



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PROGRAMME DOCUMENT

MSc Applied Psychology

Academic Discipline of Psychology and Counselling

Yr Athrofa (Institute of Education and Humanities)

Revalidated

Version: December 2019

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1.1 Overview of the proposal

This section provides an overview of each award/programme title and its associated intermediate and exit awards.

Awarding Institution/Body:	University of Wales Trinity Saint David
PSRB(s) associated with final award:	n/a
Other accreditation:	n/a
Teaching Institution:	University of Wales Trinity Saint David
Award Title:	MSc Master of Science
Programme title/name:	Applied Psychology
Intermediate Award 1 (enrolable awards):	Choose an item.
	If programme title differs to the main award, specify
Intermediate Award 2 (enrolable awards):	Choose an item.
	If programme title differs to the main award, specify
Exit Award 1 (awarded on early exit of main programme):	Postgraduate Certificate
	If programme title differs to the main award, specify

Exit Award 2 (awarded on early exit of main programme):	Postgraduate Diploma	
	If programme title differs to the main award, specify	
Programme JACS or HECoS Code:	C810	
UCAS code:	UCAS code for a new programme will be added after validation	
Mode of attendance: (tick all that apply)	☒	Full-time
	☒	Part-time
Mode of study: (tick all that apply)	☒	On-campus
	☐	Online/distance learning
	☐	Blended (a mix of on-campus and online study)
	☐	Other (specify)
Duration:	☒	Standard (AQH 6.2)
	☐	Non-standard (specify)
Location(s) of delivery:	Swansea	
Language of delivery: (tick all that apply)	☒	English
	☐	Welsh

	☐	English and Welsh (bilingually)
	☐	Other (specify)
QAA Subject Benchmarking Statement(s):	• QAA Subject Benchmark statement for Psychology 2018.	
Other external benchmarks:	• QAA The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 • QAA Education for Sustainable Development: Guidance for UK Higher Education Providers June 2014 • Well-being of Future Generations (Wales) Act 2015 • QAA Master's Degree Characteristics Statement September 2015	

1.2 Module Summary Table

							Programme 1 (MSc Applied Psychology)	
JACS/ HECoS code and HESA Cost Centre	Module Code 1. Specify language of delivery if not English. 2. Specify mode of study if modules are not all the same mode.	Module Title	New or Existing (Revised) (ER) (list old module code) or Existing (Format updated) (EF) or Existing (Unchanged) (EU)	Credits	Level	Assessment summary	Module status CR = Core CM = Compulsory O = Optional	Is module shared with other programmes not included in this document? Y/N If Y, specify
100493 HESA104	ECAS7001	Applied Research Design & Analysis	New	30	7	Component 1 – 10% Practical: In class test (60 mins) Component 2 – 30% Coursework: Report (2,000 words) Component 3 – 30% Coursework: Report (2,000 words) Component 4 – 30% Practical: In class test (120 mins)	CM	N
100493 HESA104	ECAS7002	Professional Research Skills	ER (formerly M7X01445)	30	7	Component 1 – 70% Coursework: Portfolio of 5 research competencies plus 1,500 word reflective piece Component 2 – 30% Practical: Individual presentation (15 minutes)	CM	N

							Programme 1 (MSc Applied Psychology)	
100493 HESA104	ECAS7003	Behaviour change in context	New	30	7	Component 1 – 70% Coursework: Systematic review (5,000 words) Component 2 – 30% Coursework: Research proposal (2,500 words)	CM	N
100493 HESA104	ECAS7004	Ethical and professional challenges in Psychology	New	30	7	Component 1 – 30% Coursework: Reflective report (2,500 words) Component 2 – 70% Coursework: Essay (5,000 words)	CM	N
100493 HESA104	ECAS7005	Applied Psychology Research Dissertation	ER (formerly M7X01448)	60	7	Component 1 – 25% Practical: Individual presentation (30 minutes) Component 2 – 75% Coursework: Written Dissertation (12,000 words)	CM	N

EU – Existing Unchanged (no changes made, date remains as per last validation)

ER – Existing Revised (date to be changed to this point of validation, new code to be allocated if it meets the criteria defined in Appendix PV9, if so, note the existing module code in brackets e.g. ABCD1234 (formerly ABCD1000))

EF – Existing Format updated only (no changes made other than to place an existing module on the current module template – date remains as per last validation unless it is 5 years old and this is the official revalidation point)

1.3 Archiving of Modules

Can any existing modules be deleted and archived as a result of this proposal? YES ☒ / NO ☐

If YES, please list the relevant modules below and indicate when each existing module may be archived (if a module is being revised for the following year, you may need to keep the current version live until the end of the academic year, while students remain in the system):

Module Code	Module Title	Date to be archived (MM/YYYY)*
M7X01444	Society & Psychology	09/2020
M7X01446	Psychology & Health	09/2021
M7X01447	Applying Social Psychology	09/2021

1.4 Transition Arrangements for Students

Please provide an explanation of the transition arrangements for each level of the programme for each cohort (including dates of transition):

NEW STUDENTS

New students	Intake month and year i.e. when the programme will be introduced	Notes/explanation <i>If the programme has more than one intake annually, please explain the arrangements for each intake</i>
Level 7* FT	September 2020	
Level 7* PT	September 2020	

* Or appropriate first year Level depending on the programme

CURRENT STUDENTS

If current students are to be transitioned to the proposed programme, please provide an explanation of the transition arrangements for each level of the programme for each cohort (including dates of transition).

Please tick to confirm:

☒	Mapping of module equivalency has taken place (i.e. that the modules already undertaken taken by the student are equivalent to the learning that they would have undertaken in the proposed programme)
☐	Students will be informed/consulted about any material changes to the programme and their written consent to transition will be obtained.

Current students and direct entry	Month and year i.e. when the students will transition from the current version of the programme to the proposed version	Notes/explanation <i>If the programme has more than one intake annually, please explain the arrangements for each intake</i>
Level 7 FT	n/a – transition not required for FT	
Level 7 PT	September 2020	Part-time students starting in the 2019-20 academic year will have completed 60 credits under the original validation and will complete the two 30 credit research modules in the 2020-21 academic year. They will have therefore completed 120 credits and the same module content as they would have on the new programme, just with a difference in weighting of credits on the original two modules.

2. Programme: MSc Applied Psychology

2.1 Programme Structure

<i>Programme duration:</i>	<i>Eighteen months full time; 36 months part-time</i>
<i>Mode of study/delivery:</i>	On campus
<i>Pattern of attendance (Full-time and/or part-time):</i>	Full-time and part-time
<i>Credits and levels:</i>	180 Credits at Level 7 (Part one = 120 credits; Part Two 60 credits)
<i>Pattern of delivery:</i>	Three terms per academic year. Full-time students study 60-credits worth of modules per term during afternoon/evening classes across two evenings a week with modules running in parallel with each other. Part-time students study 60-credits worth of modules per year during afternoon/evening classes one night per week with modules running sequentially.
<i>Intake points and instances of module delivery:</i>	Full-time and part-time intakes in September. Each module is, therefore, delivered once annually.
<i>Module size:</i>	All modules are of 30-credits except the 60-credit Dissertation at level 7.
<i>Balance of compulsory and optional modules:</i>	All modules are compulsory
<i>Pre-requisite modules (please state module codes for the module and its pre-requisite):</i>	None

TYPICAL DELIVERY PLAN

The tables below indicate the typical delivery schedules for the programme for each pattern of attendance. The team reserves the right to re-organise the delivery of modules per semester, in accord with resource availability and student requests (which will be accommodated where feasible).

Full-time study

Module Code	Module Title	Module type	Credits
Year 1	Level 7	Term 1	Sept. to Feb.
ECAS7001	Applied Research Design & Analysis	Compulsory	30
ECAS7003	Behaviour change in context	Compulsory	30
Year 1	Level 7	Term 2	Feb. to May
ECAS7002	Professional Research Skills	Compulsory	30
ECAS7004	Ethical and professional challenges in Psychology	Compulsory	30
Year 1	Level 7	Term 3	May to March
ECAS7005	Applied Psychology Research Dissertation	Compulsory	60

Part-time study

Module Code	Module Title	Module type	Credits
Year 1	Level 7	Term 1	Sept. to Feb.
ECAS7001	Applied Research Design & Analysis	Compulsory	30
Year 1	Level 7	Term 2	Feb. to May
ECAS7004	Ethical and professional challenges in Psychology	Compulsory	30
Year 2	Level 7	Term 1	Sept. To Feb
ECAS7003	Behaviour change in context	Compulsory	30
Year 2	Level 7	Term 2	Feb to May.
ECAS7002	Professional Research Skills	Compulsory	30
Year 2	Level 7	Term 3	May to March
ECAS7005	Applied Psychology Research Dissertation	Compulsory	60

2.2 Programme Aims

The programme aims to develop the following:

1. A critical scientific understanding of the role of psychological research and theory in understanding, explaining and improving human social and health behaviour at an individual, organisational, and societal level.
2. A critical understanding of real-life applications of psychological theory, research and associated intervention design.
3. An ability to critically reflect upon own professional and ethical competencies and personal and professional development needs.
4. A range of in-depth independent research skills and methods for investigating and analysing applied experience and behaviour, underpinned by a critical understanding of ethical and research governance processes.
5. An in-depth knowledge of a specific area of research, leading to an ability to critically evaluate theory, research findings, and applications, and to develop scientifically rigorous and ethically sound research proposals.

2.3 Programme Learning Outcomes

Main Award: MSc

Upon the successful completion of this programme, the student should be able to demonstrate:

Knowledge and understanding (KU)

KU1	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights at the forefront of applied psychology.
KU2	A comprehensive understanding of research design, analysis and ethics applicable to applied psychology.
KU3	Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in applied psychology
KU4	Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in applied psychology
KU5	Conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1	Ability to deal with complex issues in relation to applied psychology both systematically and creatively, and communicate these academic arguments clearly to specialist and non-specialist audiences
CS2	Ability to make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
CS3	Demonstration of self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
CS4	Ability to advance their knowledge and understanding through self-study and to develop new skills to a high level
CS5	Ability to recognise the ethical, moral and professional issues in applied psychology and propose appropriate solutions

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1	Ability to conduct a systematic review of literature and to manage the collection and storage of associated information in a highly organised manner
PS2	Ability to identify, conduct and report an advanced range of statistical analyses using appropriate data formats
PS3	Ability to select, design and evaluate appropriate research materials for a variety of quantitative research questions and research designs
PS4	Ability to select, design and evaluate appropriate research materials for a variety of qualitative research questions and research designs
PS5	Ability to create an ethically and scientifically robust research proposal within the constraints of the proposal's remit.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1	Ability to exercise initiative and personal responsibility in the production and management of workload
KS2	Ability to engage in teamwork and to reflect upon this process.
KS3	Ability to present work to both academic and lay audiences in an appropriate manner
KS4	Independent learning ability required for continuing professional development

KS5	Ability to present work appropriately through different media to a high standard
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Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Intermediate/Exit Awards

Exit Award 1: PG Cert

Upon the successful completion of this award, the student should be able to demonstrate:

Knowledge and understanding (KU)

KU1	A systematic understanding of knowledge, and a critical awareness of some insights at the forefront of applied psychology
KU2	An understanding of a range of research design, analysis and ethics applicable to applied psychology
KU3	Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in applied psychology
KU4	Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in applied psychology
KU5	Conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1	Ability to deal with relatively complex issues in relation to applied psychology systematically
CS2	Ability to communicate academic arguments clearly to specialist and non-specialist audiences
CS3	Ability to recognise some of the ethical, moral and professional issues in applied social and health psychology and propose appropriate solutions

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1	Ability to engage with systematic literature searches and to manage the collection and storage of associated information in an organised manner
PS2	Ability to identify, conduct and report an advanced range of statistical analyses using appropriate data formats
PS3	Ability to select, design and evaluate appropriate research materials for quantitative and/or qualitative research.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1	Ability to exercise initiative and personal responsibility in the production and management of workload
KS2	Ability to present work to both academic and lay audiences in an appropriate manner
KS3	Independent learning ability required for continuing professional development.
KS4	Ability to present work appropriately through different media to a high standard

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Exit Award 2: PG Dip

Upon the successful completion of this award, the student should be able to demonstrate:

Knowledge and understanding (KU)

KU1	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights at the forefront of applied psychology
KU2	A sound understanding of research design, analysis and ethics applicable to applied psychology
KU3	Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in applied psychology
KU4	Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in applied psychology

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1	Ability to deal with a limited range of complex issues in relation to applied psychology in a systematic manner.
CS2	Ability to make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
CS3	Demonstration of self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
CS4	Ability to advance their knowledge and understanding through self-study
CS5	Ability to recognise the ethical, moral and professional issues in applied psychology and propose appropriate solutions

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1	Ability to conduct a systematic literature search and to manage the collection and storage of associated information in a highly organised manner
PS2	Ability to identify, conduct and report an advanced range of statistical analyses using appropriate data formats
PS3	Ability to select, design and evaluate appropriate research materials for quantitative and/or qualitative research.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1	Ability to exercise initiative and personal responsibility in the production and management of workload
KS2	Ability to engage in teamwork and to reflect upon this process.
KS3	Ability to present work to both academic and lay audiences in an appropriate manner
KS4	Independent learning ability required for continuing professional development.
KS5	Ability to present work appropriately through different media to a high standard

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

3. Module Details

Module Code	ECAS7001
Title	Applied Research Design & Analysis
Date	11/12/2019
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To develop critical knowledge of applied research design and associated analytical techniques (both qualitative and quantitative).
- To enhance students' understanding of good practice in data management and reporting in applied research in Psychology.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Be familiar with an advanced range of quantitative designs and statistical analytical techniques in Applied Psychology.
- Demonstrate strong quantitative data inputting and data screening skills using appropriate software.
- Identify appropriate qualitative approaches and their associated methodological considerations in Applied Psychology.
- Recognise and identify appropriate qualitative and quantitative analyses and interpret and report data appropriately.
- Present their work appropriately, within APA reporting frameworks, and with an understanding of requirements of data management frameworks and research governance.

INDICATIVE CONTENT

- **Statistical techniques** Delivered within the context of specific applied research design (see below) module coverage will introduce students to the following statistical techniques commonly used in the fields of applied psychology such as:
 - o Interpreting complex ANOVA designs: planned versus post-hoc comparisons
 - o Longitudinal data analysis
 - o Multiple regression techniques – methods and interpretation
 - o Multiple regression analysis – moderation and mediation
 - o Reporting effect sizes and confidence intervals

Quantitative Applied Research Design Students will explore the design issues and associated analytical techniques associated with a range of quantitative research designs in applied psychology.

- Sample size, statistical power, and effect size
- Exploring data; bias, data screening and data transformations
- Questionnaire and scale development
- Quantitative content analysis

Qualitative Applied Research Design & Analysis

- Interview studies: design issues and ethical considerations
- Focus groups: design issues and ethical considerations
- Interpretative Phenomenological Analysis: foundations, data collection and analysis
- Thematic analysis and thematic content analysis
- Alternatives to IPA: Grounded theory approaches and discourse analysis

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Skills Assessment 1	60 minute in class practical	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written quantitative results write-up	2,000 words	30%

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written qualitative results write-up	2,000 words	30%

Assessment Component 4

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Skills Assessment 2	120 minute in class practical	30%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	60%
Practical	40%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECAS7001	
Module Title	Applied Research Design & Analysis	
Classification	Reading List entry	Electronic*
Essential	APA (2019). <i>Publication manual of the American Psychological Association</i> (7th ed.). APA: Washington, DC	☐
Essential	Pallant, J. (2010) <i>SPSS survival manual : a step by step guide to data analysis using SPSS</i> 4th ed. Maidenhead: McGraw-Hill	☒
Essential	Brace, N., Kemp, R., & Snelgar, R. (2016). <i>SPSS for Psychologists</i> (6th ed.). Hants: Palgrave Macmillan.	☒
Essential	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> . London: Taylor & Francis.	☐
Essential	Cumming, G. (2012). <i>Understanding the new statistics: effect sizes, confidence intervals, and meta-analysis</i> . London: Routledge.	☒
Essential	Smith, J. (2015). <i>Qualitative psychology: A practical guide to research methods</i> (2nd ed.). London: SAGE.	☐
Essential	Smith, J & Larkin, M (2009). <i>Interpretative Phenomenological Analysis: theory, method & research</i> . London: SAGE.	☐

Module Code	ECAS7002
Title	Professional Research Skills
Date	11/12/2019
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To develop students' practical research skills by providing opportunity to gain hands on experience in preparing and applying research materials and working with a range of literature and data.
- To enhance students' wider professional skills through developing reflective, presentation and team-working skills.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate competencies in a broad range of practical research skills appropriate to the fields of applied psychology.
- Identify a range of ethical and professional issues and associated solutions associated with research processes.
- Demonstrate the ability to work effectively as part of a team and reflect upon their own personal development needs.
- Demonstrate ability to identify an ethically and scientifically rigorous approach to exploring an applied research question.
- Present their work appropriately, within appropriate ethical, research, and reflective frameworks, and with an understanding of requirements of critical thinking.

INDICATIVE CONTENT

This module is underpinned by practical skills-based work where students will work in a small group under the mentorship of a specific member of staff on dedicated research tasks in order to develop higher level research skills. Whilst mini-lectures will be used to deliver an overview of the module and general research competencies, the majority of the teaching will involve small group tutorials and independent practical-skills based work.

The specific subject area being explored will vary across tasks and groups but all students will have the opportunity to develop practical research skills in the following areas:

- Questionnaire & scale development: students will learn skills in scale development, piloting, factor analysis and evaluation of psychometric properties.
- Online data collection tools: students will be given the opportunity to create materials for online data collection tools such as survey gizmo/survey monkey and will gain an understanding of online ethics and data protection issues.

- Experimental task creation: students will have the opportunity to work with specific experimental tools e.g. Superlab, Inquisit to create materials suitable for use in applied research.
- Interviewing and focus group skills for applied research: this will offer students a hands-on approach to preparing research materials for qualitative data collection, planning effective qualitative data collection in different settings (including an awareness of gaining access and necessary approvals), and practical interviewing skills.
- Data protocols: students will be able to develop practical skills in the management of complex datasets, becoming familiar with the production of Data Analysis Protocols and structured processes for data inputting, data checking, data screening (including outlier identification), use of SPSS syntax files, and data transformations.
- Applied research ethics: this will provide students will practical experience in the preparation of recruitment materials for applied studies across different target populations (e.g., patient populations, children, those with low levels of literacy), and will involve the preparation of consent forms, information sheets, and debriefing/follow-up information.
- Manuscript preparation: students will be able to develop skills in the preparation of research data for submission to conferences or academic journals, developing skills in abstract preparation, data synthesis, and preparing research summaries for academic and lay audiences.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio of research competencies plus reflective piece	Element 1: evidence log and professional portfolio of five competencies (50%) Element 2: 1,500 word reflective piece (20%)	70%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minutes (10 minutes presentation plus five minutes questions)	30%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	70%
Practical	30%
TOTAL	100%

INDICATIVE READING LIST

Students will be expected to identify and engage in extensive use of appropriate primary source materials in the form of academic journals, specialised texts and policy documents of relevance to their chosen topic

Module Code	ECAS7002	
Module Title	Professional Research Skills	
Classification	Reading List entry	Electronic*
Essential	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> . London: Taylor & Francis.	☐
Essential	BPS (2018). <i>Code of human research ethics</i> . Leicester: BPS.	☒
Essential	APA (2019). <i>Publication manual of the American Psychological Association</i> (7th ed.). APA: Washington, DC	☐
Further	Pallant, J. (2010) <i>SPSS survival manual : a step by step guide to data analysis using SPSS</i> 4th ed. Maidenhead : Mcgraw-Hill	☒
Further	Ogden, J. (2019). <i>Thinking critically about research: a step by step approach</i> . Routledge: London	☐
Further	Brace, N., Kemp, R., & Snelgar, R. (2016). <i>SPSS for Psychologists</i> (6th ed.). Hants: Palgrave Macmillan.	☒
Further	Smith, J. (2015). <i>Qualitative psychology: A practical guide to research methods</i> (2nd ed.). London: SAGE.	☐
Further	Denzin, N., & Lincoln, Y. (2011). <i>The Sage handbook of qualitative research</i> (4th ed.). Thousand Oaks: Sage.	☐

Module Code	ECAS7003
Title	Behaviour change in context
Date	11/12/2019
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To provide students with an in-depth critical understanding of the individual, societal, and global factors that influence a range of human social and health behaviours.
- To develop a critical understanding of the science of behaviour change.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically analyse causes and potential solutions for current real-world issues at an individual, societal and global perspective.
- Critically reflect on the role of social cognition in predicting individual's responses to health and social threats and the extent to which these can inform effective behaviour change interventions.
- Critique the significance of behavioural science and models of behaviour change as applied to a range of current real-world issues.
- Demonstrate critical understanding of public understanding of science and the importance of effective scientific communication to lay populations.
- Present their work appropriately, within ethical and research frameworks, and with an understanding of requirements of critical thinking.

INDICATIVE CONTENT

- The biopsychosocial model of human behaviour, health inequality, and the public health framework of health.
- Behavioural science and theories of behaviour change; behaviour change wheel; implementation intentions.
- Social psychological theories of interpersonal and group conflict, prejudice reduction and conflict resolution.
- Political perspectives to explain social, developmental and environmental issues and inequalities.
- Frameworks for behaviour change intervention development and evaluation.
- Public understanding of science and communicating with lay populations.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Systematic Review	5,000 words	70%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Research Proposal	2,500 words	30%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Students will be expected to identify and engage in extensive use of appropriate primary source materials in the form of academic journals, specialised texts and policy documents of relevance to their chosen topic

Module Code	ECAS7003	
Module Title	Behaviour change in context	
Classification	Reading List entry	Electronic*
Essential	APA (2019). <i>Publication manual of the American Psychological Association</i> (7th ed.). APA: Washington, DC	☐
Essential	O'Doherty, K.C. & Hodgitts, D (2019). <i>The SAGE Handbook of Applied Social Psychology</i> . London: SAGE.	☒

Essential	Michie, S., Atkins, L., & West, R. (2014). <i>The behaviour change wheel: A guide to designing interventions</i> . London: Silverback Publishing.	☐
Essential	Wilson, F., Mabhala, M., & Massey, A. (2015). <i>Health improvement & well-being: strategies for action</i> . Berkshire: Open University Press.	☐
Essential	Rask, M., Mačiukaitė-Žvinienė, S., Tauginienė, L., Dikčius, V., Matschoss, K., Aarrevaara, T., & d'Andrea, L. (2018). <i>Public Participation, Science and Society Tools for Dynamic and Responsible Governance of Research and Innovation</i> , 1st Edition. New York: Routledge	☒
Further	Forshaw, M. (2011). <i>Critical thinking for psychology</i> . London: BPS Blackwell	☐
Further	Baumeister, R. F., & Bushman, B. J. (2014). <i>Social psychology and human nature</i> . Ontario, Canada: Wadsworth Cengage Learning.	☐
Further	Michie, S., West, R., Campbell, R., Brown, J., & Gainforth, H. (2014). <i>ABC of behaviour change theories</i> . London: Silverback Publishing.	☐

Module Code	ECAS7004
Title	Ethical and professional challenges in Psychology
Date	11/12/2019
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To provide students with an in-depth critical understanding of a range of ethical debates and controversies when applying psychology in real-world settings.
- To develop students' ability to critically reflect on their own professional challenges and development needs for working in the field of applied psychology.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critique the ethical significance of a range of theoretical and methodological issues associated with real world research in applied psychology.
- Demonstrate in-depth knowledge of ethical, legal and professional issues when working with individuals and groups.
- Critically discuss the challenges of applying psychological principles and intervention strategies within a group or community setting.
- Critically reflect on their own personal and professional development needs in relation to moral, ethical and professional standards.
- Present their work appropriately, within ethical and research frameworks, and with an understanding of requirements of critical thinking.

INDICATIVE CONTENT

- Research ethics in applied psychology – qualitative and quantitative research ethics; BPS code of Human Research Ethics; NHS ethical frameworks and the principles of research governance.
- Online ethics and internet mediated research: online research; social media ethics.
- Working with vulnerable people: ethical and professional codes of conduct and common moral dilemmas.
- Communication skills in applied psychology: persuasion, advocacy, and neutrality.
- Involving people in research, intervention design & service development: principles of co-design and co-production.
- The ethics of behaviour change.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written reflective report	2,500 words	30%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Essay	5,000 words	70%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Students will be expected to identify and engage in extensive use of appropriate primary source materials in the form of academic journals, specialised texts and policy documents of relevance to their chosen topic

Module Code	ECAS7005	
Module Title	Ethical and professional challenges in Psychology	
Classification	Reading List entry	Electronic*
Essential	APA (2019). <i>Publication manual of the American Psychological Association</i> (7th ed.). APA: Washington, DC	☐
Essential	Koocher, G. P., & Keith-Spiegel, P. (2016). <i>Ethics in psychology and the mental health professions: Standards and cases</i> . Oxford: Oxford University Press.	☐
Essential	BPS (2018). <i>Code of Ethics & Conduct</i> . Leicester, BPS.	☒
Essential	BPS (2018). <i>Code of Human Research Ethics</i> . Leicester, BPS.	☒

Essential	Kindon, S., Kesby, M., & Pain, R. (2007). <i>Participatory Action Research Approaches and Methods Connecting People, Participation and Place</i> (1.st ed., Routledge studies in human geography). Hoboken: Taylor and Francis.	☐
Essential	Farr, M. (2018). Power dynamics and collaborative mechanisms in co-production and co-design processes. <i>Critical Social Policy</i> , 38(4), 623-644.	☒
Further	Ersoy, A. (2017). <i>The Impact of Co-production: From Community Engagement to Social Justice</i> . Bristol: Policy Press	☐

Module Code	ECAS7005
Title	Applied Psychology Research Dissertation
Date	11/12/2019
Level	7
Credits	60
Pre-Requisites	Completion of part one

AIM(S)

- To develop higher order research skills by identifying and undertaking a piece of primary research related to applied psychology which demonstrates scientific and ethical rigour in all respects.
- To enable students to demonstrate self-direction, autonomy, and originality in identifying, tackling and solving issues of relevance to an applied research question in social and/or health psychology.
- To provide students with the ability to demonstrate a professional standard of presentation skills through the presentation of their work at an internal conference.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Conduct an in-depth systematic literature review critically appraising the evidence-base relevant to the dissertation topic.
- Design a research project identifying appropriate hypotheses/research questions and research methodology.
- Carry out primary data collection using appropriate tools and methodology in compliance with relevant legal, ethical and data requirements.
- Analyse data using appropriate quantitative and/or qualitative methods.
- Interpret and critique the project results and findings and report them in the required format.
- Reflect on the research process and methods and identify lessons learned for future research/practice.

INDICATIVE CONTENT

- The student will be required to work on his/her own initiative in the production of the dissertation on a specific research area under appropriate supervision.
- The student is expected to take full ownership of their own dissertation project under appropriate supervision, and to manage their time appropriately to ensure completion within the timescales.
- Workshops, small group tutorials and online learning associated with this module will provide students with an overview of the dissertation process including identifying

appropriate applied research questions, design, data collection methods and analytical processes.

- Each student will be allocated a supervisor with whom a contract of supervision will be drawn up (no more than 10 hours individual supervision).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	15	2%
Independent learning	585	98%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual presentation	30 minutes	25%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Dissertation	12,000 words	75%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	75%
Practical	25%
TOTAL	100%

INDICATIVE READING LIST

Students will be expected to identify and engage in extensive use of appropriate primary source materials in the form of academic journals, specialised texts and policy documents of relevance to their chosen topic.

Module Code	ECAS7005	
Module Title	Applied Psychology Research Dissertation	
Classification	Reading List entry	Electronic*
Essential	APA (2019). <i>Publication manual of the American Psychological Association</i> (7th ed.). APA: Washington, DC	☐
Essential	BPS (2018). <i>Code of human research ethics</i> . Leicester: BPS.	☒

Essential	Ogden. J. (2019). <i>Thinking critically about research: a step by step approach</i> . Routledge: London	☐
Further	Smith, J. (2015). <i>Qualitative psychology: A practical guide to research methods</i> (2nd ed.). London: SAGE.	☐
Further	Smith, J & Larkin, M (2009). <i>Interpretative Phenomenological Analysis: theory, method & research</i> . London: SAGE.	☐
Further	Pallant, J. (2010) <i>SPSS survival manual : a step by step guide to data analysis using SPSS</i> 4th ed. Maidenhead: McGraw-Hill	☒
Further	Brace, N., Kemp, R., & Snelgar, R. (2016). <i>SPSS for Psychologists</i> (6th ed.). Hants: Palgrave Macmillan.	☐
Further	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> . London: Taylor & Francis.	☒
Further	Cumming, G. (2012). <i>Understanding the new statistics: effect sizes, confidence intervals, and meta-analysis</i> . London: Routledge.	☐