



## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>Professional accreditation body</b>	<b>British Psychological Society (BPS)</b>
<b>Final award</b>	<b>MSc Postgraduate Diploma</b>
<b>Title of programme(s)</b>	<b>Psychology (Conversion)</b>
<b>Subsidiary award(s)</b>	<b>PgDip and PgCert (fallback awards for MSc) PgCert (fallback award for PgDip)</b>
<b>Duration and mode(s) of study</b>	<b>1 Year Full-time (MSc/PgDip) 2 Years Part-time (MSc only)</b>
<b>Start date</b> (this version)	<b>September 2016</b>
<b>Periodic review next due</b>	<b>2019/2020</b>
<b>UCAS course code &amp; code name</b>	
<b>Venue(s)</b>	<b>Leeds Trinity University</b>

### 2. Aims of the programme

<p><b>Rationale and general aims</b> <i>(from the student's perspective)</i></p> <p>Practising psychologists must have postgraduate qualifications and the only way to access these courses is to be eligible for Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS). The standard route to GBC is to complete an undergraduate psychology degree recognised by the BPS. This takes three years if taken full-time. The MSc and PgDip Psychology (Conversion) programmes are designed for graduates who do not have a BPS-accredited psychology degree. Instead of taking three years to obtain a second undergraduate degree, the MSc and PgDip Psychology (Conversion) programmes allow the successful postgraduate to obtain eligibility for GBC within a single year [or two years part-time for MSc Psychology (Conversion)].</p> <p>The MSc and PgDip Psychology (Conversion) programmes are designed to ensure that the successful student will be grounded in all seven core domains of Psychology, as defined by the BPS: Biological Psychology, Cognitive Psychology, Conceptual and Historical Issues in Psychology (CHiP), Developmental Psychology, Individual Differences, Social Psychology and Research Methods. In addition, students must complete an empirical research project, or they will not be eligible for GBC. With eligibility for GBC comes access to BPS-accredited postgraduate programmes in the following protected fields of practice: Clinical Psychology, Forensic Psychology, Counselling Psychology, Educational Psychology, Occupational Psychology and Sport Psychology. These are the required routes to become a psychology practitioner: i.e. a Clinical Psychologist, a Forensic Psychologist, a Counselling Psychologist, an Educational Psychologist, an Occupational Psychologist or a Sport</p>
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Psychologist. These careers are the first step towards becoming a Chartered Psychologist (C. Psychol.), a professional award conferred by the BPS in recognition of experience, competence and professional reputation. As such, the MSc and PgDip Psychology (Conversion) programmes provide a desirable gateway to a professional career within an exciting, previously unreachable, discipline for those who have not hitherto taken a BPS-accredited undergraduate degree.

The MSc and PgDip Psychology (Conversion) programmes will emphasise the historical rise of psychology as a social science and, since psychology recognises the importance of individual appraisal in determining behaviour, taught modules have been designed to highlight the cultural differences that exist between populations. Furthermore, the programme will incorporate a broad range of teaching methods to encourage student-led discussion and enable deeper learning of what will be a new discipline assessed at postgraduate level. The overarching aim of the programme is to enable GBC through provision of modern, outward-looking modules, grounded in psychological theory, yet suitable for a range of careers in the 21<sup>st</sup> Century.

The aims of the programme are:

1. to provide a framework enabling the scientific understanding of the mind, brain, behaviour, environment and experience, and of the complex interactions between these;
2. to provide opportunities to develop knowledge, leading to an ability to appreciate and evaluate critically psychological theory, research findings and applications;
3. to synthesise multiple perspectives within psychology in a way that fosters critical evaluation and synthesis;
4. to develop the knowledge and research skills necessary for investigating a range of experience and behaviour;
5. to enable you to consider the status of psychology as an empirical science and engage with an evaluation of the ethical issues surrounding psychological research, practice and intervention;
6. to meet the accreditation requirements of the British Psychological Society (BPS) for the award of the Graduate Basis for Chartered Membership (GBC), which is the first step towards a career as a Chartered Psychologist;
7. to develop a range of transferable personal, practical and intellectual skills, directly relevant to a wide range of employment and training;
8. to enable you to be psychologically literate and to have the skills and knowledge to help to make a positive contribution to your community;
9. to operate as a psychologist with understanding and appreciation of other communities.

### 3. Student learning outcomes of the programme

#### **Learning outcomes in terms of:**

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **physical skills specific to the subject (P)**
- **Employability Skills (E)**

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the MSc and PgDip Psychology (Conversion) programmes, you will have demonstrated:

- K1 detailed knowledge and systematic understanding of the range of core subject areas as defined by the British Psychological Society, including reference to contemporary scholarly resources and evidence, and the accurate use of scholarly conventions in so doing;
- K2 comprehensive understanding and confident application of a variety of methodologies used in psychological research and analysis, including quantitative and qualitative methods and approaches;
- K3 understanding and original application of knowledge gained, used in parallel with a critical appreciation of the research methodologies used by others in past and contemporary research;
- K4 the ability to recognise the inherent variability and diversity of psychological functioning, including the contribution of international and cultural differences to this;
- K5 understanding of psychological literacy and the contribution that an understanding of psychology can make to the wider community;
- I1 conceptual understanding enabling you to critically evaluate research, thus recognising the most advanced and respected scholarship in the field of psychology;
- I2 conceptual understanding enabling you to evaluate multiple possible methodologies and develop critiques of them, and where appropriate, to develop new and original hypotheses based upon previous psychological research;
- I3 consideration and evaluation of ethics and values relevant to the application and practice of psychology;
- I4 effective communication of results and arguments, adapted to the needs of the target audience;
- I5 the ability to reflect critically on the relationship between empirical evidence, practical experience and theoretical understanding, and to understand the limits of knowledge;
- I6 the ability to initiate, design, conduct, analyse and report empirically based research projects under appropriate supervision, whilst conforming to ethical principles and codes of professional conduct;
- I7 the ability to employ psychological knowledge in an integrated and sophisticated way in order to address real-world problems including, but not limited to, those associated with your personal and professional development;
- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

*Typically, holders of the qualification will be able to:*

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

*And holders will have the qualities and transferable skills necessary for employment requiring:*

- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development.

See also the generic objectives set out in section 4 below.

### 3a External benchmarks

#### **Statement of congruence with the relevant published subject benchmark statements**

*(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)*

*All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.*

The learning outcomes are consistent with the most recently published Psychology Benchmark Statement (Quality Assurance Agency for Higher Education, 2007), the Framework for Higher Education Qualifications, the requirements for Graduate Basis for Chartered Membership (GBC) of the BPS, and Leeds Trinity University's Learning, Teaching and Assessment Strategy (2015-19) and widening participation strategy.

### 4. Learning outcomes for subsidiary awards

The proposed programme envisages two pathways for progression.

#### **1) MSc Psychology (Conversion) programme**

The first and expected pathway for progression is by way of the 180-credit MSc Psychology (Conversion) programme – which will confer eligibility for GBC (subject to accreditation from the BPS). The successful graduate will have demonstrated: advanced practice skills based on the ability to reflect critically on current research and theory, applying these to the field of psychology; originality in the application of knowledge and the ability to promote developments in psychology; the effective communication of their work in a variety of forms. However, if the MSc Psychology (Conversion) programme is not completed, two fallback awards are possible.

##### **1a) Award of Postgraduate Diploma of Higher Education in Psychology (PgDip)**

The PgDip in Psychology will be awarded in those circumstances where the student completes 120 credits worth of modules within the MSc Psychology (Conversion) programme. Students will have had specific opportunities to display transferable, employable skills relevant to a psychology career, and will have evidenced an ability to complete successfully eight 15-credit modules (or equivalent). **This fallback award is not to be confused with the PgDip Psychology (Conversion) award, and will not confer eligibility for GBC.**

##### **1b) Award of Postgraduate Certificate of Higher Education in Psychology (PgCert)**

The PgCert in Psychology will be awarded in those circumstances where the student completes 60 credits worth of modules within the MSc Psychology (Conversion) programme. Students will have had

specific opportunities to display transferable, employable skills relevant to a psychology career, and will have evidenced an ability to complete successfully four 15-credit modules (or equivalent). **This fallback award will not confer eligibility for GBC.**

## 2) PgDip Psychology (Conversion) programme

The second pathway for progression is by way of the 120-credit PgDip Psychology (Conversion) programme, where previous BPS-accredited modules have been completed and Recognition of Prior Learning (RPL) has been applied in line with BPS accreditation regulations (see section 8 for entry requirements). Completion of the PgDip Psychology (Conversion) programme will confer eligibility for GBC. However, if the PgDip Psychology (Conversion) programme is not completed, one fallback award is possible.

### 2a) Award of Postgraduate Certificate of Higher Education in Psychology

The PgCert in Psychology will be awarded in those circumstances where the student completes 60 credits worth of modules. They will have had specific opportunities to display transferable, employable skills relevant to a psychology career, and will have evidenced an ability to complete successfully four 15-credit modules (or equivalent). **This fallback award will not confer eligibility for GBC.**

## 5. Content

### Summary of content by theme

(providing a 'vertical' view through the programme)

#### Eligibility for Graduate Basis of Chartership (GBC)

As a MSc or PgDip Psychology (Conversion) student, you will study a curriculum designed to provide a thorough grounding in all core domains required for eligibility for GBC, namely: Biological Psychology, Cognitive Psychology, Conceptual and Historical Issues in Psychology (CHiP), Developmental Psychology, Individual Differences, Social Psychology and Research Methods. The nature of CHiP is such that it can be embedded in all other taught modules, which will then emphasise the historical rise of psychology as a science; the social and cultural construction of psychology; conceptual and historical paradigms, models and theories, etc. This then allows for inclusion of a final taught module emphasising a Clinical/Abnormal Psychology approach that will increase awareness of mental health issues and causes, enabling informed choice across multiple psychological career paths, as well as promoting community understanding.

The MSc and PgDip Psychology (Conversion) programmes are specifically designed for graduates with a minimum 2:2 classification in a non-psychology or non-accredited psychology degree, wishing to become practising psychologists. The MSc and PgDip Psychology (Conversion) degrees are recognised pathways towards Graduate Basis for Chartered Membership (GBC) – and with eligibility for GBC, individuals may undertake BPS-accredited postgraduate programmes in many protected fields of practice (see section 2). These postgraduate programmes are the only possible routes available by which it is possible to become a practitioner: for example – a Clinical Psychologist, etc. (see Section 2). These careers are themselves the first step towards becoming a Chartered Psychologist (C. Psychol.), a professional award conferred by the British Psychological Society in recognition of experience, competence and professional reputation.

#### Psychological Literacy and Citizenship

A key component of Psychology is to understand the importance of appraisal. Different people in the same circumstances can and will make different judgements (and act out different behaviours) through a complex interaction between physiology (including genetics), their culture and environment, and those individuals around them – either supporting or in opposition. Consideration will be given to the

Biopsychosocial Model (Engel, 1977) in the first instance, allowing for a holistic approach which will allow students to evaluate the interactions between biological, psychological and socio-cultural factors. This programme will emphasise a broader understanding of the contribution that psychological knowledge and comprehension can make to the individual, and to their interactions with the wider community. By way of the core domains, this will include a physiological explanation of behaviour, consideration of mood and individual differences, deviations from ideal mental health, social development across childhood and the remainder of the human lifespan, processes of memory and attention, and the strategies through which we interact with others. Consideration will be given to a number of relevant and contemporary issues, including sexual orientation, mental health, irrational beliefs, and how psychology is represented and understood (e.g. in the media). Students will contemplate the early dominance of 'western' psychology and compare previous approaches with more modern psychological research - influenced by international and cultural factors – and will discuss the importance of becoming a 'global citizen' in a modern society rich in cultural interaction. Group work and student-led discussion are emphasised, encouraging the broader interaction of ideas and individual beliefs, and utilising the process of peer-review. The programme, through use of weekly teaching sessions and semester assessments, will emphasise shared learning and teamwork. Students will work with others to be collaborative and co-dependent learners throughout.

### Research Skills

Skills in research and analysis are introduced and developed at the very start of the programme with PSY 7073 (*Psychological Research Methods*), a 30-credit module that will enable you to encounter a broad range of psychological research methods, and to grow in confidence as you work towards the culmination of the programme with the completion of PSY 7086 (*MSc Thesis (Journal Format)*), in which you will be supervised as you design and undertake a significant empirical research project in an area of your choice, using whichever research methods are most appropriate for investigating your chosen research questions. The completion of such a project is critical for eligibility for GBC and you will be guided through the process of research design, ethical application processes, data collection and the subsequent analysis thereof. In addition to being the pinnacle of the programme, your increasing knowledge of research methodology will effectively prepare you for a further postgraduate course in psychology and enable a stronger, broader and more critical understanding of published academic work.

### Future Directions

It is assumed that successful Psychology (Conversion) graduates will go on to further study in the field of Psychology. Thus, this single year must provide graduates with the confidence and the skills needed to proceed directly into psychological postgraduate specialisms. A strong foundation is paramount and critical skills are embedded throughout, with the student taking control of their own learning, assisted and supported by academic staff throughout their journey. The graduating Psychology (Conversion) student will have developed a holistic confidence in the discipline, and will have achieved success across a range of practical and academic assessments designed to prepare them for further study. Our graduates will have taken their first step to professional chartership (C. Psychol.) and will be well positioned to achieve a successful and rewarding career in psychology.

## 6. Structure

### MSc Psychology Conversion

**Duration:** 1 year full-time/2 years part-time  
**Total credit rating:** 180

#### Full time

**Core:** Students are required to take the following modules:

PSY 7045	Cognitive Psychology	Sem 1	15 credits
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PSY 7065	Personality and Individual Differences	Sem 1	15 credits
PSY 7035	Social Psychology	Sem 1	15 credits
PSY 7073	Psychological Research Methods	Sem 1	30 credits
PSY 7015	Clinical Psychology	Sem 2	15 credits
PSY 7025	Developmental Psychology	Sem 2	15 credits
PSY 7055	Hormones and Behaviour	Sem 2	15 credits
PSY 7086	MSc Thesis (Journal Format)	Sem 2 & Summer	60 credits
<b><u>Part time</u></b>			
<b>Year 1 Core:</b> Students are required to take the following modules:			
PSY 7045	Cognitive Psychology	Sem 1	15 credits
PSY 7073	Psychological Research Methods	Sem 1	30 credits
PSY 7015	Clinical Psychology	Sem 2	15 credits
PSY 7025	Developmental Psychology	Sem 2	15 credits
PSY 7055	Hormones and Behaviour	Sem 2	15 credits
<b>Year 2 Core:</b> Students are required to take the following modules:			
PSY 7065	Personality and Individual Differences	Sem 1	15 credits
PSY 7035	Social Psychology	Sem 1	15 credits
PSY 7086	MSc Thesis (Journal Format)	Sem 2 & Summer	60 credits
<b>PgDip Psychology (Conversion)</b>			
<b>Duration:</b>	1 year full-time		
<b>Total credit rating:</b>	120		
Eligibility for the Postgraduate Diploma in Psychology (Conversion) is dependent on several factors (see Section 8 – Entry requirements). If eligible, the following programme is proposed.			
<b>Core:</b> Students are required to take the following modules:			
PSY 7073	Psychological Research Methods	Sem 1	30 credits
PSY(varies)	Negotiated Option One*	Sem 1	15 credits
PSY(varies)	Negotiated Option Two*	Sem 2	15 credits
PSY 7086	MSc Thesis (Journal Format)	Sem 2 & Summer	60 credits
*Dependent on previous coverage of core domains (Accredited Prior Learning – see Section 8).			

## 7. Learning, teaching and assessment

### 7a) Statement of the strategy for learning, teaching and assessment for the programme

The programme meets the requirements of relevant policy documents, particularly the QAA Framework for HE Qualifications, relevant QAA Subject Benchmark Statement and the University's Strategic Plan and Learning, Teaching and Assessment Strategy (2015-19).

The learning, teaching and assessment strategy for the programme is centred on the principles of active learning, critical reflection and teamwork. We believe that you, as a student, are responsible for your own learning and that you also have a responsibility and essential role in supporting the learning of your fellow students. Learning is a shared experience and you will gain enormous benefits from developing your skills and knowledge in partnership with your colleagues.

This high level of student responsibility is embedded throughout the programme, enabling you to take the lead in your own learning, with the support and facilitation of tutors. It is essential that you do take responsibility for your own learning and that you fully engage with learning activities, both within and in addition to scheduled sessions. Most class sizes will be small (e.g. 10-25) and delivered in a range of formats. The programme employs a range of teaching methods, including some traditional lectures and seminars, but there is an emphasis on student-led activities, supervised small-group work and, generally, an approach to teaching and learning which values active learning. The student learning experience will be a varied one. All taught modules on this programme (not including the empirical project) will be delivered through a combination of lectures and small group tutorials/seminars. Modules include a variety of learning assessment methods, including analysing 'real world' case studies, problem-based learning, leading of seminars, poster presentations and mini-conferences. Students will further develop transferable and employable skills (e.g. critical thinking, teamwork) while engaging with a variety of online resources, including basic statistical packages, video tutorials, podcasts and 'Moodle' (the Leeds Trinity Virtual Learning Environment). The department makes specific use of Moodle to support class sessions, with all module information and lecture slides posted seven days in advance. We also use e-resources to enable 24/7 access to learning materials from off-campus and these include access to over 1,600 psychological journal titles. As emphasised in the University's Learning and Teaching Strategy, the department is committed to increasing the amount of contact time devoted to student-led enquiry. Students will engage with programme content and learn in an active fashion and in alignment with BPS standards. Assessment methods will be used, matched to the learning outcomes for the programme – all of which include internationalisation and a historical perspective of the discipline, while promoting awareness of how psychology can be applied in the workplace and in the community.

Assessment within the programme employs a full range of written forms, presentations and practical activities, in order to reflect the academic and employability skills being developed within the programme. Employability-relevant forms of assessment – including posters, information leaflets and evidence-based briefs – are used to assess the outcomes from both individual and group-based learning. Assessments across the programme ensure there are a good variety and balance of assessment forms, and that there are opportunities for you to exercise an element of choice in the form of assessment undertaken.



## 7b) Module details

Module number and name	Learning and Teaching Methods	Assessment				Teaching Staff (module co-ordinator as first name and in bold)
		Form	Magnitude	Weighting	Timing	
PSY 7015 Clinical Psychology	Interactive workshops	1) Essay (Letter to Editor) 2) Essay	1,000 words 2,000 words	35% 65%	Mid-Sem 2 End of Sem 2	<b>Dr David Smailes</b>
PSY 7045 Cognitive Psychology	Interactive workshops	Evidenced-based brief	3,000 words	100%	End of Sem 1	<b>Dr Julie Allen</b>
PSY 7025 Developmental Psychology	Interactive workshops	Essay	3,000 words	100%	End of Sem 2	<b>Dr Julian Perara</b>
PSY 7055 Hormones and Behaviour	Lectures	1) Class Test 2) Negotiated Presentation	35 mins 15 mins	20% 80%	Mid-Sem 2 End of Sem 2	<b>Dr James Jackson</b>
PSY 7065 Personality and Individual Differences	Lectures/workshops	1) Class Test 2) Essay	35 mins 2,500 words	20% 80%	Mid-Sem 1 End of Sem 1	<b>Dr Ben Morris</b>
PSY 7073 Psychological Research Methods	Lectures and practicals	1) Portfolio 2) Research Report	4,000 words 2,000 words	65% 35%	Mid-Sem 1 End of Sem 1	<b>Dr James Jackson</b>
PSY 7035 Social Psychology	Interactive workshops	Essay	3,000 words	100%	End of Sem 1	<b>Dr Alison Torn</b>
PSY 7086 MSc Thesis (Journal Format)	Lectures and supervisor meetings/tutorials	Thesis (Journal Article)	6,000 words	100%	End of Sem 3 (Last wk August)	<b>Dr Steve Jones</b>



## 8. Entry requirements

### Postgraduate Programmes (Including BPS accreditation)

Applicants should normally have achieved the following prior to registration for the programme:

A good honours degree in a non-BPS accredited degree (2:2 or above) (see exceptions below).

For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

**Entry requirements for BPS accreditation are clear:** All applicants to the MSc and PgDip Psychology (Conversion) programmes must already hold an undergraduate degree (2:2 minimum). This may be in a degree other than psychology or it may be a psychology degree not recognised by the BPS (i.e. a non-accredited UK psychology degree, or one awarded overseas). The programme may also accept applicants who have previously undertaken an accredited degree, but either failed to pass the empirical research project, or failed to achieve a Lower Second Class Honours degree – such students do not hold Graduate Basis for Chartered Membership (GBC), and successful graduation from the Psychology (Conversion) programmes will benefit them.

Applicants have two possible modes of entry on to the Leeds Trinity University Psychology (Conversion) programme. In the absence of any previous BPS-accredited degree content, applicants must undertake the 180-credit MSc Psychology (Conversion) programme and, on graduation, will be eligible for GBC. This may be full-time (1 year) or part-time (2 years). If the applicant has previously undertaken and can evidence 60 credits worth of BPS-accredited undergraduate psychology modules, it may be possible to undertake the shorter 120-credit PgDip Psychology (Conversion) programme and still be eligible for GBC (through recognition of prior learning). In such circumstances, the Programme Leader will interview the applicant to discover which core domains have already been covered and whether it is possible for the shorter programme to be taken (still conferring eligibility for GBC). In such cases, three factors must be considered: (1) Will the student in question have been assessed in all core domains by completion of the PgDip Psychology (Conversion) programme? (2) The BPS stipulate that all Psychology (Conversion) programmes must contain an empirical project and that this cannot be covered by recognition of prior learning; (3) Graduation must be possible within the constraints of the existing programme timetable. If it is found that the PgDip Psychology (Conversion) programme is not possible, the MSc Psychology (Conversion) programme will be offered instead.

## 9. Progression, classification and award requirements

### Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. Exclusion of Level 4 module marks from Foundation Degree classification)

Standard University postgraduate regulations apply.

Students will receive the MSc Psychology (Conversion) after successfully completing 180 credits. This will also confer eligibility for Graduate Basis for Chartered membership (GBC) of the British Psychological Society (BPS) (see Section 12). Students undertaking the MSc Psychology (Conversion) programme will be eligible to receive the fallback award of a Postgraduate Diploma (PgDip) Psychology if 120 credits have been achieved. This is not to be confused with the Postgraduate Diploma (PgDip) Psychology (Conversion), and will not confer eligibility for Graduate Basis for Chartered membership (GBC) of the British Psychological Society (BPS). Students will be eligible to receive a fallback award of Postgraduate Certificate (PgCert) after

successfully completing 60 credits. This will not confer eligibility for Graduate Basis for Chartered membership (GBC) of the British Psychological Society (BPS).

Separately, students undertaking the PgDip Psychology (Conversion) programme will receive the award after successfully completing 120 credits. This will also confer eligibility for Graduate Basis for Chartered membership (GBC) of the British Psychological Society (BPS) (see Section 12). Students will be eligible to receive a fallback award of Postgraduate Certificate (PgCert) after successfully completing 60 credits. This will not confer eligibility for Graduate Basis for Chartered membership (GBC) of the British Psychological Society (BPS).

## 10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level.

None.

## 11. External examining arrangements

### External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements))

Two external examiners will be responsible for this programme. They will both be academics with substantial experience of teaching in Psychology at postgraduate level. Both will have GBC as awarded by the British Psychological Society.

## 12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

As of November 2015, the MSc and PgDip Psychology (Conversion) programmes have not yet been accredited by the BPS. This must be achieved before the programme commences.

## 13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and will be able to participate fully in the course. Arrangements will be made, via the normal University support networks, to accommodate students with additional support needs wherever possible.