ARDEN UNIVERSITY QUALITY ASSURANCE DOCUMENT QA3 - PROGRAMME SPECIFICATION

1. Target Award	Master of Science
2. Programme Title	MSc Psychology
3. Exit Awards	PG Diploma in Psychology (120 credits) PG Certificate in Psychology (60 credits)
4. Programme Leader(s)	Dr Dean Petters
5. Delivery Modes	Online distance learning Blended learning
6. Start date	October 2017
7. Programme Accredited by *(PSRB or other, if applicable)*	Graduate Basis for Chartered Membership (GBC) from the British Psychological Society (BPS) on successful completion of the graduate programme (average mark of 50% or above). The alternate exit routes (PG Diploma and PG Certificate) will **not** confer students with GBC.
8. UCAS Code *(If applicable)*	
9. Relevant QAA subject benchmark statement	• Subject benchmark statement: Psychology (2016) • Characteristics Statement: Master's Degree (2015)

10. Programme Aims

The aim of this MSc Psychology Conversion is to provide students with knowledge and understanding of key issues in each of the core areas in psychology, so that they may obtain Graduate Basis for Chartered Membership (GBC) from the British Psychological Society (BPS). This membership is essential for pursuing a career in one of the recognised psychology professions.

Students will enter from one of several routes where they were not eligible for GBC:
- An Honours degree in any subject other than psychology
- An Honours degree in psychology not accredited by the BPS
- An Honours degree on an accredited psychology programme but where the empirical component of the course was failed
- A lower second class Honours degree on a psychology programme (which prevented them from obtaining GBC)
- An international student who has the equivalent to an Honours degree (as determined by NARIC).

These entry requirements are consistent with the BPS's recommendations for an MSc Psychology Conversion programme.

Online teaching materials are derived from established academic research in the core areas of psychology in order to develop specialist knowledge, critical powers of analysis, reflection and the further development of interpersonal skills in preparation for further training in one of the recognised professional pathways.

By the end of this programme, students will be able to carry out quantitative and qualitative data analyses and use statistical software to analyse data. They will be able to design and run psychology experiments with detailed understanding of ethical issues, and to gather and interpret data. This will culminate with an advanced research project on an agreed topic. On graduation, they will have gained the necessary knowledge and understanding in the core areas of psychology and be able to apply their research skills across these core areas with an understanding of the ethical guidelines around human participation in research.

In particular, the purpose of the programme is to provide graduate students with:

- The opportunity to obtain a degree award that would make them eligible for Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS);
- Knowledge and understanding of the core psychology subject areas: Social psychology, cognitive psychology, biological psychology, neuroscience, developmental psychology, individual differences, abnormal psychology, and research methods (quantitative and qualitative), including applied fields;
- A scientific understanding of mind, brain, behaviour and experience and of the complex interactions between these;
- Multiple perspectives on the discipline in a way that fosters critical evaluation;
- An understanding of the role of empirical evidence in the creation and constraint of theory and also in how theory guides the collection and interpretation of empirical data;
- An opportunity to conduct research independently;
- An opportunity to develop knowledge leading to an ability to appreciate and critically evaluate theory and research findings

The subject benchmarking places a particular emphasis on conceptual and historical issues in psychology and these will be taught in every module, so that each module is introduced with the main history of the approach, key issues that have driven it, key studies and research approaches, and contemporary issues.

Applications of psychology will be introduced into the syllabus on all modules, making the content both potent and of more interest to students. As students consider topics for their Advanced Research Project, they will be encouraged to consider issues related to prospective careers they may wish to pursue.

We will also introduce global themes into lessons (e.g., effects of rapid economic growth in Asia on the individual, cultural differences in child development, and so on) and this will achieve two things: Firstly, it will avoid a Western-centrism in content which is important given that our students will be studying from all over the world and secondly it places an additional of focus on how psychology can be and is being applied to problems in different regions and cultures of the world.

Arden Values Mapping: the table below identifies how programme outcomes (listed within section 11) meet provide for full coverage of Arden University Values.

		Knowledge & Understanding	Intellectual Thinking	Practical Skills	Transferable Skills	
	We Support People	A3, A5	B2, B3	C1, C3, C4	D2	
	We Do The Right Thing	A1, A2	B2	C2	D3	
	We Innovate	A3	B1, B2	C2	D1	
	We Take Ownership	A1, A4	B2, B3, B4	C1, C3	D1, D4	

11. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
MSc (180 credits)		
11a. Knowledge and understanding	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
A1. Demonstrate a critical understanding and depth of knowledge of the core areas of psychology and the ability to assess their relevance in the understanding of the contemporary world A2. Critically understand the main theoretical perspectives and debates in psychology in their historical and contemporary contexts in a reflective way A3. Identify, research, critically summarise and apply key concepts in psychology to a range of psychological issues A4. Evaluate and apply different methodological approaches to the study of mental life and behaviour	Learning and Teaching methods and strategy: Acquisition of knowledge and understanding (A1 – A5) at all levels is through an integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is: Asynchronous Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our VLE guided group / project based work. Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing	Knowledge and understanding are assessed through in-module assessments of portfolio submissions, draft essays and report based assignments. Formative assessments are the precursor to the summative assessments. Appropriate and diverse formative assessments are provided for students and are communicated to them via a clear overview to be found in the assessment brief for each module.

| A5. Conduct an independent research project at a postgraduate level with a reflective understanding of ethical issues in human participation in research | of questions or propositions, case studies or similar by either tutor or students themselves

Podcasts and narrated PowerPoint's

Synchronous

Online seminars facilitated by VOIP's where theory and practice are integrated.

Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.

Independent study is the cornerstone of the learner experience supported by engagement with the specialist tutor and peer engagement.

There is a requirement for written work at all levels including reports, essays, practical tasks, reviews, and so on, and our formative | |

11b. Intellectual (thinking) skills	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
B1. Read and review psychological research from an informed and critical perspective B2. Critically distinguish between different research approaches in psychology and their application, based on relevant theoretical, philosophical, practical, statistical, and methodological reasoning B3. Assimilate data and evidence to support a reasoned argument to explain some aspect of human mental life and behaviour B4. Display competence in the execution of an individual research project and the critical	Intellectual skills (B1 – B4) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development (B3 & B4) is further encouraged via formative assessment tasks including set briefs, in-module activities, case studies, self-initiated briefs, and discussion with tutors and peers (in online forums/debates). Specific modules support the development of quantitative and qualitative analysis, and the development of criticality and self-reflective skills. In addition, the student's thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, analysis, judgement and self-reflection in the development of contextually relevant	Intellectual skills are assessed through a combination of in-course formative exercises and summative assignments, including the submission of portfolios, journal article reviews, statistical analyses, qualitative judgements, and research reports/dissertation.

	assessment policy informs how feedback is supplied by tutors at the draft assessment phase.	

evaluation of its value in addressing some aspect of theory and research method in psychology	solutions, and a willingness to explore and engage with a range of media. Throughout, the learner is encouraged to develop intellectual skills further by undertaking further independent study and research.	
11c. Practical skills	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
C1. Develop personal skills to increase the effectiveness of their work and time management strategies. C2. Collect, evaluate, and apply information from a variety of sources in order to address questions regarding human psychology. C3. Demonstrate competence in the planning and execution of research to a professional and	Practical and professional skills (C1-C4) are employed in the production of solutions to real life situations developed through set briefs, exercises and practical activities. The important modern day skills of gathering evidence, managing projects, interpreting data, compiling reports, provided by specific modules, as are specific inputs with an emphasis upon practical functional decision making skills related to the understanding of human behaviour in a variety of different contexts.	To support the development of practical skills students must supply worked materials and evidence in support of their assignments. Critical reasoning, good presentation and sound evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual setting. Students receive feedback on all activities and assignments which includes practical examples for improvement in the application of theory to practice to help them improve both aspects of their skill base.

ethical standard, act autonomously, and demonstrate originality. C4. Communicate arguments, evidence, and statistical information thorough essays and reports in an effective way that is in accordance with discipline-relevant publication guide	Practical skills are further developed and integrated through a series of in-course online activities and projects intended to test skills acquired. Group forums provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented and particularly support the development of C4. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills. The in-course activities and assessment process in the latter part of the programme particularly emphasise the acquisition of C3.	
11c. Transferrable skills	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
D1. Critically reflect to support enhanced learning, self-awareness and interaction with others	(D1-D4) Personal responsibility becomes an increasingly important skill as students progress, culminating in the writing of the Advanced Research Report. As the programme progresses work becomes more complex and students are tested on their	To develop transferable skills all assignments must meet time deadlines and word count guidelines. All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to adopt a spirit of critical enquiry and self-reflection which is

D2. Undertake effective communication and presentation skills to support or strengthen arguments and analysis	abilities to respond positively to feedback from a variety of audiences, as well as to manage increasingly large workloads. Students are required to complete a number of assignments and a research output that rewards independence originality, and critical enquiry, and which further enhance communication and self-reflective skills.	rewarded in marking guides. These guides are shared with students.
D3. Use CIT to analyse and communicate data in an effective way and in a variety of settings		
D4. Undertake independent, ethically sound research through the acquisition of skills relevant to the context of human behaviour		

Exit Awards: Programme Outcomes

Exit Award	Knowledge & Understanding	Intellectual Skills	Practical Skills	Transferrable Skills
Post Graduate Diploma **(120 credits)**	A1, A2, A3	B1, B2, B3	C1, C2, C4	D1, D2, D3
Post Graduate Certificate **(60 credits)**	A1, A3	B1	C2	D1, D2

12. Graduate Attributes and the means by which they are achieved and demonstrated

The concept of the Arden University Graduate, based upon the definition of 'graduate attribute' by Bowden *et al* (2000) has been developed around 6 attributes.

Lifelong Learning: Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.

Reflective Practitioner: Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions

Professional Skills: Utilising the skills to perform effectively within the professional environment. Work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. Be flexible and adaptable to changes within the professional environment

Discipline Expertise: Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change.

Responsible Global Citizenship: Understand global issues and their place in a globalised economy, ethical decision-making and accountability. Adopt self-awareness, openness and sensitivity to diversity in culture.

Effective Communication: Communicate effectively both, verbally and in writing, using a range of media widely used in relevant professional context. Be IT, digitally and information literate.

The means by which these outcomes are achieved and demonstrated

All seven attributes are relevant to this programme and they will be developed throughout Level 7 of the MSc award where they are integrated into the modules.

Mapping

Module	Graduate Attribute
Research Methods	**Professional Skills:** Utilising the skills to perform effectively within the professional environment. Work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. Be flexible and adaptable to changes within the professional environment.
Cognitive Psychology	**Effective Communication:** Communicate effectively both, verbally and in writing, using a range of media widely used in relevant professional context. Be IT, digitally and information literate.
Individual Differences and Abnormal Psychology	**Responsible Global Citizenship:** Understand global issues and their place in a globalised economy, ethical decision-making and accountability. Adopt self-awareness, openness and sensitivity to diversity in culture.
Lifespan Development	**Lifelong Learning:** Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.
Social Psychology	**Reflective Practitioner:** Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions
Behavioural Neuroscience	**Discipline Expertise:** Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change.
Advanced Research Project	**Discipline Expertise**: Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change

| **13.** Learning and teaching methods and strategies |
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Distance Learning

Acquisition of programme outcomes is via engagement with the online module learning material and the online tutoring and programme participant support mechanisms, both of which are delivered via Arden University's iLearn platform (a Moodle-based system). The learning material comprises purpose-written self-contained lessons with frequent activities and feedback to generate learning

and reinforce the knowledge acquisition through frequent application of learning to specific examples.

To orient students in this way of learning, since for most online learning will be new to them, the programme begins with a programme **induction**. This is a series of six lessons using original and open source content released on a regular basis for the duration of the module. It also includes activity sheets; an online classroom experience in the form of a tutorial, e.g. discussing the worksheet or on revision techniques; and online discussion on the iLearn platform. After students have 'graduated' from the induction (by passing an end of induction quiz), they move onto the first module. The induction will also guide students through the ethics of research with human participants, drawing on the principles detailed in the BPS publication *Code of Human Research Ethics* and introduce students to the HCPC's *Guidance on Conduct and Ethics for Students*. Links to these documents will also be made available as course resources.

All modules have as their prerequisite the Research Methods module (or in the case of APL their equivalent). This is so that students become familiarised with the highly empirical nature of psychology first – it underpins all other modules. Since students can take up to two modules at the same time on enrolment, the Research Methods module may be taken at the same time as Social Psychology. Research Methods is a prerequisite for Cognitive Psychology and Individual Differences & Abnormal Psychology). Lifespan Development has Individual Differences & Abnormal Psychology as its prerequisite (and this is because the knowledge and skills in the prerequisite module need to be acquired before the Lifespan Development module which includes professional skills in its content). Behavioural Neuroscience has the same prerequisite and this is because it quite an advanced module and builds on earlier modules. The final module is the Advanced Research Project module, which has 180 credits from the other modules as its prerequisite. After Induction, the sequence of modules is:
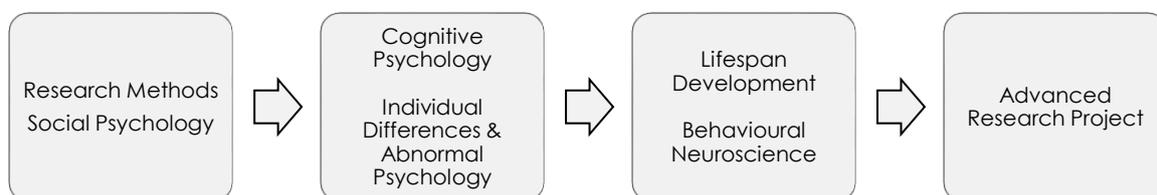
Embedded within the lessons are links to further reading and appropriate websites. Feedback within the learning material is provided to allow programme participants to check their understanding with that of the tutor. Additionally, group learning activities direct programme participants to the tutor-facilitated discussion forums where they engage in discussion with their peers and receive formative feedback from the module tutor.

Each of the 20 credit modules provide programme participants with an understanding of key theoretical and methodological issues, debates and academic-informed literature in psychology.

Teaching and learning methods adopted are transferrable across modules and are similar across modules and include online class discussions, exercises, case studies, and group discussions.

For each subject being taught, a programme of structured online learning activities using both formative and summative assessment is applied. The emphasis is on action learning through the mediation of the module leader for each module.

Throughout the modules, distance learning material will provide key concepts in psychology, while students will be encouraged to interact with each other through online discussion groups via a dedicated virtual learning platform. The distance learning tutor will provide support and guide students through the module with a structured study plan.

The delivery of content will involve tutor led inputs (such as narrated PowerPoint presentations, video and written case study material) and student led inputs (such as online live seminars, and interactive formative tests). The student will be encouraged to draw upon their own work experiences (most students are employed) and thereby better contextualise some of the theoretical content of the module. Students will also be given support specific to the assignment through online Adobe sessions.

All empirical research carried by students as part of their assessment (with the exception of the Advanced Research Project) will be approved beforehand by the Standing Ethics Panel (SEP), which comprises senior members of the Arden University academic community with experience of conducting research. For the Advanced Research Project, students will be required to submit a research proposal that meets the standards of the BPS code of ethics, and will not be allowed to recruit or test any participants until the project has been approved by SEP and the student if formally notified of such. Ethical standards in research with human participants is an important part of becoming a professional psychologist and students should familiarise themselves with the BPS Code of Human Research Ethics.

Learning and Teaching activities are:

Asynchronous
Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our Virtual Learning Environment.

This is includes activities such as, guided project based work and research tasks.

Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves.

Podcasts and narrated PowerPoints can also be accessed at any time and at the student's convenience.

Synchronous
Online seminars using Adobe Connect where theory and practice are integrated.

Live chats, where students discuss and engage with each other as well as tutors at a set time.

Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Independent study is the cornerstone of the learner experience, supported by subject specialist engagement with the tutor and peer engagement.

14. Assessment methods and strategies
The assessment process involves both formative and summative elements and is continuing in nature.

There will be a focus on encouraging students to apply their knowledge to practical situations, especially those involving personal and social issues. To put issues in a contemporary context, we focus on issues arising from provocative or ground-breaking journal articles, and issues that arise in the news from time to time (e.g., the experiences of migrants). A significant component of the programme is the Advanced Research Project, and here students will be required to identify a topic of interest to them, which falls within the field of psychology. Students will explore this, and will apply their research to the topic, identify how to evaluate issues using an evidence-based approach, modify theory in the light of new evidence, and put forward recommendations for further research.

The approach to coursework assignments will be to encourage students to apply their knowledge to theoretical and methodological issues in the core areas. Most modules offer some form of formative assessment, and this usually involves the student submitting a brief draft of the work they present as their summative assessment, for example the tutor will provide feedback on 30% of the final piece (e.g., 900 words of a 3000 word assignment) if the work is emailed to the tutor two weeks before the final submission deadline.

Awareness of ethical issues is assessed formatively by requiring students to submit a research proposal that adheres to the ethical guidelines in human research participation. Feedback is given to help guide students on ethical issues, and progression is not allowed until such a proposal is deemed ethically sound.

Summative submissions will all be made via the 'Turn it In' platform. This is one method for detection plagiarism and automatically checks for text copied from other sources, including published articles, websites, and other student assignments previously submitted through this platform.

The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module and mapped in the table below. Assessment questions are seen to be dynamic and are reviewed quarterly in order to maintain rigour and reflect changes in professional focus and practice.

There is a requirement for written work at all levels including reports, essays, developed plans, reviews of the literature and critiques of individual research articles, and so on, and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage. Critical analysis is encouraged at all levels culminating in an Advanced Research Project.

Where a module has more than one item of assessment (not including the Research Project module), the topics students choose to focus their work on need to be different.

Module Title	Summative Assessment
Research Methods	1 x Portfolio (6 items) 1 x Research Proposal and Ethical Approval Form 1 x Research report (2000 words)
Cognitive Psychology	1 x Research Proposal and Ethical Approval Form 1 x Research report (1500 words) 1 x Narrated presentation (8 slides) 1 x Essay (3000 words)
Individual Differences and Abnormal Psychology	1 x Research Proposal and Ethical Approval Form 1 x Research report (2000 words) 1 x Essay (3000 words)

Lifespan Development	1 x Journal article review (2000 words)
	1 x Essay (3000 words)
Social Psychology	1 x Qualitative psychology report (2000 words)
	1 x Time Constrained Essay (3000 words)
Behavioural Neuroscience	1 x Journal article review (2000 words)
	1 x Essay (3000 words)
Advanced Research Project	Research Report (12,000 words)
	OR
	Journal Article Submission (6-8,000 words)

Summative & Formative Mapping

Arden University MSc Psychology Conversion	Summative Assessment	Formative Assessment
Research Methods	**Portfolio (6 items)** The portfolio will enable students to gain knowledge in the statistical analysis of behavioural data and competence in using the Statistical Package of the Social Sciences (SPSS) software. **Research Proposal and Research Report (2000 words)** The proposal includes an application for ethical approval. The report will provide students an opportunity to communicate research findings through a discipline-relevant format (i.e., following the publication guidelines of the American Psychological Association or APA).	Initial reflection: What is Psychology and What Do Psychologists Do? This aims to get students to think about their expectations of the content of the programme and what they hope to get out of it A meaningful contribution to the discussion forum for this module. Students are given a specific issue, pertinent to research methods in psychology, and asked to make at least one useful contribution to the debate.

Cognitive Psychology	**Research Proposal and Research report (1500 words)**	Report plan: Topics for research need to be agreed with the tutor and this is done through a report plan that details, the topic, hypothesis, design, method, analysis, and possible outcomes.
	The proposal includes an application for ethical approval. The report will provide students with an opportunity to select a topic in cognitive psychology in which to explore key issues by setting up and implementing an experiment. It is also another opportunity to communicate research findings using APA formatting.	
	Narrated presentation (8 slides)	
	The presentation will be narrated by the student to assess their oral communication skills in summarising their research report and critiquing the approach and the findings.	
	Essay (3000 words)	
	The essay will provide an opportunity for students to write an informed view on an issue in human cognition.	

Individual Differences and Abnormal Psychology	**Research proposal and Research report (2000 words)** The proposal includes an application for ethical approval. The report will provide students with an opportunity to select a topic in individual differences (e.g., an application of a particular psychometric test) in which to explore key issues by setting up and implementing a piece of research. It is also another opportunity to communicate research findings using APA formatting. **Essay (3000 words)** The essay will provide an opportunity for students to write an informed view on an issue in abnormal psychology that cuts across several disorders.	Reflection: What's My IQ? Or Who Am I? This is designed to get students to explore a psychometric test by testing themselves and appraising the output and the tool itself.
Lifespan Development	**Journal article review (2000 words)** Students are to review one article from a short list of 3. The articles are carefully	Students submit 30% of their review to their tutor via email, and this must be done at least two weeks before the assessment deadline

	chosen so that the assessment provides them with the opportunity to critically evaluate methodological and theoretical issues in *several aspects* of development across the lifespan. **Essay (3000 words)** The essay will provide an opportunity for students to deliver an informed view on an issue in human development.	
Social Psychology	**Qualitative psychology project (2000 words)** Students will identify a social psychology paper written in the positivist tradition and re-analyse form a discourse analysist's perspective. Ethical approval is not required for this type of project. **Time Constrained Essay (3000 words)** The essay will provide an opportunity for students to provide an informed view on	Reflection: What is personality? This aims to get students to question whether certain psychological phenomena (such as personality) that are often considered "inner essences" are socially constructed

	a key issue in social psychology.	
Behavioural Neuroscience	**Journal article review (2000 words)** Students are to review one article from a short list of 3. The articles are carefully chosen so that the assessment provides them with the opportunity to critically evaluate methodological and theoretical issues in *several aspects* of behavioural neuroscience. **Essay (3000 words)** The essay will be a "patchwork assignment" and provide an opportunity for students to write an informed view on an issue concerning the relationship between the brain and behaviour. Students provide two short magazine articles for a general readership, supported with a summative commentary and reflects to a professional audience the choice of topics and their relative importance.	Students submit 30% of their review to their tutor via email, and this must be done at least two weeks before the assessment deadline

Advanced Research Project	**Research proposal and Research Report (12,000 words)**
	
	The proposal includes an application for ethical approval. The report will provide students with an opportunity to build on acquired knowledge and understanding of issues in psychology and research methods. They will identify a topic of special interest and will explore it by setting up and implementing a quantitative or qualitative research study. Students will have the option of submitting a 12,000 word dissertation OR an article 6-8,000 words that will be submitted to a journal for review (the grade **not** being contingent on the review).
	
	The assessment is broken down into three elements:
	
	   a. Proposal and ethical approval form
	   b. Draft report
	   c. Complete report
		Students are assigned a supervisor who guides them through the module, giving feedback on the student's research question, their submission for ethical approval, their choice of methodology (and issues arising), and attempts at analysis of the data.
		
		They also submit a draft of their report to their tutor via email, and this must be done at least three weeks before the assessment deadline. It should be notes that feedback on drafts does NOT involve the supervisor annotating the script, but it does involve giving students clear ideas on how to improve the work, **without indicating the likely mark of the work.**	

15. Employability

Entrants to this programme are likely to be in work (be it full or part time) or have just completed a degree on a programme that did not provide them with GBC. In either case, the MSc programme is designed to offer the degree of flexibility required to ensure that even those employed in full time positions have the maximum opportunity to fulfil their programme of study. The programme aims to develop skills, behaviours and knowledge such that graduates can confidently pursue further training in psychology should they wish to develop a career as a professional psychologist.

The degree develops a range of transferrable skills and provides opportunities for these to be evidenced. In particular, the programme provides the opportunity to acquire skills in library research, obtaining volunteers for research, collecting data, data entry and analysis using a statistical package, understanding of statistics and the presentation of statistical information, evaluating ideas critically, taking an evidence-based approach to the evaluation of ideas, the use of information technology in collecting data and analysing data, the use of IT in communication, the use of online survey systems, questionnaire design, report writing using a publication standard, essay writing, and presenting a reasoned argument from an informed position. The advanced research project provides the ability to demonstrate higher level academic skills. Hence, as with most undergraduate degrees in psychology, this psychology conversion MSc will provide students with a broad range of skills that are highly attractive to employers from a wide variety of industries.

Lifespan Development will include a lesson on Professional Skills, so that students are introduced into the numerous career opportunities that may present themselves after graduation and further study. These include the more 'traditional' professions, such as the clinical psychologist, educational psychologist, health psychologist, counselling psychologist, sports psychologist, as well as the less traditional careers that psychology graduates are equipped to pursue, such as consumer psychologist, market researcher, human resources manager, career adviser, sales and marketing, and so on. Students are encouraged to carry out voluntary work as a way of improving their CV but also as a way of experiencing a field they may wish to consider as a career. We shall provide a list of national and international voluntary organisations during the induction module, but students will be encouraged to seek for themselves local opportunities where they live. Of course, many Arden students will be already employed, so they may be limited in the amount of free time for voluntary work; however, there may be ways in which they could volunteer or get involved in relevant activities in the workplace that would give them relevant experience.

Arden values are embedded within the programme as a whole and these values will be instilled in students as they progress through their studies, thus ensuring that graduating students are fully equipped with highly current, appropriate and ethically sound knowledge, procedures and processes.

The distributed nature of Arden University students makes conventional careers support difficult but the use of the Abintegro provider (online support for the employability and career development needs of our students) allows us to offer a range of support in career development and there are opportunities for students to purchase more specialist support if required. In addition to this, we provide students with an information about career pathways for psychology graduates in the module Lifespan Development.

The addition of embedded graduate attributes adds value to the qualification in terms of providing 'industry ready' graduating students.

16. Entry Requirements

Arden University is keen to ensure that the programme is available to all those who can benefit from it.

Normally entry is via:

Students will enter from one of several routes where they were not eligible for GBC, which is EITHER:

- an Honours or Masters degree in any subject other than psychology OR

- an Honours or Masters degree in psychology not accredited by the BPS OR

- an Honours degree on an accredited psychology programme but where the empirical component of the course was failed OR a lower second class Honours degree on a psychology programme (which prevented them from obtaining GBC) OR

- a Masters degree in Psychology where an overall pass mark of 50% was not achieved (which prevented them from obtaining GBC)

These entry requirements are consistent with the BPS's recommendations for an MSc Psychology Conversion programme.

In addition, a maths qualification equivalent to at least a Grade C at GCSE; (note: the programme team and admissions will make students aware in advance of the numerical skills required for the statistical elements of the programme and also ensure that admissions decisions for any non-standard entrants take appropriate account of the level of numeracy skills needed)

English language competence equivalent to IELTS 6.5 (no less than 6.0 in any element), where the medium of undergraduate study was not English;

Overseas qualifications will be accepted subject to evidence of equivalency, which will normally be verified through UK NARIC.

Applications for admission with advanced standing on the basis of the accreditation of prior certificated learning will be considered on an individual basis up to a maximum of 60 credits.

17. Programme Structure

Level 7

Module Code	**Module Title**	**Credits**	**Module Type (Core/Option)**	**Assessment Method**
RES7002	Research Methods	20	Core	Forum Contribution, Portfolio of SPSS Data Analysis,

				Research Proposal and Empirical Research Project
PSY7001	Cognitive Psychology	20	Core	Research Proposal, Empirical Research Project and Essay
PSY7003	Individual Differences and Abnormal Psychology	20	Core	Research Proposal, Empirical Research Report and Essay
PSY7004	Lifespan Development	20	Core	Journal Article Review and Essay
PSY7002	Social Psychology	20	Core	Research Project and Essay
PSY7005	Behavioural Neuroscience	20	Core	Journal Paper Review and Essay
RES7003	Advanced Research Project	60	Core	Research Proposal, Coursework and Report

18. Subject: **C800**	*Select from:* Biological Sciences – C8 Psychology

Last Updated: April 2019 (V3)

Annex – Mapping of Intended Programme Learning Outcomes and Modules

	Modules	Compulsory (C) or Optional (O)	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Level 7	Research Methods	C			X	X	X		X					X			X		
	Cognitive Psychology	C	X	X	X					X			X		X				
	Individual Differences and Abnormal Psychology	C		X	X			X	X				X					X	
	Lifespan Development	C	X	X		X				X		X			X				
	Social Psychology	C	X	X	X				X				X			X			
	Behavioural Neuroscience	C	X	X				X	X								X		
	Advanced Research Project	C	X		X	X	X		X	X	X	X		X	X			X	X