

PROGRAMME SPECIFICATION

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	PG Cert, PG Dip, MSc
5.	Programme title	MSc Issues in Applied Psychology With named pathways (PG Dip/MSc only) in: Clinical and Abnormal Psychology Educational and Developmental Psychology
6.	Pathways available	PG Dip/MSc named awards in: Clinical and Abnormal Psychology Educational and Developmental Psychology
7.	Mode and/or site of delivery	Taught programme, block delivery
8.	Mode of attendance	Full and part-time
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	N/A
11.	Date of Programme Specification preparation/ revision	June 2008 amended November 2010 and February 2011

12. Educational aims of the programme

The course aims to provide:

- a flexible, interdisciplinary, student-centred forum for the advanced study of applied psychology;
- opportunities for the systematic development of the skills of objective analysis, evaluation, and presentation to enable students to further develop confidence in effectively appraising or researching applied psychology;
- a stimulating academic environment which is based on the values of academic openness and critical appraisal;
- a critical understanding and application of different research methods, and the ability to design and implement a personal project related to applied psychology (on completion of the full masters programme only).

These aims reflect the FHEQ (2008) descriptors of the abilities and qualities of students having completed Masters Level work. In summary these include dealing with complex issues and communicating conclusion to specialists/non specialists; to be self-directed and autonomous learners required for continuing professional development; and thus advancing their knowledge, understanding, decision-making and analytical skills to a high level.

13. Intended learning outcomes and learning, teaching and assessment methods

Subject specific

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

1. retrieve and interpret specific knowledge about Issues in Applied Psychology using established methods of enquiry and critical appraisal;
2. critique theoretical frameworks and their application to 'real world' issues in Issues in Applied Psychology;
3. develop skills in communication through a variety of methods and media, demonstrating high standards of clarity and coherence;
4. apply a range of appropriate research or scholarly techniques to the critical analysis and evaluation of Issues in Applied Psychology;
5. communicate to specialist and non-specialist audiences a systematic understanding and a critical analysis of issues and new insights in applied psychology;
6. independently design, manage and evaluate a personal project relating to applied psychology through the process of advanced scholarship.

The subject specific intended learning outcomes 1. – 6. are achievable variously across the mandatory and optional modules and are mapped onto the Framework for Higher Education Qualifications (FHEQ, 2008). Students achieving all awards will be able to achieve 1. – 5. Only students completing the Dissertation (MPSY4000) will be able to achieve 6.

The programme subject specific learning outcomes have also been developed in accordance with the most currently available UW Learning and Teaching Strategy (2007) and the outcomes are consistent with the UW Learning Outcomes Policy (2007).

Generic

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

1. Work collaboratively and ethically to achieve personal learning goals
2. Consolidate cognitive and transferable skills, and develop independence and autonomy in learning

The generic learning outcomes 1–2 are achievable by all students on the programme. As these outcomes are fundamental to any master’s level work, these are both achievable in any module.

14. Assessment Strategy

The assessment strategies adopted in the MSc Issues in Applied Psychology reflect the aims of the course and the descriptors for FHEQ (2008) and make a significant contribution to learning. The assessment strategies are designed to develop skills and knowledge and provide evidence of the students’ progress and achievement throughout the course and prepare the students for lifelong learning. Both formal (summative) and informal, developmental, (formative) approaches will be used. In order to develop the skills of advanced study identified within the course aims, students will experience a variety of assessment strategies. These include essays, seminar papers and presentations, critical review, reports and independent learning contracts. The opportunity for students to demonstrate independence in a sustained piece of work is provided in the completion of the Dissertation.

Modules and assessments have been mapped to the programme specific learning outcomes and a document demonstrating this is available in the student handbook

15. Programme structures and requirements

Award map for Issues in Applied Psychology MSc

Title: MSc Issues in Applied Psychology

Year: June 2008

Last Updated: February 2011

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))	Prerequisites (Code of Module required)
			Clinical & Abnormal strand	Educational & Developmental Strand
MPSY4001	Professional Practice in Applied Psychology	20	M	M
MPSY4002	Advanced Research analysis	20	M	M
MPSY4003	Negotiated Learning	20	M	M

MPSY4010	Psychology of Mental Health	20	M	n/a
MPSY4011	Health Psychology	20	M	n/a
MPSY4012	Neuropsychology	20	O	O
MPSY4020	Educational Psychology	20	n/a	M
MPSY4021	Disabilities and Development	20	n/a	M
MEDD4047	Inclusion & Challenging Behaviour	20	n/a	O

16. QAA Academic Infrastructure

The MSc in Issues in Applied Psychology is modular and part of the University of Worcester's (UW) Postgraduate Regulatory Framework (PRF). This programme has been developed to reflect the FHEQ (2008) descriptors, which was used as a reference for drawing up the programme and module learning outcomes.

17. Support for students

In common with other UW courses all students have a personal tutor who will offer support when requested by the student. In addition, all students are contacted by their personal tutor each semester offering dedicated tutorial support.

Students experience a wide range of learning and teaching methods. For example, lectures, seminars, practical classes, computer workshops, tutorials, visiting speakers, and directed study

In addition, there is considerable support available for students. A Student Handbook is provided to all students and is updated annually. An induction programme is also provided for all new entrants. Furthermore, library induction and information skills packages are available throughout the course if required.

18. Admissions Policy

Admissions to the MSc in Issues in Applied Psychology are considered from applicants that can demonstrate both the ability and commitment to successfully study at an advanced level. The course is aimed at those wishing to pursue a career in a psychology-related area, and/or those who wish to develop their skills and knowledge of applied psychology. The course team are committed to equal opportunities and welcome applications from people from diverse socio-cultural backgrounds and those from under-represented communities.

Entry requirements

The normal requirement for entry to this MSc is a 2(2) Honours degree in Psychology or an equivalent discipline that covers a significant proportion of psychological content. A lower level qualification together with appropriate experience or substantial related experience alone will be considered. In such cases, an advisory interview will be conducted. Professional experience within the applied psychology is **not** a requirement for entry to this course

Accreditation of Prior Learning

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for accreditation of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Admissions procedures

Once an application has been submitted and considered, students are given an offer based on meeting the entry criteria. In some cases, an informal telephone call takes place to ensure that an application can be considered in more detail.

Admissions/selection criteria

Please refer to entry requirements above. Prospective students, whose first language is not English, must have an IELTS score of 6.5

19. Methods for evaluating and improving the quality and standards of teaching and learning

There are a number of methods used by the course team in order to monitor, evaluate and improve the quality and standards of teaching and learning:

- Annual review of the quality of the course
- External Examiners reports
- Mid and end of module evaluations by students
- Course Management Committee considers student and staff feedback on modules
- The Institute of Health and Society's Learning and Teaching Committee and the Academic Development and Practice Unit of the University promotes learning and teaching across the institution
- Peer learning through observation
- A PGCert Learning and Teaching in HE, accredited by the Higher Education Academic (HEA) and the Staff and Educational Development Association for staff new to teaching in HE
- Regular staff meetings have a standing item on sharing good practices, including teaching and learning
- Institute of Health and Society Learning and Teaching Working Group

20. Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is 50% for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at 50% unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module, which will incur payment of the module fee.

- For full details of submission regulations see [Postgraduate Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7
PG Dip	Passed a minimum of 120 credits at level 7
MSc	Passed a minimum of 180 credits at level 7 including a minimum of 40 credits from the Dissertation

The awards of PG Cert, PG Dip or Masters may be made with Merit or Distinction.

Module Title	Credit Values
Professional Practice in Applied Psychology (MPSY4001)	20
Advanced Research Analysis (MPSY4002)	20
Negotiated learning (MPSY4003)	20
On completion of the 3 above compulsory modules (total of 60 credits), exit/interim award is Postgraduate Certificate in Issues in Applied Psychology	
And then depending on Strand:	
Clinical and Abnormal Psychology	
Psychology of Mental Health (MPSY4012)	20
Health Psychology (MPSY4011)	20
1 Optional module	20
Educational and Developmental Psychology	
Educational Psychology (MPSY4020)	20
Disabilities and development (MPSY4021)	20
1 Optional module	20
On completion of the 6 above compulsory modules (total of 120 credits), exit/interim award is Postgraduate Diploma in Issues in Applied Psychology (Clinical and Abnormal Psychology) or (Educational and Development Psychology)	
Dissertation (MPSY 4000)	60
On completion of all 6 compulsory modules PLUS 60-credit Dissertation (total of 180-credits), exit award is MSc in Issues in Applied Psychology	

21. Indicators of quality and standards

In November 2005, the University was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education. The University will be audited next in 2011.

22. Employability and graduate destinations

The course aims to provide students with a clear understanding of key areas in applied psychology. It will provide students with a springboard for either further study in the area of applied psychology identified or for direct entry into the applied psychology areas. Finally, the course should provide the opportunities for students to develop their research skills and hence move into research positions.

Please note: This 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 s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and Section 3 of the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

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