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Programme Specification

1	**Awarding body**	University of London
2	**Teaching Institution**	**Birkbeck College**
3	**Programme Title(s)**	**MSc Organizational Psychology**
4	**Programme Code(s)**	TMSORPSY_C (part-time 2 years) TMSORPSF_C (accelerated distance learning 1 year)
5	**UCAS code**	N/A
6	**Home Department**	Organizational Psychology
7	**Exit Award(s)**	PG Diploma, PG Cert, MSc Organizational Behaviour
8	**Duration of Study (number of years)**	1 or 2
9	**Mode of Study (FT/PT/DL)**	FT/PT/DL
10	**Level of Award (FHEQ)**	7
11	**Other teaching depts or institution**	N/A
12	**Professional, Statutory Regulatory Body(PSRB) details**	British Psychological Society http://www.bps.org.uk/bpslegacy/ac
13	**QAA Benchmark Group**	N/A

14	**Programme Rationale & Aims**

The programme aims to:

1. Deliver a structured programme based on the BPS stage 1 (MSc) accreditation criteria to ensure a broad knowledge base in the field of occupational psychology.

2. Facilitate the development of critical thinking skills in order to evaluate theory and assess its application to organizational contexts.

3. Enable students to acquire sound research skills to develop their own independent investigations and to critically evaluate existing research investigations and findings.

4. Enable students to critically assess practices and procedures in occupational psychology.

5. Provide opportunities for students to engage in active learning and reflection through various means including peer instruction and feedback.

6. Make students aware of ethical issues in research and practice.

Distinctive Features:
The programme is offered on a one year accelerated or two-year part-time basis. Students may study either by network learning or through face-to-face, evening teaching. Network learning involves distance learning using printed course materials and computer

conferencing, and attendance at weekend workshops. Teaching and learning is across three terms

The programme is accredited by the British Psychological Society and contributes to the entry requirements for the stage 2 qualification in Occupational psychology, which confers eligibility for status as a Chartered Psychologist and registration with the Health Professionals Council as a practitioner psychologist (Occupational).

15	**Entry Criteria**

Students are normally required to hold at least a lower second class honours degree in psychology or an allied field from a recognised university. Management development professionals and consultants without a first degree but with suitable professional qualifications and at least 5 or more years' significant management experience in a range of organisations may be considered.

Students are normally expected to hold a good first degree (usually the equivalent of 2:2 or above) in psychology which fulfil the requirements for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS). Students who hold a good first degree in another subject are also considered for entry, but would need to complete a psychology conversion programme recognised by the BPS for meeting the requirements for GBC after completing the MSc if they wish to continue to stage 2 training. Management development professionals and consultants without a first degree but with suitable professional qualifications and at least 5 or more years' significant management experience in a range of organisations may be considered in line with Birkbeck's mission of widening participation.

16	**Learning Outcomes**

Subject Specific:

Students successfully completing the programme will:

1. Be able to demonstrate an in-depth knowledge of the theory and research that underpins the practice of occupational psychology as mapped out by the stage 1 (MSc) curriculum in Occupational Psychology.

2. Have developed the ability to carry out research in the field.

Intellectual:

Students successfully completing the programme will:

3. Be able to demonstrate critical, evaluative and creative thought.

4. Have considered the strengths and limitations of existing research in the field.

5. Have developed a critical understanding of some of the links between theory, research and practice.

Practical:

Students successfully completing the programme will:

6. Be able to apply their knowledge in the practice of occupational psychology.

7. Understand the ethical issues in operating as a practitioner in the field, and, if completing the dissertation, understand the ethical issues in carrying out research.

Personal and Social:

Students successfully completing the programme will:

8. Have developed networking, team working, presentation and communication skills.

9. Be prepared for lifelong learning and development in the field

18	**Learning, teaching and assessment methods**
	Students may study for the degree under one of two modes: the face-to-face, evening programme or the network learning programme. The programmes differ with regard to the range of teaching and learning methods used.

The evening programme employs traditional teaching methods like formal lectures, small group discussions and practical exercises, and student presentations of group work. The network learning programme employs online conferencing as the main mode of communication between staff and students. Computer conferencing involves participating in on-line discussions of set topics that are tutored by staff members in a similar way to an evening seminar. In addition to participating in online conferencing, network learning students attend five weekend workshops over the two years of the programme. These workshops provide the opportunity for students to meet face to face and offer learning via more traditional methods such as lectures, seminars, and practical exercises.

All students are provided with access to materials through the vle. This includes links to academic readings through Birkbeck elibrary and recordings of evening lectures and events through panopto as well as online exercises, summaries, links and reports identified by the module coordinators. The nwl conferences and evening lectures and seminars work in parallel drawing on the same materials, exercises and discussion questions. This structure enables students to pace their way through the modules. Although students are provided with these materials it is emphasised before and during the programme that they are expected to read more widely, and make use of the library resources. It is essential that they read beyond the provided materials in order to achieve the learning

Dissertation supervision consists of regular communication between students and their assigned dissertation supervisor. This usually takes place via a mixture of face-to-face meetings, email or telephone contact.

Student participation is encouraged in that most teaching sessions, including lectures, are extremely interactive. Students are encouraged to put forward points of view and ask questions in large group sessions, and most small group sessions consist of student interaction with input from the tutor to steer the discussion if it appears to be faltering and make sure that it covers the key learning points. The level of participation is partly determined by students, in that they are encouraged to support each other in debate. Tutors make sure that every student participates in group discussion/online conferencing.

Students' personal development is attended to in the following ways. Each student has a named personal tutor who provides advice on progress and any learning difficulties if requested. Several modules involve the development of transferable vocational skills: for example life career development which aims to encourage early consideration of the MSc in students' own career development in context whilst maintaining the rigour of academic of critical academic performance for which the programme is renowned, form the basis for the new career focus . The research project provides an important opportunity for students to engage in student-centred learning which is particularly appropriate to their current working lives and career plans. In addition, much learning is self-directed, and students develop important time management skills in planning their work.

Assessment methods used and rationale
All modules are assessed and the assessment criteria are described in detail in the Course Handbook.

The pass mark on each element is 50 per cent. All the elements need to be passed to obtain the MSc.

All examinations are unseen and marked blind, a sample is double marked by the second marker as per the department's marking and moderation policy. For coursework, samples are also subject to sample moderation.

The module tutor (usually the first marker) produces indicative answers to guide the assessment of the second marker.

The assessment criteria are related to the learning outcomes and the marking scales show how different levels of achievement relate to the learning outcomes. A range of assessment methods is used: essays, unseen examinations, presentations, and a research project. Advice is sought from external examiners on an annual basis as to whether the assessment methods are appropriate.

The assessment methods are appropriate to the training of independent professional practice in occupational psychology and organizational behaviour. The vast majority of students are graduates, so they are familiar with preparing coursework and sitting

examinations. A high level of literacy is expected of MSc graduates in occupational psychology.

Students receive individual written feedback on all assessed coursework within one month of the submission deadline. Feedback may take the form of narrative feedback and in some cases a feedback rubric may be used.   All feedback is available in moodle. Any students who fail an assessment are encouraged to seek advice from the school skills tutor about the structure and content of their next essay before writing it. The internal and external examiners are provided with copies of the clear criteria for assessment that explain how the marks relate to different categories of achievement. The assessment criteria are reviewed regularly, particularly in the context of the Examinations Board.

19	**Programme Structure**
	Description: The taught modules are mainly in year one providing a sound knowledge base and allowing time for the research project in year two. The different types of assessment are evenly spread over the two years of the programme. Each year contributes half of the assessment (90 credits). The deadlines for assessment submission are normally scheduled immediately after teaching is completed at the end of each term. Extensions are not permitted but students who have difficulties are advised to submit these in writing to the mitigating circumstances committee. *Please note that all modules on the MSc Organizational Psychology are CORE for BPS accreditation purposes. This means that modules must be taken and passed and compensated fails are not recognised for the award of MSc Organizational Psychology. Students with 180 credits including up to 30 credits awarded as compensated fails by the sub-boards in line with the CAS regulations may be offered the alternative award of MSc Organizational Behaviour by the sub-board. This award, which consists of the same modules as the MSc Organizational Psychology but with compulsory status, is **not** accredited by the BPS.

MSc programme part time distance learning 2 year				
Year 1				
Level	Module Code	Module Title	Credits	Status*
7	MOOP007H7	Life Career Development	15	Core
7	BUOB037H7	Research Methods	15	Core
7	MOOP009H7	Employee Relations and Motivation	15	Core
7	MOOP012H7	Learning and Development	15	Core
7	MOOP006H7	Selection and Assessment	15	Core
7	MOOP017H7	Leadership and Performance management	15	Core

Year 2				
Level	**Module Code**	**Module Title**	**Credits**	**Status***
7	MOOP005H7	Organization and Change Perspectives	15	Core
7	MOOP008H7	Work and Wellbeing	15	Core
7	BUOB042D7	Research Project	60	Core

MSc programme part time evening 2 year

Year 1				
Level	**Module Code**	**Module Title**	**Credits**	**Status***
7	MOOP007H7	Life Career Development	15	Core
7	BUOB037H7	Research Methods	15	Core
7	MOOP009H7	Employee relations and motivation	15	Core
7	MOOP012H7	Learning and Development	15	Core
7	MOOP006H7	Selection and Assessment	15	Core
7	MOOP017H7	Leadership and Performance Management	15	Core

Year 2				
Level	**Module Code**	**Module Title**	**Credits**	**Status***
7	MOOP005H7	Organization and Change Perspectives	15	Core
7	MOOP008H7	Work and Wellbeing	15	Core
7	BUOB042D7	Research Project	60	Core

MSc programme accelerated one year full time distance learning

Year 1				
Level	**Module Code**	**Module Title**	**Credits**	**Status***
7	MOOP007H7	Life Career Development	15	Core
7	BUOB037H7	Research Methods	15	Core
7	MOOP009H7	Employee relations and motivation	15	Core
7	MOOP012H7	Learning and Development	15	Core
7	MOOP006H7	Selection and assessment	15	Core
7	MOOP017H7	Leadership and performance management	15	Core
7	MOOP005H7	Organization and Change Perspectives	15	Core
7	MOOP008H7	Work and Wellbeing	15	Core
7	BUOB042D7	Research Project	60	Core

MSc programme accelerated one year full time evening

Year 1				
Level	**Module Code**	**Module Title**	**Credits**	**Status***
7	MOOPOO7H7	Life Career Development	15	Core
7	BUOB037H7	Research Methods	15	Core

7	MOOP009H7	Employee Relations and Motivation	15	Core
7	MOOP012H7	Learning and Development	15	Core
7	MOOP006H7	Selection and assessment	15	Core
7	MOOP017H7	Leadership and performance management	15	Core
7	MOOP005H7	Organization and Change Perspectives	15	Core
7	MOOP008H7	Work and Wellbeing	15	Core
7	BUOB042D7	Research Project	60	Core

Status*

CORE – Module must be taken and passed by student; COMPULSORY – Module must be taken, mark can be reviewed at sub-exam board; OPTIONAL – Student can choose to take this module

20	**Programme Director**	Dr Kate Mackenzie Davey
21	**Start Date** (term/year)	Pre 2000
22	**Date approved by TQEC**	Pre 2000
23	**Date approved by Academic Board**	Pre 2000
24	**Date(s) updated/amended**	29 April 2019