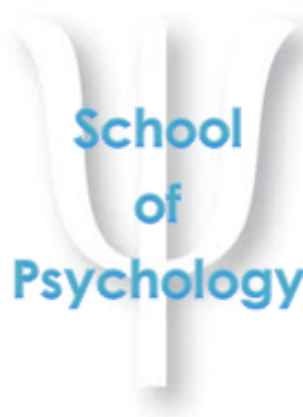




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Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David
SWANSEA - ABERTAWE

MSc Applied Social and Health Psychology

University of Wales Trinity Saint David
Swansea Campus



COURSE INFORMATION PACK FOR

PART-TIME APPLICANTS 2017-2018

Please note this document is for information purposes only and will be replaced with a formal handbook that will be made available during induction.

What does our MSc programme offer?

This Master's programme aims to develop you into a professional and employable psychological researcher. Through a novel mix of hands-on workshops, lecture and seminar debates and the exploration of up-to-the-minute real-world issues, students will develop solid postgraduate-level skills. You will also have the opportunity to work with academic staff and fellow students as part of a research team exploring an applied topical research question.

What career opportunities are available?

Graduates from this programme will be in a strong position to pursue further academic research pathways in the form of PhD study or academic research assistantship roles. Additionally, the skill set developed from this Master's programme will also make them highly attractive candidates for employment and professional career opportunities in non-academic organisations such as government agencies, voluntary sector organisations, the NHS, or in a range of private sector businesses involving project management and evaluation skills.

The MSc Applied Social and Health Psychology will allow students to:

Develop higher level knowledge, research and evaluation skills

Gain a critical understanding of the ways in which social and health psychology can be applied to contemporary real-world issues

Focus on the development of wider professional and research skills

Construct an academically robust Research Dissertation underpinned by Professional Research Skills and Applied Research, Ethics & Analysis modules

Assessment strategies:

The following assessment strategies have been specifically designed to enable students to demonstrate a broad range of academic, research and professional skills:

No Exams!

Formative interview

Professional presentation

Research portfolio

Practical skills assessment

Written assignments

Research papers

Entry requirements

Entry requirements for this Master's programme are typically a 2.1 honours degree or above in psychology (or closely-related subject). However, we may consider applications from those with a 2.2 honours degree in psychology with a minimum 2.1 dissertation mark, or those with equivalent related qualifications and experience (assessed through applicant interview).

Course delivery information

For 2017-18 this programme will run on a part-time basis only.

Part-time students will be expected to attend one day a week*:

Thursdays 2pm - 8pm

* For the Professional Research Skills module 2018-19 students will need to work with their team to clarify project work required outside of taught hours

Provisional dates for MSc Module Delivery 2017-18 Academic Year	
Start of teaching	w/c 2nd October 2017
Christmas break (3 weeks)	w/c 18 th Dec – w/c 9 th Jan
Teaching starts again	w/c 9 th Jan
Easter break (3 weeks)	w/c 2 nd April - w/c 20 th April
End of teaching	w/c 23 rd April

**FOR FURTHER INFORMATION CONTACT THE PROGRAMME
DIRECTOR DR PAUL HUTCHINGS ON 01792 482080 OR EMAIL
PAUL.HUTCHINGS@UWTSD.AC.UK**

MSc Applied Social and Health Psychology <i>Provisional Taught (Part 1) Timetable 2016-17</i>				
Thurs 29 th Sept	2pm – 4pm: Course Induction – all students to attend		4pm – 8pm: Intro to SPSS (optional but recommended)	
	Wednesday 2pm-4pm	Wednesday 6pm-8pm	Thursday 2pm-4pm	Thursday 6pm-8pm
w/c 2nd Oct			Induction to 2017-18 Academic Year	
w/c 9 th Oct			Personal Development Planning Meetings	
w/c 16 th Oct			<i>Intro to the Researcher Development Framework</i>	
w/c 23rd Oct				
w/c 30th Oct				
w/c 6 th Nov			Society & Psychology	
w/c 13 th Nov			Society & Psychology	
w/c 20th Nov			Society & Psychology	
w/c 27th Nov			Society & Psychology	
w/c 4 th Dec			Society & Psychology	
w/c 11 th Dec				
w/c 18 th Dec	<i>Christmas Break (3 weeks)</i>			
w/c 9 th Jan				
w/c 15 th Jan			Psychology & Health	
w/c 22nd Jan			Psychology & Health	
w/c 29 th Jan			Psychology & Health	
w/c 5 th Feb			Psychology & Health	
w/c 12 th Feb			Psychology & Health	
w/c 19 th Feb	Half term (no scheduled teaching)			
w/c 26 th Feb			Applying Social Psychology	
w/c 5 th March			Applying Social Psychology	
w/c 12 th March			Applying Social Psychology	
w/c 19 th March			Applying Social Psychology	
w/c 26 th March			Applying Social Psychology	
w/c 2nd April	<i>Easter Break (3 weeks)</i>			
w/c 23rd April	<i>End of teaching for 2017-18 (dissertation orientation session for those progressing to Part II)</i>			

Modules for 2017-18 Part-time Students

In 2017-18 we will be offering the following three modules, of which you complete at least two (please see the following pages for further details of these and other modules):

Society & Psychology (20 credits)

This module will critically consider how current real-world issues can be explored from a psychological perspective, in terms of local, global, political and social landscapes. This module is assessed through a systematic literature review.

Psychology & Health (20 credits)

Students will develop a critical understanding of health from an individual, societal and cultural perspective. This module will also cover health frameworks and inequalities in Wales, the UK, and globally. This module is assessed through a research proposal and essay.

Applying Social Psychology (20 credits)

This module seeks to explore how research in social psychology provides an evidence-based approach to understanding issues in the real world and as a tool for implementing change.

The Induction and Personal Development Process

Induction

The induction process is a hugely important introduction to the Master's programme and it is expected that all new or continuing part-time students will attend the scheduled induction sessions.

Personal Development Planning Process (PDP)

A core aim of this Master's programme is to develop the professional skills and competencies of our students in order to maximise their employability and increase awareness of ongoing self-development and training needs. Accordingly, this programme has built in an ongoing process of PDP planning and review with an allocated mentor.

PDP meetings will take place across the course of the year. Further details of this process will be given to you during the induction session.

Module information

This Master's is completed in two parts. Part One consists of all the taught elements of the degree programme, whereas Part Two will consist of the independent Research Dissertation.

Part One: September to April

- **Applied Research, Ethics & Analysis** (40 credits)
This module aims to develop in-depth, critical knowledge of applied research design, covering both quantitative and qualitative analytical techniques
- **Society & Psychology** (20 credits)
This module will critically consider how current real-world issues can be explored from a psychological perspective, in terms of local, global, political and social landscapes.
- **Professional Research Skills** (20 credits)
Students will gain hands-on experience in preparing and applying research materials, as well as working with a range of literature and data, and these skills will be presented through a portfolio and presentation.
- **Psychology & Health** (20 credits)
Students will develop a critical understanding of health from an individual, societal and cultural perspective. This module will also cover health frameworks and inequalities in Wales, the UK, and globally.
- **Applying Social Psychology** (20 credits)
This module seeks to explore how research in social psychology provides an evidence-based approach to understanding issues in the real world and as a tool for implementing change.

Part Two:
May to September

- **Applied Psychology Research Dissertation** (60 credits)
Students are required to identify and undertake a piece of primary research in an area of applied social and/or health psychology. This module will allow students to demonstrate a professional standard of presentation skills through the presentation of their work at an internal conference and to present their work in a written thesis.

Module title	Credit	Assessment Element(s)
Applied Research, Ethics & Analysis	40	Assessment component 1: Research design and ethics assignment: (20%), 2,500 word written assignment Assessment component 2: Practical skills assessment 1: Data input and analysis (10%), 90 minute in-class practical skills assessment Assessment component 3: 1,000 words written assignment: quantitative results write-up (20%) Assessment component 4: 1,000 words written assignment: qualitative results write-up (20%) Assessment component 5: Practical skills assessment 2: Data input and analysis (10%) 90 minute in-class practical skills assessment Assessment component 6: 1,000 words written assignment: quantitative results write-up (20%)
Society and Psychology	20	Assessment component 1: 5,000 word Systematic Literature Review (100%)
Professional Research Skills	20	Assessment component 1: Portfolio of research competencies Element 1: Evidence log of four competencies (50%) Element 2: 1500 word reflective assignment (25%) Assessment component 2: Ten minute individual presentation (25%)
Psychology and Health	20	Assessment Component 1: 2,500 words research proposal (50%) Assessment Component 2: 2,500 words written essay (50%)
Applying Social Psychology	20	Assessment Component 1: 2,500 words research proposal (50%) Assessment Component 2: 2,500 words written essay (50%)
Applied Psychology Research Dissertation	60	Assessment Component 1: 30 minute Presentation (25%) Assessment Component 2: 12,000 word written thesis (75%)

Payment and Fees

Please check <http://www.uwtsd.ac.uk/postgraduate-research/postgraduate-fees> for up-to-date information about fees

Career Development Loans

Our MSc is registered under the Career Development Loans Scheme (REG01-21192). Career Development Loans are offered by all the major banks and cover the cost of fees payment. For more information please see www.gov.uk/career-development-loans or call 0800 100 900 to assess your suitability and / or order an application pack. Please be aware that the application process requires students to complete a credit check, and students with a poor or limited credit history may not be considered eligible for the loan.

Module Information and Reading Lists

MODULE: Applied Research, Ethics & Analysis
CREDITS: 40

AIM(S)

- To develop in-depth and critical knowledge of applied research design and associated analytical techniques (both qualitative and quantitative).
- To enhance students' understanding of applied research ethics and research governance processes in various applied research domains.

SUMMARY OF CONTENT

This module aims to build upon the basic research design and analysis skills and knowledge students are expected to have attained at undergraduate level. The module will be delivered through a combination of lectures and practical workshops/research exercises.

Quantitative Applied Research Design Students will explore the design issues, associated analytical techniques (see above) and ethical issues associated with a range of quantitative research designs in applied social and health psychology. Delivered within the context of specific applied research design module coverage will then introduce students to the following statistical techniques commonly used in the fields of applied social and health psychology such as:

Qualitative Applied Research Design & Analysis Students will also develop an in-depth understanding and analytical skills in applied qualitative research design and analysis. Students will learn about the different theoretical foundations of different qualitative approaches and how these inform the development of appropriate data collection materials and associated analyses. A strong focus of this part of the module will be on the popular field of Interpretative Phenomenological Analysis, but this will be critically considered against alternative models of qualitative analysis, with module content covering:

ASSESSMENT

The number and type of assignments for this module have been deliberately selected to provide students with the optimum opportunity to display their learning given the credit weighting and learning outcomes necessary for this research module.

READING LIST (EXEMPLI GRATIA)

Essential Reading

Brace, N., Kemp, R., & Snelgar, R. (2012). *SPSS for Psychologists* (5th ed.). Hants: Palgrave Macmillan.

Smith, J.A. (2015). *Qualitative Psychology: a practical guide to research methods*. London: Sage.

AIM(S)

- To develop a systematic and critical understanding of current issues relating to the local and global political and social landscape of relevance to social and health psychology.
- To enhance students' understanding of how to communicate psychological concepts and theories appropriately to different populations.

SUMMARY OF CONTENT

The content of this module will encourage students to critically consider and identify how current real-world issues can be explored from a psychological perspective in order to understand, predict and improve well-being at an individual, organisational, and societal perspective. Students will be encouraged to contextualise the module both within Wales and the wider political context. By its very nature, therefore, this module will need to be responsive to current political and social issues facing the Welsh and global community and accordingly specific topics covered may vary year on year.

ASSESSMENT

Assessment component 1: 5,000 Systematic Literature Review (50%)

Exemplar: Conduct and report a systematic review of the literature exploring how psychological theories can be used to improve health outcomes of relevance to the current political landscape.

READING LIST (EXEMPLI GRATIA)

Essential Reading

Forshaw, M. (2011). *Critical thinking for psychology*. London: BPS Blackwell

Michie, J., & Cooper, C. (2015). *Why the social sciences matter*. Basingstoke: Palgrave Macmillan

MODULE:	Professional Research Skills
CREDITS:	20
JACS CODE:	C831

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.

SUMMARY OF 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 lectures will be used to deliver an overview of the module and general research competencies such as systematic literature searching, the majority of the teaching will involve small group tutorials and independent practical-skills based work. It will be expected that students will be able to demonstrate specific abilities in at least five of the following research competencies, one of which must be systematic literature searching.

- Systematic literature searching
- Questionnaire & scale development
- Online data collection tools monkey and will gain an understanding of online ethics and data protection issues.
- Experimental task creation
- Interviewing and focus group skills for applied research
- Data protocols
- Applied research proposals/ethics applications
- Manuscript preparation

ASSESSMENT

Assessment component 1: 75% Portfolio of research competencies:

- Element 1: An evidence log and professional portfolio showing evidence of four research competencies (50%)
- Element 2: 1,500 word reflective written summary (25%)
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Assessment component 2: 25% Individual Presentation to class (10 minutes):

Exemplar: Prepare and present an individual presentation on how the professional skills and empirical knowledge developed through the module could be applied to exploring a real-world issue of your choice.

READING LIST: The reading list for this module essentially matches many of those in the *Applied Research Ethics and Analysis* module given the focus of this module on the application of research knowledge/skills

AIM(S)

- To provide students with an in-depth critical understanding of the role of psychological research in understanding and improving health behaviours at an individual, organisational and global level.
- To develop a strong understanding of the models, theories, and approaches that underpin intervention development and evaluation in the context of applied health research.

SUMMARY OF CONTENT

Early module content will critically explore our understanding of health from an individual, societal and cultural perspective, exploring concepts such as quality of life, mental health, physical health, illness and wellness. Students will understand that “health” is a multi-faceted concept referring to a number of positive states of physical, mental, and social well-being and not just the absence of injury or disease, and that the concept of health has varied across cultures and time. The biopsychosocial model will be explored as a framework for understanding the complex interplay between psychological processes, social factors and biological and genetic factors in understanding and predicting health and health behaviours.

ASSESSMENT

Assessment Component 1: Research proposal (50%)

Assessment Component 2: Written assignment (2,500 words) (50%)

READING LIST (EXEMPLI GRATIA)

Reading list

Essential Reading

Connor, M., & Norman, P. (2009). *Predicting health behaviour*. (2nd ed). Berkshire: Open University Press

AIM(S)

- To provide students with an in-depth critical understanding of the role of social psychological research in understanding individual, organisational and global issues.
- To develop a strong understanding of the models, theories, and approaches that underpin evidence-based solutions in the field of social psychology.

SUMMARY OF CONTENT

This module will address how research in the field of social psychology can be used to provide an evidence-based approach to issues in the real world in areas such as politics and policy-making, conflict resolution, and consumer behaviour. It will examine the use of psychology both as a tool for understanding phenomena in the social world and also as a tool for implementing change. By the end of the module it is expected that students will have developed a good critical understanding of how we use theory and prior evidence to identify and design specific experimental research to explore phenomena in the real-world, whilst also recognising the limitations in both the scope of our design and the application of the findings to real-world issues.

ASSESSMENT

Assessment Component 1: Research proposal (50%)

Assessment Component 2: Written assignment (2,500 words) (50%)

READING LIST (EXEMPLI GRATIA)

Essential Reading

Baumeister, R. F., & Bushman, B. J. (2014). *Social psychology and human nature*. Ontario, Canada: Wadsworth Cengage Learning.

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.

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.

LEARNING AND TEACHING STRATEGY

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 and small group tutorials associated with this module will provide students with an overview of research methodology including design, data collection methods and analytical processes. Each student will be allocated a supervisor.

SUPERVISION AND MANAGEMENT STRATEGY

The research proposal will be discussed by the course team. The Programme Director will meet with the student to discuss the recommendations of the team and the options - continuation with acknowledgement of recommendations, with significant revision or in exceptional cases, mutual agreement to discontinue the dissertation. On the basis of the research proposal a relevant supervisor will be appointed as well as a second adviser where appropriate. The supervisor will be allocated so as to reflect the specific area of focus of the dissertation and provide effective and knowledgeable support. After this process students will register their dissertations for examination by the University of Wales using standard forms and procedures.

Subsequently a programme of individual and, where appropriate, small group tutorials will be agreed between the student and the tutor, defining the nature and frequency of meetings.

ASSESSMENT

Assessment Component 1

30 minute individual presentation (25%): Students will be required to present their dissertation to peers at an in-house mini-conference and will be assessed on their presentation skills, engagement and ability to demonstrate understanding of their dissertation.

Assessment Component 2

Written dissertation (75%): Students will be required to write up their study and submit a 12,000 word written thesis following standard psychology reporting conventions through three core chapters preceded by a brief summary of the thesis.

- Executive Summary (500 words)
- Systematic literature review (4,500 words)
- Research paper targeted at appropriate journal (4,500 words)
- Reflective chapter (2,500 words)

Reading list

Students will be expected to make use of the research methods and academic writing books used during Part One of the programme to inform all stages of their dissertation including the research proposal.

READING LIST (EXEMPLI GRATIA)

Essential Reading

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

APA (2010). Publication manual of the American Psychological Association (6th ed.). APA: Washington, DC.

<http://www.bps.org.uk/what-we-do/ethics-standards/ethics-standards>