Course Specification

A. Course Information			
Final award title(s)	MSc Psychology		
Intermediate exit award title(s)	PgCert Psychology PgDip Psychology		
UCAS Code		**Course Code(s)**	4887 FT 4888 PT
	London South Bank University		
School	☒ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS		
Division	Psychology		
Course Director	Alex Marchant		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify		
Mode(s) of delivery	☒Full time ☒Part time ☐other please specify		

Length of course/start and finish dates				
	Mode	**Length years**	**Start - month**	**Finish - month**
	Full time	1 Year		
	Full time with placement/ sandwich year			
	Part time	2 Years		
	Part time with Placement/ sandwich year			

Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.

Approval dates:	Course(s) validated	21/03/17
	Course specification last updated and signed off	August 2022

Professional, Statutory & Regulatory Body accreditation	British Psychological Society (BPS) Graduate Basis for Chartered Membership (GBC). Note that GBC will only be available to students who complete the full MSc (180 credits).

Reference points:	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Psychology 2019) PSRB Competitions and Markets Authority SEEC Level Descriptors 2021 Office for Students (OfS) Guidance

B. Course Aims and Features	
Distinctive features of course	The course offers applicants the opportunity to study a BPS accredited conversion course which makes them eligible for Graduate Basis for Chartered Membership of the BPS. We believe we are unique amongst our London competitors (and possibly nationally) in teaching psychology from an integrated perspective, so that students have a better appreciation of the ways in which core curriculum psychology topics (biological, cognitive, individual differences, developmental, social, and conceptual and historical issues) can be synthesised to provide more rounded explanations for human behaviour. We achieve this by framing questions within four key themes: emotion, behaviour with others, thinking and communication, and learning and memory. We have successfully delivered this integrated approach in both our undergraduate psychology degree programmes and our Graduate Diploma in Psychology since 2012.
Course Aims	The MSc Psychology aims to: 1. Provide students with a grounding in psychological processes and to acquaint them with the major facts, theories and debates in contemporary psychology. 2. Provide an up-to-date curriculum that is delivered to a high quality and is informed by scholarship and research. 3. Provide students with the knowledge, skills and techniques to identify and investigate psychological issues and problems empirically and ethically. 4. Support and meet the needs of students from varied educational and personal backgrounds so that they have the best opportunity to meet the demands of masters-level education. 5. Enable students to develop the intellectual, practical and transferable skills that provide a sound basis for progression into work and/or further study. 6. Provide a programme of study that leads to Graduate Membership and eligibility for the Graduate Basis for Chartered membership with the BPS.
Course Learning Outcomes	a) **Students will have knowledge and understanding of:** The programme will cover eight domains of knowledge. The first seven of these are core domains and are required by the subject benchmark and the BPS. A1 Biological psychology including evolutionary approaches and genetics, the biological basis of perception, learning and behaviour, brain

functioning and neuroanatomy, synaptic transmission, neuropsychology and hormones.

A2 Cognitive psychology including perception, attention, memory, language, thinking, reasoning and decision-making.

A3 Social psychology including social cognition, critical approaches to understanding social behaviour, interpersonal behaviour intrapersonal behaviour, group processes, social communication, social development, and intergroup relations and conflict.

A4 Developmental psychology including cognitive and language development, social behaviour, emotional development and attachment.

A5 Individual differences including personality, intelligence, psychological testing, emotions and feelings, abnormal psychology and mental health.

A6 Research methods and statistics including research design, quantitative methods, statistical analysis, inference and interpretation, qualitative analysis, and ethics in research design and conduct.

A7 Conceptual and historical issues in psychology including locating current approaches in the developing history of the discipline, defining principles of psychology, approaches to the study of behaviour and experience, and conceptual debates.

A8 Applied psychology encompassing principles of application to real world issues.

b) Students will develop their intellectual skills such that they are able to:

B1 Apply critical thinking to a range of source material.
B2 Generate and explore research questions.
B3 Present and evaluate research findings.
B4 Recognise multiple perspectives and integrate/apply these to psychological issues.
B5 Understand and evaluate how different perspectives in psychology relate to the real world.

c) Students will acquire and develop practical skills such that they are able to:

C1 Write and speak effectively for a variety of audiences.
C2 Use a variety of psychological tools, e.g. psychometric instruments, assessment tools.
C3 Use numerous sources (electronic and other) to retrieve and/or organise information effectively.
C4 Use computers in various ways, e.g. word processing, database management, statistical packages, information retrieval, data collection and management.

d) Students will acquire and develop transferrable skills such that they are able to:

D1 Organise their work and themselves effectively (meet deadlines, prepare work to required standard, take responsibility for personal goals, keep accurate records)
D2 Recognise and apply psychological literacy skills (sourcing material, effective reading, informed decision making)

	D3 Work with others (teamwork and individual participation in seminar discussions)
	D4 Generate and develop novel solutions to real-world issues (creativity and initiative).

C. Teaching and Learning Strategy

- A1, A2, A3, A4, A5, A7 and A8 are all covered in the four core subject modules. These core domains are delivered via a combination of lectures plus seminars or workshops. A variety of seminar, workshop, presentation, interactive and e-learning activities aim to help students develop their critical and analytical skills which will help to ensure they are acquiring knowledge at the appropriate level.
- A6 is covered in two modules running across semesters one and two. Topics are covered in a combination of lectures, seminars and practical classes. A major piece of empirical work, requiring working knowledge of this domain, is carried out in the research project.
- A7 is not assessed directly, as the BPS require that this is taught (and developed) but not assessed. This topic is normally delivered towards the beginning of a module, as background and/or historical information on how the topic originated and how it has been approached over time.
- Directed reading is an important aspect of teaching and learning in all domains. The amount, sophistication and primary nature of the directed reading increases from semester one to two.
- B1 is introduced explicitly in lectures, seminars and workshops.
- B2 and B3 are outcomes associated with how psychologists develop, explore, test and evaluate research questions. Students acquire and develop these skills by using primary and secondary source material to develop testable research questions, and by designing, executing and analysing results of empirical studies using a variety of methods. These skills are introduced through lectures and seminars associated with all subject modules and research methods specific workshops and learning activities.
- B4 is core to the aims of the programme which are to generate the understanding human behaviour can be best understood by considering issues and topics from multiple perspectives. To this end, all modules integrate content and approaches from multiple perspectives.
- B5 is addresses across core subject modules.
- C1 is introduced explicitly in seminars and workshop activities in semester one modules, and developed further in semester two modules.
- C2 is an outcome associated with the experience of using and interpreting common psychological measurement tools. This is introduced predominantly in the Thinking, Intelligence, and Communication module, but is also addressed in other modules through the associated literature.
- C3 and C4 are central to lectures, seminars and workshop activities across all modules.
- The teaching and learning strategy for D1-D4 facilitates the development of students' awareness of skills development in relation to future employment. This is achieved through personal tutoring, PDP, dedicated employability and skills section on the Moodle site, annual psychology specific careers day, clear signposting of skills development within modules, and career and skills development opportunities from the faculty and central services.

D. Assessment

A combination of coursework (e.g. research reports, presentations, essays, etc.) and unseen timed exams (e.g. short-answer questions, multiple-choice questions, etc.) are used as forms of assessment in this course to balance the demands and pressures upon students. Each semester has approximately six assessments (in addition to this there is the Masters Empirical project to complete over the summer). The specific assessments for each module will be communicated to students during the course of the first half of each semester. Formative assessment will be used to support

student learning, as appropriate, by offering them an opportunity to present aspects of their developing work for informal feedback. Each module is core to the course and assessments need to be passed to receive the MSc qualification. Additional information can be found in section H below.

- A1 to A8 are assessed in most of the modules.
- B1 and B4 are assessed in most of the modules. This can take the form of formative or summative assessment.
- B2 and B3 are summatively assessed predominantly in Research Methods modules and the Research Project. In addition, other modules assess using both formative and summative methods.
- B5 is assessed in the core subject modules, either formatively or summatively.
- C1, C3 and C4 are assessed in the vast majority of modules. This can take the form of formative or summative assessment.
- C2 is formatively or summatively assessed in the Thinking, Intelligence, and Communication module and the Research Methods module.
- D1 is assessed across all modules, primarily in the way in which students have organised themselves and information in answering coursework briefs. D4 is assessed in Social Behaviour and in the Masters Empirical Project. D2-D3 are assessed formatively in interactions with personal tutors and project supervisors.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

Minimum 2:2 honours degree or equivalent. For English language proficiency, an IELTS minimum score of 6.5 overall is required, with no less than 6.0 in each component

G. Course structure(s)

Course overview

Awards are given in accordance with current London South Bank University Academic Regulations for Taught Programmes. Students are required to do all of the following modules

MSc Psychology – **Full time**

	Semester 1		**Semester 2**	
Year 1	Perception, Attention, and Memory	20	Social Behaviour	20
	Emotion and Human Behaviour	20	Thinking, Intelligence, and Communication	20
	Psychological Research Methods 1	20	Psychological Research Methods 2	20
			Masters Empirical Project	60

MSc Psychology – **Part time**

	Semester 1		Semester 2	
Year 1	Perception, Attention, and Memory	20	Social Behaviour	20
	Emotion and Behaviour	20	Thinking, Intelligence, and Communication	20
Year 2	Psychological Research Methods 1	20	Psychological Research Methods 2	20
			Masters Empirical Project	60

Placements information

N/A

H. Course Modules

All modules are core to the MSc Psychology course.

Module Code	Module Title	Level	Semester	Credit value	Assessment
PSY_7_ PAM	Perception, Attention, and Memory	7	1	20	1 x coursework
PSY_7_ EHB	Emotion and Human Behaviour	7	1	20	1 x coursework
PSY_7_ PR1	Psychological Research Methods 1	7	1	20	2 x coursework and 1 x unseen timed exam
PSY_7_ SOB	Social Behaviour	7	2	20	1 x coursework
PSY_7_ TIC	Thinking, Intelligence, and Communication	7	2	20	1 x coursework and 1 x unseen timed exam
PSY_7_ PR2	Psychological Research Methods 2	7	2	20	2 x coursework
PSY_7_ MEP	Masters Empirical Project	7	Jan-Sept	60	1 x ethics application and 1 x coursework

I. Timetable information

Exact timetables will be communicated to students before each semester starts. The course is taught over one full day and one half day per teaching week.

J. Costs and financial support

Course related costs

There are no specific additional course-related costs for this course.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link - https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
Appendix B: Personal Development Planning (postgraduate courses)
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Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Level	Title	Code	A1 Biological	A2 Cognitive	A3 Social	A4 Developmental	A5 Individual differences	A6 Research methods	A7 Conceptual and historical issues	A8 Applied
7	Perception, Attention, and Memory	PSY_7_PAM	TDA	TDA	TDA	TD			TDA	TDA
7	Emotion and Human Behaviour	PSY_7_EHB	TDA	TDA	TDA	TDA	TDA		TDA	TD
7	Psychological Research Methods 1	PSY_7_PR1						TDA	TDA	
7	Social Behaviour	PSY_7_SOB	TDA	TDA	TDA	TDA			TDA	TDA
7	Thinking, Intelligence, and Communication	PSY_7_TIC		TDA	TDA	TDA	TDA	TD	TDA	TD
7	Psychological Research Methods 2	PSY_7_PR2						TDA	TDA	
7	Masters Empirical Project	PSY_7_MEP	DA*	DA*	DA*	DA*	DA*	DA	DA	DA

Level	Title	Code	B1 Apply critical thinking	B2 Generate research questions	B3 Present and evaluate research	B4 Recognise and integrate perspectives	B5 Real world perspectives	C1 Write and speak effectively	C2 Use a variety of psychological tools	C3 Retrieve and organise information	C4 Computer use	D1 Organisational skills	D2 Application of psychological literacy	D3 Working with others	D4 Creativity and initiative
7	Perception, Attention, and Memory	PSY_7_PAM	TDA	D	TDA	TDA	TDA	TDA	TD	TDA	D	DA	D	TD	
7	Emotion and Human Behaviour	PSY_7_EHB	TDA	D	TDA	TDA	TDA	TDA	TD	TDA	TDA	DA	D	D	
7	Psychological Research Methods 1	PSY_7_PR1	TDA	TDA	TDA	TDA	D	TDA	TD	TDA	TDA	TDA	TD	D	D
7	Social Behaviour	PSY_7_SOB	TDA	D	TDA	TDA	TDA	DA	TD	DA	DA	DA	D	TD	DA
7	Thinking, Intelligence, and Communication	PSY_7_TIC	TDA	TDA	TDA	TDA	TDA	DA	TDA	DA	DA	DA	D	D	
7	Psychological Research Methods 2	PSY_7_PR2	TDA	TDA	TDA	TDA	D	TDA	TD	TDA	TDA	TDA	D	D	D
7	Masters Empirical Project	PSY_7_MEP	TDA	TDA	DA	DA	DA	DA	DA	DA	DA	TDA	DA	D	DA

*Development of knowledge and understanding of distinct areas will vary as a function of the project topic.

Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	
1. Supporting the development and recognition of skills through the personal tutor system.	**Addressed** -Structured programme of Professional Tutoring sessions across all levels. -Specific guidance from dissertation supervisor, including a 'mock interview' and careers discussion.
2. Supporting the development and recognition of skills in academic modules/units.	**Addressed** -Skills developed in all modules. -Research methods modules and dissertation module provide a very clear pathway for the development and application of research skills.
3. Supporting the development and recognition of skills through purpose designed modules/units.	No purpose-designed modules; skills development and recognition of the same is **Addressed and Assessed** throughout the portfolio.
4. Supporting the development and recognition of skills through research projects and dissertations work.	**Addressed and Assessed** Psychological Research Methods 1 and 2, and the Masters Empirical Project
5. Supporting the development and recognition of career management skills.	**Addressed** - Professional Tutoring sessions and dissertation supervision.
6. Supporting the development and recognition of career management skills through work placements or work experience.	**Addressed** Students are encouraged and supported in seeking relevant work experience. The Division of Psychology has an existing support scheme for work placements and a dedicated placements officer.
7. Supporting the development of skills by recognising that they can be developed through extra curricula activities.	**Addressed** -Support and promotion of Psychology Society Student Union activities. -Annual careers event and speakers organised outside of scheduled teaching. -Students invited to attend the internal Research Seminar series throughout the year.
8. Supporting the development of the skills and attitudes as a basis for continuing professional development.	**Addressed** -supported through the development of the Professional Tutor relationship.
9. Other approaches to personal development planning.	**Addressed** -Employability and Skills for Psychology Moodle site. -Professional Tutoring Moodle page. -Liaison with Employability and Careers Service throughout the year to organise ad hoc events, as appropriate, to support skills development and employability.
10. The means by which self-reflection, evaluation and planned development is supported (e.g. electronic or paper-based learning log or diary).	**Addressed** -Use of online feedback system enables students to monitor their own academic development. Feedback can be reviewed with students through the Professional Tutoring System to help them identify strengths and weaknesses.

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
workshop	workshops are generally computer lab based where there is a practical element to the activity (e.g. creating a presentation in PowerPoint, running statistics in the statistics software SPSS)
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions