

Template C4



Programme Specification

Title of Course: *MSc Psychology*

Date first produced	30/09/2012
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Version number	14
Faculty	Faculty of Business and Social Sciences
School	School of Law, Social and Behavioural Sciences
Department	Department of Psychology
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	MSc Psychology
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	PgCert Psychology PgDip Psychology
Course Code <i>For each pathway and mode of delivery</i>	PPPSG1PSG02 PFPSG1PSG02
UCAS code <i>For each pathway</i>	n/a

RQF Level for the Final Award:	Masters
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time
Available as:	
Minimum period of registration:	Part-time - 1 Full-time - 1
Maximum period of registration:	Part-time - 2 Full-time - 2
Entry Requirements:	<p>The minimum entry qualifications for the programme are:</p> <p>A 2:2 or above honours degree or equivalent in any discipline.</p> <p>You must have GCSE or equivalent at grade C/grade 4 or above in mathematics.</p> <p>Where a candidate's first language is not English, advanced English Language competence in the form of appropriate certificated learning (IELTS requirement of 6.5 overall with 7.0 in Writing and at least 6.0 in all other elements) must be demonstrated as detailed in Kingston University's Admission Regulations.</p> <p>Students working with vulnerable populations must also submit to a CRB (Criminal Records Bureau) check. Without a check, students are not allowed to interview protected populations. Passing a CRB check, however, does not automatically allow students to work with children or other protected populations.</p> <p>Intake is normally in September.</p>

	All students accepted onto the courses will be entered for a Master's programme initially, but may exit with a postgraduate diploma. The diploma does not enable students to obtain the Graduate Basis for Chartered Membership from the BPS.
Programme Accredited by:	British Psychological Society (BPS)
QAA Subject Benchmark Statements:	<i>Psychology</i>
Approved Variants:	In accordance with BPS Regulations, the project/dissertation module must be passed and cannot be compensated for any accredited award.
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

The MSc Psychology is a popular course at Kingston University. It is a conversion course which appeals to graduates who would like to study psychology at Master's level. The additional feature of this course, and directly related to its popularity, is the fact that it is accredited by the British Psychological Society (BPS) as conferring the Graduate Basis for Chartered Membership (GBC), the first step towards becoming a chartered psychologist. For UK graduates, the course is primarily directed towards those whose first degree provided insufficient credit in psychology to meet BPS accreditation criteria.

The course provides a broad overview of the main sub-disciplines that comprise contemporary and historical psychology and provides opportunities for detailed and advanced study in specific and (via the dissertation) chosen aspects of psychology. It will promote critical appraisal in relation to psychological models, theories and methodologies, and it will develop the students' practical research skills in psychology. An emphasis on the advanced theoretical understanding of psychology and on the acquisition of advanced research skills will help to underpin applications for professional training in psychology (e.g., in clinical, health or educational psychology). Students will also develop transferable analytical skills that will enhance their employability in a range of sectors outside of professional psychology.

The course will allow students the opportunity to conduct dissertation research in an area of their own choosing (subject to availability) under the guidance of experienced researchers. Such areas include health psychology, psychopharmacology, cognition, perception, biological psychology, social psychology and abnormal psychology. The team of research-active academic staff will provide a dynamic and current perspective.

The programme conforms to the guidelines for accreditation established by the BPS. Academic staff in Psychology publish their research in first-class, international, peer-reviewed journals, and contribute to national and international conferences every year. They regularly receive external funding to support their research, and they serve as members of professional societies that promote scholarly activity within specific sub-disciplines.

The MSc in Psychology aims to:

- Extend and enhance the students' knowledge and understanding of psychology by means of a detailed and critical evaluation of each of the main sub-disciplines that comprise contemporary psychology;
- Provide students with an awareness of current and historical debates in psychology, and enhance the students' skills in evaluating the research that underlies these debates;
- Develop the students' written, oral, organisational and problem-solving skills to an advanced standard;
- Develop students' abilities to design, conduct, and present an empirical research study to an advanced level in a sustained manner, at a level consistent with academic and professional standards;
- Provide training in the application of ethical principles to psychological research;
- Develop critical awareness in analysing and evaluating data to a professional level;
- Refine students' capacity to work independently;
- Enable students to obtain the Graduate Basis for Chartered Membership from the BPS and to support progression to further postgraduate study and employment opportunities in Psychology.

B. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA 2023 subject benchmarks for Psychology, the British Psychological Society (BPS) requirements for accreditation, which are derived from the QAA subject benchmark statement for Psychology.

The minimum requirement for a Postgraduate Certificate is 60 credits, for a Postgraduate Diploma 120 credits and a Master's degree 180 credits. In some instances the Certificate or Diploma may be the final award and Certificates and Diplomas may be offered to students who only complete specified parts of a Master's degree.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A6	Show critical knowledge of topical debates in key areas of contemporary and historical psychology	B7	Show competence and flexibility in identifying and defining complex problems and the ability to apply appropriate knowledge and skills to their solution	C6	Critically reflect on the practical implications of theory and research findings in psychology.
A5	Know how to design and carry out a research project that includes in-depth knowledge of a specific and detailed area of psychology and a demonstration of the understanding of appropriate methodologies, theoretical implications, and ethical issues	B6	Show proficiency in designing novel solutions towards a given purpose when dealing with abstract data and concepts	C5	Use a variety of psychological tools, including specialist software, laboratory equipment, and psychometric instruments, in addition to specific library resources;
A3	Critically evaluate the role of research in the development of psychological thought	B5	Demonstrate an advanced level of competence in the ability to analyse new and/or abstract data and situations independently using a wide range of general and specific techniques appropriate to psychology	C4	Present and critically evaluate research findings in a variety of formats including laboratory reports, research proposals, critical reviews, and a poster
A2	Understand and evaluate critically the ways in which contemporary psychology is informed by, and informs, several other subject areas, including neuroscience, economics and sociology	B2	Demonstrate an ability to critically review and analyse evidence independently and to assimilate information that may appear contradictory	C3	Analyse data using both quantitative and qualitative methods
A1	Have an advanced and critical knowledge and understanding of a range of sub-disciplines that comprise contemporary psychology, including the “core”	B3	Demonstrate capability in developing and sustaining an argument using theory and empirical evidence	C2	Carry out empirical studies involving a variety of methods of data collection, including experiments, observation, psychometric tests,

	knowledge domains stipulated by the BPS				questionnaires, interviews and field studies
A4	Understand the importance of ethical considerations in psychological practice and research	B1	Demonstrate an ability to integrate ideas and findings across the multiple perspectives of psychology and recognise distinct psychological approaches to relevant issues	C1	Write critical reviews of the literature addressing complex and contradictory evidence
		B4	Demonstrate an ability to reflect upon and critique the ways in which theory and research can impact on practice		

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

This programme is offered both full-time as well as part-time.

E1. Professional and Statutory Regulatory Bodies

- On successful completion of the MSc, and in accordance with BPS Regulations, the MSc dissertation module must be passed and cannot be compensated for any accredited award, the student will be eligible for the Graduate Basis for Chartered Membership by the BPS.
- The awards made to students who complete the field or are awarded intermediate qualifications comply fully with the National Qualifications Framework.
- All of the procedures associated with the field comply with the QAA Codes of Practice for Higher Education.
- The ethical guidelines of the British Psychological Society have been incorporated into the design of the research modules and assessments within this programme.

E2. Work-based learning, including sandwich programmes

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. Students have opportunities to start on their research with their supervisor early on, in addition to opportunities to work as research assistants. This way, students are able to reflect upon their own personal experience and to focus on aspects of this experience by relating to theoretical concepts and to evaluate the relationship between theory and practice. Work placements are offered as part of an optional module (Applications of Psychological Research) as well as a volunteer researcher.

While it is the responsibility of individual students to secure appropriate placements, the University offers each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. Sourcing and applying for placement(s) gives students the opportunity to experience a competitive job application process.

E3. Outline Programme Structure

The MSc Psychology (Conversion) is made up of three compulsory modules each worth 30 credit points, and one option/elective module worth 30 credit points and the MSc psychology dissertation worth 60 credits. A student must complete 180 credits, including the MSc psychology dissertation. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g.

professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

This programme is part of the University's Postgraduate Credit Framework (PCF). Fields in the PCF are made up of modules which are designated at level 7 (up to 30 credits at level 6 may contribute to a postgraduate field). Modules in the framework are valued at 30 credits and the field may contain a number of multiple modules as options/electives.

The minimum requirement for a Postgraduate Certificate is 60 credits, for a Postgraduate Diploma 120 credits (successful completion of all taught components except for the dissertation) and a Master's degree 180 credits. In some instances the Certificate or Diploma may be the final award and Certificates and Diplomas may be offered to students who only complete specified parts of a Master's degree. The awards available and the requirements are outlined below. All students will be provided with the PCF regulations. Specific variations to the PCF that are required for accreditation by outside bodies are outlined below and will be provided in detail for students in field handbooks.

The structure of the course closely follows the 'core' areas as defined by the BPS. The QAA *Subject Benchmark Statement for Psychology (2023)* stipulates the following core domains: Biological Psychology, Cognitive Psychology, Developmental Psychology, Social Psychology, Personality and Individual Differences, Research Design (including qualitative and quantitative methods), and an Empirical Project.

In addition to these core areas, it is expected that students will gain knowledge of Conceptual and Historical Issues in Psychology, namely, the study of psychology as a science, the social and cultural construction of psychology, conceptual and historical paradigms and models, comparisons and critiques of different theories, political and ethical issues in psychology, and the integration across multiple perspectives within psychology. The study of history and theoretical/conceptual issues in psychology runs through two of the core modules and are covered in each of the core modules to some extent. Indicative content of conceptual and historical issues in psychology in each of the core modules includes: Dualism, history of cognitive psychology, reductionism, introspection (Cognition and Biological Psychology), Galton, Binet, IQ testing, Rationalism, empiricism, positivism, Kuhn, Popper, behaviourism, psychological testing (The Person in Psychology), history of the scientific method, qualitative and quantitative issues in research (Methods and Statistics for MSc Psychology), ethical issues in research (Dissertation). The breadth of the curriculum satisfies the requirements for Graduate Basis for Chartered Membership (GBC) from the British Psychological Society (BPS), and prepares students for further postgraduate study and/or employment within the area. In order to obtain GBC, all modules, including the dissertation, have to be passed.

The three compulsory 30-credit modules are tailored to suit the aims and learning outcomes of this programme, while fulfilling the BPS requirements for accreditation. Various 30-credit modules are available as options/electives at L6 and L7. Elective enrolment will happen at the discretion of module leaders.

The MSc allows students to work individually and at an advanced level with a specialist research supervisor to design, conduct, analyse and produce a written report of a research study in psychology, the dissertation. The dissertation supervisor will be allocated to the student in accordance with the student's interests, subject to availability.

Level 6							
MSc Psychology							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Optional Modules							
Advanced Developmental Psychology	PS6002	30	6	Year Long	None	1	2
Advanced Issues in the Psychology of Thinking	PS6008	30	6	Year long		1	2
Critical Social Psychology: Memory, Narrative and Representation	PS6004	30	6	Year Long	None	1	2
Introduction to Forensic Psychology	PS6011	30	6	Year long		1	2
Neuropsychology and Neuro-rehabilitation	PS6003	30	6	Year Long	None	1	2
Psychology of Art	PS6017	30	6	Year long		1	1
Psychotherapeutic Psychology and Mental Health: from Theory to Practice	PS6014	30	6	Year long		1	2
The Psychology of Health and Well Being	PS6005	30	6	Year long		1	2

Level 6 requires the completion of

Part-time students will take:

Year 1

PS7001 Methods and Statistics for MSc Psychology

PS7003 The Person in Psychology

PS7004 Cognition and Biological Psychology

Year 2

PS7000 Psychology Dissertation

AND one option module

Level 7							
MSc Psychology							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Cognition and Biological Psychology	PS7004	30	7	Year long		1	1

Methods and Statistics for MSc Psychology	PS700 1	30	7	Year Long		1	1
Psychology Dissertation	PS700 0	60	7	TB2		1	2
The Person in Psychology	PS700 3	30	7	Year long		1	1
Optional Modules							
Applications of Psychological Research	PS700 8	30	7	Year long		1	2

D. Principles of Teaching, Learning and Assessment

The teaching and learning strategies are informed by the need for students to acquire a broad knowledge of contemporary psychology, as well as to develop their capacities to critique psychological theories, to supply a more detailed focus on a particular aspect of psychology, and to undertake a sustained research project and present research findings to a professional level. In order to achieve these aims, students will explore key concepts, approaches and methods in lectures, workshops, seminars and tutorials. Lectures will typically be followed-up by more detailed examination of key material and/or by discussion and debate in related workshops and interactive lectures, or by practical work in small-group workshops. Assessments are tailored to promote learning of the core material, the development of appropriate practical and methodological skills, and the critical analysis of psychological knowledge and its theoretical context. Students will also be trained to address the ethical issues raised by different kinds of psychological research. When carrying out their dissertation students will have to demonstrate an advanced level of independent study and initiative, supported by a supervisor.

The teaching and learning strategy encompasses:

- Keynote lectures
- Interactive lectures
- Debates
- Emailing discussion questions to each other
- Small group work
- Interactive workshops
- Individual and group tutorials with dissertation supervisor

Keynote lectures will be used (where appropriate) to disseminate key material, providing a structure to the particular topic. These sessions will provide theoretical, empirical and practical information and will identify areas of disagreement or controversy. Small-group workshops, interactive lectures or practical classes following lectures will enable students to clarify points, address the topic in more depth (often related to further reading recommended prior to the session), or to gain first-hand practical experience relevant to the topic. Due to the rapid rate at which the discipline is currently developing, there are on-going debates surrounding many topics; students will engage with these debates in seminars, workshops or tutorials (and sometimes as part of their assessments).

The research methods training module will take the form of small group laboratory classes. This enables challenging material to be taught from first principles, as some of the students will have little or no research training prior to the course. Students will be taught in the computer laboratory in order that they can enter, analyse and interpret both quantitative and qualitative data using industry standard specialist software.

The dissertation component of the course will involve a high level of independent study on the part of the student which will be supported by supervision by a member of the

psychology lecturing team. This supervision will take the form of tutorials which will aim to provide structure and advice to the student when he/she is planning, carrying out, analysing and writing-up his/her dissertation. These tutorials will be tailored to meet the research needs of the student at each point of his/her project and will be arranged at times that are convenient to both parties. The dissertation module runs across the entire year, but is largely weighted towards the second half of the course. A **Supervisor** will be allocated in teaching block one, and the project will be agreed between student and supervisor. Early in teaching block two, the student will submit a brief research report outlining the project's theoretical underpinnings and a provisional methodology. It is expected that data collection will begin during teaching block two and continue until August at the latest. The dissertation will be informed by the students' theoretical and research training in teaching block one, and will continue to be enriched by ongoing research training and the opportunity to pursue particular areas of interest in psychology in more detail.

Students will be introduced to the nature of the teaching and learning strategy during induction. Students will also be allocated a **Personal Tutor** at the start of the course who will be providing appropriate academic advice and guidance to students throughout their time at Kingston by monitoring their progress and helping to identify individual needs. Personal tutors and tutees will meet throughout the course, either individually or in small groups, in order to discuss feedback from assessments and to explore research as well as professional aspirations.

Students are therefore supported by both the personal tutor and the course leader. This way, they leave the programme with two academics who have known the student throughout their academic career with us, and who are able to provide the student with letters of reference for future employment, etc.

In addition to face-to-face contact between students and teaching staff, a virtual learning environment will be utilised to provide students with access to a range of materials for each module. These materials will typically include the module overview, lecture overheads, links to useful web-resources and discussion boards. It can be used from any networked PC in the University as well as most PCs connected to the Internet.

Workshops, tutorials, and laboratory classes will also play an important role in promoting the development of oral communication skills, and the ability to synthesise and present relevant information in a clear and coherent manner. Where appropriate, small group teaching/workshops will enable students to work with, and listen to the views of others, and to share and debate ideas relevant to the topic. Students will also be expected to attend the research seminar series to which established researchers from other institutions are invited to present their latest research findings; these occur 3-4 times in each of the two semesters. Support in written and oral skills is offered both by the Academic Skills Centre and by English Language Support. The particular needs of international students are a particular concern of both these institutions.

The programme is structured such that students develop understanding and knowledge about theoretical and research advances in current and research-led topics/issues in psychology as well as providing them with the skills to carry out theoretically relevant and ethically sound pieces of research themselves. This will provide students with on-going knowledge, skills and support which will inform their dissertation work.

The assessment strategies are mapped against the teaching and learning strategies of each module and are directly related to the module learning outcomes. For example, some modules (as part of their remit) introduce key ideas and information; these aspects might be most appropriately assessed by means of multiple choice tests and short answer questions. Conversely, critical understanding of specific topics may be better suited to assessment via an essay or research proposal. More generally, the assessments are designed to offer a set of stimulating challenges, many of which reflect demands likely to be imposed on students in the wider workplace as well as in psychology-related practice. In summary, the course will use a combination of:

- Essays
- Exams

- Critical reviews
- Laboratory reports
- A research proposal
- Research diary/log book
- A research poster
- A dissertation

Each of the assessment methods is pertinent to the student's development as a psychologist. The kinds of information dissemination that the course requires are designed to reflect professional methods of presenting theory and research within the academic and practitioner communities.

The specific skills necessary for conducting psychological research will be assessed by research reports, a research proposal and a dissertation. These assessments reflect the kinds of presentation adopted by professional researchers in psychology. The dissertation will require students to carry out a piece of research which is theoretically driven and relevant to recent research. This substantial piece of work will assess the students' understanding of the literature in an area of psychology, as well as their skills in carrying out a research project, analysing data and writing-up the outcomes in a format appropriate for publication.

There will be many opportunities for students to receive feedback from members of academic staff through in-class tests, seminar discussions, formative assessments, and one-to-one sessions with the dissertation supervisor.

E. Support for Students and their Learning

Students are supported by:

Indicate the range of support available to student. Reference should be made to how the University Personal Tutor Scheme will be utilised for this course.

- A Course Director who helps students to understand the course structure and provides an induction at the start of the course
- A Module leader for each module
- A Personal Tutor (as outlined above)
- A Research Supervisor for the dissertation
- Technical support to advise students on IT and the use of IT facilities and software appropriate to the degree (some collaboration with members of staff for specific use of equipment).
- A designated Programme Administrator
- Student Voice Committee
- Canvas: a versatile online interactive intranet learning environment
- A designated Psychology information advisor/librarian and specialised Psychology library resources
- Help Desk
 - A range of university student support services, such as Academic Skills Support; Careers and Employability support; Placement Support (where applicable), advice on finance, regulations, legal matters, accommodation, international student support, disability and equality support
 - Psychology facilities (including a range of laboratories, equipment and software)
- The student Union

In collaboration with the Psychology course team, the Library provides information skills teaching tailored to meet the subject needs of the students. Psychology students are given an initial introduction followed by a more detailed session on accessing e-resources.

Students also have the opportunity to make individual appointments with their Psychology information advisor/librarian and are encouraged to seek advice by phone or email as well as in person.

Information Centres are on each of the four Kingston University campuses situated in the libraries. Information Centres have extended opening times and are available to offer students support and guidance and to respond to a wide range of questions either face-to-face, via telephone, email or online chat. Queries of a complex nature or ones that require specialist knowledge are triaged to the appropriate department.

Students are encouraged to learn how to find information for themselves so that they are able to carry out their own independent learning.

The Academic skills centre assists students in one-to-one sessions to support them with their assessments and, in particular, at the time of preparation of the dissertation.

Employability. The Faculty has a specialist Employability Partner who works closely with psychology, to ensure that students are able to identify and develop employability skills.

Studying non-vocational subjects can make it hard to narrow down a clear direction so they can also help to identify strengths, areas for development and potential career opportunities. Throughout the academic year the following activities will take place: Workshops and seminars covering all aspects of the recruitment process, from CVs to interviews; employer events - giving students a chance to network and gain a stronger understanding of the 'world of work'; and drop-in appointments for queries regarding career direction or any aspects of employability.

Psychology facilities. The Department has a suite of purpose-built teaching and research laboratories. Laboratories are bookable online and accessible by swipe card. Facilities and equipment include: a large teaching laboratory with 25 computers, together with a scanner and laser printer. These are available outside of teaching periods for students to conduct practical work; a large observation/test room with remote controlled digital cameras and microphones connected to a monitoring room. The room has soft chairs and coffee tables to promote a relaxing atmosphere. This room also serves as generic research space. There are a large number of data points and computers can be wheeled into the room for the testing of multiple participants (at least 6). A monitor room can be used to monitor activity in the observation/test room but can also act as separate, generic research space. The monitor room has recording equipment and video editing facilities.

Three other laboratories are located nearby in the Psychology space. These are eyetracker laboratories: one holds an Eyelink I000 eyetracker which is primarily used for studies of visual attention and neuropsychology; two labs have a Tobii Fusion eyetracker. We also have a Tobii Glasses 2 and a Tobii X2-60 PS in the labs. They are both used for infants and young children research. We have two Sony FDR-AX43 camcorders which could be used in conjunction with the Tobii equipment for observational studies which are loanable by the department. A laboratory situated a little apart from the Psychology section houses psychophysiological monitoring equipment (Biopac MP150 Advanced system). All of the laboratories have good light attenuation and an in-use light indication system, and the purpose-built labs also have an alarm.

A large laboratory situated away from the Psychology offices houses the EEG system and we are soon to purchase the Near Infrared Spectroscopy (NIRS) and we already have an Exercise Bike for biopsychology studies.

A suite of three generic laboratories (which are also suitable for interviews). All are equipped with networked Windows computers, tables and chairs. These are primarily used by L6 and L7 students for their dissertation research. One further laboratory has been temporarily repurposed for Starstim transcranial electrical stimulation and electroencephalograph (tES-EEG) systems and is used by L7 students only.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

External examiners

- Annual review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies
- The MSc in Psychology (Conversion) programme is accredited by the British Psychological Society conferring Graduate Basis for Chartered Membership (GBC). In order to get GBC, all modules, including the dissertation, have to be passed. The BPS monitors development of the programme, while ensuring its quality in periodical accreditation visits to the Department.

G. Employability and work-based learning

The MSc in Psychology allows students to develop skills that are highly valued by employers in general, such as written abilities, work as part of a team, independent thinking and research, time management, and, most importantly, the use of statistical tools make a student in MSc in psychology highly desired.

Student development and enhancing post-graduate employability at Kingston is taken seriously. In the MSc programme, students are introduced to the concept of PDP during lectures in the dissertation module. In addition, students can take the opportunity to have placements, for example, in nurseries or schools, rehabilitation clinics and centres, the prison system, experiences which allow students to reflect and address real world issues. Students are also actively and explicitly encouraged to enhance their employability skills, by partaking in extracurricular activities throughout their time. We provide a volunteering research assistant scheme where students can attain work experience with academic staff in the department both during the academic year as well as the summer. The University also runs a volunteering scheme which provides opportunities (with support) in a huge range of areas.

In addition, students are encouraged to seek relevant summer work that will enable them to practice their subject specific skills and to develop their employability skills. Some students collect their data for their psychology dissertation in local schools, nurseries, refugee charities or special needs and clinical settings and staff have good links with local hospitals and counselling services within Kingston Royal Borough.

Graduate destination data has shown that our Psychology students after graduation obtain employment in a wide variety of settings. They range from health and social occupations, such as care assistants and assistant psychologists, to commercial, professional and managerial jobs, such as events and media organiser, sales executive, recruitment. Graduates have also entered clinical courses, teacher training, counselling courses and other postgraduate training (e.g., a PhD programme towards an academic career).

Work-based learning, including sandwich courses and higher or degree apprenticeships

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. Students have opportunities to start on their research with their supervisor early on, in addition to opportunities to work as research assistants. This way, students are able to reflect upon their own personal experience and to focus on aspects of this experience by relating to theoretical concepts and to evaluate the

relationship between theory and practice. Work placements are offered as part of an optional module (Applications of Psychological Research) as well as a volunteer researcher.

While it is the responsibility of individual students to secure appropriate placements, the Careers and Employability Service team offers each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. Sourcing and applying for placement(s) gives students the opportunity to experience a competitive job application process.

H. Other sources of information that you may wish to consult

QAA Benchmark statement:

Subject Benchmark Statement - Psychology (qaa.ac.uk)

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 6							Level 7					
		PS6003	PS6004	PS6008	PS6014	PS6005	PS6002	PS6017	PS6011	PS7004	PS7000	PS7001	PS7008	PS7003
Knowledge & Understanding	A6			S						S	S			S
	A5	S	S		S	S	S/F		S		S	S	S	S
	A3	S	S/F	S		S	S		S		S/F	S	S	S
	A2	S/F	S/F	S	S	S	S/F		S		S/F	S	S/F	S/F
	A1	S/F	S/F	S	S	S	S/F		S		S/F		S/F	S/F
	A4	S	S/F	S	S	S	S		S		S/F		S	S
Intellectual Skills	B7										S	S/F		
	B6	S	S	S	S	S	S		S		S	S/F	S	S
	B5	F	F	S	S	S	S		S		S/F	S	S	S

	B 2	S/F	S/F	S	S	S	S/F		S		S/F	S/F	S/F	S/F
	B 3	S/F	S/F	S	S	S	S/F		S		S/F	S/F	S/F	S/F
	B 1	S	S	S	S	S	S		S		S/F	S/F	S	S
	B 4	S	S	S	S	S	S		S		S/F	S	S	S
Practical Skills	C 6	S	S	S	S	S	S		S		S	S	S	S
	C 5	S	S	S	S	S	S		S		S	S	S	S
	C 4										S	S/F		
	C 3	S/F	S/F	S	S	S	S/F		S		S/F	S/F	S/F	S/F
	C 2					S			S		S/F	S		
	C 1								S		S/F			S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.