

## Programme Specification for MSc Psychology (Online version)

<b>This document applies to Academic Year 2023/24 onwards</b>
---

*Table 1 Programme Specification for MSc Psychology*

<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	University of Worcester
<b>3.</b>	<b>Programme accredited by</b>	Accredited by the British Psychological Society (BPS)
<b>4.</b>	<b>Final award or Awards</b>	Master of Science in Psychology (MSc)
<b>5.</b>	<b>Programme titles</b>	MSc Psychology
<b>6.</b>	<b>Pathways available</b>	N/A
<b>7.</b>	<b>Mode and/or site of delivery</b>	Distance learning delivered through the VLE involving a blend of asynchronous (self-directed) and synchronous (tutor- facilitated) online learning.
<b>8.</b>	<b>Mode of attendance and duration</b>	Full and Part-time (normal period of study: 1 year full-time, 180 credits over 3 semesters; part-time flexible but typically 2-4 years).
<b>9.</b>	<b>UCAS Code</b>	N/A
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	This programme of study meets the QAA descriptor at Master's level ( <a href="#">QAA Master's Degree Characteristics</a> ), the descriptor for a higher education qualification at Level 7 ( <a href="#">Framework for Higher Education Qualifications (FHEQ)</a> ) and the <a href="#">BPS Standards for accreditation of undergraduate, conversion and integrated Masters programmes in Psychology (2019)</a> .
<b>11.</b>	<b>Date of Programme Specification Preparation/ revision</b>	May 2020 Re-approval to 15/30 credit modules Approved June 2020 August 2020 – AQU amendments July 2021 re-approved for online delivery August 2021 – AQU amendments August 2022 – AQU amendments July 2023 – annual amendments

### 12. Educational aims of the programme

The MSc Psychology is a distance learning, conversion programme which aims to convert graduates from other disciplines, or those with non-accredited psychology degrees, into 'GBC' recognised Psychology graduates. GBC is the 'Graduate Basis for Chartership' with the British Psychological Society that is required for professional training as a psychologist. The course therefore aims to recruit graduates who wish to obtain a GBC recognised qualification to pursue a career in psychology. The programme attracts those who wish to further their interest in psychology, and those that wish to change their career path to one with a psychology focus, and as 100% online, distance learning course, we offer flexible, high quality and accessible learning to busy (often working-professional) students. The course provides a springboard for students who successfully complete the full MSc, to progress onto further professional training in Psychology (e.g., academic/research; clinical, occupational, educational, forensic, counselling psychology).

Aims and outcomes for the programme were specified with regard to the requirements of the Framework for Higher Education Qualifications (FHEQ); and the syllabus of the British Psychological Society (BPS) Graduate Basis for Chartership.

### Programme Aims:

1. To provide a flexible, student-centered forum for the advanced study of core subject areas in psychology, enabling students to achieve Graduate Basis for Chartership (GBC) with the BPS (on completion of the full Masters programme only).
2. To prepare students for the next stage of a career in Psychology by developing a set of core transferable skills relevant to graduate employment opportunities in psychology, and/or the next stage of training for a professional Psychology career (e.g., critical reflection, citizenship, personal responsibility).
3. To provide students with an understanding of the core professional and research ethics relevant to the discipline of psychology.
4. To create opportunities for the systematic development of skills in critical analysis, evaluation and communication, to enable students to develop confidence in effectively locate, interpret and appraise core subject material in psychology.
5. To develop competence in research methodology and data analysis and understand their application.
6. To independently design and conduct a piece of empirical research in psychology, known as the 'dissertation' (on completion of the full Masters programme only).

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

The programme's subject specific learning outcomes have been developed in accordance with the University's [Curriculum Design Policy](#), [Assessment Policy](#) and the [QAA's Revised UK Quality Code](#)

*Table 2 knowledge and understanding outcomes and which module/code they relate to*

<b>Knowledge and Understanding</b>			
<b>LO no.</b>		<b>Module Code/s</b>	<b>Award</b>
	On successful completion of the named award, students will be able to:		
1.	Demonstrate a comprehensive and critical understanding of current knowledge, theory and research evidence relevant to core areas of psychology	All taught modules	PGCert PGDip MSc
2.	Critically evaluate contemporary developments in Psychology as a discipline	All taught modules	PGCert PGDip MSc
3.	Apply quantitative and qualitative approaches appropriately in research design and be able to critically appraise the underlying epistemological assumptions of these approaches	MPSY4255 MPSY4253 MPSY4200	PGDip MSc

Table 3 cognitive and intellectual skills outcomes for module code/s

<b>Cognitive and Intellectual skills</b>			
4.	Critically synthesise information from a range of sources in order to demonstrate a coherent understanding of links between theory and practice.	MPSY4251 MPSY4250 MPSY4200	PGDip MSc
5.	Analyse and evaluate evidence from multiple psychological perspectives to develop an appreciation of cross-cutting debates within the field	MPSY4250 MPSY4252	PGDip MSc
6.	Independently design and conduct a piece of empirical research in psychology (known as the 'dissertation'), and communicate this to professional standards	MPSY4200	MSc

Table 4 learning skills and capabilities related to employability outcomes for module code/s

<b>Skills and capabilities related to employability</b>			
7.	Demonstrate critical understanding and application of professional standards relevant to the discipline of psychology (e.g., ethical and professional codes of conduct).	MPSY4255 MPSY4256 MPSY4253 MPSY4200	PGcert PGDip MSc
8.	Apply a self-directed approach to identifying needs, analysing needs, and formulating solutions and evaluation strategies within areas of professional practice and personal learning	MPSY4256 MPSY4200	PGDip MSc
9.	Demonstrate an awareness of future career opportunities and challenges through professional development planning.	MPSY4256	PGDip MSc

Table 5 transferable/key skills outcomes for module code/s

<b>Transferable/key skills</b>			
10.	Communicate complex ideas effectively and coherently, in a variety of formats, to different audiences.	MPSY4250 MPSY4256	PGDip MSc
11.	Work effectively with others to share ideas, problem-solve, and convey information with clarity	MPSY4250 MPSY4253	PGDip MSc
12.	Demonstrate high standards of digital information literacy for research being able to identify, retrieve, critically appraise and synthesise relevant sources	MPSY4250 MPSY4251 MPSY4254	PGDip MSc
13.	Demonstrate autonomous learning and project planning skills	MPSY4200	MSc

## Learning, teaching and assessment

The programme adopts a student-centred approach to teaching and learning that utilises theoretical knowledge and practical skills, building on the student's strengths, interests and experiences. As a distance learning course, teaching, learning and assessment activities are delivered wholly online and supported through the virtual learning environment. A mixture of learning approaches are used (e.g. pre-recorded self-study materials, small group supervision, group discussions, 1:1 tutorials, practical skill-based sessions, etc.) and delivered through a combination of synchronous and asynchronous modes of delivery.

### Teaching

The programme is delivered via a managed learning environment of asynchronous (self-directed) and synchronous (scheduled, 'live' tutor-facilitated) learning activities delivered through the virtual learning environment (Blackboard) and virtual conferencing software (MS Teams). There is an emphasis on self-directed autonomous learning with students applying learning outcomes and content to their own areas of interest or practice which is evidenced through a variety of module assessments. When undertaking the dissertation module, students will choose a topic from a selection provided by research supervisors and work in small research teams, under supervision, to plan and collect data for their project, which will culminate in an independently written scientific report, which is consistent with the form and standard found in psychology journals. Timetabled group supervision sessions as well as individual tutorials will be used for supervision of the dissertation.

With the exception of the dissertation module, all other modules will release asynchronous learning activities through the VLE at the start of the teaching week for students to self-study at their convenience. These directed learning activities may include e.g., mini lectures, quizzes, podcasts, reading, and tutor-facilitated asynchronous discussion activities to enable students to explore key psychological topics and debates at their own pace. Scheduled synchronous sessions will run across the semester(s) for each module and consist of a mixture of live *lecture discussions*, which are intended to develop a deeper level of understanding of learning topics through discussion and small group activities, and *academic skills sessions* for developing subject specific skills and applied individual and group project work (for example, presentation skills, data analysis sessions; literature searching; using bibliographic software, etc). Scheduled synchronous sessions are linked to summative assessment work and offer an opportunity to provide formative assessment and feedback to students. They also provide an opportunity for students to connect with their peers and the teaching team, and to develop their ideas through discussion and debate in a supportive environment. This fosters a positive learning climate within which students are encouraged to share ideas and develop a sense of learning community.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful. We work closely with our academic liaison librarians to support students on the MSc Psychology – their expertise is embedded within teaching and learning activities on the course (for example, literature searching advice, academic referencing support, using reference management software, etc). In addition, students can contact the library and student services to arrange 1:1 support as required. Postgraduate students will have a minimum of two virtual meetings with their Personal Academic Tutors, timed to coincide with key points such as induction or assessment. For example, the personal academic tutor will be

involved in discussing personal academic planning and development with the student through MPSY4256 Professional Skills Development.

## Contact time

The programme comprises seven taught modules with teaching and learning activities running across three semesters. Full time students (starting in September) complete all seven taught modules across two semesters, plus the dissertation within a third semester in one academic year (12 months). Full time students will be engaged in a combination of asynchronous (self-directed activities) and synchronous scheduled learning activities for around 15 hours per week in semester 1 and 2 (across 4 taught modules students will study, on average, 3 hours of synchronous, scheduled sessions and 12 hours of asynchronous guided study per week – see table). In addition to this, students will also be engaged in independent learning (assessment preparation for taught modules and dissertation planning/supervision sessions). In total, it is expected that a full-time student will be spending 37 hours per week engaged in study. Part time students select which modules and how many they want to complete in each year, with their dissertation in the final year.

Starting the course in January may be a possibility, this will be decided on an annual basis dependent on size of the group to ensure a positive student experience. Full time students, starting in January, can complete the same programme over 18 months.

*Table 6 Example weekly pattern of study for a full-time student in semester 1 for the MSc Psychology*

<b>Module</b>	<b>Asynchronous learning</b>	<b>Synchronous learning</b>
<b>Week 1</b>		
MPSY4250 Social Psychology	3 hours	1.5 hours
MPSY4252 Biopsychology	3 hours	
MPSY4255 Advanced Research Methods	3 hours	
MPSY4256 Professional Skills Development	3 hours	1.5 hours
Independent study (including dissertation planning/supervision)	Up to 22 hours	
<b>TOTAL</b>	<b>37 hours</b>	
<b>Week 2</b>		
MPSY4250 Social Psychology	3 hours	
MPSY4252 Biopsychology	3 hours	1.5 hours
MPSY4255 Advanced Research Methods	3 hours	1.5 hours
MPSY4256 Professional Skills Development	3 hours	
Independent study (including dissertation planning/supervision)	Up to 22 hours	
<b>TOTAL</b>	<b>37 hours</b>	

## Independent self-study

In addition to the contact time, full time students are expected to undertake around 20 hours of personal self-study per week. Part time students are expected to undertake around 10 hours of personal self-study per module per week. Typically, this will involve completing online activities, reading journal articles and books, working on individual and group projects, undertaking research, preparing coursework assignments and presentations.

Independent learning is supported by a range of excellent online learning facilities, including library resources, and a full suite of learning activities and extended e-learning materials provided through the virtual learning environment.

## Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics, HCPC registered professional practitioners with clinical experience, and psychology technicians. Teaching is

research-inspired and our staff are members of the multi-disciplinary [Interpersonal Relationships & Wellbeing Research Group](#).

[The School of Psychology](#) has a strong track record of staff achieving higher education teaching qualifications (e.g., PGCert LTHE) and/or Fellowship of the Higher Education Academy.

### **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment methods include a range of coursework assessments such as critical reviews, laboratory reports, essays, presentations and a dissertation. Submission of assignments and feedback is managed electronically through Blackboard.

The precise assessment requirements for an individual student in an academic year will vary according to study pattern (i.e., part-time or full-time status) but a typical summative assessment pattern, for a full-time student, for each year of the course is:

#### Semester 1

- 1 Research analysis exercises
- 1 Critical Review
- 1 Group presentation
- 1 Essay

#### Semester 2

- 1 Systematic review
- 1 Lab report
- 1 Position paper
- 1 Personal development plan with reflective logs

#### Semester 3

- Dissertation

The precise assessment requirements for part time students will vary according to the modules selected.

All assignments, will be internally marked and moderated as well as being externally examined as per the [UW assessment policy](#). All assignments are submitted electronically, with feedback focusing on areas of strength and development needs, with advice for feeding forward to future assignments. Feedback takes a range of formats, including written comments, peer feedback, discussions with staff and audio recorded comments.

### **14. Assessment Strategy**

The assessment strategies adopted in the MSc Psychology reflect the aims of the course and the [QAA Master's Degree Characteristics Statement \(February 2020\)](#). The assessment strategies are designed to develop skills and knowledge in psychology and provide evidence of the students' progress and achievement throughout the course and prepare the students for careers in psychology. Both formal (summative) and informal, developmental, (formative) approaches are used.

In order to develop the skills of advanced study identified within the course aims and the BPS syllabus, students will experience a variety of assessment strategies. These include lab reports, essays, fieldwork studies and presentations (individual and group), and systematic reviews. The opportunity for students to demonstrate independence in a sustained piece of work is provided in

the completion of the Dissertation. Online learning through the University Virtual Learning Environment (Blackboard) will be utilised to support student learning.

## 15. Programme structures and requirements

The syllabus of the course is designed to cover the BPS requirements for Graduate Basis for Chartership. A full version of the BPS requirements can be found [here](#)

The Award Map for the programme is shown below. Students register for the *MSc Psychology (with eligibility for Graduate Basis for Chartership with the BPS)*. The awards of *Postgraduate Diploma in Psychology (non-conversion)* or *Postgraduate Certificate in Psychology (non-conversion)* are only available as exit awards to students who are unable to complete the full MSc.

### MSc Psychology (with eligibility for Graduate Basis for Chartership with the BPS)

Table 7 award map for each level of the course

Module Code	Module Title	Status			
		Credits (Number)	PG Cert	PG Dip	MSc
MPSY4255	Advanced Research Methods	15	M	M	M
MPSY4250	Social Psychology	15	O	M	M
MPSY4251	Developmental Psychology	15	O	M	M
MPSY4252	Biopsychology	15	O	M	M
MPSY4253	Cognitive Psychology	15	O	M	M
MPSY4254	Individual Differences	15	O	M	M
MPSY4256	Professional Skills Development	30		M	M
MPSY4200	Dissertation	60			M
<b>Total Credits</b>		180			
<b>PG Certificate</b>					
To be awarded the PG Cert Psychology students must successfully complete 60 credits at level 7, including MPSY4255 plus any three taught modules.					
<b>PG Diploma</b>					
To be awarded the PG Dip Psychology students must successfully complete the PG Cert plus MPSY4256 Professional Skills and a further 30 credits of taught modules from the award map above.					
<b>Masters MSc</b>					
On successful completion of <b>all 7 taught modules plus the 60 credit Dissertation module</b> , students will be awarded the MSc in Psychology with eligibility for Graduate Basis for Chartership (GBC) with the British Psychological Society. Please note that only students completing the full MSc programme (180 credits) will be eligible for GBC with the BPS.					

## 16. QAA and professional academic standards and quality

This award is located at Level 7 of the [OfS sector recognised standards](#) and the MSc Psychology is accredited by the British Psychological Society and consistent with the [BPS Standards for accreditation of undergraduate, conversion and integrated Masters programmes in Psychology \(2019\)](#).

## 17. Support for Students

During the application process all prospective students are offered the opportunity to discuss the course at a virtual Q&A session with the course leader prior to entry to the programme. All new entrants to the course are sent 'joining information' prior to starting the course which includes key information e.g., timetable; registration details and details on how to access our pre-entry orientation materials 'Preparing for Postgraduate Study' through Blackboard. This self-study module runs without tutor facilitation as a distance-learning package to prepare students for Postgraduate study in the School of Psychology. It is designed as a refresher module for students who are returning to study after a break, and/or for those who are completely new to the discipline, having studied another subject previously. The module provides an introduction to Psychology giving an overview of its historical and philosophical underpinnings, and introduction to research design in psychology and evidence-based learning (including how to work with academic sources). Students also consider the necessary skills required to engage successfully in learning at level 7 with personal autonomy and responsibility and review how to be a successful online learner. This module is non-credit bearing but includes several formative activities (e.g., asynchronous discussion boards, quizzes), to enable students to self-check their knowledge and understanding as they progress.

Students are required to attend a course-specific online induction to build familiarity with the University, the School and the course. During induction, students meet representatives from the University services (e.g., Student Union, Library Services, Student Services) as well as meeting the programme team.

Once enrolled onto the course, each student will be allocated a Personal Academic Tutor for the duration of their studies who maintains regular contact with their tutee. The role of the personal and academic tutor is to provide academic support, in line with the [University's Personal Academic Tutoring Scheme](#). The personal academic tutor will be involved in discussing personal academic planning and development with the student through MPSY4256 Professional Skills Development.

University based support is available from Student Services and the Disability and Dyslexia Service:

<https://www2.worc.ac.uk/firstpoint/>

<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

## 18. Admissions

### Admissions policy

The course recruits applicants who wish to obtain a GBC recognised qualification to pursue a career in psychology. Hence the programme attracts those who wish to further their interest in psychology, and those that wish to change their career path to one with a psychology focus. The course seeks to recruit International and home applicants who meet the entry criteria. Once qualifications have been verified and an offer of a place on the course has been made, there is the opportunity to attend a virtual applicant Q&A session with the course leader. Admission to the MSc Psychology is in Semester 1 (September) of the academic year. Starting the course in Semester 2



(January) may be a possibility; this will be decided on an annual basis dependent on size of the group to ensure a positive student experience.

## **Entry requirements**

Admissions are considered from applicants that can demonstrate the ability to successfully study at an advanced level (M level 7) and, consistent with British Psychological Society Quality Assurance Policies and Practice for First Qualifications in Psychology (October 2019) requirements for admission to conversion programmes, students must have all of the following:

- At least a 2ii honours degree in a subject other than Psychology
- GCSE in Maths and English (Grade C/4 or above) or equivalent qualification in line with University Admissions Policy
- International students must hold a qualification equivalent to a UK first or second class honours degree.
- The IELTS score for international applicants is 6.5 (with no less than 5.5 in each component). Other English Language qualifications will be considered. For more information, please view our [International English Language Qualifications document](#).)

## **Recognition of Prior Learning**

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

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

## **Admissions procedures**

Prospective students can apply for the course through the University Registry department. See: <https://www.worcester.ac.uk/journey/postgraduate-applications.html>

- All applications are made electronically via the Admissions office.
- All application forms are viewed by Course Leader.
- If applicants meet the entry requirements an offer of a place will be made in line with the UW Admissions Policy.
- Applicants are subsequently invited to attend a virtual Q&A session with the course leader. This provides applicants with the opportunity to meet the course leader, and other applicants, pre-entry to the programme and provides an early opportunity for the applicant to ensure they understand the requirements for postgraduate study and that the MSc Psychology conversion course/distance learning is suited to their needs.

## **Admissions/selection criteria**

Offers are made to candidates based on whether they meet the programmes entry requirements. .

## **19. Regulation of assessment**

The course operates under the University's [TCRF \(Taught Courses Regulatory Framework\)](#)

### 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 D- 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.
- 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 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Awards

*Table 8 requirements for awards*

<b>Award</b>	<b>Requirement</b>
PG Cert	Passed a minimum of 60 credits at level 7, including MPSY4255 plus any three taught modules.
PG Dip	Passed a minimum of 120 credits at level 7, including MPSY4255 plus remaining six taught modules.
Masters (MSc)	Passed a minimum of 180 credits at level 7 including MPSY4255 plus remaining six taught modules and 60 credits from the Dissertation.

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

### Classification of Masters

The classification will be determined by whichever of the following two methods results in the higher classification.

## Method 1

- a) Candidates will be awarded a Distinction where they have attained an average of A- (PD) or higher from the credit achieved with the University for the award.
- b) Candidates will be awarded a Merit where they have attained an average of C+ (PM) or higher from the credit achieved with the University for the award.

## Method 2

- a) Candidates will be awarded a Distinction, irrespective of their other module results, where they have attained 90 credits at grade A- (PD) or higher
- b) Candidates will be awarded a Merit, irrespective of their other module results, where they have attained 90 credits at grade C+ (PM) or higher

Candidates will be awarded a Pass where they have not fulfilled the rules for Method 1 or Method 2, but are eligible for the award of a Masters.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

## 20. Graduate destinations, employability and links with employers

### Graduate destinations

This course is designed to permit students to study key components of Psychology whilst obtaining eligibility for Graduate Basis for Chartered membership (GBC) with the British Psychological Society (BPS). Although the degree prepares students for employment and further study in psychology, (through acquisition of the first step in a career in psychology- a GBC degree); it should be noted that **this is not a professional qualification in Psychology**. Further postgraduate study would be necessary for students to become eligible to apply for Chartership with the British Psychological Society and this programme provides students with the necessary foundations to pursue such training, including the GBC requirement.

The course is therefore designed to meet a number of different needs:

- To enable students to develop the graduate knowledge, skills and attitudes to critically evaluate the contested and multi-dimensional nature of Psychology
- To prepare students for a number of diverse roles, for example, further training in clinical or counselling psychology, management, health education, human resource management and other careers in psychology-related fields.

This programme has been designed with employability in mind. The degree is designed for those with both an interest in the application of psychological theory to practice and for those wishing to contribute their knowledge and skills to other general and/or specific settings. This programme hopes to attract those who wish to develop their career in Psychology whilst furthering their interest in other areas of Psychology.

Our MSc Psychology students embark on an across semester module (MPSY4256 Professional Skills Development) which is dedicated to developing knowledge and awareness of Chartered pathways to becoming a professional Psychologist, and to enable students to practice a range of professional skills and competencies that are central to career development in these fields (e.g., awareness of ethics; leadership; teamworking; communication). As part of this module, students will critically consider models for reflecting on professional practice and explore how to become an effective reflective practitioner by considering their own personal and academic development across the module (in the form of a reflective log) and with respect to employability (creating a bespoke professional development plan). The module will encourage engagement and reflection

on personal developmental planning and employability with the student's personal academic tutor as they progress through the year and prepare for the module assessment.

Additionally, the MSc Psychology course will allow student membership of the BPS and therefore to engage with the psychological community of applied psychologists through the BPS and other professional bodies.

The School of Psychology liaises with the University's Careers service to keep it informed of changes within professional areas of the discipline, and to communicate to potential employers the knowledge and skills acquired by students taking psychology. The Careers Service runs a series of workshops especially for Psychology Students and their expertise is embedded within MPSY4256 Professional Skills Development.

The course prepares students for careers in many areas such as:

- Apply for postgraduate psychology training required to become a professional (Chartered) psychologist (e.g., counselling, clinical, educational, occupational)
- Health-related disciplines (e.g. Assistant Psychologist; mental health worker)
- Research
- Other postgraduate study (e.g., PGCE)
- Police force at graduate level
- A range of caring professions (e.g., nursing, social work)
- General graduate careers

### **Student employability**

Embedding employability is integral to the culture of psychology at University of Worcester. The BSc and MSc Psychology programmes enable students to develop skills and attributes including self-reflection, problem solving, communication, critical thinking, professional context skills, leadership, team working, analytical skills and interpersonal awareness. The programmes provide a student-centred approach to support and guidance, an innovative approach to learning, teaching and assessment and a collaborative approach to curriculum design and delivery utilising relationships with the UW careers and employability service and external partnerships.

The MSc Psychology is delivered by a research-active teaching team who provide students with expertise and practical skills used by Chartered Psychologists. There are opportunities for students to become involved in the [Interpersonal Relationships & Wellbeing Research Group](#) as affiliate members and apply to work as voluntary research assistants to support staff research projects and gain valuable research experience.

### **Links with employers**

Our established partnerships enable us to advertise paid and voluntary work opportunities to psychology students on a regular basis. The school has excellent links with both local and national organisations including the NHS, Worcestershire Children First, Alive! Charity, the BPS, West Mercia Police Constabulary, Hereford & Worcester Fire and Rescue Service, Worcestershire County Council and HMP Aylesbury. There are regular opportunities for students to attend CPD workshops tailored for supporting CV writing, interview skills, recruitment and assessment techniques, Chartership with the BPS, and registration with the HCPC. As well as interactive sessions with guest speakers, and guidance on applying for work or further study.

**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 associated course documentation e.g. course handbooks, module outlines and module specifications.