

Programme Aim and Title	MSc Business Psychology
Intermediate Awards Available	Postgraduate Diploma Postgraduate Certificate
Teaching Institution(s)	UEL
Alternative Teaching Institutions (for local arrangements see final section of this specification)	AKMI Metropolitan College (AMC)
UEL Academic School	School of Psychology
UCAS Code	N/A
Professional Body Accreditation	This programme is not accredited by the British Psychological Society
Relevant QAA Benchmark Statements	This programme has been developed and will be reviewed using procedures in accordance with the QAA Quality Code
Additional Versions of this Programme	None
Date Specification Last Updated	March 2017

## Programme Aims and Learning Outcomes

The MSc is designed to provide the foundation for students wishing to become practising business psychologists.

This programme is designed to give you the opportunity to:

- Gain a thorough understanding of the discipline of business psychology
- Develop awareness and competence in practical and professional practice
- Gain a thorough knowledge of research methods and data analysis
- Develop a critical and reflective approach

What you will learn:

### Knowledge

- A thorough and contemporary knowledge of the discipline of business psychology
- A thorough and contemporary knowledge of research methodologies as applied to real world environments
- A knowledge of and exposure to real organisations with real issues to address

### Thinking skills

- Developing a critical approach to the evaluation of theories, models etc applied to the world of work

- Seeking evidence based research to support/refute some of the more fanciful claims of certain commentators on the workplace
- Developing confidence in the use of a range of research methodologies

#### Subject-Based Practical skills

- Designing a selection event
- Presenting complex data to a lay audience
- Undertaking a coaching intervention
- Carrying out an ergonomic analysis of a safety critical system
- Investigating a morale/motivation issue in the workplace
- Qualifying in the use of ability and personality tests

#### Skills for life and work (general skills)

- Becoming a more ethical practitioner: ethical considerations will underpin all teaching and ethical clearance will be required for the research dissertation
- Becoming a more effective team worker: teamworking skills will be covered and all coursework assignments will be carried out on small teams
- Becoming more effective in negotiating around sensitive and difficult organisational issues: consultancy skills will be taught and coursework assignments will often include supervised negotiated entry into organisations

## Learning and Teaching

#### Knowledge is developed through

- Weekend teaching sessions
- Independent reading and literature reviews
- Discussion and collaboration in study groups
- Specialist workshops
- Organisational visit
- External expert speakers

#### Thinking skills are developed through

- Reflecting on the research literature
- Reflecting on own organisational experience
- The process of conducting desk research for coursework and dissertation
- The process of conducting live research and interventions for coursework and dissertation

#### Practical skills are developed through

- Independent study and practice
- Practical tasks and presentations
- Supervision tutorials
- The practical interventions required in all coursework

#### Skills for life and work (general skills) are developed through

- The process of conducting live research and interventions for coursework and dissertation

- The practical interventions required for all coursework
- Working collaboratively with other students on complex and multifaceted coursework assignments

## Assessment

Knowledge is assessed by

- Carefully constructed coursework, each piece requiring theoretical knowledge, practical application and critical self-reflection.
- An extensive research dissertation requiring multiple skills of consultancy, research, technical knowledge, critical analysis and effective writing skills

Thinking skills are assessed by

- Critical self-reflections on experiences gained during coursework assignments

Practical skills are assessed by

- The practical element of all assignments, which requires student groups to undertake an intervention within an organisation, such as designing and running a training programme
- The research dissertation, which requires students to identify a real organisational or employment issue, to negotiate a contract with the client, and to gain access to staff within the organisation

Skills for life and work (general skills) are assessed by

- All coursework, which requires students to work together to complete assignments, often based in external organisations, which reflect the sorts of challenges faced by professionals in the field
- The quality of the coursework, which will depend in great part on how well the student groups work together. Again this interdependence with others reflects how professionals work in the field

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

## Work or Study Placements

N/A

## Programme Structure

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree programme.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree programme.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree programme.
- 7 Equivalent in standard to a Masters degree.

Programmes are made up of modules that are each credit weighted.

The module structure of this programme:

**Stage 1 Modules:**

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
7	GC7410	How Organisations Work	15	Core	N
7	GC7411	Helping Organisations to Change	15	Core	N
7	GC7403	Psychological Assessment in the Workplace	15	Core	N
7	GC7404	Research Methods & Dissertation 1	30	Core	N
7	GC7408	Core Counselling Skills and Processes	15	Core	N

**Stage 2 Modules:**

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
7	GC7406	Becoming a Professional Psychologist	15	Core	N
7	GC7407	Working in a Global Context	15	Core	N
7	GC7405	Research Methods & Dissertation 2	30	Core	N
7	GC7301	Coaching for Career & Professional Development	15	Core	N
7	GC7912	Multidimensional Flourishing	15	Core	N

*Please note: Optional modules might not run every year, the programme team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.*

**Additional detail about the programme module structure:**

This programme is divided into two stages. Stage 1 is the first semester for full-time students and the first year for part-time students. Stage 2 is the second semester for full-time students and the second year for part-time students. All students must complete 90 credits at Stage 1 and 90 credits at Stage 2.

A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.

The overall credit-rating of this programme is 180 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

## Programme Specific Regulations

N/A

## Typical Duration

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

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The duration of this programme is one calendar year full-time if enrolment is in September, and two calendar years part-time. For February enrolment, the duration becomes 15 months full time, and 27 months part-time.

The time limit for completion of a programme is six years after first enrolment on the programme.

## Further Information

More information about this programme is available from:

- The UEL web site ([www.uel.ac.uk](http://www.uel.ac.uk))
- The programme handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages
- The AMC web site ([www.mitropolitiko.edu.gr](http://www.mitropolitiko.edu.gr))

All UEL programmes are subject to thorough programme approval procedures before we allow them to commence. We also constantly monitor, review and enhance our programmes by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

N/A

## Alternative Locations of Delivery

This programme is also available for study at AKMI Metropolitan College (AMC) in Greece in both the English and Greek languages. Delivery is approved at both the Athens and Thessaloniki campuses in both full time and part time modes of study. The programme is taught by local staff.

For admission to the programme in the English language at AMC applicants must have:

Minimum 2:2 Honours in any degree.

In the case of applicants whose first language is not English - IELTS 6.0 (or equivalent).

Work experience is an advantage but not essential.

Students may be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes, or through an approved articulation agreement. Such applicants must be able to demonstrate and evidence that they have the required learning outcomes as listed in the modules for which they are seeking exemption.

AMC are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at AMC to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010.