Course Specification

Course Summary Information		
1	**Course Title**	MSc Psychology
2	**BCU Course Code**	PT1168
3	**Awarding Institution**	Birmingham City University
4	**Teaching Institution(s)** (if different from point 3)	
5	**Professional Statutory or Regulatory Body (PSRB) accreditation** (if applicable)	British Psychological Society

6	**Course Description**
	Looking for a psychology conversion course? Our MSc Psychology degree is an online conversion course, fully accredited by the British Psychological Society.
	It is an online conversion course, fully accredited by the British Psychological Society, designed to help students with a non-Psychology degree gain a Psychology Master's qualification.
	This course has been designed for students wanting to pursue careers in chartered areas of psychology who need to gain relevant work experience. Therefore, this distance learning (online) course allows you to study around your own commitments, reflecting the inclusivity at the heart of Birmingham City University.

7	**Course Awards**		
7a	**Name of Final Award**	**Level**	**Credits Awarded**
	Master of Science Psychology	7	180
7b	**Exit Awards and Credits Awarded**		
	Postgraduate Certificate Psychology	7	60
	Postgraduate Diploma Psychology	7	120

8	**Derogation from the University Regulations**
	1. Compensation of marginally failed modules is not permitted.
	2. Condonement of failed modules is not permitted.

9	Delivery Patterns			
Mode(s) of Study	**Location(s) of Study**	**Duration of Study**		**Code(s)**
Distance Learning	Not applicable	1 year		PT1168
Distance Learning	Not applicable	2 years		PT1169

10	Entry Requirements

The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk/.

11	Course Learning Outcomes
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.
2	The historical and scientific underpinnings of the discipline of Psychology and how these underpinnings change across the core curriculum topic areas.
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.
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.
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.
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.
7	The role of brain functioning across multiple Psychological perspectives which aid the understanding of psychological phenomena.
8	The ethical guidelines prescribed by specialised and academic institutional ethical bodies, which govern Psychological Research.
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.
Intellectual Skills	
10	Reason scientifically, understand the role of evidence and make critical judgements about arguments in Psychology.
11	Adopt and integrate multiple perspectives and analyse the relationships between them.
12	Detect patterns in behaviour and experience and evaluate their significance in light of various psychological perspectives.

13	Pose, formulate and critique research questions.
14	Demonstrate competence in research skills through practical activities.
15	Generate and explore hypotheses and research questions.
16	Apply the main perspectives in Psychology to contemporary issues.
17	Exhibit skills of scientific writing and presenting results.
18	Review and critically evaluate empirical evidence using a range of techniques.
19	Plan, execute and present an independent project under supervision.
20	Formulate and apply appropriate ethical judgments when carrying out research.
21	Exhibit psychological literacy.
Practical, Research and Independent Learning Skills	
22	Employ appropriate statistical methods when undertaking psychological research.
23	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.
24	Use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments.
25	Show awareness of ethical considerations involved in data collection.
26	Reflect on how perspectives in Psychology apply to both personal experiences and the experiences of others.
27	Utilise scholarly reviews and primary source material to gather appropriate information that contributes to the formulation of balanced arguments.
28	Handle primary sources critically.
29	Apply problem-solving skills and be aware that knowledge may require different approaches to problem-solving.
30	Show the capability to learn independently and pragmatically.
Transferable Skills/ Key Skills	
31	Communicate effectively in a variety of modes.
32	Select, apply and evaluate appropriate numerical and statistical methods for complex tasks, and interpret data effectively.
33	Use software applications which are generic and discipline based.
34	Retrieve and organise information effectively.
35	Engage in effective teamwork.
36	Problem solve and reason scientifically.
37	Show sensitivity to contextual and interpersonal factors.
38	Show effective presentation skills.
39	Consolidate information effectively.
40	Construct Psychology reports.
41	Apply key competencies and skills which are relevant to the study of the GBC syllabus.
42	Engage in reflective practice.
43	Apply GBC skills and knowledge in the preparation for graduate destinations.
44	Utilise e-technology skills attained from virtual learning platforms and Psychology supporting software.
45	Apply skills attained from working experiences where possible.
46	Apply skills attained from student engagement with staff led research projects where possible.

12	**Course Requirements**	
12a	**Level 7:** ***In order to complete this course a student must successfully complete all the following CORE modules (totalling 180 credits):***	

Module Code	Module Name	Credit Value
PSY7049	Quantitative Research Methods	20
PSY7058	Qualitative Research Methods	20
PSY7057	Psychology Dissertation	60
PSY7061	Lifespan Development	20
PSY7059	Psychopathology and Individual Differences	20
PSY7054	Brain and Cognition	20
PSY7053	Applied Social Psychology	20

12b   Structure Diagram

Full Time Course Structure – September Intake

Semester One	Semester Two	Semester Three
Core PSY7049: Quantitative Research Methods (20 credits) PSY7061: Lifespan Development (20 credits) PSY7059: Psychopathology and Individual Differences (20 credits)	**Core** PSY7054: Brain and Cognition (20 credits) PSY7053: Applied Social Psychology (20 credits) PSY7058: Qualitative Research Methods (20 credits)	**Core** PSY7057: Dissertation (60 credits)

Part Time Course Structure – September Intake

Semester One	Semester Two/Three
Core – Year One PSY7049: Quantitative Research Methods (20 credits)	**Core – Year One** PSY7054: Brain and Cognition (20 credits) PSY7058: Qualitative Research Methods (20 credits)
Core – Year Two PSY7061: Lifespan Development (20 credits) PSY7059: Psychopathology and Individual Differences (20 credits)	**Core – Year Two** PSY7053: Applied Social Psychology (20 credits) PSY7057: Dissertation (60 credits)

Full Time Course Structure – January Intake

Semester One (Jan – May)	Semester Two (May – Sep)	Semester Three (Sep – Jan)
Core	**Core**	**Core**
PSY7058: Qualitative Research Methods (20 credits)	PSY7059: Psychopathology and Individual Differences	PSY7057: Dissertation
PSY7053: Applied Social Psychology (20 credits)	PSY7061: Lifespan Development (20 credits)	(60 credits)
PSY7054: Brain and Cognition (20 credits)	PSY7049: Quantitative Research Methods (20 credits)	

Part Time Course Structure – January Intake

Semester One	Semester Two/Three
Core – Year One	**Core – Year One**
PSY7058: Qualitative Research Methods (20 credits)	PSY7061: Lifespan Development (20 credits)
	PSY7049: Quantitative Research Methods (20 credits)
Core – Year Two	**Core – Year Two**
PSY7053: Applied Social Psychology (20 credits)	PSY7059: Psychopathology and Individual Differences
PSY7054: Brain and Cognition (20 credits)	PSY7057: Dissertation (60 credits)

13 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 7

Workload

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	41
Directed Learning	627
Private Study	1132
Total Hours	1800

Balance of Assessment

Assessment Mode	Percentage
Coursework	100%
Exam	0%
In-Person	0%