

Template C4



Programme Specification

Title of Course: *MSc Occupational and Business Psychology with Professional Placement*

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Version number	3
Faculty	Faculty of Business and Social Sciences
School	Kingston Business School
Department	Department of Management
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 module 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 Occupational and Business Psychology
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	PgDip Occupational and Business Psychology PgCert Occupational and Business Psychology
Course Code <i>For each pathway and mode of delivery</i>	PPBOP1BOP01 PFBOP1BOP01
UCAS code <i>For each pathway</i>	

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

RQF Level for the Final Award:	Masters
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston Business School, Faculty of Business and Social Sciences, Kingston Hill
Language of Delivery:	English
Modes of Delivery:	Full-time With Professional Placement
Available as:	Full field
Minimum period of registration:	Full-time - 1 With Professional Placement - 2
Maximum period of registration:	Full-time - 2 With Professional Placement - 4
Entry Requirements:	The minimum entry qualifications for the programme are: At least a second-class honours degree in Psychology

	<p>(accredited or not by the BPS) or a closely-related discipline (usually a BSc award); if students have achieved a lower grade, evidence of higher level achievement since completing the first degree may be taken into consideration.</p> <p>In addition, applicants must be able to demonstrate mathematical competence equivalent to grade C or above at GCSE level.</p> <p>Holders of non-UK degree qualifications will be subject to the University's normal entry procedures regarding the assessment of the equivalence of qualifications.</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 or equivalent) must be demonstrated as detailed in Kingston University's Admission Regulations.</p> <p>International students whose first language is not English may also be required to attend an in-session English for Academic Purposes programme.</p>
Programme Accredited by:	British Psychological Society (BPS) Association for Business Psychology (ABP)
QAA Subject Benchmark Statements:	QAA Subject Benchmark for Master's Degrees in Business and Management
Approved Variants:	No compensation across modules is permissible.
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 in Occupational and Business Psychology aims to:

- Extend and enhance the students' knowledge and understanding of occupational psychology by means of a detailed and critical evaluation of each of the core areas that define the practice of occupational psychology.
- Provide students with a critical awareness of current debates in occupational 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 enabling them to engage in professional and academic communication.
- Develop students' abilities to design, conduct, and present an empirical research study in the area of occupational psychology at a level consistent with academic and professional standards.
- Enable students to identify and reflect on the application of ethical principles to both research and practice in the field of occupational and business psychology.
- Develop critical awareness in analysing and evaluating data related to occupational psychology to a professional level.
- Refine students' capacity to work independently and understand their role in and the process of, contracting with organisations as occupational or business psychologists.
- Support progression to further postgraduate study and enhance employability in occupational psychology.
- Enable students (with a previous accredited Psychology undergraduate degree) to obtain stage one of the BPS route for Chartered Psychologist and HCPC accreditation.
- Enable students (without a previous accredited/Psychology undergraduate degree) to work towards the process of becoming a Chartered Psychologist with HCPC accreditation.
- Develop students' understanding of the requirements and conduct rules of the BPS and the HCPC, including how to progress through to 'Registered Occupational Psychologist' status.
- Give students a head start on the employment ladder, preparing them for employment, further study and lifelong learning

B. Intended Learning Outcomes

The course outcomes are referenced to the relevant QAA subject benchmarks indicated [Master's Degrees in Business and Management, March 2023] and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. It has also been designed to meet the requirements of the British Psychological Society's Stage 1 Training in Occupational Psychology. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

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
A1	Understand the importance and application of relevant ethical and legal frameworks and of maintaining appropriate professional boundaries in the field of occupational and business psychology, as stipulated by the BPS.	B1	Identify and define complex issues related to work and organisations by integrating distinct psychological perspectives and approaches.	C1	Apply a range of qualitative, quantitative, and experimental methods and tools for ethical data collection at individual, group and organisational levels.
A2	Discuss topical issues in the core areas of contemporary occupational psychology, as applied to business and organisational environments.	B2	Critically evaluate current psychological theories and empirical evidence to formulate bespoke interventions focused on the individual, group, and organisational level.	C2	Manage, analyse, and interpret collected data to inform recommendations to address workplace and organisational issues, by using statistical and/or qualitative data analysis software.
A3	Explain the role of scientific research in the development of theory and practice in occupational psychology and the related ethical aspects.	B3	Design innovative and sustainable solutions to support behavioural and organisational change, drawing on theory and empirical evidence from occupational psychology and other relevant disciplines.	C3	Effectively communicate in both professional and academic contexts with peers, supervisors, and broader audiences, highlighting implications for theory and practice.
A4	Understand the context in which occupational and business psychologists work in practice, and the opportunities for working within the sector.	B4	Demonstrate critical self-reflection on their role as professionals in a perspective of continuous professional development, informing their professional identity as occupational and business psychologists.	C4	Apply relevant practical methodologies and techniques used across the full consultancy cycle in 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

The course is modular in structure. It is intended to facilitate theoretically informed enquiry into the practice of business and occupational psychology. In total the MSc Occupational and Business Psychology is valued at 180 credits, and is comprised of four 15-credit modules, two 30-credit modules and one 60-credit Dissertation module.

The structure of the course closely follows the knowledge areas as defined by the BPS. Students on the 2 year placement version of the programme should complete all of their taught modules and their project or dissertation by the end of September, and work in their placement area for a maximum of 12 months, starting in October. The student should confirm that their placement opportunity is available by the end of July and the course team will confirm whether this is acceptable within two weeks. Students on placement must complete a portfolio assessment which includes a reflection on how the theories they have learnt during their teaching year has helped them in their placement and demonstrate ability to apply their teaching in a real business situation.

MSc Occupational and Business Psychology

Level 7							
MSc Occupational and Business Psychology							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Applied Psychology at Work	BH7805	30	7	2		1	
Behavioural Science and Data Analytics	BH7811	15	7	2		1	
Empirical Research Project	BH7807	60	7	3		1	
Healthy and Inclusive workplaces	BH7806	30	7	1		1	
Leadership, Creativity and Innovation for 21st	BH7804	15	7	2		1	

Century Organisations							
Professional Skills and Development	BH7810	0	7	1, 2 and 3		1	
Psychological Assessment for Selection and Retention	BH7808	15	7	1		1	
Psychology of Coaching, Learning and Development	BH7809	15	7	1		1	
Optional Modules							

Level 7 information

One 30 credit module offered elsewhere in Faculty of Business and Social Sciences may also be offered by arrangement to students; however, if students take up this option, the MSc will no longer satisfy the conditions for contribution (by the BPS) to a further professional qualification in Occupational Psychology.

MSc Occupational and Business Psychology with Professional Placement

Level 7							
MSc Occupational and Business Psychology with Professional Placement							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Applied Psychology at Work	BH7805	30	7	2		1	
Behavioural Science and Data Analytics	BH7811	15	7	2		1	
Empirical Research Project	BH7807	60	7	3		1	
Healthy and Inclusive workplaces	BH7806	30	7	1		1	
Leadership, Creativity and Innovation for 21st Century Organisations	BH7804	15	7	2		1	
Professional Placement	BA7777	120	7	TY13		2	
Professional Skills and Development	BH7810	0	7	1, 2 and 3		1	
Psychological Assessment for Selection and Retention	BH7808	15	7	1		1	
Psychology of Coaching, Learning and Development	BH7809	15	7	1		1	
Optional Modules							

D. Principles of Teaching, Learning and Assessment

Students on the MSc in Occupational and Business Psychology are either individuals from junior to mid-career levels, who are already in jobs or are looking for their first roles after completing an undergraduate degree; or they are individuals who want to change their career, moving to Occupational and Business Psychology or who do want to use the psychological foundation and evidence-based methods to develop and do better in their current role.

The role of the lecturer is therefore to facilitate critical and original thinking through a series of pedagogical strategies and teaching and learning approaches, see below:

- Tutor-led classroom sessions to facilitate and consolidate the acquisition of key concepts and theories which will have been provided in the associated open learning study packs and/or textbooks and reading lists provided.
- Learner-centred activities and participative learning via flipped classroom, role playing, scenario-based simulations, online learning technologies and interactive platforms, group debates, presentations and competitions, collaboration on projects, as well as individual reflective tasks and quizzes.
- Study groups to encourage and foster mutual support and sharing of learning and developing teamwork and leadership skills.
- There is online access to the Canvas Learning Management system to support study groups and individual learners.
- Business and Commercial English Language support is offered by the School of Languages to the full-time international learners with language difficulties.

The Course Team are psychologists from a range of divisions (occupational, social, behavioural science) to provide a wide perspective of applications of psychology to organisations and businesses. The teaching is further complemented by a team of visiting lecturers/practitioners and guest speakers who contribute within modules or in open seminars. As active practitioners in the field of occupational psychology, they can bring additional insight to the programme.

Students will, in addition to credit-bearing modules, complete a 'Professional Skills and Development' module where they will be given the opportunity to meet a range of key academics and practitioners from the field of occupational and business psychology. Further opportunities for learning and teaching will be provided by the research seminar series within the Business School and employability events run by the Careers and Employability at Kingston, supported by the KBS and ECE employability partners and providing opportunities for networking, exposure to career options and the chance to develop the skills needed for relevant graduate employment.

An optional BPS accredited qualification in Test User will be made available, together with a range of advanced trainings and qualifications in psychometrics offered for free or at highly discounted rates.

In addition to face-to-face contact between students and teaching staff, a virtual learning environment (Canvas) will provide students with access to a range of materials for each module. These materials will typically include the module guide, lecture slides and handouts, links to useful web-resources, and formative assignments and activities. Use of the collaborative tools offered by Canvas (e.g., discussion boards, quizzes, etc) will be encouraged to facilitate teamworking and interactive problem-solving skills, and to prepare for and follow up taught sessions. Online interaction with staff and other students through activities and collaboration might be expected for successful completion of certain units within modules. Canvas can be

used from any networked personal computer in the University as well as from personal computers connected to the Internet and smartphones.

A range of support in written, oral and academic skills is offered by both FBSS Academic Skills Centre (FBSS ASC) and the University Library and Learning Services. Students are introduced to these offerings by presentations during the welcome week, and all opportunities are posted onto the Canvas online announcements board for further visibility. The particular needs of international students are supported by both these services.

To maintain currency and ensure the programme prepares students for new and emerging changes in the field, the programme has an Advisory Panel which includes occupational and business psychologists, behavioural science practitioners and alumni, who meet regularly with the course team to provide feedback on the curriculum and discuss new developments in the business sector. The programme is also accredited by the British Psychological Society and the Association for Business Psychology and designed to meet their stringent requirements that occupational and business psychology students are equipped with essential skills and knowledge to high standards, preparing graduates for success in the competitive global market.

Key Knowledge Areas of Occupational and Business Psychology

The core and transferrable skills that are central to occupational psychology practice and that are recommended by the BPS are supported by all modules. Students are provided with in depth knowledge and understanding of the discipline informed by current scholarship and research, including a critical awareness of current issues and developments in occupational psychology. These are complemented by modules to enhance the students' creativity, resilience, and entrepreneurial skills. The principles of sustainability and ethical practice are embedded across all modules to ensure students develop deep understanding of the underlying concepts and guiding principles of occupational psychology practice. Students will be trained to become scholarly practitioners, able to have a critical understanding of the state-of-the-art knowledge in occupational psychology and the applications of psychology and behavioural science to businesses, as well as get the skills to apply this knowledge for sustainable change in organisations.

Student Assessment Journey

The assessment strategies address the key objectives of the course. They are also designed to facilitate the acquisition of transferable skills that will enhance the students' employability in a range of sectors and enable students to proceed to research degrees. Those assessment arrangements are therefore based upon a selective mixture of formative and summative assessments. Additionally, they are mapped against the teaching and learning strategies of each module and are directly related to the programme and module learning outcomes. For example, some modules (as part of their remit) include personal reflection and development; these aspects might be most appropriately assessed by means of learning logs or developmental reports. Conversely, critical understanding of specific topics may be better suited to assessment via a literature review or a project report. Practical application of theory and empirical evidence may be better assessed via a case study, presentations or the participation to laboratory activities. More generally, the assessments are designed to offer a set of stimulating challenges, many of which reflect demands likely to be encountered in the wider workplace as well as in psychology-related practice.

Each of the assessment methods is pertinent to the student's development as an occupational psychologist, as well as the learning objectives and outcomes as

specified for each module. The kinds of communication and information dissemination that the course requires are designed to reflect professional methods of presenting theory and research within both the academic and practitioner communities.

The specific skills necessary for conducting psychological research in occupational psychology will be assessed by data analysis and dissertation assignments; these assessments reflect the kinds of presentation adopted by professional researchers and practitioners in the field of occupational psychology. The dissertation will require students to carry out an independent piece of research which is theoretically underpinned. This substantial piece of work will assess the student's understanding of the literature in an area of occupational psychology, as well as their skills in carrying out a research project, analysing data and writing-up the outcomes in a format appropriate for dissemination.

Students will also be expected to make oral presentations to their cohort and academic staff as part of the assessment strategy on some modules. These will give students the opportunity to refine their oral presentation skills in the light of oral feedback from both peers and tutors. There will be many opportunities for students to receive feedback from their tutors: through in-class tests, seminar discussions, formative assessments, and dissertation supervision.

Independent Learning

Class contact time makes up only part of the activities for any module. Students are also required to undertake independent learning to complement the in-class content. This can be in the form of reviewing and preparing for lectures, practice through activities and data analysis software, completing assessments, conducting reviews of existing literature and evidence, and taking practice quizzes to monitor their own progress through the syllabus. Guidance will be provided on which activities will support learning for each module on the programme.

Inclusive Curriculum

The MSc Occupational and Business Psychology programme has integrated the principles of the University's Inclusive Curriculum Framework, to ensure inclusivity has been embedded throughout the academic cycle. Examples of these approaches include:

- Assessments and delivery patterns that support students who commute and have childcare responsibilities.
- Students are co-creators of their assessments, developing and submitting their dissertation interest statements, selecting, choosing among different assessment methods and/or topics within a range and leading discussion in the classroom.
- Case studies used in assessments and class activities reflect the diverse student body.
- Teaching spaces are set up in a carousel arrangement, so students are naturally positioned to discuss concepts in an inclusive manner.
- Students are provided with the dates of all assessments at the start of their programme so that they can manage their time. They are encouraged to discuss any concerns with their module leader and personal tutor, who will support them in reflecting on their feedback to improve on further assessments.

E. Support for Students and their Learning

Students are supported by:

- Module leader for each module
- Personal tutor to advise on academic and non-academic issues.
- Course Director to help students understand the programme structure.
- Technical support to advise students on IT and the use of software.
- Student Hub
- An induction week at the beginning of the programme
- Course Representatives and Student Voice Committees
- FBSS Academic Support Centre
- Canvas – a versatile online interactive intranet and learning environment.
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- Students with disability - student support
- The Students' Union
- Careers and Employability Service
- Placement Tutor will visit during the placement and meet with the student and workplace supervisor.
- Guest speakers from other academic institutions, industry and course alumni
- Remote and physical access to specialist equipment in the computer lab (physical), online Power App and Behavioural Science Lab (physical).
- LinkedIn Learning – professional training to support and complement the academic syllabus.

Students will be introduced to their personal tutor during induction week and will have the opportunity to meet with them regularly throughout the academic year. They will be able to provide academic guidance, write references and direct students to other sources of support as needed.

Further support is provided through the Course Director. Learners have access to the full range of the university support services including the Student Academic Success Centres and English language support.

The Careers and Employability Service team will provide valuable guidance in supporting learners with their placements, whether work, research, entrepreneurial or study abroad. Through a series of workshops. Online resources and initiatives, each learner would receive support and guidance as how to position and job search, develop presentational and interview skills, learn self-awareness and emotional intelligence, work in teams, lead and develop negotiation skills. Each learner also undergoes profiling of their strengths and areas of further development through an assessment centre at the start of their programme and would be advised as how to develop their professional and skills with the help of the University career consultants and external contributors within the Professional Skills and Development module. The Placement Tutor will visit during the placement and meet with the learner and workplace supervisor.

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
- Student Voice Committee (SVC)
- Faculty Forums and the School Education Committee

- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs) and level surveys.
- Moderation policies
- Programme accreditation visits by BPS and ABP
- Industry Advisory Board

G. Employability and work-based learning

Employability is a key focus of the course. An emphasis on the advanced theoretical understanding of occupational psychology and on the acquisition of advanced research skills will help underpin the practice of working in the field and increase employability. Students will also develop transferable analytical skills that will enhance their employability in a range of sectors related to occupational psychology, such as psychological assessment, learning and development and consultancy. In addition, for employability prospects, students will be provided with a good understanding of the practice of building relations with clients, the contracting process, and code of conduct for occupational psychologists.

Employability is addressed in a number of ways within the course:

Self-awareness at the beginning of the course: In Induction and the first weeks of study, students are, through provision of materials and class discussion, equipped with the tools to understand their motivations, values and beliefs around work, their own skills and development needs, and the required knowledge, skills and behaviours of Occupational and Business Psychologists. They are encouraged from the beginning of the course to focus on where they want to go in their career, and to use the time at Kingston to address skill gaps and build their employability.

Learning Strategy: Across all modules, the strategy of translating theory into practice has been taken to ensure that all students see the contextual relevance of their learnings. Students through the course develop general organisational and consultancy skills such as presentation skills, report writing and data analysis skills. They are also equipped with specific professional practice skills and techniques such as critical incident interviewing, job analysis, career coaching skills, facilitation skills, action learning set skills which will increase their employability in the market.

Assessment Strategy: Where possible, coursework is designed to assess both academic and practitioner skills, for instance requiring students to base their statements and recommendations on science and data. This ensures that students have skills and abilities that can be applied both academically and in practice.

Networking: It is recognised that many employment opportunities are gained informally and therefore the course team has worked hard to ensure that the students build a network of relevant contacts within the course. This includes opportunities to meet and discuss with key academics and practitioners in the field through the Professional Skills and Development module, to the promotion of extra-class opportunities, competitions and events, to contact with individuals from the wider fields of HR, Business and Psychology, with the seminars, employability events and workshops offered across the Business School.

The programme will equip graduates for those careers in organisations where psychology can and should be applied for positive impact, hence:

- In developmental and strategic roles (e.g., people strategist, people and culture partner, developmental advisor, R&D, employee insight).
- In Leadership and management roles, or in any role where psychology can be utilised to positively impact the workplace and implement a change for the better, where the change can be from improving people's working life, to

make better selection and career choices for business sustainability, to create safer and healthier working environment, to lead the change and being an initiator of change.

- In more traditional roles (private/independent practice, consultancies, civil service, human resources, test publishing and research bodies).

Graduates can also choose to continue working towards a professional qualification in psychology, possibly becoming Chartered and Registered Occupational Psychologists following further training.

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. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

Developing employable graduates is at the heart of this programme. The integrated work placement programme is designed to provide our learners with the best opportunities for obtaining employment at the end of their degree, providing skills and experience that employers are looking for in their work force. These are supported by the services of the Placements team in the Faculty of Business and Social Sciences, as well as the central Careers and Employability Service (CES). Whilst it is the responsibility of individual students to secure their own placement, those services offer support in all stages of the application process through drop-in and scheduled events. These can be personalised to the students' needs from writing CVs and completing application forms to having mock interviews and assessment centre activities, giving students the opportunity to experience the competitive job application process.

The work experience enables students to apply their learning to the real-world environment of business industries, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. Students who undertake a period of work experience often benefit greatly from the time spent within industry, with real experience and work achievements to record on their CV.

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

The programme has taken into account and has been designed to apply with the requirements of:

- Academic Quality and Standards Handbook
- Quality Assurance Agency Framework for Higher Education Qualifications.

QAA Subject Benchmark: Master's Degrees in Business and Management.

https://www.qaa.ac.uk/docs/qaa/sbs/subject-benchmark-statement-business-and-management-masters-23.pdf?sfvrsn=3570a881_16

- British Psychological Society 'Code of Ethics and Conduct' (2021).
- British Psychological Society 'Standards for the accreditation of Masters & Doctoral programmes in occupational psychology' (2019).

- Health Professions Council 'Standards of Proficiency – Practitioner Psychologists' (2023).
- Health Professions Council 'Standards of Conduct, Performance & Ethics' (2016).

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 7								
		BH7804	BH7805	BH7807	BH7808	BH7809	BH7806	BH7811	BH7810	BA7777
Knowledge & Understanding	A1		S	S						
	A2	S					S			
	A3			S			S			
	A4					S		S	S	
Intellectual Skills	B1	S					S			
	B2				S					
	B3							S		
	B4				S	S				
Practical Skills	C1		S	S						
	C2									
	C3			S						
	C4		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.