

KEY PROGRAMME INFORMATION

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| Originating institution(s) Bournemouth University | Faculty responsible for the programme Faculty of Science and Technology |
| Final award(s), title(s) and credits MSc Psychology (180 UK credits, 90 ECTS credits) | |
| Intermediate award(s), title(s) and credits Postgraduate Diploma (PgDip) Psychology (120 UK credits, 60 ECTS credits) Postgraduate Certificate (PgCert) Psychology (60 UK credits, 30 ECTS credits) | |
| UCAS Programme Code(s) (where applicable and if known) | HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 100497 |
| External reference points QAA Psychology Subject Benchmark Statement (2019) QAA Masters degree characteristics (2020) National Framework for Higher Education Qualifications The UK Quality Code for Higher Education (2018) - Part A: Setting and maintaining academic standards (October 2013) - Chapter A1: UK and European reference points for academic standards ESRC International Benchmarking Review of UK Psychology (2011) British Psychological Society Accreditation of new UK programmes (2019) British Psychological Society Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology (2019) British Psychological Society Code of Ethics & Conduct (2018) | |
| Professional, Statutory and Regulatory Body (PSRB) links British Psychological Society (BPS) accredited conversion course. | |
| Places of delivery Bournemouth University | |
| Modes of delivery Full time Part-time | Language of delivery English |
| Typical duration Full-time delivery: 12 months (September start only) Full-time delivery 16 months (January start only) Part-time delivery: 24 months (September start only) | |
| Date of first intake September 2022 | Expected start dates September / January |
| Maximum student numbers Not applicable | Placements No |
| Partner(s) Not applicable | Partnership model Not applicable |
| Date of this Programme Specification January 2025 | |
| Version number V1.4-0925 | |

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Approval, review or modification reference numbers

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EC 2223 15

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Author

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PROGRAMME STRUCTURE

| Programme Award and Title: MSc Psychology – Full-time delivery | | | | | | | | |
|---|-----------------|-------------------|-------------------------------------|----------|----------|--|------------------------|--|
| Year 1/Level 7 | | | | | | | | |
| Full time students are required to complete all 7 core units. | | | | | | | | |
| Unit Name | Core/ Option | No. of Credits | Assessment Element Weightings | | | Expected Contact hours per unit | Unit Version No. | HECoS Code (plus balanced or major/ minor load) |
| | | | Exam 1 | Cwk 1 | Cwk 2 | | | |
| Quantitative Research Methods in Psychology | Core | 20 | 50 | 50 | | 30 | v1.0 | 100959 / 101462 |
| History and Philosophy of Psychology | Core | 20 | 50 | 50 | | 30 | v1.0 | 100497 / 100791 / 100338 |
| Social Psychology and Individual Differences | Core | 20 | 50 | 50 | | 30 | v1.0 | 100272 / 100494 |
| Qualitative Research Methods in Psychology | Core | 20 | 50 | 50 | | 30 | V2.1 | 100959 / 101463 |
| Cognitive and Biological Psychology | Core | 20 | 50 | 50 | | 30 | v1.0 | 100993 / 101342 / 101035/ 101344 |
| Developmental and Applied Psychology | Core | 20 | 50 | 50 | | 30 | v1.0 | 100952 / 100387 / 100493/100494 / 100496 |
| Research Project | Core | 60 | | 100 | | 60 | v2.1 | 100959 / 101463 / 101462 |
| Exit qualification: Postgraduate Certificate Psychology requires 60 credits at Level 7 Postgraduate Diploma Psychology requires 120 credits at Level 7 MSc Psychology requires 180 credits at Level 7 | | | | | | | | |

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| Programme Award and Title: MSc Psychology – Part-time delivery | | | | | | | | |
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| Year 1 + 2/Level 7 Part time students are required to complete all 7 core units. | | | | | | | | |
| Unit Name | Core/ Option | No. of Credits | Assessment Element Weightings | | | Expected Contact hours per unit | Unit Version No. | HECoS Code (plus balanced or major/ minor load) |
| | | | Exam 1 | Cwk 1 | Cwk 2 | | | |
| Quantitative Research Methods in Psychology | Core | 20 | 50 | 50 | | 30 | v1.0 | 100959 / 101462 |
| History and Philosophy of Psychology | Core | 20 | 50 | 50 | | 30 | v1.0 | 100497 / 100791 / 100338 |
| Social Psychology and Individual Differences | Core | 20 | 50 | 50 | | 30 | v1.0 | 100272 / 100494 |
| Qualitative Research Methods in Psychology | Core | 20 | 50 | 50 | | 30 | V2.1 | 100959 / 101463 |
| Cognitive and Biological Psychology | Core | 20 | 50 | 50 | | 30 | v1.0 | 100993 / 101342 / 101035/101344 |
| Developmental and Applied Psychology | Core | 20 | 50 | 50 | | 30 | v1.0 | 100952 / 100387 / 100493/100494 / 100496 |
| Research Project | Core | 60 | | 100 | | 60 | v2.1 | 100959 / 101463 / 101462 |
| Exit qualification: Postgraduate Certificate Psychology requires 60 credits at Level 7 Postgraduate Diploma Psychology requires 120 credits at Level 7 MSc Psychology requires 180 credits at Level 7 | | | | | | | | |

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

This programme aims to develop graduates with a high level of understanding and insight into empirical and theoretical issues into postgraduates who can:

- demonstrate a critical understanding of Psychology as an empirical science;
- develop a well-founded knowledge and critical understanding of the mind and behaviour through learning about all areas of Psychology;
- acquire a range of research skills and methods to investigate behaviour, culminating in an ability to conduct research independently;
- apply their knowledge effectively in a variety of contexts.

The programme has been developed with regard to the QAA Psychology Subject Benchmark Statement (2016), the British Psychological Society (BPS) Accreditation of new UK programmes (2019), Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology (2019), and Code of Ethics & Conduct (2018). It encompasses all areas of psychology identified by the BPS. It provides a sound theoretical underpinning and practical experience in psychology and empirical methods to enable students to begin a career in professional psychology. Applied themes will enable students to have a real understanding of the different professions within psychology and how psychology can be used in other careers working with people. For example, the degree will provide a basis for professional or academic careers in Psychology (e.g. clinical, educational, occupational, sports, forensic and health psychology), and will equip students for a range of other careers including teaching, management consultancy, advertising, health promotion and personnel work.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The MSc Psychology programme is informed by and aligned with the BU 2025 strategic plan, focussed on the values of excellence, inclusivity, creativity and responsibility, and the University's fusion agenda. The academics delivering the programme are actively engaged in research, permitting opportunities for co-creation and co-production of knowledge between staff and students. Additionally, teaching excellence is ensured by the sharing of good teaching practice across the programme (via staff handbooks that guide teaching and feedback protocols). Moreover, external practitioners contribute to the programme to provide information on what professional psychology practitioners actually do (as well as having chartered clinical, forensic and sport/exercise psychologists on the programme teaching team).

Consistent with the principles of Fusion, students further engage in a range of innovative coursework activities, a pedagogical approach well aligned with the CEL's current delivery focus, offering students the opportunity to learn by engaging in a series of tasks that have a theoretical/practical focus (e.g., writing practical research reports). This range of assessment is designed to equip students with the full range of skills necessary to succeed in the field. Moreover, the programme fuses research, education and professional practice by: (a) informing and educating students about Psychology; (b) developing their understanding of psychological research; and (c) enabling them to apply this knowledge in a range of practical and professional contexts.

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Further information, including links to the strategic plan and a summary of the University's vision and 'values of excellence, inclusivity, responsibility and creativity' are available from:

<https://www.bournemouth.ac.uk/about/bu2025-our-vision-values-strategic-plan>.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

The credit value of the units on this programme (except the dissertation) is 20 credits.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME INTENDED OUTCOMES

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| <p>A: Subject knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p> |
| <p>A1 Have a sound understanding of the scientific nature of psychology as a discipline and the ability to critically evaluate the scientific credibility of reported research;</p> <p>A2 Have a sound understanding of research design principles and be able to design research projects independently;</p> <p>A3 Have an understanding of variability and diversity of psychological functioning and be able to critically evaluate how this is measured psychometrically;</p> <p>A4 Develop research-led knowledge of a range of specialized areas in psychology;</p> <p>A5 Demonstrate knowledge of a range of research paradigms, methods and measurement techniques and use these appropriately in independent research;</p> <p>A6 Demonstrate knowledge of a range of statistical techniques including appropriate choice and use of statistical analyses;</p> <p>A7 Understand the professional context of psychology and develop an understanding of their possible role in professional psychology;</p> <p>A8 Understand implications of findings in different areas of professional practice in psychology.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (A1 – A4; A7; A8); • Seminars (A1 – A4; A7; A8); • Tutorials (A2, A5, A6) • Directed reading (A1, A3; A4); • Use of the VLE (A4, A5); • Independent research (for dissertation) (A2; A5; A6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (A1 - A3; A5; A7; A8); • Coursework assignments (A1 – A5; A7; A8); • Dissertation (A2; A3; A4 - A6). |
| <p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p> |
| <p>B1 Apply the skills needed for academic study and enquiry effectively;</p> <p>B2 Critically evaluate research from a variety of sources;</p> <p>B3 Evaluate and synthesise information from a number of sources in order to gain a coherent understanding of theory and practice;</p> <p>B4 Critically evaluate psychological evidence and use this knowledge in research design.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (B1 - B4); • Seminars (B1 – B4); • Tutorials (B4) • Directed reading (B1 – B4); • Use of the VLE (B2 – B4); • Independent research (for dissertation) (B1 – B4). |

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| | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (B1- B4); • Coursework assignments (B1 – B4); • Dissertation (B1 – B4). |
| <p>C: Practical skills</p> <p>This programme provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p> |
| <p>C1 Demonstrate competence in research skills by conducting an independent research project;</p> <p>C2 Be aware of ethical principles and demonstrate this in relation to personal study and when conducting independent research;</p> <p>C3 Initiate, design, conduct and report an empirically-based research project under appropriate supervision;</p> <p>C4 Reason statistically and demonstrate competence in choosing and applying a range of statistical methods independently;</p> <p>C5 Reason scientifically and demonstrate a critical understanding of the relationship between theory and evidence;</p> <p>C6 Critically evaluate the appropriateness of methods for different areas of professional practice in psychology.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (C1 - C3; C5; C6) • Seminars (C1 - C3, C5; C6) • Tutorials (C1, C3, C4) • Directed reading (C2; C5; C6) • Use of the VLE (C2; C5; C6) • Independent research for dissertation (C1 – C6); <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (C2, C4 – C6); • Coursework assignments (C1 – C4; C5; C6); • Dissertation (C1, C2, C5). |
| <p>D: Transferable skills</p> <p>This programme provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p> |
| <p>D1 Communicate ideas and research findings effectively while demonstrating sensitivity to the target audience;</p> <p>D2 Apply problem-solving skills in a variety of theoretical and practical situations;</p> <p>D3 Evaluate academic performance and take responsibility for personal learning development;</p> <p>D4 Manage time, prioritise workloads and recognize and manage emotions and stress;</p> <p>D5 Demonstrate the ability to present, evaluate and interpret quantitative and qualitative research;</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (D1 – D6; D8) • Seminars (D1- D5; D6 – D8) • Tutorials (D1, D5, D6, D8) • Use of the VLE (D1 - D5) • Directed reading (D1 - D5) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework assignments (D1 – D8) |

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| <p>D6 Have a knowledge, and understanding of, effective team working while being sensitive to the needs of others;</p> <p>D7 Be able to use computers independently for statistical analysis, data management, word processing and presentations;</p> <p>D8 Understand career opportunities and challenges ahead and tailor career planning to their understanding of their own acquired skills, strengths and weaknesses.</p> | <ul style="list-style-type: none"> Examinations (D1 – D6) Dissertation (D1- D5; D7) |
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PG Dip INTENDED OUTCOMES

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| <p>A: Knowledge and understanding</p> <p>This stage provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:</p> |
| <p>A1 An understanding of the scientific underpinnings of psychology as a discipline</p> <p>A2 A fuller understanding of research design principles</p> <p>A3 An understanding of variability and diversity of psychological functioning and how diversity can be measured psychometrically</p> <p>A4 Knowledge of core areas in psychology (including biological, cognitive, developmental, individual differences and social psychology)</p> <p>A5 Knowledge of a range of research paradigms and methods, encompassing both quantitative and qualitative approaches</p> <p>A6 Knowledge of a range of statistical techniques and an ability to use these appropriately.</p> <p>A7 Knowledge and understanding of the professional context of psychology</p> <p>A8 An awareness of the methodologies appropriate for different areas of professional practice in psychology.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> Lectures (A1 - A8) Seminars (A1 – A8) Tutorials (A2, A5, A6) Practical Workshops (A2, A5, A6) Directed reading (A1, A3) Use of the VLE (A4, A5, A7) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> Examinations (A1 – A8) Coursework assignments (A1 – A8) |
| <p>B: Intellectual skills</p> <p>This stage provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:</p> |
| <p>B1 Apply the skills needed for academic study and enquiry</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> |

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| <p>B2 Analyse and evaluate research from a variety of sources</p> <p>B3 Evaluate information from a number of sources in order to gain a coherent understanding of theory and practice</p> <p>B4 Understand psychological evidence and its role in research design.</p> | <ul style="list-style-type: none"> • Lectures (B1 - B4) • Seminars (B1 – B4) • Tutorials (B1, B4) • Practical Workshops (B1, B4) • Directed reading (B1 – B4) • Use of the VLE (B1 – B4) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (B1 – B4) • Coursework assignments (B1 – B4) |
| <p>C: Practical skills</p> <p>This stage provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:</p> |
| <p>C1 Demonstrate competence in research skills through practical activities</p> <p>C2 Be aware of ethical principles and be able to demonstrate this in relation to personal study and conducting empirical studies</p> <p>C3 Initiate, design, conduct and report empirically-based research under appropriate supervision</p> <p>C4 Reason statistically and demonstrate competence in choosing and applying a range of statistical methods</p> <p>C5 Reason scientifically and demonstrate the relationship between theory and evidence</p> <p>C6 Evaluate the appropriateness of methods for different areas of professional practice in psychology</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (C1 – C6) • Seminars (C1 – C6) • Tutorials (C1 – C4) • Practical Workshops (C1 – C4) • Directed reading (C1 – C6) • Use of the VLE (C1 – C6) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (C1 – C6) • Coursework assignments (C1 – C6) |
| <p>D: Transferable skills</p> <p>This stage provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:</p> |
| <p>D1 Communicate ideas and research findings effectively</p> <p>D2 Apply problem-solving skills in a variety of theoretical and practical situations</p> <p>D3 Evaluate academic performance and take responsibility for personal learning development</p> <p>D4 Manage time, prioritise workloads and recognise and</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (D1 – D8) • Seminars (D1- D8) • Tutorials (D4, D6, D8) • Practical Workshops (D1, D5, D7) • Use of the VLE (D3, D4, D7. D8) • Directed reading (D1- D8) |

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| | manage emotions and stress | |
| D5 | Demonstrate the ability to present, evaluate and interpret quantitative and qualitative research | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> Examinations (D1 – D8) Coursework assignments (D1 – D8) |
| D6 | Demonstrate a knowledge, and understanding of, effective team working | |
| D7 | Be able to use computers independently for statistical analysis, data management, word processing and presentations; | |
| D8 | Begin to understand career opportunities and challenges ahead and plan work experience to enhance acquired psychological skills and students' own strengths and weaknesses. | |

PG Cert INTENDED OUTCOMES

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| A: Knowledge and understanding This stage provides opportunities for students to develop and demonstrate knowledge and understanding of: | | The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes: |
| A1 | An appreciation of conceptual, historical and scientific underpinnings of psychology as a discipline | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> Lectures (A1 - A8) Seminars (A1 – A4) Tutorials (A2, A4, A6 – A8) Practical Workshops (A2, A5, A6, A8) Directed reading (A1 – A8) Use of the VLE (A4, A5, A7, A8) |
| A2 | A basic understanding of the principles of research design | |
| A3 | An appreciation of the inherent variability and diversity of psychological functioning | |
| A4 | A basic knowledge of some core areas in psychology | |
| A5 | The ability to identify a range of research paradigms, research methods and an understanding of both quantitative and qualitative approaches | |
| A7 | A basic understanding of the professional context of psychology | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> Examinations (A1 - A8) Coursework assignments (A1 - A8) |
| A8 | An awareness of the methodologies appropriate for different areas of professional practice in psychology | |
| B: Intellectual skills This stage provides opportunities for students to: | | The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes: |

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| B1 | Apply the basic skills needed for academic study and enquiry | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none">• Lectures (B1 – B3)• Seminars (B1 – B3)• Tutorials (B1, B3)• Practical Workshops (B1 – B3)• Directed reading (B1 – B3)• Use of the VLE (B1 – B3) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none">• Examinations (B1 – B3)• Coursework assignments (B1 – B3) |
| B2 | Analyse research from identified sources | |
| B3 | A basic understanding of psychological evidence and its role in research design. | |
| C: Practical skills This stage provides opportunities for students to: | | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:</p> |
| C1 | Demonstrate basic competence in research skills through practical activities | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none">• Lectures (C2, C4 – C6)• Seminars (C1 – C4)• Tutorials (C1 – C4, C6)• Practical Workshops (C1 – C4)• Directed reading (C4 – C6)• Use of the VLE (C2, C4 – C6) |
| C2 | Be aware of ethical principles and their application in relation to personal study and conducting empirical studies | |
| C3 | Design, conduct and report an empirically-based research study under appropriate supervision | |
| C5 | Reason scientifically and appreciate the relationship between theory and evidence | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none">• Examinations (C1 – C6)• Coursework assignments (C1 – C6) |
| C6 | Become aware of the appropriateness of methods for different areas of professional practice in psychology | |
| D: Transferable skills This stage provides opportunities for students to: | | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:</p> |
| D1 | Communicate ideas and research findings by written, oral and visual means | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none">• Lectures (D1, D2, D4, D5)• Seminars (D1, D2, D4 – D6)• Tutorials (D1, D4, D6) |
| D2 | Begin to apply problem-solving skills in a variety of theoretical and practical situations | |

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| D3 | Evaluate academic performance and take responsibility for personal learning development | <ul style="list-style-type: none"> • Practical Workshops (D1, D2, D5, D6) • Directed reading (D1, D2, D6) • Use of the VLE (D3, D4, D6) |
| D4 | Manage time, prioritise workloads and begin to recognise and manage emotions and stress | |
| D5 | Demonstrate a basic ability to present, evaluate and interpret quantitative and qualitative research | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (D1 – D5) • Coursework assignments (D1 – D6) |
| D6 | An appreciation of effective team working | |

ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Postgraduate/ Admission Regulations.

<https://intranetsp.bournemouth.ac.uk/pandptest/3a-postgraduate-admissions-regulations.pdf>

PROGRESSION ROUTES

No internal progression.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Postgraduate Assessment Regulations:

<https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-postgraduate.pdf>

However, the following approved exception applies:

In accordance with the standards for accreditation of undergraduate, conversion and integrated Masters programmes by The British Psychological Society (BPS) to confer Graduate Basis for Chartered membership (GBC) of the BPS, marks on the research project cannot be compensated (British Psychological Society Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology, section 2.1.4 h, page 13 (published 2019)).

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Not applicable.

Programme Skills Matrix

| Units | | Programme Intended Learning Outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | A 1 | A 2 | A 3 | A 4 | A 5 | A 6 | A 7 | A 8 | B 1 | B 2 | B 3 | B 4 | C 1 | C 2 | C 3 | C 4 | C 5 | C 6 | D 1 | D 2 | D 3 | D 4 | D 5 | D 6 | D 7 | D 8 | |
| LEVEL 7 | Quantitative Research Methods in Psychology | X | X | X | X | X | X | X | X | X | X | X | X | | X | X | X | X | X | X | X | X | X | X | | X | X | |
| | History and Philosophy of Psychology | X | | | X | X | | X | X | X | X | X | X | | | | | X | X | X | X | X | X | X | X | X | X | |
| | Social Psychology and Individual Differences | X | | X | X | | | X | X | X | X | X | | | | | X | X | X | X | X | X | X | X | X | X | X | |
| | Qualitative Research Methods in Psychology | X | X | | X | X | | X | X | X | X | X | X | | X | X | | X | X | X | X | X | X | X | X | | X | X |
| | Cognitive and Biological Psychology | X | | X | X | | | X | X | X | X | X | | | | | X | X | X | X | X | X | X | X | X | X | X | |
| | Developmental and Applied Psychology | X | | X | X | | | X | X | X | X | X | | | | | X | X | X | X | X | X | X | X | X | X | X | |
| | Research Project | X | X | X | X | X | X | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | |
| A – Subject Knowledge and Understanding | | | | | | | | | | | | | C – Subject-specific/Practical Skills | | | | | | | | | | | | | | | |
| <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <ol style="list-style-type: none">Have a sound understanding of the scientific nature of psychology as a discipline and the ability to critically evaluate the scientific credibility of reported research;Have a sound understanding of research design principles and be able to design research projects independently;Have an understanding of variability and diversity of psychological functioning and be able to critically evaluate how this is measured psychometrically;Develop research-led knowledge of a range of specialized areas in psychology;Demonstrate knowledge of a range of research paradigms, methods and measurement techniques and use these appropriately in independent research;Demonstrate knowledge of a range of statistical techniques including appropriate choice and use of statistical analyses;Understand the professional context of psychology and develop an understanding of their possible role in professional psychology;Understand implications of findings in different areas of professional practice in psychology. | | | | | | | | | | | | | <p>This programme provides opportunities for students to:</p> <ol style="list-style-type: none">Demonstrate competence in research skills by conducting an independent research project;Be aware of ethical principles and demonstrate this in relation to personal study and when conducting independent research;Initiate, design, conduct and report an empirically-based research project under appropriate supervision;Reason statistically and demonstrate competence in choosing and applying a range of statistical methods independently;Reason scientifically and demonstrate a critical understanding of the relationship between theory and evidence;Critically evaluate the appropriateness of methods for different areas of professional practice in psychology. | | | | | | | | | | | | | | | |

B – Intellectual Skills

This programme provides opportunities for students to:

1. Apply the skills needed for academic study and enquiry effectively;
2. Critically evaluate research from a variety of sources;
3. Evaluate and synthesise information from a number of sources in order to gain a coherent understanding of theory and practice;
4. Critically evaluate psychological evidence and use this knowledge in research design.

D – Transferable Skills

This programme provides opportunities for students to:

1. Communicate ideas and research findings effectively while demonstrating sensitivity to the target audience;
2. Apply problem-solving skills in a variety of theoretical and practical situations;
3. Evaluate academic performance and take responsibility for personal learning development;
4. Manage time, prioritise workloads and recognize and manage emotions and stress;
5. Demonstrate the ability to present, evaluate and interpret quantitative and qualitative research;
6. Have a knowledge, and understanding of, effective team working while being sensitive to the needs of others;
7. Be able to use computers independently for statistical analysis, data management, word processing and presentations;
8. Understand career opportunities and challenges ahead and tailor career planning to their understanding of their own acquired skills, strengths and weaknesses.