



Course Handbook  
MSc Psychology (Conversion)  
2020/2021  
Course Leader: Dr Cath Sullivan  
School of Psychology



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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## 1. Welcome to the course

I would like to welcome you to the School of Psychology and hope that you will enjoy studying at the University of Central Lancashire (UCLan), and that you will find your course both interesting and rewarding.

The School of Psychology is a large School, with over 40 academic staff, plus administrative staff and research students. We are based in Darwin Building, which was purpose-built for Psychology and so has plenty of specialist resources, which students are encouraged to use.

The purpose of this handbook is twofold. First, it addresses many academic issues, including the modules that are available during each stage of the course. Second, it addresses many of the administrative questions that you may have during the early stages of the course. These questions may relate to enrolment or registering for the appropriate number of modules. This handbook should be used alongside other University guides and should be kept in a safe place.

The handbook has been structured and laid out in a number of sections. This is to ensure that the information is clear and accessible.

The School is very proud of its programmes, which are delivered by a team of dedicated and enthusiastic academics. In return we expect the highest levels of motivation and commitment from our students.

I would like to take this opportunity to wish you the very best in your studies.

Prof Linden Ball

Dean of School of Psychology



## 1.1 Rationale, aims and learning outcomes of the course

There are two levels of recognition by the BPS. The higher level is the Graduate Basis for Chartered Membership (GBC, formerly known as GBR). You need this to get a place on postgraduate training to become a professional psychologist (e.g., Clinical, Forensic, Health, or Sport). The lower level is Graduate Membership which allows a graduate to join the BPS. The MSc Psychology Conversion is recognised by the BPS for GBC.

The British Psychological Society (BPS) is the learned society and professional body governing psychology in the UK and accredits undergraduate degree course programmes, conversion courses and postgraduate professional training courses in psychology. The first step on any path towards a career as a professional psychologist is the completion of either an undergraduate degree, or a conversion course, which is recognised by the BPS as conferring Graduate Basis for Chartered Membership (GBC). One of the main criteria for admittance to an accredited postgraduate professional training programme in any area of psychology (e.g. Forensic Psychology, Clinical Psychology) is GBC.

Please note: Students must recognise that training in Forensic, Health and Sport Psychology (and any other area of professional psychology) is acquired through postgraduate education and supervised practice, not through a conversion course. On completion of this programme students are not qualified to practise as a Forensic, Health or Sport Psychologist without further training. A course conferring GBC is, therefore, just the first step towards becoming a professional psychologist.

### Aims of the MSc Psychology Conversion

The aim of the course is to develop understanding of psychology to a professional level in graduates in a discipline other than psychology. Although the course ensures that students acquire a broad range of knowledge and skills in psychology, it retains an element of student choice to allow students to tailor their route through the course to match their interests and their current and professional activities. Overall, the MSc Psychology Conversion aims to:

1. To provide graduates who are not currently eligible to apply for Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS) with the opportunity to gain a qualification that would make them eligible.
2. To give students access to an up to date curriculum that provides choice and flexibility, whilst maintaining those core topic areas needed to secure GBC.
3. To provide a stimulating and supportive learning environment that gives the opportunity to develop potential.
4. The development of skills and knowledge that are related to the scientific and empirical aspects of the discipline and to the application of psychology beyond academia.
5. To foster the development of key skills that will facilitate further academic and vocational training and subsequent employment.

### Assessment and Learning Outcomes

Each course (programme) has a set of objectives, referred to as Learning Outcomes. These Learning Outcomes (LOs) define the knowledge and skills we expect you to be able to demonstrate by the end of the course. These cover subject knowledge and skills, thinking skills and practical skills for employability. Assessments on the course are designed to allow students to meet the learning outcomes of specific modules but also, in combination, to meet the programme's learning outcomes. The learning outcomes of the MSc Psychology Conversion are as follows:

To develop knowledge and understanding of:

- Biological psychology
- Cognitive psychology
- Developmental psychology
- Individual differences

- Social psychology
- Conceptual and historical issues in psychology
- Research methods

To develop subject specific skills as follows:

- Generate appropriate psychological research questions, devise appropriate empirical investigations to address such questions, analyse and interpret the results and write coherent reports of the investigations.
- Undertake research in accordance with the relevant ethical guidelines produced by the professional body.
- Apply multiple perspectives (e.g. theories, methods and evidence sources) to psychological issues.
- Integrate ideas from across psychology and to apply these to relevant issues.
- Identify and evaluate general patterns in behaviour, functioning and experience and understand the role of brain function in these.
- Employ evidence-based reasoning, and use different method, paradigms and psychological tools to examine psychological issues.

To develop the following thinking skills:

- Explore, critically evaluate and integrate information from psychology research literature.
- Interpret, analyse and apply psychological theories, concepts and evidence.
- Produce clear, balanced, evidence-based arguments and conclusions that use psychological theory and research evidence.

To develop the following skills for employability and personal development:

- Identify appropriate sources of evidence, analyse information and critically evaluate research.
- Organise themselves and their work and be able to sustain their efforts to complete project work
- Use IT effectively to seek out evidence, to analyse data and to communicate and present their ideas.
- Work with numbers, by interpreting data and statistics provided by others as well as analysing data that they have collected themselves.
- Work independently.
- Work as part of a team.

Module Handbooks include details of how each module is assessed, what learning outcome each assessment tests and how this contributes to the overall mark. Module Handbooks are available on BlackBoard for students enrolled on the module.

## 1.2 Course Team

Dean of School:	Prof Linden Ball
MSc Psychology Conversion Course Leader:	Dr Cath Sullivan
Deputy MSc Psychology Conversion Course Leader:	Dr Cassandra Richardson
Quality Lead:	Dr Lynda Holyoak
Business Development Lead:	Dr Andy Morley
Special Needs Advice:	Dr Beth Richardson

### 1.3 Expertise of staff

All of the staff who teach you are psychologists who are well qualified to teach in the areas where they supervise or teach you. Indicators of this expertise include the following: they may have a PhD in that area of psychology, may be conducting research in that area, or, may have many years of experience of teaching or practicing in that area. Similarly, the majority of staff in the School are Fellows of the Higher Education Academy (which is an indicator of their expertise as teachers in HE) and/or are members of professional association such as the British Psychological Society.

### 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

### 1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

#### Foster Building

Forensic and Applied Sciences

Pharmacy and Biomedical Sciences

Psychology

Physical Sciences

telephone: 01772 891990/891991

email: [FosterHub@uclan.ac.uk](mailto:FosterHub@uclan.ac.uk)

### 1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Other methods that we may use to communicate with you are as follows:

Handbooks: together with this Course Handbook, Module Handbooks are also available to you.

Meetings: You are encouraged to maintain regular contact with members of the course team, especially your Academic Adviser and also any members of staff who are supervising your independent study (e.g., on the option modules and your dissertation). All academic staff have set aside several hours each week during semesters one and two where students may see them. Information about contacting staff is displayed on office doors. Before meetings, you should make sure that you have a clear agenda of what you would like to discuss in order to make sure that meetings are an effective use of time.

### 1.7 External Examiner

Currently the External Examiners is:

- Dr Daniel Farrelly, University of Worcester

## 2. Structure of the course

### 2.1 Overall structure

The course consists of 180 credits and runs across three semesters. Semesters one and two, which run from September until June are when we teach our classroom based modules. The third semester (June to August) is when students take their dissertation module, which is done by supervised independent study. The MSc Psychology Conversion is therefore normally awarded in early September with a graduation ceremony in November or December (although we can award at other times of year if appropriate – e.g., for part time students).

To complete the course students must take, and pass by gaining a module mean of at least 50%, all the modules that together make up their 180 credits. Students who gain an overall APM of 60% or above will be awarded a Merit and those who gain an overall APM of 70% or above will be awarded a Distinction.

The classroom teaching on this course will all be completed on one day of the week (in 2019/20 this will take place on Mondays) and this will be complemented with structured online learning. It is not possible to complete this course in the evenings or without attendance on campus.

#### Studying Full-Time

Students who are full time will take all of the modules making up their 180 credits in one calendar year - starting in September and finishing in August. Choices about any optional modules will normally be made at induction in September.

#### Studying Part-Time

The part-time mode involves taking a minimum of 10 but no more than 90 credits in any academic year. The quickest a part time student can complete is in two years. The course can be done more slowly than this, although normally part time duration would be two or three years. It is possible, as a part time student, to do a different number of modules in different academic years (which can be useful in accommodating personal or work circumstances).

- Part time students have considerable flexibility in relation to the order of modules and their combination. However, the following conditions apply:
- At least one research methods module(s) should normally be taken in the first year of study
- We recommend that the dissertation be done after the first year of study

### 2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Some modules are compulsory; these are the ones that make up the British Psychological Society core syllabus and taking these is what makes students eligible for accreditation (GBC). There are, however, also some optional modules that students can select from to tailor a programme that reflects their individual interests.

Students must take all of the following compulsory modules:

	Credits
PS4000 Essential Psychology: Concepts & History	20
PS4015 Qualitative Psychological Research	20
PS4010 Quantitative Psychological Research	20
PS4020 Social and Developmental Psychology	20
PS4030 Cognitive and Biological Psychology	20
PS4040 The Psychology of Individual Differences	20
PS4090 Psychology Conversion Project	40
<b>Total credits through compulsory modules</b>	<b>160</b>

In addition to these six compulsory modules, students will take two optional modules each worth 10 credits. These optional modules will allow students to tailor the course to their own interests and will be done by independent study. These modules include:

	Credits
PS4051 Topics in Social Psychology	10
PS4052 Topics in Developmental Psychology	10
PS4053 Topics in Biological Psychology	10
PS4054 Topics in Cognitive Psychology	10
PS4055 Topics in Forensic Psychology	10
PS4056 Topics in Sport Psychology	10
PS4057 Topics in Health Psychology	10
PS4058 Topics in Neuropsychology	10
<b>Total credits through optional modules</b>	<b>20</b>

**Modules are subject to staff availability and will only run if sufficient students select the module at progression.** Students who enrol on a module will have access to the BlackBoard site that supports the module and contains the Module Handbook.



### 2.3 Course requirements

#### Registering and Changing Modules

To register for modules or make changes to module registrations, you should contact the Course Leader. It is important that your programme of study is correct and you must regularly check all details on your profile (including, where different, both home and term-time address details and mobile phone number) via myUCLan.

**It is your responsibility to ensure that all details on your profile are correct and up-to-date.**



Also, see the information below about study time.

## 2.4 Module Registration Options

You may of course, like to think about your career goals, aspirations and module choices to ensure progression towards employment at any stage of the course, however, formal discussions about your progression through the course normally take place in February each year. It is an important opportunity for you to make plans for your study over the next academic year. The course leader will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

## 2.5 Study Time

### 2.5.1 Weekly timetable

A timetable will be available once you have enrolled onto the programme, through the Student Portal.

### 2.5.2 Expected hours of study



All modules except the Psychology Conversion Project (PS4090) and the two 10 credit optional modules will have classroom teaching. In addition to this classroom teaching, students are expected to engage in reading, preparation for assessment and independent study at times that are convenient to them. There will also be online learning activities for each of the classroom based modules and students are expected to engage in independent study. It is very important to recognise that the classroom element of the teaching is only a proportion of the time commitment needed. It is expected that a 20 credit module will engage students for at least 200 hours of learning

activities. We recommend that you allow the same amount of time for the full time MSc course as you would for a full time job.

### 2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to: Foster Hub.

## 3. Approaches to teaching and learning

### 3.1 Learning and teaching methods

There are many different forms of teaching and learning employed in the programme. Lectures provide the core material of the syllabus, supported by independent work such as individual background reading and work in groups. As well as providing a framework for knowledge acquisition, lectures also afford the opportunity for students to consider case studies, reflect on issues and to ask questions of each other and of the member of staff taking the session. Smaller group sessions, such as online sessions and seminars enable students to explore key issues from the curriculum, both to improve their understanding of the content and to develop their skills (e.g., in communication and argumentation). Workshops are also used to develop practical skills such as the analysis of data. As workshops and seminars are typically in smaller groups than would be experienced in lectures, these give students additional opportunities to interact with staff plus the opportunity to interact with each other further developing understanding through discussion. Practical empirical work enables students to engage in research activities such as designing studies and collecting data in groups and individually.

### 3.2 Study skills

You will find information about where to get help with study skills from the university wide service WISER:

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>

Study Skills - 'Ask Your Librarian'

[https://www.uclan.ac.uk/students/support/study/it\\_library\\_trainer.php](https://www.uclan.ac.uk/students/support/study/it_library_trainer.php)

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"  
"I need to find research articles, where do I start?"  
"How do I find the Journal of ...?"  
"How do I use RefWorks?"



### 3.3 Learning resources

#### 3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Further details can be found in the Student Handbook.

#### 3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts that can help you in your psychology modules. The School provides online resources that are specific to each module as the course progresses. Access and links to online material is given through the University virtual learning environment, Blackboard, where course materials and resources can be accessed away from campus using any web browser.

### 3.4 Personal development planning

The programme provides an intellectually rigorous programme of academic study and enables students to demonstrate a depth of understanding in issues in Psychology, some of the learning outcomes of the Psychology Programmes provide for transferable or key skills. Students are encouraged to engage in all aspects of the course, the school and the university to develop the skills, which will stand them in good stead in their careers.



#### 3.5 Preparing for your career

If you want to discuss or explore your career options, there are a number of ways you can do this: you can talk to your academic adviser; you can approach other members of staff who have experience or expertise in the area you're interested in; you can talk to the UCLan careers service; or, you can look at external sources of information (for example, websites like the British Psychological Society website can provide useful information about psychology careers and professional training).

## 4. Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>



#### gf.1 Academic Advisors

You will normally see your Academic Adviser at least once per semester and their primary role is to guide you on the academic aspects of your programme. However, if you are encountering personal problems or difficulties, your Academic Adviser will be able to provide assistance and where appropriate refer you to specialist services within the University such as the Student Counselling Service. Or, if you prefer, you can seek out these services yourself you looking up the details on the University website.

## 4.2 Students with disabilities

If you would like to discuss issues to do with disabilities with the School's disability lead, you can contact them to do so – see the details given at the start of this handbook.

## 4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>

## 5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

The University publishes its Academic Calendar on the website. This shows examination weeks, assessment board weeks, results publication dates, appeals deadlines etc.

### 5.1 Assessment Strategy

Each course (programme) has a set of objectives, referred to as Learning Outcomes. These Learning Outcomes (LOs) define the knowledge and skills we expect you to be able to demonstrate by the end of the course. Psychology employs a number of examination and coursework methods to assess LOs.

The Module Handbook for each module includes details of how the module is assessed, and what each assessment contributes to the overall mark.

#### Types of Assessment

Module Handbooks will detail the types of assessment that will be used for each module and, if there are multiple components to the assessment, the handbook will also specify what proportion of marks will be assigned to each component of assessment. If there is an examination, you will also be told how long the examination will take, and when it will take place (normally, this is during one of the university assessment periods). Assessment periods are included in the University Academic Calendar (available on the UCLan website). The examination timetable is not released until a few weeks before the assessment period.

### 5.2 Notification of assignments and examination arrangements

Module specific information (e.g., Blackboard areas, module handbooks or coursework guidance sheets) give information about means of assessment for individual modules, including coursework deadlines and return dates for marked work. It is your responsibility to manage the research, synthesis and production of your assignments throughout the year to ensure you submit by the submission deadlines.

### 5.3 Referencing

You will be given details from the School about how to do referencing in your psychology work. Be aware that you may need to learn a new system that is different from the one you have used previously. If in doubt, ask the person who has set your assignment.

## 5.4 Confidential material

It is possible that during your programme of study you will require access to sensitive information, particularly when working in professional domains. It is essential that you ensure that any participants remain anonymous if they are reported as part of an assignment submission.

Students should be committed to pursue their research activities (project, investigation, enquiry, survey, or any other interaction with people, including the use of data derived from that interaction) in an ethical manner. The practice of ethics is about conducting one's research activity in a disciplined manner within legal and other regulated constraints and with minimal impact on and detriment to others. In the process of research the student should:

- safeguard the interests of those involved in or affected by their work;
- report their findings accurately and truthfully;
- consider the consequences of their work or its misuse for those they study and other interested parties.

Students are responsible for considering the ethical implications of all research activities and should familiarise themselves with the University's Ethical Principles. If in doubt about any ethical issues related to their research students should consult their dissertation supervisor for advice.

## 5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

## 5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act

as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

## 6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



### 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of any plans for improvement.

#### 7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

## 8. Appendices

### 8.1 Programme Specification(s)

#### UNIVERSITY OF CENTRAL LANCASHIRE

### Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17.

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution</b>	University of Central Lancashire: Preston campus Institute of Counselling and Psychological Studies (ICPS), Athens
<b>3. University School/Centre</b>	School of Psychology
<b>4. External Accreditation</b>	British Psychological Society (BPS) gives Graduate Basis for Chartered Membership (GBC). This applies only to UCLan Preston.
<b>5. Title of Final Award</b>	MSc Psychology (Conversion)
<b>6. Modes of Attendance offered</b>	Full-time and Part-time
<b>7a) UCAS Code</b>	n/a
<b>7b) JACS code</b>	C800
<b>7c) HECoS code</b>	100497
<b>7. Relevant Subject Benchmarking Group(s)</b>	Psychology
<b>8. Other external influences</b>	
<b>9. Date of production/revision of this form</b>	September 2018

## 10. Aims of the Programme

This aims of this programme are:

- To provide graduates who are not currently eligible to apply for Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS) with the opportunity to gain a qualification that would make them eligible.
- To give students access to an up to date curriculum that provides choice and flexibility, whilst maintaining those core topic areas needed to secure GBC.
- To provide a stimulating and supportive learning environment that gives the opportunity to develop potential.
- The development of skills and knowledge that are related to the scientific and empirical aspects of the discipline and to the application of psychology beyond academia.
- To foster the development of key skills that will facilitate further academic and vocational training and subsequent employment.

## 11. Learning Outcomes, Teaching, Learning and Assessment Methods

### A. Knowledge and Understanding

At the end of the course students will be able to describe and evaluate current knowledge of the major areas of psychology, the main methodologies and the conceptual frameworks as required by the BPS and as described in the QAA's Subject Benchmark Statement for Psychology.

A1. Biological psychology: The biological basis of behaviour, the impact of hormones and genetics on behaviour and neuropsychology.

A2. Cognitive psychology: Mental processes such as reasoning, decision making, learning, perception, memory, language and links between cognition and neuropsychology.

A3. Developmental Psychology: Childhood, adolescence and life-span development in areas such as cognition, social relations, attachment, language and the social and cultural context of this development.

A4. Individual differences: The influence of factors such as personality, intelligence, motivation, emotion and gender on human variability and on behaviour in areas of life such as the work and health.

A5. Social psychology: The application of processes such as attribution, attitudes, social cognition on areas of human social interaction, between individuals and groups, from a range of perspectives such as cognitivist and social constructionist perspectives.

A6. Conceptual and historical issues in psychology: Philosophical and conceptual issues that influence psychology and, in particular, the development of psychological knowledge, including an array of perspectives (e.g., relativist vs realist) and the application of ethics to the practice and application of psychology.

A7. Research methods: The use of a range of methods to design, conduct, disseminate and evaluate empirical research in psychology including their advantages and disadvantages for different type of research question.

### Teaching and Learning Methods

There are many different forms of teaching and learning employed in the programme. Lectures provide the core material of the syllabus, supported by independent work such as individual background reading and work in groups. As well as providing a framework for knowledge acquisition, lectures also afford the opportunity for students to consider case studies, reflect on issues and to ask questions of each other and of the member of staff taking the session. Smaller group sessions, such as online sessions and seminars enable students to explore key issues from the curriculum, both to improve their understanding of the content and to develop their skills (e.g., in communication and argumentation). Workshops are also used to develop practical skills such as the analysis of data. As workshops and seminars are typically in smaller groups than would be experienced in lectures, these give students additional opportunities to interact with staff plus the opportunity to interact with each other further developing understanding through discussion. Practical empirical work enables students to engage in research activities such as designing studies and collecting data in groups and individually.

## Assessment Methods

Assessment on modules involves one or more of the following:

Examinations: Unseen essay-type questions; seen essay-type questions; mixed papers with seen and unseen essay-type questions.

Coursework: Reports of empirical investigations ('laboratory' exercises and dissertation); essays; and, presentations (oral and poster).

## B. Subject-specific skills

At the end of the course students will be able to:

B1. Generate appropriate psychological research questions, devise appropriate empirical investigations to address such questions, analyse and interpret the results and write coherent reports of the investigations.

B2. Undertake research in accordance with the relevant ethical guidelines produced by the professional body.

B3. Apply multiple perspectives (e.g. theories, methods and evidence sources) to psychological issues.

B4. Integrate ideas from subdivisions of psychology and to apply these to relevant issues.

B5. Identify and evaluate general patterns in behaviour, functioning and experience and understand the role of brain function in these.

B6. Employ evidence-based reasoning, and use different method, paradigms and psychological tools to examine psychological issues.

## Teaching and Learning Methods

See A.

## Assessment methods

See A.

## C. Thinking Skills

By the end of the programme, successful students should demonstrate the following skills

C1. Explore, critically evaluate and integrate information from psychology research literature.

C2. Interpret, analyse and apply psychological theories, concepts and evidence.

C3. Produce clear, balanced, evidence-based arguments and conclusions that use psychological theory and research evidence.

## Teaching and Learning Methods

See A.

## Assessment methods

See A.



## D. Other skills relevant to employability and personal development

At the end of the programme students will be able to:

- D1. Identify appropriate sources of evidence, analyse information and critically evaluate research.
- D2. Organise themselves and their work and be able to sustain their efforts to complete project work
- D3. Use IT effectively to seek out evidence, to analyse data and to communicate and present their ideas.
- D4. Work with numbers, by interpreting data and statistics provided by others as well as analysing data that they have collected themselves.
- D5. Work independently.
- D6. Work as part of a team.

### Teaching and Learning Methods

See A.

### Assessment methods

See A.

## 13. Programme Structure

## 14. Awards and Credits\*

Level	Module Code	Module Title	Credit rating	
Level 7	PS4000	Essential Psychology: Concepts & History (COMP)	20	<b>MSc Psychology Conversion</b> Requires 180 credits at level 7
	PS4010	Qualitative Psychological Research (COMP)	20	
	PS4015	Quantitative Psychological Research (COMP)	20	
	PS4020	Social & Developmental Psychology (COMP)	20	
	PS4030	Cognitive & Biological Psychology (COMP)	20	
	PS4040	The Psychology of Individual Differences (COMP)	20	
	PS4090	Psychology Conversion Project (COMP)	40	
		<b>PLUS 20 Credits from the following:</b>		<b>Exit Award Postgraduate Diploma Psychology</b> Requires 120 credits at level 7.
	PS4051	Topics in Social Psychology	10	
	PS4052	Topics in Developmental Psychology	10	
	PS4053	Topics in Biological Psychology	10	
	PS4054	Topics in Cognitive Psychology	10	
	PS4055	Topics in Forensic Psychology	10	
	PS4056	Topics in Sport Psychology	10	
	PS4057	Topics in Health Psychology	10	
PS4058	Topics in Neuropsychology	10	<b>Exit Award Postgraduate Certificate</b> Requires 60 credits at level 7.	

## 15. Personal Development Planning

Students will be briefed and given written guidelines to support their PDP. The guidelines include, for example, self-assessment exercises, planning tasks, and examples of record keeping. Students are encouraged to use the information to engage in PDP at course and/or module level. Web resources at the University (e.g. careers service, help and support sites) are also given.

Various other support mechanisms and opportunities for PDP are embedded in the programme. For instance, independent learning skills, and the development of them, are promoted via tutorial and individual sessions on PS4051, PS4052, PS4053, PS4054, PS4055, PS4056, PS4057, PS4058 and PS4090. Feedback is given on all coursework in order to help students understand their strengths and weaknesses, reflect on their skills and learning,

create targets for development and monitor their own achievements. In addition, students are invited to meet with their Course Leader or Personal Tutor once a semester to discuss their PDP and reflect on their own progress.

### **16. Admissions criteria**

Including agreed tariffs for entry with advanced standing

*\*Correct as at date of approval. For latest information, please consult the University's website*

Students should have a minimum of an upper second class honours degree or equivalent in a subject that does not confer Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS). Students with a lower second class honours degree, but showing good final year performance and having previous experience of psychology or closely related subjects at levels 4 to 6 will be considered on an individual basis.

A minimum IELTS score of 6.5 or equivalent qualifications.

### **17. Key sources of information about the programme**

- UCLan prospectus
- UCLan web site: <http://www.uclan.ac.uk/>
- BPS Website: [http://www.bps.org.uk /](http://www.bps.org.uk/)

18. Curriculum Skills Map																											
Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																							
				Knowledge and Understanding							Subject-specific Skills						Thinking Skills			Other Skills for Employability & Personal Development							
				A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	D1	D2	D3	D4	D5	D6		
LEVEL 7	PS4000	Essential Psychology: Concepts & History	COMP						✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓			✓		
	PS4010	Quantitative Psychological Research	COMP						✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓		✓		
	PS4015	Qualitative Psychological Research	COMP						✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓		✓			
	PS4020	Social & Developmental Psychology	COMP			✓		✓					✓	✓		✓	✓	✓	✓	✓	✓	✓	✓				
	PS4030	Cognitive & Biological Psychology	COMP	✓	✓								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	PS4040	The Psychology of Individual Differences	COMP				✓						✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓		
	PS4090	Psychology Conversion Project	COMP							✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓		✓			
	PS4051	Topics in Social Psychology	O					✓								✓	✓	✓	✓	✓	✓	✓		✓			
	PS4052	Topics in Developmental Psychology	O			✓										✓	✓	✓	✓	✓	✓	✓		✓			
	PS4053	Topics in Physiological Psychology	O	✓											✓	✓	✓	✓	✓	✓	✓	✓		✓			
	PS4054	Topics in Cognitive Psychology	O		✓										✓	✓	✓	✓	✓	✓	✓	✓		✓			
	PS4055	Topics in Forensic Psychology	O		✓		✓	✓								✓	✓	✓	✓	✓	✓	✓		✓			
	PS4056	Topics in Sport Psychology	O		✓		✓	✓								✓	✓	✓	✓	✓	✓	✓		✓			
	PS4057	Topics in Health Psychology	O		✓		✓	✓								✓	✓	✓	✓	✓	✓	✓		✓			
	PS4058	Topics in Neuropsychology	O	✓	✓										✓	✓	✓	✓	✓	✓	✓	✓		✓			

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

### **Learning outcomes for the award of: Postgraduate Diploma in Psychology**

Students will be able to describe and evaluate current knowledge of the major areas of psychology, the main methodologies and the conceptual frameworks as required by the BPS and as described in the QAA's Subject Benchmark Statement for Psychology.

A1. Biological psychology: The biological basis of behaviour, the impact of hormones and genetics on behaviour and neuropsychology.

A2. Cognitive psychology: Mental processes such as reasoning, decision making, learning, perception, memory, language and links between cognition and neuropsychology.

A3. Developmental Psychology: Childhood, adolescence and life-span development in areas such as cognition, social relations, attachment, language and the social and cultural context of this development.

A4. Individual differences: The influence of factors such as personality, intelligence, motivation, emotion and gender on human variability and on behaviour in areas of life such as the work and health.

A5. Social psychology: The application of processes such as attribution, attitudes, social cognition on areas of human social interaction, between individuals and groups, from a range of perspectives such as cognitivist and social constructionist perspectives.

A6. Conceptual and historical issues in psychology: Philosophical and conceptual issues that influence psychology and, in particular, the development of psychological knowledge, including an array of perspectives (e.g., relativist vs realist) and the application of ethics to the practice and application of psychology.

A7. Research methods: The use of a range of methods to design, conduct, disseminate and evaluate empirical research in psychology including their advantages and disadvantages for different type of research question.

B1. Generate appropriate psychological research questions, devise appropriate empirical investigations to address such questions, analyse and interpret the results and write coherent reports of the investigations.

B2. Undertake research in accordance with the relevant ethical guidelines produced by the professional body.

B3. Apply multiple perspectives (e.g. theories, methods and evidence sources) to psychological issues.

B4. Integrate ideas from subdivisions of psychology and to apply these to relevant issues.

B5. Identify and evaluate general patterns in behaviour, functioning and experience and understand the role of brain function in these.

C1. Explore, critically evaluate and integrate information from psychology research literature.

C2. Interpret, analyse and apply psychological theories, concepts and evidence.

D1. Identify appropriate sources of evidence, analyse information and critically evaluate research.

D3. Use IT effectively to seek out evidence, to analyse data and to communicate and present their ideas.

D4. Work with numbers, by interpreting data and statistics provided by others as well as analysing data that they have collected themselves.

D5. Work independently.

D6. Work as part of a team

## Learning outcomes for the award of: Postgraduate Certificate in Psychology

Students will be able to describe and evaluate current knowledge of some of the major areas of psychology, the main methodologies and the conceptual frameworks as required by the BPS and as described in the QAA's Subject Benchmark Statement for Psychology. Which of the following is demonstrated depends on which of the compulsory modules is passed. For example if the student passes PS4000, PS4020 and PS4040, they will have achieved learning outcomes A3, A4 and A6.

- A1. Biological psychology: The biological basis of behaviour, the impact of hormones and genetics on behaviour and neuropsychology.
  - A2. Cognitive psychology: Mental processes such as reasoning, decision making, learning, perception, memory, language and links between cognition and neuropsychology.
  - A3. Developmental Psychology: Childhood, adolescence and life-span development in areas such as cognition, social relations, attachment, language and the social and cultural context of this development.
  - A4. Individual differences: The influence of factors such as personality, intelligence, motivation, emotion and gender on human variability and on behaviour in areas of life such as the work and health.
  - A5. Social psychology: The application of processes such as attribution, attitudes, social cognition on areas of human social interaction, between individuals and groups, from a range of perspectives such as cognitivist and social constructionist perspectives.
  - A6. Conceptual and historical issues in psychology: Philosophical and conceptual issues that influence psychology and, in particular, the development of psychological knowledge, including an array of perspectives (e.g., relativist vs realist) and the application of ethics to the practice and application of psychology.
  - A7. Research methods: The use of a range of methods to design, conduct, disseminate and evaluate empirical research in psychology including their advantages and disadvantages for different type of research question.
- 
- B3. Apply multiple perspectives (e.g. theories, methods and evidence sources) to psychological issues.
  - B4. Integrate ideas from subdivisions of psychology and to apply these to relevant issues.
  - B5. Identify and evaluate general patterns in behaviour, functioning and experience and understand the role of brain function in these.
- 
- C1. Explore, critically evaluate and integrate information from psychology research literature.
  - C2. Interpret, analyse and apply psychological theories, concepts and evidence.
- 
- D1. Identify appropriate sources of evidence, analyse information and critically evaluate research.
  - D3. Use IT effectively to seek out evidence, to analyse data and to communicate and present their ideas.
  - D5. Work independently.
  - D6. Work as part of a team