. You are encouraged to effectively utilise feedback to improve future work.  Based on the content, assessment and interactive experiences, you will be able to adapt in varied employment settings, but also have the capability to continue learning. In turn, this will allow you to develop personally and meet future requirements both in the workplace and in further study. Overall, within this degree we expect you to take advantage of the numerous opportunities provided in order to establish your own personal pathway through university. |
| The Whole Experience We recognise that there are key aspects to every programme that need to be addressed to ensure we are inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for your future – below are Statements of Intent to explain how you will experience these critical learning themes. Each section offers a brief explanation of the theme, why it is important, and how your programme addresses these. |
| Widening Participation Higher education has a vital role in improving social mobility and BCU’s Strategic Plan highlights the importance of our responsibilities in regards to supporting economic, social and cultural improvement in the city region. We are committed to providing access, retention and progression for students from disadvantaged backgrounds and underrepresented groups. We do this by forging strong relationships with local colleges and schools, providing defined and clear progression routes to facilitate lifelong learning. The school of psychology is committed to providing the opportunity for all dedicated students to embark on careers in psychology, something which has been demonstrated by the conversion programmes currently on offer at the university. The Department of Psychology take part in Postgraduate open evenings, allowing current students wishing to gain GBC and those who may have been out of academia for some time to come on campus and talk to staff involved in teaching. At open evenings prospective students are also given information on the admissions process, finance, support and any other queries they might have. The MSc was inspired and designed with you in mind, with particular focus on those who work or have care commitments which may not allow them to be a full time, on-campus student. We aim to support and encourage these inspiring individuals who we believe represent a bigger proportion of our population than university offerings in the past would suggest. We are a vibrant academic community, with staff and students from a range of nationalities, ages and cultures. We aim to have a flexible course which will allow you to tailor work to your interests, while still ensuring you gain a breadth of knowledge in psychology.  We also go to great efforts to support you during your time at BCU. BCU offers the Student Academic Mentoring Programme (StAMP) which is designed to encourage student-led interventions, to support programme teams to improve the progression and achievement of their students. It provides up to 200 hours of student paid employment to develop mentoring initiatives. You can also access a range of additional support through ASK, the University's integrated and confidential student enquiry service. Essentially, ASK is a one-stop-shop for your queries, linking students with advice on health and wellbeing, careers, finances, visas, and student records.  In order to ensure that the Psychology programme meet the needs of our individual students as they progress through the programme, to ensure progression, each of you is assigned your own personal tutor. The personal tutor works with you over the duration of your course and provides support with any personal, academic, or employment issues you may face. Furthermore, to ensure progression and retention, all modules provide ongoing formative feedback throughout the semester and revision workshops prior to the first and second sitting assessment periods. Furthermore, as part of the extended induction programme as soon as you register to attend the course, you will gain access to learning material, activities and tasks which you can work on in your own time, these are unassessed but will give you a base on which course modules can build on. The aim is to ensure every single of you is able to complete the level 7 course with a limited background in psychology on registration. Inclusivity We make every effort to ensure that BCU is an inclusive environment, where explicit consideration is given to the full diversity of our students. We provide an environment which is compliant with the requirements of the Equality Act (2010). You will benefit from learning in an environment where you feel included and where you are taught in ways that recognise your needs as individuals, and as part of a learning community. In this respect, the role of the personal tutor is very important and efficient in facilitating the communication processes that are key to inclusive practice. Indeed, our curriculum is designed to ensure that all students succeed to your potential, regardless of any protected characteristics (disability, sexuality, religion, gender and/or other socio-cultural identities). Most importantly, we recognise that diversity leads to a richer learning experience for all as our commitment to inclusivity means that we recognise and value our diverse student body. Inclusive practice at BCU means that we take measures to improve the success of specific groups, where research has shown that the route to educational success is less straightforward. For example, as some modules revolve around interacting with software, arrangements are in place for additional add-on packages that allow all users to proficiently interact with any computer programmes. Effective relationships with the local and central Information and Technology staff allow us to deliver learning, teaching and assessment materials in a variety of formats. Rather than offering different assessment methods as a bolt-on for any students with a disability or special needs that may require alternative arrangements, the Psychology programme uses an inclusive approach which is designed to ensure accessibility for all students and reduces the need for modified assessment provision by empowering students with an element of choice regarding assessment. The Psychology programme facilitates inclusivity with assessments by signposting support for writing skill sessions, preparing students with feed-in activities and information, discussion and feed-in with clear assessment and marking criteria. Our pre-induction material will allow you to all start the course on the same level as each other irrespective of your background education. Modified assessment methods are aligned to module learning outcomes. We will support you to be successful on your programme by ensuring that you: receive feedback and marks within 20 working days; have access to software for electronic submission and originality checking software; have the opportunity to type exams and use assistive software or choose alternative assessments should this be needed. Information & Digital Literacy JISC define digital literacies as 'those capabilities which fit an individual for living, learning and working in a digital society'. Digital literacy includes the ability to find and use information—but it goes beyond this to encompass communication, collaboration and teamwork, social awareness in the digital environment, and creation of new information. Both digital and information literacy are underpinned by critical thinking and evaluation, which are essential life skills that allow you to access, process and assimilate information in the broadest sense. This goal goes beyond the ability to use technology effectively and asks us to consider the journey of many of our students as 'digital natives', in addition to supporting the development of those of you who have not yet acquired these skills. Indeed, within our Psychology programme your entire experience is built around ground breaking technologies used in online teaching. In order to aid and support you, the module teaching team will provide extensive and specialised support about the digital platform that you will need to use, thus allowing you to actively participate and learn regardless of your initial digital fluency. Indeed, through our programme, you will be guided and supported in understanding and engaging in digital practices, finding and critically evaluating information, managing and communicating information, and collaborating and sharing digital content. E-learning tools such as Moodle are an integral part of the learning and teaching activities as the programme will offer online and some face to face learning elements.  In terms of acquisition of information, you will benefit from the availability of an electronic Psychology database which houses all of the Psychology inventories that, for example, are available to students to use for their dissertation project. Relatedly, there has been a move towards the purchase of e-books which has been encouraged at a university level for all programmes. Finally, the ability to articulate that information and to construct new understanding is also critical to graduate success. Through the Psychology programme, you are encouraged to recognise different types of information and resources, to develop your ability to question the validity of that information or resource, and to recognise the importance of both print and online resources to facilitate development of your own knowledge. You will also have the chance to sharpen your ability to think critically and creatively, for example about the inter-relationships and integration of theoretical and empirical work in Psychology, your inter-relationships across multiple perspectives, research methodologies and applications to contemporary society. Sustainability & Global Citizenship BCU is committed to integrating sustainability into the curriculum. The notion that we should all seek to find ways to support reduce waste, increase recycling, and lower levels of environmental impact will be familiar, but this is a narrow view of sustainability. Our curriculum also considers sustainability in terms of its connection with Global Citizenship. The United Nations define Global Citizenship in education as 'enabling students to develop the attributes, behaviours and skills needed to work and live in a way that safeguards ecological, social and economic wellbeing, both in the present and for future generations’. We encourage you to live and work more sustainably whilst recognising the impact that your decisions, and actions, have on the local, national and global communities to which you belong. We have made a commitment as an institution to create post-graduates with a global outlook (Graduate Attributes) and each of our programmes will now include an internationalised programme aim - the inclusion of sustainability within that is a logical connection. The BLSS Faculty and Psychology programme demonstrate internationalisation by:   * Encouraging students to reflect on and analyse global phenomena. For example, some of the Psychology modules offer a global perspective by discussing issues and problems that we face in our contemporary society * Using cultural and international experiences or knowledge as a learning resource * Encouraging intercultural experiences, partnerships and collaborations * Contributing to international scholarly activity and knowledge exchange * Embedding and debating global exemplars and perspectives in the curriculum * Providing and promoting a range of accessible opportunities for the international and intercultural learning * Facilitating ongoing intercultural and international dialogue and partnerships * Proactively developing inclusive learning outcomes, practices, skills, and/or attitudes appropriate for diverse societies, culture and individuals. * Viewing and utilising the diversity of the academic community (whether differences in cultural and educational backgrounds, country of origin or languages spoken) as a key learning resource * Using flexible and inclusive approaches that appreciate and respect individual differences in knowledge, education and culture.  Student Engagement BCU is renowned across the sector for its commitment and approach to Student Engagement, which aligns with Aim 5 of BCU’s Strategic Plan ‘we will become recognised as the sector leader for student engagement. We are committed to ensuring you are part of the university community through building a strong online community. You will be encouraged to participate in online discussions, debates, activities and chats. Your personal tutor will be in direct contact with you regarding your engagement and ensuring you are keeping up with the course and progressing well.  The Psychology programme is designed to foster a sense of belonging so that students feel part of the learning process. For example, you will have an element of choice in assessments and tailored learning journeys are created via online quizzes which allow you to identify your own gaps and weaknesses. Furthermore, mid-module feedback and ongoing Student Academic Leader feedback will enable students to influence the design and delivery of your programme, within limits, in an effort to increase the quality of the learning experience.  The Psychology Masters programme has a range of schemes to engage you in research activities and teaching assistant positions beyond those scheduled in the curriculum. For example, the Volunteer Research Assistantship scheme enables you to apply for research posts which will allow you to work with an academic member of staff on a current research project. This scheme enables you to understand the work involved at the various stages of a research project, from the design of the study to the analysis and implications of the findings. Relatedly, you will have the chance to participate in the selection process that will allow the successful candidates to be assigned to a pool of student research assistants, who will be remunerated for any research activities that they participate in. You will actively contribute to learning activities through experiential learning, throughout your time on the course via activities, forums, discussion, debates and of course formative activities. These activities not only allow you to acquire important skills in team work, but also actively contribute to your own teaching and learning experience. As already described in the Widening Participation section, mentoring schemes are in place within this programme, which further empowers you and fosters peer learning. Partnership Engagement Engagement with partners is a key BCU priority which features strongly in BCU’s 2020 Strategic Plan. You as students are our partners, as are the wider educational community, and external stakeholders such as employers and cultural/social organisations. Through our partnership working, we aspire to be recognised in the region as a collaborator supporting economic, social and cultural improvement in the city region. You are our most important partners so we try to involve you in every level of decision making within the University. We are committed to building on the strong partnerships with education providers in the city and region and try to be pro-active in developing relationships with our local schools and colleges. Employers are particularly valued partners, advising us on our curriculum developments, providing work experience opportunities for students and contributing to their learning and teaching activities. Our overseas partnerships often result in opportunities for students to mix with students from different countries and to gain different perspectives, as well as opportunities to undertake a period of study overseas.  Academic staff in the Department of Psychology have arranged for you to undertake shadowing and even research in other organisations such as HMP Birmingham and local charities such as Momentum Skills (an acquired brain injury rehabilitation centre). The Department also has close working links with local employers, such as, Jaguar Land Rover, HMP Birmingham, Youth Offending Institutes, NHS, and Private Healthcare Providers.  As a student on our course we recognise and prepare you to be the Chartered Psychologists of tomorrow. Chartership is a complex and varied career path in many ways, so in order to allow you to fully understand the requirements and progression of these careers we have introduced a partnership scheme. Each student will be assigned to one or two chartered professionals of their choice with whom they will have the opportunity to receive mentoring from, via online chats and podcasts for example. These partnerships will as a minimum allow students a better understanding of the career area they are interested in and the path they may wish to take, but could also lead to work experience and shadowing opportunities, and finally networking with future colleagues. Induction & Transition Coming to BCU for a postgraduate online course is exciting but it is also very different from attending an undergraduate course or being in a working environment. We know that some of you may need support to adjust to the freedom and independence of online University education and our induction and transition support helps you to adapt to the different experiences you will have, enabling you to develop independent learning skills that enable you to be successful on your programme and prepare you for postgraduate level employment/further study.  Based on student feedback, the Department of Psychology has reconceptualised induction as the period from when you accept your place at BCU (pre-induction) all the way through your first semester on the programme. During pre-induction you will participate with academic staff, in particular the course director who oversees the programme and is your first point of contact, in a virtual learning environment called Xoodle. This involves you watching videos of the different types of support available such as the Centre for Academic Success, the library and pre-start support material such as programme reading and the marking criteria. You also have the opportunity to post questions which are answered by current students and academic staff and chat to other new students on news forums. The xoodle pages will also provide you with pre-course material which will cover some of the basic concepts which will be built upon during your Masters. The material in the pre-course element is not assessed and can be accessed as many times as students like, throughout the year. The first formal week of induction talk’s you through Moodle-our virtual learning environment, using the library, online group skype session introducing students to staff and support staff, supporting transition into the online university setting and into the programme. Furthermore, you will attend an online personal tutoring session during induction where you will meet your personal tutor, and other students in the tutor group. The personal tutor discusses learning at university in general and the skills learnt in particular, which in turn feeds into our employability strategy. You will attend at least one personal tutor group meetings per semester, plus individual ones as and when needed or requested. The personal tutor will also have an overview of your formative work, and will be able to give you feedback on your academic writing, referencing and other such academic skills across modules, so it is important to build rapport with them. Personal tutors having an overview of your ‘softer’ academic writing skills will allow you to build a better picture of what you need to work on further- online activities will also be provided allowing you to build and test these skills. During the first semester, there are on-going induction activities embedded into lectures and seminars such as referencing guidelines, how to electronically submit coursework, understanding written feedback etc. Clear explanations are given in order to help you understand our expectations not only in terms of involvement and induction, but also in terms of your responsibilities as students and what the university and the programmes accredited body, the BPS expects of you.  The Department of Psychology also runs an induction session for students returning for their second year, namely part time students. The course director discusses the importance of putting into practice the skills learnt in the first year, signposts you towards extra support, explains new developments in the Department, and opportunities for student representation, organised guest speakers and careers events. Returning or part time students also attend personal tutoring group sessions during their first week where you meet the first years.  During contact weeks you are encouraged to engage fully with the immersive learning experience provided, aimed to bring the cohort closer and allow for a more cohesive learning group. Progression & Retention We want all of you to succeed to the best of your ability so that you stay at BCU and progress through the different stages of your career. We try to provide the best learning and assessment experiences we can to help you achieve this. Education is a partnership. We can provide you with learning materials, guidance and stimuli, but you will not succeed unless you engage with the University and take full advantage of everything it has to offer. For this reason, we monitor engagement online and try to help if we notice that any of our students are not engaged regularly. Progression will also be aided by the tight rapport between you and your personal tutor, who actively engages with you to ensure that you benefit from existing support schemes with the university (including the chance of increasing the flexibility of the assessments). The personal tutor (privacy parameters notwithstanding) —will liaise with the remainder of the teaching team in order to ensure engagement, support professional and personal development and to monitor performance. Such processes allow for early detection of difficulties and increased support if necessary. In aid of this process, weekly interactive sessions within online seminars and activities will allow module leaders to detect student non-engagement and disengagement and to act in order to redress it, in collaboration with the personal tutor and student services if required. The personal tutor will also be able to provide or to co-ordinate the additional support needed to help on the learning journey. Finally, you will be aided in transition to further study if you wish to as the provision of postgraduate programmes is increasingly diversified with the department of Psychology. Support & Personal Tutoring As mentioned above, every student has a Personal Tutor. A Personal Tutor is there to advise you on your academic progress and can also direct you to additional help, if needed. You can expect to meet your Personal Tutor for online formal meetings three times a year but he or she will also be available if you need additional help or guidance. Your personal tutor will also have access to your formative work and will be able to give you feedback on softer skills related to psychology writing. In addition, every School also has a Student Success Adviser, a recent graduate who has also experienced life as a BCU student. If you are having any problems, the Student Success Adviser can also help you. The University as a whole offers an array of support, such as the Centre for Academic Success, Careers, Child Care, Finance/Money Matters, Health and Wellbeing, Visas and Immigration, and Student Mentoring. All of these services can be accessed directly or via our ‘one stop shop’, ASK. Please refer to the section above as the role of the personal tutor has been outlined in further detail. Clear explanations about the role of the personal tutor will be offered during the induction, although such information will be re-iterated at other points during your learning journey. The role of the personal tutor is also safeguarded by the BPS accreditation standards, which require a student to staff ratio of 20:1. Thus, the academic staff will not be overwhelmed by the number of students, but rather she or he will be able to cater for the different students’ needs and aspirations. Personal Development Planning Personal Development Planning (PDP) enables you to be in control of your own future by reflecting on your progress so far and making changes for the future. In BCU, we provide structured opportunities for you to become more self-aware, more aware of how to learn and how to improve personal performance, and more able to cope with the transition to your chosen career. The programme offers online activities introducing the various employment areas which reside both in the areas of Psychology and those areas of work which complement the skills that a Psychology postgraduate has acquired. Due to this being a conversion course we assume most students are interested in pursuing careers in chartered areas of psychology and so a focus is put on these areas, alongside the type of experience and career paths you might expect to encounter in order to reach your final chartered goal.  You will be required to think about the areas of work and training you would like to pursue once you have successfully completed this programme and are accordingly facilitated to identify the relevant competencies and work experience which are required for the chosen graduate destination. However, this programme is unique as within each module important skills are fostered and embedded within the learning journey. The programme will allow you to be mentored by a chartered psychologist, who you can speak to via skype or email for example (depending on the professionals availability) about your chosen career path. Furthermore you will be encouraged to keep a reflective journal about your own learning journey, performance and achievement and how these can contribute to employment aspirations, but also how this might relate to future careers, this can be shared with the personal tutor in order to put your own plan in place. Indeed, within the modules and together with the personal tutor you will be encouraged to Academic staff will foster students’ aspirations by advertising any positions or opportunity that relate to Psychology, for example through the use of an Employability Forum. To further support students, as previously mentioned there will also be research assistant opportunities open for applications which support student engagement with work experience on staff-led research projects. Throughout the programme different skills will be refined, these will range from academic writing to interview skills  Staff will provide continuous and tailored support according to their expertise; for example, some members of academic staff are fluent in MATLAB and E-prime, and these programmes are not only integrated into the teaching curriculum, but they are also used by students if they elect to do so for integrated empirical projects. Other programmes you could benefit from—not only in terms of your learning journey at university, but also in terms of your prospective graduate career—include software such as SPSS, E-Prime, NVIVO, Bristol Online Survey. Recently, the Department of Psychology has secured new equipment, such as the electroencephalogram (EEG), an eye-tracking device, the Wechsler’s memo scale, an ADOS kit, FaceGen for creating 3D faces and face stimuli, Inquisit 5 Web, Leap Motion Hand motion tracker, Oculus Rift Virtual Reality Headset – that will be fundamental in delivering our teaching experiences whilst enhancing your digital literacy. This software and equipment will all be introduced both online but also in person for those able to attend the contact days. Employability (incl. Birmingham City University Graduate Attributes)   BCU programmes aim to provide graduates with a set of attributes which prepare them for their future careers.  The BCU Graduate:   * is professional and work ready * is a creative problem solver * is enterprising * has a global outlook   The Faculty of Business, Law and Social Sciences is committed to practice-led active learning and teaching that will give you experiences of the world of work through a range of activities which could include work placements, internships, voluntary work, live projects, problem-solving, case studies, visits to businesses and social enterprises. These experiences will contribute towards the BCU Graduate Attributes that will prepare you for graduate level employment.  By looking at the career destinations of our Psychology graduates, we are able to tailor our modules and activities to map onto the skills our graduates need within their future careers. The programme also provides opportunities for alumni talks to share their experience with students either in person or via a podcast uploaded onto Moodle. As previously mentioned, employability skills are integrated and embedded within modules—to no detriment of knowledge acquisition. In particular, the programme integrates ‘tailored’ practice based skills modules and events so that students are given the opportunity to develop their employability skills and reflect on their chosen career aspirations. Modules will enable you to specialise in your chosen area of Psychology in particular with the Dissertation Project. Throughout the programme, academic staff work closely with the Careers and Job Prospects team to develop and improve your employability skills, offering optional workshops on CV’s, career planning, preparing for interviews and assessments, networking with employers and post jobs adverts online via Moodle.  The assessment methods used on this programme encourage you to develop real-world work skills that employers are looking for. For example, as part of the Lifespan Psychology, you will be required to design and create an intellectual product based on your knowledge and understanding of the different phenomena, research and intervention methods, and aspects of lifespan development. Furthermore, you will be asked to describe your learning journey, justify your choice and reflect on the process of the product development. The programme modules also allow you to benefit from both practice work and research that the academic team have undertaken, or are currently pursuing. The research expertise and practice work also extends to the core GBC topic based modules in the different areas of Psychology. |

## Section Two

This section addresses the key regulatory and quality assurance requirements for validation. The programme learning map tracks the programme level learning outcomes, credit structure and (where appropriate) KIS data, assessment and feedback scope and forms, module delivery mode and module learning outcomes, and any exit awards that are possible from the programme.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 7** Core Modules | **Quantitative research methods** | **Qualitative research methods** | **Psychology Dissertation** | **Life Span Development** | **Psychopathology and Individual differences** | **Brain and Cognition** |
| Credit level (ECTS value) | 20 | 20 | 60 | 20 | 20 | 20 |
| Study Time (%) S/GI/PL | 35/65/00 | 35/65/00 | 20/80/00 | 35/65/00 | 35/65/00 | 35/65/00 |
| Assessment method | workbook | Qualitative research methods report | Dissertation project | Report of product development and reflection on development process | essay | written literature review and accompanying recorded presentation |
| Assessment scope | 3,000 words | 2,500 words | 9,000 words | 3,000 words or equivalent | 3,000 words | 1500wd & 10 mins |
| Assessment week | Final week of semester | Final week of semester | Final week of course | Final week of semester | Final week of the semester | Final week of the semester |
| Feedback scope | 20 days later | 20 days later | After final exam board | 20 days | 20 days later | 20 days later |
| Delivery mode | Online | Online | Online | Online | Online | Online |
| Learning Outcomes | 1 Demonstrate a comprehensive and detailed knowledge of a variety of quantitative methods and methodologies | 1. Demonstrate a comprehensive and detailed knowledge of qualitative methodologies, including underlying rationales. | 1. Plan, undertake and evaluate a major self-managed project, by formulating research questions and appropriate design based on rationale. | 1. Demonstrate a comprehensive knowledge and critical appraisal of the theory, concepts, and principles across the area of Lifespan Development. | 1. Demonstrate an in-depth understanding of the diagnosis and assessment process of one psychological disorder or mental disorder. | 1. Critically evaluate research and theory in the area of cognition and neuropsychology |
| 2 Is confident and flexible in identifying the appropriate tools for analysing and reporting quantitative data in an analytical research report | 2. Design, construct, and carry out a small scale qualitative research project. | 2. Confidently and flexibly collect data, identify and tackle problems encountered and use appropriate knowledge and tools to reach an appropriate solution. | 2. Demonstrate a critical evaluation of the different research methods within Lifespan Development with an ability to create argued conclusions. | 2. Critically evaluate how one psychological disorder, and or, mental disorder can impact on the individuals thinking, functioning and behaviour. | 2. Explain the appropriate application of research methods to examine neuropsychological questions |
| 3 Select, interpret and evaluate output of statistical software packages. | 3. Apply and evaluate a qualitative analysis to produce an appropriate interpretation of the data. | 3. Synthesise, appraise and evaluate the findings of their research effectively, communicating findings in an APA format. | 3. Can autonomously apply key studies and findings from the area of Lifespan Development to psychological phenomena and functioning at a professional or equivalent level. | 3. Appraise and evaluate using evidence based research and relevant psychological perspectives in their explanation of causative factors and treatments of one psychological disorder or mental disorder. | 3. Apply thorough knowledge of research and theory in cognitive and neuropsychological areas and evaluate this information |
| 4 Demonstrate a meaningful and insightful understanding of research ethics autonomously | 4. Synthesise and appraise research findings in relation to existing literature and recognise subsequent implications. | 4. Make ethical judgements in complex and unpredictable contexts, requiring a deep, lifelong understanding of ethical conduct in psychology. | 4. Design, plan, actualise and communicate the intellectual product and reflect on the independent learning experience. | 4. Discuss how individual differences (such as personality, gender, culture) play a central role in prevalence, diagnosis, causation and treatment of a psychological disorder or mental disorder. | 4. Demonstrate an ability to synthesise theory and practice using research in cognition and neuropsychology |
| Programme Aim Links | 1🗹 2🗹 3🞏 4🗹 5🞏 |  |  |  |  |  |
| Linked PSRB (if appropriate) | BPS | BPS | BPS | BPS | BPS | BPS |

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| --- | --- |
| **Level 7** Core modules | **Applied Social Psychology** |
| Credit level (ECTS value) | 20 |
| Study Time (%) S/GI/PL | 35/65/00 |
| Assessment method | Essay |
| Assessment scope | 3,000 words |
| Assessment week | End of semester |
| Feedback scope | 20 days |
| Delivery mode | Online |
| Learning Outcomes | 1 To demonstrate knowledge and appraise major concepts, theoretical perspectives, empirical findings in social psychology. |
| 2 To understand the application of social psychological theory and research to real world events |
| 3 To recognise how social psychology relates to other core psychological domains |
| 4 To apply critical thinking to evaluate arguments and empirical findings. |
| Programme Aim Links | 1 2🞏 3🞏 4🗹 5🗹 |
| Linked PSRB (if appropriate) | N/A |

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| --- | --- | --- | --- | --- | --- |
| **Level 7 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| **2:2 in undergraduate degree.**  **C in GCSE English and mathematics (or equivalent)**  All exemptions must be approved by the Admissions Tutor prior to starting the course.  The British Psychological Society requires all graduates to obtain a minimum of 50 per cent overall in order to meet the criteria for Graduate Basis for Chartered Membership (GBC).  Please note that you will not be able to progress on to the MSc level and work towards eligibility for Society membership if you do not hold an undergraduate degree, regardless of whether you have postgraduate qualifications. This is a requirement set by the British Psychological Society.  Proficiency in the English language is essential. If English is not your first language, you will require an IELTS 6.5 minimum with a minimum score of 6 in all components, TOEFL (old examination) 630, TOEFL (new examination) 267 or equivalent. | This will be assessed on an individual basis in line with University policy | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 35% | MSc Psychology- completing 180 credits  Postgraduate diploma in psychology 120 credits.  Postgraduate certificate in psychology 60 credits (but no GBC and cannot undertake the dissertation module). |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 65% |
| **Pl**acement (including external activity and study abroad) | | 0% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) | No choices.  Students can choose to attend for the contact days offered, international students and those with work or care commitments who are unable to attend will have access tot eh same teaching material, however, hands-on experience with equipment may be compromised.  These choices will not affect the exit award. | |

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| Additional Information |
| *You will have the option to attend contact days once a semester at the university, these will be based around weekends allowing maximum uptake for those of you who work or care for relatives for example. These days will be used to give you more hands-on experience and increase a sense of belonging. In order to create a flexible and accessible course we also recognise that not all of you will be able to attend the university on contact days and so material covered during these days will also be made available online via live feeds, recording, podcasts and discussion boards. It is important to emphasise teaching content will not be compromised with these two options, the only compromise would come with the hands-on experience of equipment which for obvious reasons cannot be made available online in the same way as face to face.* |

## Section Three

*DELETE THIS TEXT – This section will collate the Module Guides for the programme (formerly the module templates)*