

## Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

<b>Section 1 - General Course Information</b>	
<b>Course Title</b>	Applied Psychology (Conversion)
<b>Qualification</b>	Master of Science
<b>Intermediate Qualification(s)</b>	Postgraduate Diploma in Applied Psychology
<b>Awarding Institution</b>	University of Bedfordshire
<b>Location of Delivery</b>	AA on Luton Campus
<b>Mode(s) of Study and Duration</b>	Full time over a year or Part time over two years
<b>Core Teaching Pattern</b>	Semester (Trimester)
<b>FHEQ Level</b>	Level 7
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement</b>	British Psychological Society (BPS) Eligibility for GBC registration for students achieving the required standards as set by the BPS
<b>PSRB Renewal Date</b>	Not Applicable
<b>University of Bedfordshire Employability accreditation</b>	All the staff teaching this course have chartered membership of the BPS
<b>Route Code (SITS)</b>	MSAPCAAF
<b>Subject Community</b>	Psychology
<b>UCAS Course Code</b>	N/A
<b>Relevant External Benchmarking</b>	The course aims and objectives are informed by the QAA and SEEC level 7 Descriptors from the Framework for Higher Education Qualifications, Masters Degree Characteristics and the aims and objectives of Psychology subject benchmark statements.

	<p>QAA Quality Code Part A: Frameworks for Higher Education Qualifications of UK Awarding Bodies (2014)<a href="http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf">http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf</a>QAA (2007, 2010) Subject Benchmark Statements</p> <p><a href="http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Psychology.pdf">http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Psychology.pdf</a></p> <p>BPS Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in Psychology</p> <p><a href="http://www.bps.org.uk/system/files/Public%20files/PaCT/undergraduate_accreditation_2015_web.pdf">http://www.bps.org.uk/system/files/Public%20files/PaCT/undergraduate_accreditation_2015_web.pdf</a></p> <p>SEEC Credit Level Descriptors</p> <p><a href="http://www.seec.org.uk/seec-credit-level-descriptors-2010/">http://www.seec.org.uk/seec-credit-level-descriptors-2010/</a></p>
--	---

## Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

### Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
PSY056-6	7	15	Research Methods- Quantitative and Qualitative	Core
PSY057-6	7	15	Cognition and Performance	Core
PSY058-6	7	15	Developmental Psychology	Core
PSY059-6	7	15	Personality, Intelligence and Assessments	Core
PSY060-6	7	15	Advanced Research Methods (Applied Psychology)	Core
PSY061-6	7	15	Biological and Neuropsychological Perspectives of Behaviour	Core
PSY062-6	7	15	Social Psychology	Core
PSY063-6	7	15	Applied Psychology	
PSY064-6	7	60	Applied Psychology Dissertation Project	Core

### Why study this course

You may be seeking a career in Psychology and aiming to achieve chartered membership in one of the following areas of Psychology in order to become an educational, clinical, counselling, health or forensic psychologist. To follow any of these career paths you must fulfil the criteria of the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS). This MSc in Applied Psychology will enable you to do achieve this. It covers the range of required topics at an appropriate level, providing you with a good grounding in the discipline of psychology and its relationship to key areas of application.

There are 9 chartered membership routes within the BPS, some of which will enable you to register to practice as a health professional with HCPC. These are:

- Clinical Psychology
- Counselling Psychology
- Educational Psychology
- Forensic Psychology
- Health Psychology
- Occupational Psychology
- Sport and Exercise Psychology
- Neuropsychology
- Academic, Researchers and Teachers in Psychology

Please note that in our department we also offer Forensic and Health Psychology Stage 1 training facilities if you choose to continue your studies in either of these areas.

Please also note that Psychology is a STEM subject, along with the natural sciences, technology, engineering and mathematics. So even if your background is not in science this qualification may increase your job opportunities, even if you do not follow one of the chartered pathways in psychology. The course will help you to develop a broad range of psychological knowledge and skills which may be useful in a wide range of careers and further study.

At postgraduate level the Department caters for a range of students from various academic and professional backgrounds who want to increase their knowledge of psychology, especially those who might be working in

fields allied to health such as physiotherapy, psychiatry and nursing. These two degrees are also BPS recognised MSc degrees:

MSc Health Psychology

MSc Forensic Psychology

### **Course Summary – Educational Aims**

This conversion course will enable students to obtain graduate membership of the British Psychological Society and thereby continue to postgraduate courses which confer Chartership. The course will cover the five core areas required for accreditation by the BPS and will offer additional coverage of some applied topics such as health and forensic psychology. One of the core areas is the development of research skills which culminates in a piece of independent research conducted under supervision. Research skills are essential in psychology.

The MSc is comprised of 180 credits. The five core areas are covered by 8 core units carrying 15 credits each (90 credits). The dissertation unit carries 60 credits.

The MSc Applied Psychology runs alongside the BPS accredited MSc Health Psychology and MSc Forensic Psychology programmes. The programme will provide a good Master's level grounding in all the core topics: Developmental, Social, Cognitive and Biological Psychology, Individual Differences in personality and intelligence as well as psychological assessment and Research Methods. It gives special weight to an empirical project at Master's level

The course aims to:

- Provide you with a systematic understanding of psychological knowledge and a critical awareness of current problems and new insights in the theory and practice of applied psychology, with examples from health, forensic and counseling psychology but also mental health in a primary care setting and at work. It covers issues of current concern in major areas of health, mental health and occupational health psychology.
- Develop a high level of knowledge of qualitative and quantitative research methods to allow you to collect, analyse, interpret, evaluate and synthesise empirical data in the context of theory and current research. It will develop competence in a range of techniques including multivariate analyses.
- Make explicit links between scientific theory and practice by showing how a critical understanding of theory may guide the collection and interpretation of empirical data within a given context.
- Inculcate a strong sense of personal responsibility and professionalism to enable you to practise or conduct research within ethical guidelines, whilst being cognisant of the requirements of equal opportunities and disabilities legislation and practice.
- Foster personal skills in relation to your own personal development planning such as reflecting on your own performance and evaluating your own learning needs.

### **Entry requirements**

Standard. To be admitted to the course you are normally required to have attained at least a second class honours degree in any subject area or an equivalent number of credits.

Students from the European Union also need to provide evidence of their English competence based on qualifications available in their country of origin. The details of accepted English Language test results, with cut off points, are listed on University's website.

<http://www.beds.ac.uk/howtoapply/eu/english>

International Students. The University accepts the following qualification as satisfying the English Language requirements for entry to a Bachelor or Master's degree: IELTS with an overall score of 6.0 and a minimum of 5.5 in each element.

### **PSRB details**

This Master's degree will seek accreditation from the British Psychological Society for the Graduate Basis for Chartered Membership (GBC). The course will be regulated by the BPS and successful graduation will enable graduates to progress to chartered membership pathways in order to achieve a long term career in one of the professional pathways in psychology.

In order to be eligible to apply for GBC status with the BPS, students must achieve an overall course mark of 50% or higher, in addition students must achieve a mark of 50% or higher in the project unit.

Students who do not meet these standards are not eligible to apply for GBC status.

### **Graduate Impact Statements**

The course has been designed to develop graduates who are able to:

- Develop an understanding of the role of psychology in everyday life with a future career in psychology in mind (i.e. Health, Forensic and Counselling Psychology).
- Provide focused, evidence based, customised reports and essays on core and specific topics such as social, developmental, neuropsychology and cognition.
- Develop skills which will enable them to communicate the interpretation of statistical analysis effectively to a wide range of audiences.
- Interpret and communicate technical knowledge to a range of audiences using a variety of media.
- Provide an ethically sound proposal to demonstrate an understanding of working with people of all ages and from different backgrounds when carrying out their dissertation.
- Benefit from studying a BPS accredited degree with embedded employability skills to enhance their Curriculum Vitae.

### **Higher Education Achievement Report - Additional Information**

### **Learning and Teaching**

The course uses a variety of teaching methods and staff expertise to provide a curriculum based on the competencies that are required for psychologists. Teaching methods include computer-based activities, problem based learning, research reports and oral presentations. They also include the virtual learning environment (VLE) known as Blackboard (BREO). Teaching activities are also dictated by the fact that this is a science-based course, so you will have the opportunity to design and take part in research projects as part of both learning and assessment. You will learn about a range of research methods and advanced statistical analyses so that you are well prepared for the final research project in which you generate research aims or hypotheses, conduct research, analyse the results and report them in the context of current theory and knowledge.

The VLE provides a means of accessing sites that illustrate various topics and that allow you to practice relevant skills.

All staff are research active or engage in professional practice, and teach in areas that reflect and incorporate their expertise, and you will have the opportunity to work with staff on research projects.

### **Developing your employability**

Psychology is applicable in a range of everyday settings from shopping to work, but also in the NHS, the prison and probation service and more. Studying Applied Psychology will also develop a broad range of skills which you will find helpful in any work environment. You will:

- Be given an opportunity in the Applied Psychology unit to experience studying different subject areas within professional pathways of psychology such as clinical, counselling, education, health and forensic psychology.
- Develop skills for report writing specific to empirical research in psychology using both qualitative and quantitative methods

- Work individually or in groups to meet deadlines.
- Develop communication skills that enable you to summarise and present complex information, including the results of statistical analysis, to others.
- Develop skills on complex problem solving.

In order to achieve all of the above the Department of Psychology, Faculty of Health and Social Sciences and the wider University will support you with a range of subject specific talks given by professionals working in areas of psychology that require BPS chartered membership. These talks will provide you with information about how to achieve a career within these chartered membership pathways. For example, Health and Forensic Psychology. These career talks are an integrated part of your studies and are partly embedded in your curriculum.

### **Department (s)**

Psychology

### **Assessment**

The assessment strategy reflects the academic rigor expected of a BPS accredited MSc degree.

The assessments are designed to test your academic knowledge, oral and written skills, use of literature using primary and secondary sources, critical analysis of ideas, connections made between theory, practice, real life situations and the understanding and application of professional values, including ethical issues as detailed by the BPS.

The ability to engage in research at a high level and to analyse data using advanced statistical techniques are assessed as these are important skills for psychologists and others in many employment settings. Communication skills are assessed through videotaped presentation of research proposals as these are very important in any career. The ability to analyse and understand issues and apply theory to practice are assessed through a number of units where student are required to produce academic reports, essays and reflective reports with a specific application of knowledge in mind.

Finally the important career skill of project management is assessed mainly through the research dissertation involving self-directed problem-based enquiry, managing time and reviewing.

### **After Graduation**

You will be eligible to apply to the British Psychological Society for Graduate Basis for Chartered Membership (GBC) if you have met the required standards. You will then be able to apply for a BPS accredited, specialist Master's and/or Doctoral degree in Occupational, Forensic, Health, Educational, Counselling, Sport or Clinical Psychology. This will then enable you to work in services such as health, education and the justice system as a Chartered Psychologist. Furthermore, you will develop Master's level knowledge and skills which will enhance your employment opportunities. You will have acquired specific knowledge in research methods and other core areas in psychology (i.e. developmental psychology), and you will be in a position to consider continuing your studies within Psychology by registering to do a PhD.

### **Student Support during the course**

The Department of Psychology places strong emphasis on student support to help you achieve your maximum academic potential and to enjoy the University experience. We are very aware of the different needs of our students and this is reflected in the range of support mechanisms that are available. The Department of Psychology places particular emphasis on the accessibility and availability of the teaching team.

You will attend the MSc induction programme which provides a range of activities to introduce you to the Department of Psychology. This will include elements that focus on University services also available to you.

We aim to foster a sense of belonging to the University, to the Department of Psychology and to your award programme in order to nurture your academic and professional identity. During induction you will hear about the units you will study and you will learn how to access your unit results using e-vision and to practise the use of BREO, the University's virtual learning environment.

By the end of week 5, you will be allocated a Dissertation Supervisor who will also be your Personal Academic Tutor (PAT). You will also be asked to have face-to-face meetings during the course of your studies. You can also contact your PAT at any time if you have general queries or academic issues.

Staff have published office hours and these are particularly useful if you have queries about a unit's content or assessment. These are fixed times each week and a face-to-face meeting is often preferable to emails. These sessions are also an excellent opportunity to get further feedback on assessments if you want more information about how to improve.

Academic support and advice is available from our Engagement and Mitigation teams who can give you independent and confidential advice if you are having difficulties. For example, if you are unwell during an assignment hand-in or exam period. When you have extenuating circumstances, such as an untimely illness, the service can provide you with extra time to complete your work or postpone an exam without penalty when the work is marked. You can contact: <http://www.beds.ac.uk/studentlife/student-support/academic/extenuating>

The Professional and Academic Development team are available to help you manage your study programme, improve your language skills and improve the quality of your written assignments through study skills workshops or one-to-one sessions. PAD can be contacted via the PAD BREO site that you will be automatically enrolled on.

We also have a Disability Advice Team and the Counselling Service. The Disability Advice Team is available to discuss any issues you may have and can provide services such as dyslexia screening. The Learning Resources Centre (LRC) offers a range of services and specialist software and equipment. You can find out more on the LRC website: <http://www.beds.ac.uk/studentlife/student-support>. The counselling service is available at Student Services and assists with personal and financial difficulties.

The LRC provides valuable resources to enable you to develop essential knowledge and understanding of the range of online databases available to you so that you are in a good position to expand your knowledge of Psychology and undertake your independent research project. The Psychology Department works closely with our subject designated librarian and, in order to support students' employability skills, we have embedded into the curriculum a series of lectures, tutorials and workshops to enhance your employment opportunities. In addition, our subject librarian is available for one to one support outside of the teaching programme.

The Careers Service helps students to reflect on their unique capabilities, interests and circumstance which can be expanded to prepare you for successful employment or further postgraduate study. This service offers one-to-one career coaching on job search, how to complete application forms, interviews techniques, and study and career planning. If you are interested in Community Volunteering then visit the Careers Service to help to build your personal confidence and participate in work experience. For more information on the services offered go to: <http://www.beds.ac.uk/studentlife/careers/services>.

### **Students with disabilities**

There are no particular issues of accessibility to the curriculum for disabled students. The combination of face-to-face and on-line resources enables a flexible approach that aims to be learner-centred. Where individual support needs are recognised the course team works with others within the University to ensure that student needs are addressed.

There are procedures for students with dyslexia and some software that might help some students with dyslexia or mild visual problems. Students with hearing problems have been successful on Psychology courses in the past. The Department of Psychology has technical support and if your disability causes problems with the use of conventional computers then alternative arrangements can be discussed.

For further information please contact <http://www.beds.ac.uk/studentlife/support/disabilities>.

**Assessment Map**

Unit Code	C/O	Weeks																								
		6	7	8	9	10	11	12	13	14	15	16(1)	17(2)	18(3)	19(4)	20(5)	21(6)	22(7)	23(8)	24(9)	25(10)	26(11)	27(12)	28(13)	29(14)	30(15)
PSY056-6	S1				WR-I						WR-I															
PSY057-6	S1	CW-LR								WR-I																
PSY058-6	S1								CW-ESS																	
PSY059-6	S1							EX-PT																		
PSY060-6	S2																		WR-I						WR-I	
PSY061-6	S2																									EX-OT
PSY062-6	S2																							CW-RW		
PSY063-6	S2																									EX-OT
PSY064-6	S2-S3																									

Unit Code	C/O	Semester Weeks																								
		31	32	33	34	35	36	37	38	39	40	41	42	43	44	45										
PSY056-6	C																									
PSY057-6	C																									
PSY058-6	C																									
PSY059-6	C																									
PSY060-6	C																									
PSY061-6	C																									
PSY062-6	C																									
PSY063-6	C																									
PSY064-6	C																									

## Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

### Course Learning Outcomes

By the end of the course students should be able to:

1. Apply skills in advanced research methods, statistical analysis techniques and the reporting of results using both quantitative and qualitative methods.
2. Demonstrate a systematic and critical understanding of the different theoretical and methodological approaches relevant to all core topics within psychology such as social, developmental and cognitive psychology and their application to everyday life.
3. Demonstrate a systematic understanding of the role of psychology in everyday life both nationally and internationally and the way psychologists work in relation to other areas of applied psychology and other professional groups;
4. Demonstrate an advanced understanding of how underlying psychological mechanisms, for example social and biological, affect the development and progression of human behaviour in different settings.
5. Apply cognitive and developmental and social psychological knowledge in health, mental health, forensic and occupational settings to understand the role of a range of psychological topics in the real world.
6. Demonstrate self-direction and originality in systematically tackling and solving complex problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

### Course-specific regulations

### Teaching, Learning and Assessment

The course uses a variety of teaching methods to provide a curriculum based on the competencies that are required for psychologists and on the research and expertise of the staff. Methods include; simulations, computer-based activities, problem based learning, case studies and the virtual learning environment (VLE) known as BREO. The teaching activities are also dictated by the fact that this is a science-based course so students will have the opportunity to design and take part in research projects as part of both learning and assessment. In preparation for the dissertation they will learn about a range of research methods and advanced statistical analyses so that they are well prepared for the research project in which they generate research aims or hypotheses, conduct research, analyse the results and report them in the context of theory and current knowledge.

The VLE provides a means of accessing sites elsewhere that illustrate various topics and that allow students to practice relevant skills.

### Additional Academic Information

### **Initial Assessment**

There is an initial assessment within the first six weeks. The purpose of this is:

- To build confidence about undertaking assessment tasks
- To provide development feedback at an early stage
- To enable the identification of any specialist or additional support that may be required
- To support monitoring processes, StAR boards etc.

This initial assessment will take place in the Cognition and Performance unit during the first semester.

### **Improving students' learning**

The programme is at postgraduate level. However, development and support of student learning is provided, especially in relation to the research proposal within the Dissertation unit. Specifically, tutor-led sessions on searching database collections of systematic reviews (eg Cochrane) are provided. The aim is to make sure all students are equipped with independent research skills at an early stage so that they can begin work on their dissertation project as soon as is appropriate.

### **Academic Integrity**

Issues relating to academic practice are highlighted during induction and re-emphasised within unit introductory sessions which provide in-depth guidance on assessment expectations within each unit.

### **HEAR implementation**

Students develop practical as well as scientific skills which then impact on their employability.

### **Internationalisation**

By its very nature, psychology covers human diversity and difference as well as using a nomothetic approach that emphasises the biology and underlying social and cognitive processes common to all humans. This course is expected to recruit both national and international groups. We are very well equipped for and have developed awareness of the health needs and skill requirements of different cultures and countries. Hence internationalisation features in our teaching of almost all units in relation to different practices in different settings. We have already developed good links in India, Pakistan, China and Nigeria due to our diverse student population and we have attracted students by word of mouth in these countries. The unit on Personality, Intelligence and Assessment, in particular, explicitly covers cultural influences and differences in psychological assessment in the context of fairness. Other units that touch on the topic of culture are: social psychology, developmental psychology, cognitive and problem solving as well as applied psychology.

### **Sustainability**

As psychologists and lecturers we are expected to abide by the BPS code of conduct and ethics. These are built in to all research activities students are expected to engage in and are explicitly taught mainly, but not exclusively, in the research methods units.

There is a Blackboard VLE site dedicated to ethical procedures for students and staff including guidelines and the relevant forms to obtain ethical approval. The Code of Ethics and Conduct is available from the BPS website:

[http://www.bps.org.uk/sites/default/files/documents/code\\_of\\_human\\_research\\_ethics.pdf](http://www.bps.org.uk/sites/default/files/documents/code_of_human_research_ethics.pdf)

## Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

Faculty	Health and Social Sciences
Portfolio	Postgraduate Psychology
Department/School/Division	Psychology
Course Coordinator	Dr. Candan Ertubey
Version Number	1/16
Approved by (cf Quality Handbook ch.2)	University Approval Panel
Date of approval (dd/mm/yyyy)	26/05/2016
Implementation start-date of this version (plus any identified end-date)	2017/2018

Form completed by:

Name: Dr. Candan Ertubey..... Date: .....

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: ..... Date: .....

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:

## Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

### General course information

<b>Course Title</b>	Applied Psychology (Conversion)
<b>Qualification</b>	Master of Science
<b>Route Code (SITS)</b>	MSAPCAAF
<b>Faculty</b>	Faculty of Health and Social Sciences
<b>Department/School/Division</b>	Psychology
<b>Version Number</b>	1/16



## Annex B: Named exit or target intermediate qualifications

*This annex should be used when departments wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.*

### Section 1: General course information

<b>Intermediate Qualification(s) and titles</b>	Postgraduate Diploma in Applied Psychology
<b>Mode(s) of Study and Duration</b>	<i>The course is offered both Full Time and Part Time Full time duration is 9 months and Part time duration is 18 months.</i>
<b>Type of Intermediate Qualification(s)</b>	The Intermediate Qualification could be either an exit or a target award, depending on a student's previous qualifications.
<b>Route Code(s) (SITS) of Intermediate Qualification(s)</b>	

### Section 2: Qualification unit diet

*One table to be used for each intermediate qualification*

<b>Confirmation of unit diet for:</b>	<i>Postgraduate Diploma in Applied Psychology</i>	
The units to achieve the credits required may be taken from any of the overall diet for the main course qualification		<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (see below)		<input type="checkbox"/>
A specific set of units must be taken to achieve the credits required (see below)		<input checked="" type="checkbox"/>

List of units (if applicable):- Research Methods-Quantitative and Qualitative Cognition and Performance Developmental Psychology Personality, Intelligence and Assessment Advanced Research Methods (Applied Psychology) Biological and Neurological Perspective of Behaviour Social Psychology Applied Psychology
--



**Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points**

<b>Course (or intermediate) qualification and title</b>	MSc Applied Psychology (Conversion)
---	-------------------------------------

FHEQ Descriptor for a higher education qualification	QAA Quality Code Part A: Frameworks for Higher Education Qualifications of UK Awarding Bodies (2014)	Course Learning Outcome(s)								
		1	2	3	4	5	6			
<b>Subject Specific Attributes</b>			x	x	x		x			
A systematic understanding of knowledge and a critical awareness of current issues and/or new insights, much of which is at, or informed by, the forefront of the academic discipline.			x	x	x		x			
A comprehensive understanding of the research models and methods applicable to subject research and advanced scholarship		x								
Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline		x	x	x	x	x	x			
<b>Conceptual Understanding</b>			x	x	x	x	x			
To evaluate critically current research and advanced scholarship in the discipline			x	x	x	x	x			
To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses		x								
<b>Generic Skills</b>			x	x	x		x			
Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences			x	x	x		x			
Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level							x			
Continue to advance their knowledge and understanding, and to develop new skills to a high level							x			
<b>Employability</b>		x	x	x	x	x	x			
The exercise of initiative and personal responsibility		x	x	x	x	x	x			
Decision-making in complex and unpredictable situations							x			
The independent learning ability required for continuing professional development							x			

<b>Subject Benchmark Statement(s)</b>	<i>QAA (2007) Subject benchmark statement Psychology</i>	<b>Evidence and/or Course Learning Outcome(s)</b> <i>How the course takes account of relevant subject benchmark statements</i>
<p><b>Subject Knowledge and understanding:</b></p> <ol style="list-style-type: none"> <li>1. Understand the scientific underpinnings of psychology as discipline, its historical origins, development and limitations</li> <li>2. Recognise the inherent variability and diversity of psychological functioning and its significance</li> <li>3. Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas as outlined in core topics of psychology and how they interrelate</li> <li>4. Demonstrate detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline</li> <li>5. Demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistical analysis, and be aware of their limitations.</li> </ol>		<ol style="list-style-type: none"> <li>1. <b>Unit 2, 3, 4, 6, 7, 8</b></li> <li>2. <b>Unit 4</b></li> <li>3. <b>Unit 2, 3, 6, 7</b></li> <li>4. <b>Unit 2, 3, 4, 6, 7, 8</b></li> <li>5. <b>Unit 1, 5</b></li> </ol>
<p><b>Subject-specific skills</b></p> <ol style="list-style-type: none"> <li>1. Reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology</li> <li>2. Adopt multiple perspectives and systematically analyse the relationship between them</li> <li>3. Detect meaning patterns in behaviour and experience and evaluate their significance</li> <li>4. Pose, operationalise and critique research questions</li> <li>5. Demonstrate substantial competence in research skills through practical activities</li> <li>6. Reason statistically and use a range of statistical methods with confidence</li> <li>7. Competently initiate, design, conduct and report an empirically-based research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations</li> <li>8. Be aware of ethical context of psychology as a discipline.</li> </ol>		<ol style="list-style-type: none"> <li>1. <b>Unit 1, 2, 3, 4, 5, 6, 7, 8, 9</b></li> <li>2. <b>Unit 3, 4, 5, 6, 7, 9</b></li> <li>3. <b>Unit 1, 5, 9</b></li> <li>4. <b>Unit 1, 5, 9</b></li> <li>5. <b>Unit 1, 2, 5,</b></li> <li>6. <b>Unit 1, 2, 5, 9</b></li> <li>7. <b>Unit 9</b></li> <li>8. <b>Unit 3, 9</b></li> </ol>
<p><b>Generic Skills</b></p> <ol style="list-style-type: none"> <li>1. Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means</li> <li>2. Comprehend and use numerical, statistical and other forms of data, practically in the context of presenting and analysing complex data sets</li> <li>3. Be computer literate and confident in using word processing, database and statistical</li> </ol>		<ol style="list-style-type: none"> <li>1. <b>Unit 1, 2, 5, 9 /potentially all units</b></li> <li>2. <b>Unit 1, 2, 5, 9</b></li> <li>3. <b>Unit 1 – 9 (all)</b></li> </ol>

<p>software</p> <ol style="list-style-type: none"> <li>4. Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes</li> <li>5. Be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams</li> <li>6. Undertake self-directed study and project management, in order to meet desired objectives</li> <li>7. Take care of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning</li> </ol>	<ol style="list-style-type: none"> <li>4. <b>Unit 1, 5, 9</b></li> <li>5. <b>Unit 7</b></li> <li>6. <b>Unit 9</b></li> <li>7. <b>Unit 7, 9</b></li> </ol>
--	---

The format of the following mapping tables may be adjusted.

<b>Qualification Characteristic</b>	<b>Evidence</b>
<b>For Professionals or practice master's degree</b>	<i>How the course takes account of relevant qualification characteristics documents</i>
Learning tends to be structured, and programme structure may be developed in collaboration with the relevant PSRB or employer, and may influence practical elements, such as fieldwork, placements or other opportunities for work-based learning, as well as project undertaken through independent study	The FHEQ Descriptor for a higher education qualification and Psychology Subject benchmarks have been followed. There are 8x15 credit taught units and a 60 credit dissertation/ project unit
Include research methods training, which may be provided in a range of different ways (for example, through content modules).	Two taught research method units plus a dissertation unit
In the case of integrated master's degrees that fall within this type, master's level study is integrated master's with study at honours degree level with a single programme. The second characteristic above applies to the master's level part of the overall award.	This stand alone degree follows level 7 descriptors and the BPS criteria for the graduate basis for registration.
The qualification may be a prerequisite for registration or entry to a profession in accordance with the requirements of the PSRB that recognises or accredits the award.	BPS accreditation of the degree.
Related Awards, such as postgraduate certificate and postgraduate diploma are often offered as stages in the progression to a professional/practice master's award to facilitate continuing professional development at different stages of a professional career.	We will be offering a subject specific Postgraduate Diploma in Applied Psychology when the dissertation has not been completed. This qualification would not be BPS accredited.

Professional body or other external reference points	<p><i>The British Psychological Society (BPS) is the professional body for Psychology.</i></p> <p><i>See the above section on Subject Benchmark because the BPS and QA subject benchmarks are the same.</i></p> <p><i>QAA (2007) Subject benchmark statement Psychology</i></p>	<p><b>Evidence</b></p> <p><i>How the course takes account of Professional body or other external reference points</i></p>

## Annex D: Equality Impact Assessments of Courses and Units

### Introduction

As a widening participation institution, equality and diversity considerations are important in all aspects of our approach to teaching and learning. They are a theme within CRe8, embedded in our approach to teaching (in the minimum teaching expectations) and feature in staff induction and development. This annex sets out expectations in relation to the approval of courses and units and the need to undertake appropriate Equality Impact Assessments (EIA).

### Equality Impact Assessments

The following apply.

- All courses and all units should have an associated EIA (see forms below).
- EIAs may cover multiple courses but individual EIAs are required for each unit.
- EIAs will be undertaken as courses come forward for approval or review (there is no requirement to go back and undertake more detailed EIAs, in line with this policy, than was previously required).

### Further guidance

Guidance from the Equalities Challenge Unit (ECU) available at <http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/>

Equality and Human Rights Commission: Guidance for providers of further and higher education  
[www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance](http://www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance)

Equality Challenge Unit (2010) Disability legislation: practical guidance for academic staff (revised)  
[www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised](http://www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised)

Higher Education Academy (2010) Inclusive Learning and Teaching in Higher Education  
[www.heacademy.ac.uk/resources/detail/inclusion/LTsummit\\_final\\_report](http://www.heacademy.ac.uk/resources/detail/inclusion/LTsummit_final_report)

Higher Education Academy and Equality Challenge Unit: Ethnicity, Gender and Degree Attainment  
[www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity](http://www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity)

Higher Education Academy and UK Council for International Student Affairs:  
Inclusive assessment in Higher Education a Resource for change available at  
<http://www1.plymouth.ac.uk/disability/Documents/Space%20toolkit.pdf>

JISC TechDis: Teaching Inclusively Using Technology

[www.iisctechdis.ac.uk/pages/detail/online\\_resources/Teaching\\_Inclusively\\_Using\\_Technology](http://www.iisctechdis.ac.uk/pages/detail/online_resources/Teaching_Inclusively_Using_Technology)

Teachability project: Creating accessible information about courses or programmes of study for disabled students  
[www.teachability.strath.ac.uk/chapter\\_1/tableofcontents1.html](http://www.teachability.strath.ac.uk/chapter_1/tableofcontents1.html)

Teaching International Students Project [www.heacademy.ac.uk/teaching-international-students](http://www.heacademy.ac.uk/teaching-international-students)

Field C

<b>Course Equality Impact Assessment</b>		
<b>Course Title</b>	<b>MSc Applied Psychology (Conversion) Postgraduate Diploma in Applied Psychology</b>	
<b>Question</b>	<b>Y/N</b>	<b>Anticipatory adjustments/actions</b>
1. Will the promotion of the course be open and inclusive in terms of language, images and location?	Y	
2. Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc. If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place.	N	
3. Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics <sup>1</sup> ? If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place	N	
4. If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N	
5. Are the course learning outcomes and Graduate Impact Statements framed in a non-discriminatory way?	Y	
6. Does the course handbook make appropriate reference to the support of disabled students?	Y	

<sup>1</sup> Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.