

## Programme Specification MSc Psychology

### SECTION A: CORE INFORMATION

1. Name of programme: **Psychology**
2. Award title: **MSc  
Postgraduate Diploma  
Postgraduate Certificate**
3. Programme linkage: Is this part of group of linked programmes between which students can transfer at agreed points? (e.g. a group of programmes with a common set of taught modules)  
**No**
4. Is the programme a top-up only? **No**
5. Level of award: **Level 7**
6. Awarding body: **University of Sunderland**
7. Department: **School of Psychology**
8. Programme Studies Board: **PG Psychology**
9. Programme Leader: **Dr Sophie Cormack (Overall coordinator)  
Dr Etta Evans (On-Campus)  
Dr Helen Driscoll (Trans-National Education)  
Dr Sophie Cormack (Distance Learning)**

10. How and where can I study the programme?

At Sunderland:	
Full-time on campus	✓
Part-time on campus	✓
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning *	✓

<b>At the University of Sunderland London campus:</b>	
Full-time on campus	
Part-time on campus	
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

<b>At a partner college:</b>	
Full-time in the UK	
Part-time in the UK	
Full-time overseas	✓
Part-time overseas	
By distance learning	
As a full-time sandwich course in the UK	
As a part-time sandwich course in the UK	
As a full-time sandwich course overseas	
As a part-time sandwich course overseas	
As work-based learning full-time in the UK	
As work-based learning part-time overseas	
Other (please specify)	

\*This includes a fully online distance learning mode, plus a blended learning option where students can take some modules on campus and others in online mode, or, subject to availability, some modules in blended mode (partially on-campus and partially online).

11. How long does the programme take?

	Min number of years	Max number of years
Full-time	1	2
Part-time	2	4
Distance learning	2 (1 from 2021)	4
Work-based learning		

For start-dates please see the current edition of the Prospectus or contact the relevant Faculty at the University. For start-dates for programmes delivered in a partner college, please contact the college. The start date is usually mid-September.

## **SECTION B: FURTHER CORE INFORMATION**

### **24. Learning and teaching strategy**

Unlike accredited conversion programmes elsewhere, the University of Sunderland MSc Psychology adopts an integrated research active approach to delivering psychology. Rather than taking separate modules in the traditional core areas of psychology (social, cognitive, biological, developmental, and individual differences), you study a succession of psychological topics under two broad themes (experience through the lifespan, and everyday motivations and biases), which are then informed by psychological research from different relevant core areas of psychology, often combining perspectives from two or three core approaches. This gives you practice in drawing on the full range of psychological frameworks when considering solutions to a real-life problem e.g. eating disorders, schizophrenia, domestic violence.

Teaching and learning on the programme is designed to provide you with an outstanding learning experience by engaging with the aims of the University's Learning and Teaching plan to:

- enable you to develop as an independent, active and reflective learner;
- create learning environments where teaching approaches and learning technologies foster learning;
- promote learning partnerships in which innovative, supportive and challenging practice inspires you to approach your course and career with curiosity, enthusiasm and creativity.

These aims are supported by our range of learning and teaching methods, development activities, and by the enthusiasm of staff teaching on the programme, who will welcome you into a community of learners. A friendly and supportive environment is created for you to interact informally with other students and staff, whether through online discussion forums and social media, in a partner college, or on campus at Sunderland in the sandbox (a student social area with sofas and a TV, games consoles, films, and books). The School of Psychology has a snapchat (uospsychology), a twitter feed (@PsychUni\_of\_Sun), and an Instagram feed (UoSPsychology) where we post details of interesting research, events and opportunities. The programme team welcome and encourage you to give continuous feedback on your experience through informal interactions with staff e.g. through classroom activities or discussion forums, and personal tutor and programme leader chats (in-person or virtually), or by email. Student voice is built into the way the programme is taught, for example modules build in discussions with students about whether and how they understand assignment tasks.

The MSc Psychology programme has been designed by Senior Lecturers in the School of Psychology who have extensive experience in teaching. You will be taught by staff with qualifications in

psychology (nearly all at doctoral level) and expertise in the areas of psychology they are teaching. Most possess teaching qualifications or are members of the Higher Education Academy (HEA), which recognises a commitment to high quality teaching for student success. The School includes a Principal Lecturer for Teaching and Learning who is also a National Teaching Fellow and Senior Fellow of the HEA. Two of the MSc Psychology programme leaders are Senior Fellows of the Higher Education Academy.

The programme will use a combination of teaching and learning methods, including group discussion and workshop sessions (which take place in the classroom, or for distance learning students in an online discussion forum), content delivery (where you are introduced to topics in psychology either through lectures or, for distance learning students, through online learning materials), and one-to-one tutorials or supervision sessions (for distance learning students these could be by through phone or Skype). The main learning method is through your own independent study: the programme is designed to give you direction but also choice in discovering what is known about psychology, so you will spend a lot of time reading published research papers to build up your knowledge and understanding of the subject. You will also carry out practical activities including computer-based data analysis and field observation. Teaching styles will be matched to the module content with emphasis on creating a learning environment which facilitates acquisition of research and transferable skills through promoting student participation, discussion, and practical experience. The teaching methods also encourage students to learn from each other and to reflect upon their own learning and career development. Student-centred approaches such as group-work and inquiry-based learning encourage you to develop an independent and curious approach to solving realistic problems using your growing psychological knowledge.

This diverse approach to teaching and learning is mirrored in the style of assessments that you will undertake. The programme is assessed by coursework rather than exams (though there are some computer-marked multiple choice tests which you take in your own time at home), reflecting our commitment to assessment for learning rather than solely for testing. The coursework is varied to give you experience of communicating in different ways and for different audiences. You will complete research reports, presentations (individual and group), research proposals, and portfolios (e.g. data analysis exercises, reflections on ethics). These assignments are designed to immerse you in different areas of psychology and to challenge and engage you.

Your learning is supported through the university's virtual learning environment (VLE) Canvas, where all modules have a space providing core and supplementary study materials, communication systems, and links for electronic submission of assignments. Assignment feedback is also provided electronically and includes feedforward comments with specific suggestions to help you enhance later assignments. All modules, apart from the research project, are highly structured with weekly goals and directed study to aid in time-management. In addition just before the start of each semester there is a module preparation development week supported through the VLE, with suggested reading and preparation for the next module, and access to study skills support opportunities.

The programme builds up your knowledge and skills to prepare you to undertake the masters research project. For your masters research project you will design and conduct a piece of in-depth research in psychology under the supervision of an experienced member of staff. Project topics are negotiated between you and your supervisor, depending on your interests and your supervisor's areas of expertise (note that available supervisors vary from year to year). Past students have carried out research in such topics as: body modification, sexual consent, perception of time, and teacher resilience.

## **25. Retention strategy**

Your success on the programme is our priority, which means we do everything we can to support you on the programme and in your longer-term goals, and we aim to provide a learning environment which is stimulating, interesting, enjoyable, and builds up your achievements.

The first strand of the retention strategy on this programme is to provide learning materials and a friendly environment to scaffold the development of masters-level psychology discipline-specific study skills. This is achieved through an induction programme, the extra guidance materials provided in the period leading up to the start of each module, personal development planning, and study skills support offered throughout the programme and interwoven through the modules. Each student will have a dedicated personal tutor. Your personal tutor will get to know you and your goals at the start of the year, will stay in contact with you regularly through the academic year, and will follow your progress through the programme. In addition to scheduled appointments you are encouraged to contact your personal tutor if you feel a need for more academic guidance, advice, or help with decision-making.

The second strand of the retention strategy is to offer flexibility in the way the programme is studied, so if you have work or personal commitments you can study part-time; if you can't get to the campus or the timetable does not fit around your other commitments, you can take the programme online; and if your circumstances change part-way through the programme you can switch to a different mode or take temporary leave of absence. We offer both full-time and 3-year part-time routes on the Sunderland campus, with a 2-year or 3-year part-time route available through distance or blended learning. The distance-learning mode allows students to study the programme entirely online. The blended route allows students to take some modules on-campus and some online, or to take modules in blended mode if available (where seminars are on-campus and content delivery is online). You may also be able to study the programme full-time through one of our partner colleges.

Finally, for students on the campus or college-based modes, the university has an attendance monitoring policy so that any students who appear to have stopped coming to classes are contacted in case they are suffering problems. A similar policy is applied for distance-learning students who appear to have stopped logging in to the VLE. Your personal tutor will keep an eye on your

engagement and marks in order to offer you extra support when you need it. You are very much encouraged to contact your personal tutor if you have any concerns, worries, or if you are affected by unforeseen events, as the university has many options available to support and advise students who are experiencing setbacks of any kind.

## **26. Any other information**

The MSc Psychology conversion programme at the University of Sunderland has been running every year since 2007, in both full-time and part-time on-campus modes. Building on its success, the programme team intend to offer it in trans-national and distance-learning modes from September 2019.

## **SECTION C: TEACHING AND LEARNING**

### **27. What is the programme about?**

The programme aims to:

- provide a Graduate Basis for Chartered Membership with the British Psychological Society so that students can progress to postgraduate training courses in the discipline
- create a learning community which fosters enthusiasm about the academic study of psychology
- produce a systematic and scientific understanding of mind, brain, behaviour and experience, and of their complex interactions
- foster a critical awareness of multiple perspectives within the discipline and support students to critically evaluate current theory, research, and applications in psychology
- develop an understanding of the roles of empirical evidence and theory and the relationship between them
- develop a comprehensive understanding of research methodologies and techniques and the ability to undertake an independent research project

### **28. What will I know or be able to do at the end of the programme?**

Students reaching the level of **Postgraduate Certificate in Psychology** will have demonstrated the ability to work at postgraduate level in psychology, through obtaining at least 60 credits from the programme.

#### **Learning Outcomes Postgraduate Certificate – Knowledge**

By the end of this part of the programme, successful students should know, understand or be able to do the following:

- K1 Produce academic research-based work in psychology which shows ability to integrate and synthesise a variety of literature, evaluation of evidence and methods, critical analysis,

systematic conceptual understanding, and ability to build a rationale for new research in the discipline.

K2 Explain, apply, and critically evaluate empirical methods and theoretical approaches across a variety of topics in psychology.

### **Learning Outcomes Postgraduate Certificate – Skills**

By the end of this part of the programme, successful students should know, understand or be able to do the following:

S1 Be adept at academic written communication, including use of evidence, structuring and argument, and use of APA-style referencing.

S2 Use a variety of IT skills encompassing a range of software applications, and electronic sources for research.

S3 Engage in independent learning, take personal responsibility and initiative, manage time effectively to achieve goals, and show autonomous decision-making in application of psychological understanding to complex real world questions.

Students reaching the level of **Postgraduate Diploma in Psychology** will have demonstrated substantial ability to work at postgraduate level in psychology across a variety of core areas of the discipline, through obtaining at least 120 credits from the programme. In addition to the learning outcomes achieved in the Certificate phase, they will achieve the following skills and knowledge.

### **Learning Outcomes Postgraduate Diploma – Knowledge**

By the end of this part of the programme, successful students should know, understand or be able to do the following:

K3 Demonstrate systematic knowledge and a critical understanding of psychology across a variety of psychological domains including both historical and current academic literature in the field.

K4 Show a sophisticated understanding of at least one research paradigm, together with associated conceptual and methodological approaches.

### **Learning Outcomes Postgraduate Diploma – Skills**

By the end of this part of the programme, successful students should know, understand or be able to do the following:

S4 Employ evidence-based reasoning to examine and critically evaluate practical, theoretical and ethical issues associated with the use of specific methodologies, paradigms and methods of analysis in psychology.

S5 Display initiative in selecting and carrying out appropriate intermediate to advanced measurement and analytical techniques to answer a specific research question.

S6 Demonstrate transferable lifetime skills in written and oral communication, and in working collaboratively with a group in a specific area of research or scholarship.

Students reaching the level of **MSc Psychology** will have the skills needed to pursue further study of psychology in an applied professional field, by obtaining the full 180 credits of modules from the programme. In addition to the learning outcomes achieved in the Certificate and Diploma phase, they will achieve the following skills and knowledge:

### **Learning Outcomes Masters – Knowledge**

By the end of this part of the programme, successful students should know, understand or be able to do the following:

- K5 Demonstrate a comprehensive and critical understanding of a specialist field of psychology informed by the forefront of the discipline.
- K6 Show a systematic knowledge and a critical awareness of psychology across the core domains of psychology including biological, cognitive, social, developmental psychology, and individual differences, together with a critical understanding of the most important current and historical issues and debates.
- K7 Understand a wide range of quantitative and qualitative research paradigms, conceptual and methodological approaches, and of the most frequently used intermediate to advanced measurement and analytical techniques in psychology.

### **Learning Outcomes Masters – Skills**

By the end of this part of the programme, successful students should know, understand or be able to do the following:

- S7 Demonstrate the skill and competence to identify an original area of psychological inquiry, plan and design a substantial independent research project under supervision, collect relevant data in accordance with British Psychological Society ethical guidelines, troubleshoot and solve problems, analyse the data appropriately, interpret and critically evaluate the results, and present the findings in a publishable format.
- S8 Present information orally using visual aids in a clear, evaluative, and professional way suitable for both specialist and non-specialist audiences.
- S9 Show sophisticated understanding of techniques and specialist psychological research tools, including experiment design software, psychophysiological equipment, and psychometric instruments.
- S10 Carry out intermediate to advanced data analytical skills using a variety of qualitative and quantitative methods including data analysis using statistical analysis software.

## **29. What will the programme consist of?**

The summary below describes briefly what is contained in the programme. The programme structure can be found in the [programme regulations in appendix 2](#). The summary below describes briefly what is contained in the programme. All modules are at postgraduate level (level 7 in the [FHEQ](#)).

PSYM61 Experimental Design and Analysis in Psychology (30 credits)



PSYM62 Non-Experimental Design and Analysis in Psychology (30 credits)

PSYM65 Cradle to Grave: Stability and Change (30 credits)

PSYM66 Everyday Motivations and Biases (30 credits)

PSYM70 Research Project (60 credits)

The order in which you take the first four modules will depend on your timetable. The fifth module, the Research Project, is designed and scheduled to be taken after the first four modules.

To obtain the **postgraduate certificate in psychology**, you need to obtain any 60 credits from the programme. The **postgraduate diploma in psychology** is obtained when you gain 120 credits from the programme. You achieve the **MSc Psychology** when you have obtained all 180 credits for the programme. This covers the core psychological content from across the discipline (biological, cognitive, developmental, and social psychology, individual differences, and conceptual and historical issues), a thorough grounding in intermediate to advanced research methods including both quantitative and qualitative data analysis, and the independent masters research project in a specialist area of original empirical research in accordance with British Psychological Society ethical guidelines.

To be eligible for the **Graduate Basis for Chartered Membership (GBC) of the British Psychological Society**, the MSc Psychology must be completed with a weighted mean average mark of 50% across all of the modules on the programme.

More information about each module is provided below:

### **PSYM61 Experimental Design and Analysis in Psychology (30 credits)**

This module introduces you to scientific method in psychology, including the characteristics of well-designed and flawed experiments, and use of statistics to test differences between group or individual behaviour in different situations. You will learn how to use psychophysiological measures (e.g. pulse rate) in psychological research, and use of software to present experimental materials such as images.

### **PSYM62 Non-Experimental Design and Analysis in Psychology (30 credits)**

This module explores alternative approaches to psychological research, including use of interviews and focus groups, questionnaires, and observational studies. You will carry out analysis of transcripts, examine ethical issues in research, and learn how to use statistical analysis to evaluate the quality of questionnaires and to make predictions about individuals.

### **PSYM65 Cradle to Grave: Stability and Change (30 credits)**

This module examines the development of individuals across the lifespan, from conception to death. The module applies multiple psychological perspectives to the study of development in a number of domains, drawing on approaches, principles and theories from core areas of psychology and from evolutionary psychology.

**PSYM66 Everyday Motivations and Biases (30 credits)**

This module looks at the influences which shape us as we go about our everyday lives, and how attention, perception, memory, biological needs, brain architecture, hormones, motivations, moods, emotions, social situations and social pressures influence the way we think and act.

**PSYM70 Research Project (60 credits)**

In this module you will design, carry out, and write up your masters research project, with your supervisor for guidance. You will go through the process of applying for ethical approval, as you will be working with human participants (e.g. you may be interviewing them, sending out questionnaires, administering an experiment, observing people), and you will apply skills learnt in the earlier modules in order to build a viable research idea based in psychological theories, to carry it out, to analyse the information collected, and to communicate clearly what you have done and what you have discovered.

**30.** How will I be taught?

<p>Scheduled teaching activities</p>	<p>Scheduled teaching activities fall into four main categories: content delivery, seminars, workshops, and project supervision. You will also have personal tutorials.</p> <p><b>Content delivery</b> includes communication of approaches, concepts, methodologies, case studies, techniques, and applications of psychology (for on-campus delivery this is usually through <b>lectures</b>, and for distance-learning or blended learning delivery this is through online learning materials such as webpages and video clips).</p> <p><b>Seminars</b> and <b>workshops</b> are an important part of the programme. For on-campus and college students these sessions take place in the classroom; for distance-learning students they take place online, typically through discussion forums. In seminars students interact with lecturers and other students to discuss, explore, present, and debate concepts.</p>
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	<p>Workshops usually involve practical work or tutor-supported computer work.</p> <p>Project supervision. In the Research Project module, you have <b>supervision appointments</b> with your project supervisor while working on your research project. These may be one-to-one or possibly with a few other students if several of you are working in a related research area. For distance learning students you would negotiate with your supervisor how you would like to have these appointments e.g. phone, Skype, online chat.</p> <p><b>Tutorials</b> take place at intervals throughout the programme, as you make contact with your personal tutor for advice on study skills and career development.</p>
Independent study	<p>Developing research and critical thinking skills in psychology is crucial at masters level and means spending a significant amount of time reading journal articles and other resources, as well as working through data analysis exercises, working on assignments and preparing for class activities. You may be set specific readings or tasks in preparation for seminars, or to consolidate learning from workshops. You will also be expected to work in small groups outside class time when preparing <b>group work</b>, and are encouraged to form study groups – whether face-to-face or virtual, using the VLE, email or social media.</p>
Placement	n/a

Note that where sessions are delivered at our partner colleges, the learning outcomes of each session will be the same, but staff may contextualise the materials (e.g. adapt examples to the local context).

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

**31.** How will I be assessed and given feedback?

Written examinations	None
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Coursework	<p><b>Literature review</b> – critical review of historic and current research in a specific applied area of psychology.</p> <p><b>Research proposals</b> – you will write a proposal for a new research project in psychology, based on your reading in that specific area.</p> <p><b>Research reports</b> – you will complete research reports written up in the format of academic psychology journal articles.</p> <p><b>Research skills/data analysis portfolios</b> – you will complete exercises demonstrating skills needed by researchers in psychology, such as data analysis assignments, conference poster design, and ethics reflections.</p> <p><b>Oral presentations</b> – in one module you will work in a group to give an oral presentation suitable for a non-specialist audience, and for the masters Research Project module you will give a short individual presentation about your project.</p> <p><b>Computer-marked multiple choice tests (MCQs)</b> – you will take computer-marked multiple choice tests, in order to demonstrate your general knowledge of psychology. These can be taken at home and a limited number of attempts at each test will be offered.</p>
Practical assessments	None (though there will be practical work to carry out, which is assessed through written research reports, e.g. psychophysiological measurement, questionnaire design, experimental design using psychological experiment design software, interviewing and transcription).

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

The generic assessment criteria which we use can be found [here](#). Some modules use subject-specific assessment criteria which are aligned with the generic ones, to articulate more precisely the relationships between general categories and performance (e.g. tailoring the description of ‘presentation’ to capture what represents excellence in oral presentation).

This programme uses the Generic University Assessment Criteria	<b>YES</b>	
This programme uses the Subject Specific Assessment Criteria	<b>YES</b>	

The principles guiding our assessment and feedback strategy are:

**Learning through assessment.** Assessment is as much about learning as it is about testing. Although assessments provide very important information about your progress and achievement, many of the assessments you do will give you the opportunity to gain much more than a mark. For example, practicals are designed to enable you to acquire the skills of a professional psychologist. You will be learning how to design effective studies, measure psychological variables, collect and analyse data, and write professional research reports. Each time you go through this process, you will learn new research design and data analysis techniques, and you will gradually improve your report writing skills.

**Learning through feedback.** Just as we believe in learning through working on assessments, we also believe that learning does not end when you submit a piece of work. When we return your assessment, you will receive not only a mark, feedback, and *feedforward*. Markers will explain how well you did on the assessment criteria, highlighting strengths and weaknesses. This feedback not only explains your mark, it also helps you to improve your work the next time (feedforward). Our external examiners have commended us for the quantity and quality of our feedback to students. Assignments are submitted and marked electronically, with clear typed comments on-screen.

**Formative feedback.** Additionally, we also build in formative feedback (e.g. practice exercises or draft assignment plans) so that you can see how you are doing and adjust your learning strategies before submitting assignments. Formative feedback methods may include, peer review, informal tutor discussion, group discussion, self-assessment against a model answer, or computerised assessment.

The University aims to return marked assessments and feedback within 4 working weeks of the assignment submission date after internal moderation process have been completed.

The University regulations can be found [here](#). The Academic Misconduct Regulations and associated guidance can be found [here](#). It is your responsibility to ensure you are familiar with your responsibilities in regards to assessment and the implications of an allegation of academic misconduct. Refer to the [University Regulations](#) for information on award classifications.

### 32. Teaching, learning and assessment matrix

#### Matrix of modes of teaching, learning and assessment: Postgraduate Certificate in Psychology

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO K1	LO K2	LO S1	LO S2	LO S3
Experimental Design and Analysis in Psychology	PSYM61	Core	Content delivery (e.g. lectures), workshops, seminars, tutorial, independent study	Individual written report, research skills portfolio	Taught Developed Assessed	Taught Developed Assessed	Taught Developed Assessed	Taught Developed Assessed	Developed, Assessed
Non-Experimental Design and Analysis in Psychology	PSYM62	Core	Content delivery (e.g. lectures), workshops, seminars, tutorial, independent study	Individual written report, research, ethics & data analysis portfolio	Taught Developed Assessed	Taught Developed Assessed	Taught Developed Assessed	Taught Developed Assessed	Developed, Assessed
Cradle to Grave: Stability and Change	PSYM65	Core	Content delivery (e.g. lectures), seminars, workshops, group presentations, tutorial, independent study	Group presentation, individual research proposal, MCQs	Taught Developed Assessed	Taught Developed Assessed	Taught Developed Assessed	Taught Developed Assessed	Developed, Assessed
Everyday Motivations and Biases	PSYM66	Core	Content delivery (e.g. lectures), seminars, workshops, tutorial, independent study	Individual literature review, individual research proposal, MCQs	Taught Developed Assessed	Taught Developed Assessed	Taught Developed Assessed	Taught Developed Assessed	Developed, Assessed
Research Project	PSYM70	Core	Content delivery (e.g. lectures), workshops, supervision appointments, individual presentations, independent study	Individual presentation, Individual written report	Developed Assessed	Developed Assessed	Developed Assessed	Developed, Assessed	Developed, Assessed

## Matrix of modes of teaching, learning and assessment: Postgraduate Diploma in Psychology

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO K3	LO K4	LO S4	LO S5	LO S6
Experimental Design and Analysis in Psychology	PSYM61	Core	Content delivery (e.g. lectures), workshops, seminars, tutorial, independent study	Individual written report, research skills portfolio	Taught Developed Assessed	Taught Developed Assessed	Taught Developed Assessed	Taught Developed Assessed	Taught Developed Assessed
Non-Experimental Design and Analysis in Psychology	PSYM62	Core	Content delivery (e.g. lectures), workshops, seminars, tutorial, independent study	Individual written report, research, ethics & data analysis portfolio	Taught Developed Assessed	Taught Developed Assessed	Taught Developed Assessed	Taught Developed Assessed	Taught Developed Assessed
Cradle to Grave: Stability and Change	PSYM65	Core	Content delivery (e.g. lectures), seminars, workshops, group presentations, tutorial, independent study	Group presentation, individual research proposal, MCQs	Taught Developed Assessed	Taught Developed Assessed	Taught Developed Assessed	Taught Developed Assessed	
Everyday Motivations and Biases	PSYM66	Core	Content delivery (e.g. lectures), seminars, workshops, tutorial, independent study	Individual literature review, individual research proposal, MCQs	Taught Developed Assessed	Taught Developed Assessed	Taught Developed Assessed	Taught Developed Assessed	
Research Project	PSYM70	Core	Content delivery (e.g. lectures), workshops, supervision appointments, individual presentations, independent study	Individual presentation, Individual written report	Developed Assessed	Developed Assessed	Developed, Assessed	Developed, Assessed	Developed Assessed

## Matrix of modes of teaching, learning and assessment: MSc Psychology

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO K5	LO K6	LO K7	LO S7	LO S8	LO S9	LO S10
Experimental Design and Analysis in Psychology	PSYM61	Core	Content delivery (e.g. lectures), workshops, seminars, tutorial, independent study	Individual written report, research skills portfolio	Taught Developed Assessed	Developed	Taught Developed Assessed	Taught Developed		Taught Developed Assessed	Taught Developed Assessed
Non-Experimental Design and Analysis in Psychology	PSYM62	Core	Content delivery (e.g. lectures), workshops, seminars, tutorial, independent study	Individual written report, research, ethics & data analysis portfolio	Taught Developed Assessed	Developed	Taught Developed Assessed	Taught Developed		Taught Developed Assessed	Taught Developed Assessed
Cradle to Grave: Stability and Change	PSYM65	Core	Content delivery (e.g. lectures), seminars, workshops, group presentations, tutorial, independent study	Group presentation, individual research proposal, MCQs		Taught Developed Assessed	Developed Assessed	Developed	Taught Developed Assessed		
Everyday Motivations and Biases	PSYM66	Core	Content delivery (e.g. lectures), seminars, workshops, tutorial, independent study	Individual literature review, individual research proposal, MCQs		Taught Developed Assessed	Developed Assessed	Developed			
Research Project	PSYM70	Core	Content delivery (e.g. lectures), workshops, supervision appointments, individual presentations, independent study	Individual presentation, Individual written report	Developed Assessed	Developed Assessed	Developed Assessed	Developed Assessed	Developed Assessed	Developed Assessed	Developed Assessed



### 33. How does research influence the programme?

The MSc Psychology programme is underpinned by a research active curriculum. We consider research to be central to our activities and ethos, in the broadest sense of questioning and critically examining claims people make about psychology, as well as in supporting teaching using our own research experiences and examples, and in developing your confidence to test, discover, and investigate, using robust psychological methods. Many staff are research active, and engaged in research projects at the cutting edge of the discipline, others have expertise in consultancy or links with local services. The majority of permanent staff are PhD qualified. Staff research interests are diverse, and include, for example, environmental psychology, mindfulness, autobiographical memory, computational neuroscience, evolutionary psychology (e.g. attractiveness and mate choice, male competitiveness), bilingualism, dark personalities, psycholinguistics, neurodiversity, visual perception, and play.

The programme culminates in you carrying out your own research project in psychology. Within the programme you will gain a great amount of experience in understanding and using psychological research methods, to prepare you for designing, carrying out, analysing and writing up your own research. You will be introduced to staff research areas and will have opportunities to discuss research ideas with staff in advance of selecting your supervisor, with many of the potential supervisors contributing to teaching on the programme. There is also a research engagement requirement within each of the research methods modules, where typically you would take part in other student or staff research projects. In addition, we have a voluntary research assistant scheme which provides opportunities for you to work in partnership with us on exciting and contemporary research projects.

## SECTION D EMPLOYABILITY

### 34. How will the programme prepare me for employment?

The programme gives you the opportunity to develop advanced skills, knowledge, and valuable transferable skills which you can use in the future. This postgraduate programme is designed specifically to qualify you for entry onto further postgraduate training programmes in professional or academic psychology (for some of those programmes relevant work experience may also be needed). There are nine types of psychology in which it is possible to become chartered: clinical, educational, forensic, occupational, counselling, sport and exercise and health psychology, as well as neuropsychology and teaching/researching in psychology. Note that the MSc Psychology does not by itself qualify you to practice as a psychologist: it provides the first step but you would need to undertake further practical and applied training in your chosen specialism. For more information see the British Psychological Society careers information flowchart:

<https://careers.bps.org.uk/>

Equally however, the programme also supports you if you are already pursuing a career which involves working with people or if you plan to move into such a career in future. The insights, rigour and methodology of psychology are valued for example in roles in management, advertising, market research, data science, human resources, the police force, the prison service, the civil service, social care, health services, and teaching.

See also the British Psychological Society page on psychology-related careers:

<https://www.bps.org.uk/public/become-psychologist/related-roles-and-careers>

The skills which this programme is designed to develop are listed below:

- The ability to apply knowledge of psychology to a wide range of real life situations
- Appreciation and understanding of individual differences and the diversity of human experience, including mental health, personality disorders, abnormal development, and effects of trauma and brain damage
- Time-management, planning and organisational skills are developed through deadlines for activities and assignments, and particularly in the research project module. Students are expected to be self-disciplined and independent learners.
- Formal writing and communication skills including communicating with non-specialist audiences
- Academic development, confidence, and awareness of personal strengths and weaknesses in working in groups
- IT and data analysis skills including ability to use statistical packages and online questionnaire administration

During the programme you will be supported by your personal tutor in considering possible career choices or postgraduate training, and in working out how to hone your skills and acquire the experiences you need for your chosen career. The programme incorporates careers activities and workshops to introduce you to the range of possibilities opened up by obtaining the MSc Psychology. Many students who complete the programme go on to further postgraduate training, for example to train in forensic psychology, secondary school teaching, or social work. Others use the knowledge gained for inspiration or progression within their existing careers.

In addition students can access general careers support online and all students in the School of Psychology are invited to participate in careers events organised by the School. For information about other opportunities for students studying on campus, click [here](#). The careers service also supports students studying the programme by distance learning, who may be looking for opportunities further afield, through the Sunderland Futures online careers portal (accessible once you have enrolled on the programme). Additional opportunities to develop your experiences more widely will vary if you are studying at one of our partner colleges.

**35.** Particular features of the qualification.

*n/a – all mentioned earlier*

**36.** Professional statutory or regulatory body (PSRB) accreditation.

PSRB accreditation is not relevant to this programme	
PSRB accreditation is currently being sought for this programme	YES (TNE and blended/distance-learning)
This programme currently has PSRB accreditation	YES (on-campus)

The programme (on-campus delivery) is currently accredited until: February 2021

We are in the process of seeking accreditation for the new modes of delivery: TNE (under consideration) and blended/distance learning (in preparation).

Accreditation is central to the programme, as its main rationale is to provide accreditation for students who do not currently hold a degree which is accredited for the Graduate Basis for Chartered Status (GBC) by the British Psychological Society.

Please see [PSRB Renewal Process](#) for information on the renewal process.

The relevant PSRB(s) is/are: The British Psychological Society

The terms of the accreditation are as follows: Terms for accreditation are laid out in the British Psychological Society publication *Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology (2017)*<sup>1</sup>.

The British Psychological Society recognises the programme as conferring the Graduate Basis for Chartered Status (GBC), so long as students successfully complete the MSc Psychology with a weighted mean average mark of at least 50% and students pass the project module (PSYM70). This status allows you to proceed onto further postgraduate training to become a professional psychologist (for example clinical psychology, forensic psychology, health psychology, educational psychology, or academic doctoral work). Interim or exit awards are not accredited.

There are programme-specific regulations relating to the following. Details are given in the Appendix 2 – Programme Regulations

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<sup>1</sup> Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology (2017)  
[https://www.bps.org.uk/sites/beta.bps.org.uk/files/Accreditation/Undergraduate%20Accreditation%20Handbook%20\(2017\).pdf](https://www.bps.org.uk/sites/beta.bps.org.uk/files/Accreditation/Undergraduate%20Accreditation%20Handbook%20(2017).pdf)

The modules to be studied	PSYM61, PSYM62, PSY65, PSYM66, PSYM70
Pass-marks for some or all modules and/or parts (elements) of modules	Average mark of at least 50% across the computer-marked multiple choice tests within PSYM65. Average mark of at least 50% across the computer-marked multiple choice tests within PSYM66.
Placement requirements	
Attendance requirements	
Professional practice requirements	
Final or overall mark for the award	
Other	Admissions: Only 60 credits of APL possible on the programme

## SECTION E: PROGRAMME STRUCTURE AND REGULATIONS

The programme regulations form (Part B) can be found in Appendix 2 – Programme Regulations

## SECTION F: ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

### 40. What are the admissions requirements?

The minimum entry qualifications for entry to the programme are:

- An honours degree of at least second class standard from a UK institution, or an equivalent overseas qualification
- Where an applicant's first language is not English they will normally be required to demonstrate evidence of achievement of 6 overall in the International English Language Testing Scheme (IELTS) with all element scores at 5.5 or higher. An alternative approved Secure English Language Test (SELT) and the University's recognised English language qualifications/tests (as approved by Academic Board) will also be accepted if the applicant's element scores are equivalent to those required for IELTS. Students with other evidence of English Language achievement (such as a first degree studied and assessed in English) should contact the Admissions Tutor. Such cases are considered on an individual basis.

Can students enter with advanced standing?	<b>Yes</b>	
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You may be eligible to enter with advanced standing if you started the programme at an earlier date, passed one or more modules, and withdrew before completion. Eligibility would depend on whether the module content is still equivalent, and how long ago the modules were taken, as there are limits to the amount of time knowledge of psychology remains current.

If you have studied psychology at postgraduate level elsewhere, it is possible that you may be eligible to enter the MSc Psychology programme with accreditation of prior learning (APL), for example if you have already taken masters-level research methods in psychology. Such decisions will be made on an individual basis and will require a detailed description of the content of the prior modules, in order to determine that the module learning outcomes are met by the prior modules and attainment is at the level required by the British Psychological Society (marks equivalent of at least 50%), and this will need to be approved at faculty level before APL can be granted. Note that British Psychological Society regulations do not allow such accreditation of prior learning (APL) for more than one third (60 credits) of the programme.

See [Accreditation of Prior Learning page](#) for details or consult Admissions.

#### 41. What kind of support and help will there be?

##### a. in the department:

- You will be supported by an academic programme team, with one lead for each of the main study modes (on-campus, partner-college-based, and distance/blended learning). The programme team normally will be available during weekly office hours during term time as contact for all programme related issues and enquiries, and by email and phone, Skype or in person at other times by appointment.
- You will be allocated a personal tutor at the start of the programme who will get to know you, provide academic advice, support in case of any difficulties, as well as for discussion and advice on career development.
- Module leaders and staff teaching on the programme will be available during office hours during term time as well as by appointment (face-to-face, or Skype), by email, by phone, and through the VLE (Canvas).
- An induction programme (virtual if you are studying at a distance, in class at the university or a partner college otherwise) welcomes you to the programme and introduces the learning outcomes, the curriculum, learning and teaching strategies of the programme, scheduling information, technical support and library services, the virtual learning environment (VLE) Canvas, and other support services.
- You will also have a Programme Handbook, which will be available electronically through the programme's VLE space.
- In addition before the start of each semester there is a module preparation development week, in which you will obtain additional study skills support opportunities and preparatory

reading and guidance. Further skills development workshops and sessions are embedded into the modules across the programme.

- For careers advice, you are encouraged to contact the University Careers and Employability Service, the programme team, the departmental postgraduate research student manager, and/or your personal tutor.
- You will also be supported by a dedicated psychology technician, available on campus, by phone or email.

b. *in the university as a whole:*

Students based at the University of Sunderland (on campus, blended or distance-learning) have access to the University's central support services including [Counselling](#), [Disability support](#), [Health and Wellbeing](#), [Chaplaincy](#), financial support and advice, International Office and Careers and Employability Service, as described below.

**Student Wellbeing:** The Student Wellbeing service (physical, emotional, mental and spiritual wellbeing) sessions can be provided on campus or through Skype, email or telephone contact. You will also have free access to the online self-help therapeutic resources on anxiety, depression, panic, stress and positive body image, through Silvercloud, accessible 24/7.

**International student support:** The University's International service is available on campus, by phone or email to give advice on matters relating to admission, fee payments, visas, and university registration procedures.

**Finance:** The university's finance service and financial advice for students are available on campus and by phone or email.

**Disability Support:** The disability support service is happy to communicate with you in person, or through phone, email or Skype. Students with disabilities may be eligible for Disabled Students Allowance to purchase equipment and services, and if based in the UK you can be assessed in Sunderland or an assessment centre which is local to you. EU/overseas students are advised on a case by case basis on the support available in your region and remotely from the university.

**Careers and employability service:** You can contact careers service staff by drop-in, appointment, email or phone. The University has a 24/7 Email Careers Advice Service. The Careers Advisory Service website includes the Opportunities On-line vacancy service which enables you to view vacancies, obtain more details, information about how to apply and closing dates, and includes employer events locally, regionally and nationally. There is a computer-aided guidance system which will help you work through the Career Planning process.

**The Students' Union** provides an independent service which offers advice and support across the full range of personal and academic problems which you may encounter. Students wishing to lodge a complaint or an appeal can seek advice from the Students' Union or from Academic Services. Full details of all these services can be found on the University's web-site. Where

appropriate, academic or support staff will signpost students to these specialist services. The student Union academic advisors are available by phone or email. The Student Union also has online communities students can join. Students from across the programme are invited to volunteer to be a student representative (training is available in person or online) to participate in staff-student consultative meetings and boards, in person or by Skype or email.

You will also supported at university and faculty level by administrators (available through the Gateway helpdesk or by phone or email), and for technical support by IT services (available through the university's IT portal, by email, or phone), and by a 24/7 Canvas VLE help portal. There is a specialist psychology librarian and a specialist distance-learning librarian.

*c. in a partner college:*

For students studying at one of our partner colleges, some of these support services (e.g. face-to-face counselling services and careers services) are provided at the College. Please see the relevant college prospectus or website for details of student support if you are planning to study there. However, students can also access the distance-learning services provided by the University of Sunderland such as the online careers portal and the online wellbeing resources.

**42. What resources will I have access to?**

On campus	✓	In a partner college	✓	By distance learning	✓
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**On campus/blended**

General Teaching and Learning Space	✓
IT	✓
Library	✓
VLE	✓
Laboratory	✓
Studio	
Performance space	
Other specialist	
Technical resources	✓

**Partner college:**

General Teaching and Learning Space	✓
IT	✓
Library	✓
VLE	✓
Laboratory	✓
Studio	
Performance space	

Other specialist	
Technical resources	✓

### Distance learning/blended

General Teaching and Learning Space	✓ (virtual)
IT	✓ (virtual)
Library	✓ (virtual)
VLE	✓
Laboratory	
Studio	
Performance space	
Other specialist	
Technical resources	✓

All students will have access to 24/7 Canvas VLE support, remote library access to e-books and journals databases, 24/7 library support, and access to specialist technical resources (SPSS, nVivo, Qualtrics, experiment design software, and support by a dedicated psychology technician). If you are studying on campus at Sunderland or at one of our partner colleges, you will have access to physical rooms for classes, including laboratories and computer rooms, library resources, computers and other IT equipment. You will need to make your own arrangements for technical support in case of hardware or internet problems with your computer, but IT support will be provided for the VLE and specialist software.

If you are studying in distance learning mode, your experience will be centred around virtual shared spaces for interaction with tutors and other students on the programme. The laboratory experience is provided through virtual learning materials, and through equipment which can be used at home. Library access and support is provided virtually, through e-books, journals databases, digitised articles, and 24/7 library help, and there may be arrangements available for you to use your own local university library through university agreements, certainly in the UK. There is a specialist Distance Services Librarian who offers online support and webinars to distance learning students. Library staff can be contacted 24/7 for queries about using the library services or for study skills support, and there is an online library chat service available from the library home page. Support for using Canvas is provided 24/7 within Canvas and can be accessed through email, live chat, or phone hotline as well as through online help materials.

Information about the University's facilities can be found [here](#).

Please see the relevant college prospectus or website for details of college learning resources if you are planning to study in one of our partner colleges.

#### 43. Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	
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Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some essential additional costs associated with the programme (see below)	✓

You will be expected to buy, borrow, or access study materials (including two books: one general psychology textbook and one statistics textbook) and to provide your own basic study materials. It is essential that you have regular access to a computer with internet access (a tablet or smartphone alone will not suffice). The minimum specifications for using the Canvas VLE are provided [here](#) and should also be sufficient to run Microsoft Office and specialist psychology software. On-campus and college students are recommended to have their own computer at home, or otherwise they need to be prepared to attend campus several times a week in order to use the computing facilities there.

Distance learning students are required to have regular access to a desktop or laptop computer running at least the minimum computer specification linked above on which they will need to have Microsoft Office (available free to students of the university). Note that a mobile phone or tablet will not be sufficient to run the software required on the programme. Distance learning students must also have a webcam (which could be inbuilt) and a headset (headphones with microphone) which work with their computer, and will also need to buy a bluetooth chest-band capable of measuring heart rate variability (HRV) and will need to have a smartphone or Bluetooth-enabled device to install an app. Prices and suitable products change from year to year so please ask for further detail on application.

#### 44. How are student views represented?

All taught programmes in the University have student representatives for each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns (for distance learning students this would be conducted virtually). The Students' Union and the faculties together provide training for student representatives. SSLCs and online discussion forums are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules (this can be in person, by Skype, or comments can be sent by email). They also liaise with the School Coordinators who report back to the Faculty Academic Committee. This allows students to be involved in higher-level plans for teaching and learning. At university level, students are represented on university level committees by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found [here](#).

We participate in the national Postgraduate Taught Experience Survey (PTES) which is run by the Higher Education Academy.

## SECTION G: QUALITY MANAGEMENT

### 45. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. They do not cover all subjects at postgraduate level but those which exist can be found at [here](#).

Are there any benchmark statements for this programme?		<b>NO*</b>
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\* However there is an undergraduate benchmark for psychology which this programme follows as it is a conversion programme, so the aims include all the subject benchmark requirements for undergraduate psychology degrees.

The subject benchmark(s) for this programme is/are:

QAA Subject Benchmark Statement Psychology (4<sup>rd</sup> edition 2016)

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Psychology-16.pdf>

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

### 46. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression through the programme, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress through the programme and the way in which the final award is made, is kept under review. The programme review report is sent to the Programme Studies Board and the Faculty in turn reports issues to the University's Quality Management Sub-Committee (QMSC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. Quality Assurance Agency (QAA) review reports for Sunderland can be found [here](#).

Further information about our quality processes can be found [here](#).



## Quality Handbook

### SITS SUMMARY PROGRAMME/SHORT COURSE DETAILS

<b>1 Programme Details</b>	
Modification/Review:	Modification and Review
Full Programme Title:	<b>MSc Psychology</b>
If replacement for existing course, specify title and course code:	
Qualification Aim: e.g. Foundation degree of Science, Bachelor of Arts (Honours)	Masters
Qualification Level (NQF level):	7
JACS 3.0 code JACS code = e.g. (V100) History, (I100) Computing Science, etc. See HESA Website <a href="https://www.hesa.ac.uk/jacs3">https://www.hesa.ac.uk/jacs3</a>	C800
Is the programme Open or Closed: A course is defined as closed when specifically designed for a certain group of people and not also available to other suitably qualified candidates. It may be designed for a particular company however if the same course is also run for other suitably qualified candidates, not employed by the company, then the course is not closed.	Open
Faculty and School:	Faculty of Health Sciences and Wellbeing   School of Psychology
Location of study: e.g. SAGE, Sunderland in London, Sunderland	Sunderland, Hong Kong College of Technology (TNE), or online (distance learning) or blended learning (mixture of Sunderland and online)
Last Date Registration (PBI) Number of days: The number of days after the start date of the course that it is possible for students to register onto it. It is also referred to as the migration date.	21
Programme Leader:	Dr Sophie Cormack
Academic Team for the programme:	Postgraduate Psychology
Date of Modification/Review:	
Date of next review ( <i>QS to complete</i> ):	

Accrediting Body or PSRB If yes please attach a completed PSRB form	Yes
Programme Specific Regulations If yes, please attach a completed Programme Specific Regulations form	Yes
Does this programme come under the Key Information Set return? If yes, please attach a completed KIS form	No
Is this an undergraduate programme whose primary (but not necessarily only) purpose is to improve the effectiveness of practitioners registered with a professional body? If yes, please specify which body: <a href="http://www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/2016/201622/HEFCE2016_22.pdf">http://www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/2016/201622/HEFCE2016_22.pdf</a> (Page 88, paragraph f) e.g. a short course aimed at registered nurses	No

### Interim Awards

If a student does not achieve their qualification aim, what lower awards might they be entitled to, assuming they have the credits? The subject title for any lower level award should be given where this is different from the subject of the qualification aim.

	Interim Award Title	Credits Required	Interim Structure Please show mandatory requirements if applicable e.g. core module codes
1	Postgraduate Certificate in Psychology	60	
2	Postgraduate Diploma in Psychology	120	
3			

### Combined Subjects Programmes only

Will the subject run as Major/Minor/Dual:	
Any subject(s) not permitted to be combined with this subject:	

### 2 Mode Of Attendance

01	<b>Full-time</b> <i>Full-time students are those expected to study for more than 24 weeks per year, for a minimum of 21 hours per week and are paying the full-time fee.</i>	Yes
02	<b>Other Full-time</b> <i>Students who attend full-time for a period less than 24 weeks per year</i>	No
31	<b>Part-time</b> <i>Students who are expected to study for less than 21 hours per week.</i>	Yes
31	<b>Part-time at Full-time Rate</b> <i>Students who are studying full-time credits over part-time attendance</i>	No

### 3 Admissions

An admissions or MCR code will be created to allow student applications.	Tick appropriate
U UCAS Universities and Colleges Admission Services <i>Required for full-time undergraduate programmes only.</i>	n/a

<b>D Direct Entry</b> <i>Required for FT, PT, PG and PGR, only where students will be admitted through the admissions teams or where the programme needs to be advertised on the web</i>	No
<b>G GTTR</b> Graduate Teacher Training Registry <i>Education only, where applicable</i>	n/a

<b>4 Collaborative Provision</b>	UK	
	Overseas	Yes
Institution	Collaborative Model	Funding Arrangements
Hong Kong College of Technology	Full Franchise	
<b>5a Course Block</b>		
<b>Full-time</b> - Overall length of the programme in months:	12	
<b>Part-time</b> - Overall length of the programme in months:	24 or 33	
Does this course offer a sandwich placement? If <b>yes</b> , please indicate which programme year this placement is to take place.	No	
Is this compulsory or optional?	n/a	
Does this course offer a study abroad year out? If <b>yes</b> , please indicate which programme year this placement is to take place.	No	
Is this compulsory or optional?	n/a	

<b>6 Major Source of Funding</b>	
<b>Please note</b> this relates to funding for the programme and <b>not</b> individual students	
HEFCE Higher Education Funding Council for England	Yes
Skills Funding Agency/EFA/Degree Apprenticeship	
NCTL National College for Teaching and Leadership	
Wholly NHS Funded Partially NHS Funded Departments of Health/NHS/Social Care. <i>For all Health funded programmes please indicate whether the programme is eligible for an NHS Bursary</i> - Eligible for NHS Bursary      Y/N	
Standard Fee If no then the Learning Resources Form should be attached	Standard Tier 2
Other Funding:	

– Please Specify:

**7 Education Programmes Only**

This section must be completed for any programmes marked above as 'NCTL' funded

Teacher Training Identifier:	
Teacher Training Scope:	
Qualification Aim: QTS and academic award, QTS only, QTS by assessment only	

**DETAILS SUPPLIED BY: ...Sophie Cormack.....**

**DATE: ...31<sup>st</sup> January 2018.....**

## Module List

Award, Route (if applicable) and Level	New/Existing/ Modified Module (N/E/MM)	Module Title	Module Code	Module Credit Value	Whether core or option	Must choose (i.e. designated option):	Assessment weighting – give % weight for each assessment item	Pre-/co-requisites	Module leader	Other comment (if required)	Date of Entry on SITS. N/MM only (After event)	JACS Code	Academic Team
7	MM	Experimental Design and Analysis in Psychology	PSYM61	30	C		Research report 40%, Research skills portfolio 60%	-	S. Cormack			C800	PG Psy
7	MM	Non- Experimental Design and Analysis in Psychology	PSYM62	30	C		Research report 50%, Research, ethics and data analysis portfolio 50%	-	H. Driscoll			C800	PG Psy
7	MM	Cradle to Grave: Stability and Change	PSYM65	30	C		MCQs 0% Presentation 40% Research proposal 60%	-	D. Stevens			C800	PG Psy
7	MM	Everyday Motivations and Biases	PSYM66	30	C		MCQs 0% Literature Review 50% Research proposal 50%	-	E. Evans			C800	PG Psy
7	MM	Research Project	PSYM70	60	C		Presentation 10% Research report 90%	-	L. Delicato			C800	PG Psy





# Quality Handbook



## Programme Specific Regulations

**Name of programme:** *MSc Psychology*

**Title of final award:** *MSc Psychology*

**Interim awards:** Postgraduate Certificate in Psychology, Postgraduate Diploma in Psychology.

**Accreditation:** *MSc Psychology is accredited up until 2021 by the British Psychological Society as long as the conditions for accreditation are met (weighted average mean mark of at least 50% across all modules on the programme). The postgraduate certificate and the postgraduate diploma are not accredited.*

**University Regulation** (please state the relevant University Regulation):

The programme has three programme-specific regulations which are included to fulfil the requirements of the accrediting professional body (British Psychological Society):

*University regulation 1.2.1 If students apply for Accreditation of Prior Learning (APL) for part of the programme, the APL can only be granted for a maximum of 60 credits of modules.*

*University regulation 4.2.1 Students are required to take a series of multiple choice tests (MCQs) in the modules PSYM65 Cradle to Grave and PSYM66 Everyday Motivations and Biases, in order to ensure breadth of knowledge of psychology. The multiple choice questions will be drawn from the core areas of social psychology, cognitive psychology, biological psychology, developmental psychology, individual differences, and conceptual & historical issues. Students must obtain a mean passmark of at least 50% in the MCQs for each module, in order to be eligible to submit the final summative assessment (research proposal). The MCQ mark will not form part of the module mark.*

*Accreditation requirement In order to obtain accreditation (Graduate Basis for Chartered Status – GBC) by the British Psychological Society, students must obtain a weighted average mean mark of 50% across all the modules on the programme. Students not meeting the accreditation requirement, who have met the MSc programme requirements will obtain an unaccredited MSc Psychology.*

**Regulations apply to students commencing their studies from** (please state the date / intake that these regulations will apply to students for each Stage):

Regulations apply to students	Date the regulations apply	Intakes affected
All	2013 onwards	All

**Core modules:**

Code	Title	Credits
<i>PSYM61</i>	<i>Experimental Design and Analysis in Psychology</i>	<i>30</i>
<i>PSYM62</i>	<i>Non-Experimental Design and Analysis in Psychology</i>	<i>30</i>
<i>PSYM65</i>	<i>Cradle to Grave: Stability and Change</i>	<i>30</i>
<i>PSYM66</i>	<i>Everyday Motivations and Biases</i>	<i>30</i>
<i>PSYM70</i>	<i>Research Project</i>	<i>60</i>

### **Progression Regulations**

*There are no programme-specific progression regulations*