

Programme Specification

1	Awarding body	University of London
2	Teaching Institution	Birkbeck College
3	Programme Title(s)	MSc Developmental Sciences MA Developmental Sciences
4	Programme Code(s)	TMADEVSC_C TMSDEVSC_C
5	UCAS code	N/A
6	Home Department	Psychological Sciences
7	Exit Award(s)	PG Dip; PG Cert
8	Duration of Study (number of years)	1 year (FT); 2 years (PT)
9	Mode of Study	FT X PT X DL
10	Level of Award (FHEQ)	7
11	Other teaching depts or institution	N/A
12	Professional, Statutory Regulatory Body(PSRB) details	N/A
13	<u>QAA Benchmark Statement</u>	N/A

14	Programme Rationale & Aims
	<p>The aim of this programme is to offer a detailed introduction to the methods and findings from modern Developmental Sciences, which will enable students from a variety of backgrounds to appraise these findings and carry out independent research projects appropriately (MSc) or integrate relevant literature into a comprehensive review (MA).</p> <p>The methods include biological, experimental, neuroimaging and genetic approaches, as well as survey and large-scale assessment methods more typical of social sciences (MSc). In the MA course, students will critically assess a body of literature in order to provide novel insights. The results cover the following broad areas: Neurobiology of development; genetics of development; Gene X Environment interactions; cognitive development; the role of family and peers in development; Social and economic constraints on child development.</p> <p>The programme is designed to be accessible for graduates from a range of disciplines in the human and life sciences, and for both full-time students over 1 year and part-time students over 2 years. This course provides access to world renowned developmental researchers and facilities with broad international appeal, combining Birkbeck's strengths in qualitative and quantitative psychological research. There is a focus on face-to-face teaching, with a part-time (day release) option.</p> <p>The MSc/MA in Developmental Sciences offers a unique combination of theoretical approaches to studying development (neurobiological, genetic, social policy) that enables an overview of all factors contributing to children's development.</p>

15	<p>Entry Criteria</p> <p>Candidates are normally expected to have a second-class honours degree (2:2) or above in psychology, cognitive science, education, behavioural sciences or relevant discipline. A strong understanding of research methods and statistics is expected for the MSc programme. Relevant professional experience of childhood and development may also be considered.</p> <p>This course is a recognised ESRC training pathway, and it is expected that some students will complete the course as the first year training component of a four year PhD (under the ESRC's 1+3 programme).</p>
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16	<p>Learning Outcomes</p> <p><i>On successful completion of this programme a student will be expected to be able to show:</i></p> <p>Subject specific:</p> <ul style="list-style-type: none"> Knowledge of the different theoretical positions underlying a range of areas within developmental science Practical knowledge of all phases of developing, conducting and reporting a research project(MSc); knowledge of all phases of researching and critically appraising a body of literature (MA). Understanding of conventions in psychological report writing and the purpose of each section within a research report Understanding the interplay between social biological contexts in child development Understanding and being able to evaluate the logical flow of a scientific research report Understanding the relation between research questions and research methodologies An understanding of a range of research designs and the conditions under which each is appropriate Understanding the relation between quantitative and qualitative research in developmental science Knowledge of a wide range of parametric and non-parametric univariate and multivariate statistical procedures, the conditions under which they may reasonably be applied, and how to interpret the results of the procedures Awareness of the principles of qualitative research and an understanding of techniques associated with some key qualitative approaches Understanding the ethical guidelines of the British Psychological Society and ramifications of ethical practice Understanding of how to critically appraise a book within the field <p>Intellectual:</p> <ul style="list-style-type: none"> Ability to articulate some similarities and differences between qualitative methods and to evaluate the arguments presented for and against qualitative methodology
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A critical appreciation of contemporary research and research methodologies across a number of areas within Developmental Science

Understanding alternative ways of addressing a research question and how to advance reported research

Critical thinking skills in relation to presenting and critiquing an argument

Evaluating theoretical assumptions underlying contemporary Developmental Sciences

Reviewing and assimilating existing topic-specific literature and formulating a research question

An ability to apply research methodologies to wider work/life situations

The ability to formulate and test hypotheses (MSc)

An ability to study a problem in-depth

Logical thinking (e.g., in relation to hypothesis testing)

Evaluation skills

Practical:

Enhanced essay and report writing

Enhanced numeracy in relation to understanding numerical data

General IT skills (use of web browsers, email, Word, PowerPoint, EndNote)

Subject specific IT skills (familiarity with SPSS; mainly MSc)

Ability to conduct literature reviews using electronic search tools, electronic journals and databases (PsycInfo)

Ability to summarise and assess contemporary research succinctly

An ability to apply a range of research methods to specific research questions

Data collection and analysis skills (MSc)

Ability to present data in a meaningful way, and to transform it into different presentational formats

Planning and organizational skills

Personal and Social:

Ability to work with others in small groups on practical research tasks

Ability to work independently

To effectively plan and organize substantive, medium-term, projects

Time management skills

To communicate effectively through both written reports and verbal presentations

An enhanced ability to appreciate (and formulate) a structured argument and to appreciate the theoretical assumptions underpinning such arguments

An understanding of the relevance of scientific research as reported in the media to everyday questions

An increased awareness of ethical issues and ethical practice

17	Learning, teaching and assessment methods
	<p>The programme includes lecture-based theory modules, practical laboratory modules and a supervised project (MSc) or a supervised dissertation (MA). The teaching styles will be matched to the content, and class sizes will be kept small or moderate (10–40) to encourage student participation, even in lecture-based modules.</p> <p>Two modules (advanced quantitative methods and qualitative methods) will feature lectures with laboratory/practical session. These will provide students with hands-on experience of using statistical software and practical experience of using qualitative methods in a relatively self-contained setting.</p> <p>One module (Generic Research Skills) will involve small group collaborative learning. The class will be split into smaller groups and each group will under the direction of the instructor explore solutions to generic organisational issues such as time management, IPR, organising large amounts of literature. It will involve presenting orally an outline of their possible research topic/dissertation.</p> <p>Four modules (Genetics of Development, Child development in a Global Context, Family Studies & Brain and Cognitive Development) will feature lecturing as well as guided discussion led by one member of academic staff.</p> <p>Students will be encouraged to also contribute to the discussion. This will provide students with an opportunity to question and understand the motivation for different methods when addressing different questions.</p> <p>All modules will involve self-directed learning in the form of self-paced reading and preparation for each of the sessions.</p> <p>The supervised research project/dissertation will be carried out under the supervision of a member of academic staff with research interests in the area of the project. This will provide students with access to a specialist in their project area who can provide expert advice on all aspects of the research. The project will also ensure that taught skills are exercised within a constructive environment during the course.</p> <p>Assessment procedures will ensure that students develop a portfolio of work over the duration of the programme, and feedback on coursework required for some of the modules will encourage personal development.</p>
18	Programme Description
	<p>Full Time:</p> <p>Term 1</p> <ul style="list-style-type: none"> Generic Research Skills Advanced Quantitative Methods Genetics of Development Families Qualitative Methods <p>Term 2</p> <ul style="list-style-type: none"> Developmental Cognitive Neuroscience Child Development in a Global Context Critical Book Review Dissertation

Year of entry: 2020/21

<p>Part Time:</p> <p>Year 1</p> <ul style="list-style-type: none"> Generic Research Skills Advanced Quantitative Methods Families Developmental Cognitive Neuroscience <p>Year 2</p> <ul style="list-style-type: none"> Genetics of Development Qualitative Methods Child Development in a Global Context Critical Book Review Dissertation

19	Programme Structure			
Full-Time programme – 1 year				
Year 1				
Level	Module Code	Module Title	Credits	Status*
7	PSYC077H7	Advanced Quantitative Methods	15	Compulsory
7	PSYC074H7	Qualitative Methods	15	Compulsory
7	PSYC062H7	Generic Research Skills	15	Compulsory
7	SCPS007H7	Genetics of Development	15	Compulsory
7	SCPS220H7	Child Development in a Global Context	15	Compulsory
7	SCPS149H7	Developmental Cognitive Neuroscience	15	Compulsory
7	SCPS157H7	Families	15	Compulsory
7	SCPS013H7	Critical Book Review	15	Compulsory
7	PSYC078D7/ SCPS008D7	MSc/MA Psychological Research Dissertation	60	Compulsory
Part-Time programme – 2 years				
Year 1				
Level	Module Code	Module Title	Credits	Status*
7	PSYC062H7	Generic Research Skills	15	Compulsory
7	PSYC077H7	Advanced Quantitative Methods	15	Compulsory
7	SCPS157H7	Families	15	Compulsory
7	SCPS149H7	Developmental Cognitive Neuroscience	15	Compulsory
Year 2				
Level	Module Code	Module Title	Credits	Status*
7	SCPS007H7	Genetics of Development	15	Compulsory
7	PSYC074H7	Qualitative Methods	15	Compulsory
7	SCPS220H7	Child Development in a Global Context	15	Compulsory
7	SCPS013H7	Critical Book Review	15	Compulsory
7	PSYC078D7/SCP S008D7	MSc/MA Psychological Research Dissertation	60	Compulsory

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	Regulations
	<ul style="list-style-type: none"> • Admissions This programme adheres to the College Admissions Policy http://www.bbk.ac.uk/registry/policies/documents/admissions-policy.pdf • Credit Transfer Accredited Prior Learning will be considered in line with the College Policy on Accredited Prior Learning http://www.bbk.ac.uk/registry/policies/documents/accreditation-prior-learning.pdf • Programme Regulations This programme adheres to the College Common Awards Scheme http://www.bbk.ac.uk/registry/policies/regulations • Programme Specific Regulations (or not applicable) N/A
21	Student Attendance Framework – in brief
	<p>The full version of the ‘Student Attendance Framework’ is available http://www.bbk.ac.uk/mybirkbeck/services/rules/Attendance-Framework.pdf .</p> <p>Principle Consistent and regular student attendance in class (or equivalent) promotes and affords student success. Inconsistent and irregular attendance is less likely to result in student success and is consistent with lower marks and degree classifications being achieved and awarded.</p> <p>Attendance expectation Birkbeck, University of London expects you to consistently attend all timetabled sessions, including lectures, seminars, group and individual tutorials, learning support sessions, workshops, laboratories, field trips, inductions and demonstrations.</p> <p>E-Registers All Birkbeck students are issued with student cards. Students are expected to take them to classes and to assessment venues and to present them to a member of staff if requested. This is for the purpose of identifying Birkbeck students.</p>
22	Student Support and Guidance
	<p>All Birkbeck students have access to a range of student support services, details can be found on our website here: http://www.bbk.ac.uk/student-services</p>
23	Methods of Enhancing Quality and Standards
	<p>The College has rigorous procedures in place for the monitoring and enhancing its educational provision. This includes regular monitoring of programmes drawing on feedback from various sources including external examiner's reports, student feedback, student achievement and progression data. In addition, departments are reviewed every four to five years through the internal review process that includes external input.</p>

Year of entry: 2020/21



	For more information please see the Academic Standards and Quality website http://www.bbk.ac.uk/registry/about-us/operations-and-quality .
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24	Programme Director	Dr. Natasha Kirkham
25	Start Date (<i>term/year</i>)	Autumn 2010
26	Date approved by TQEC	Summer 2010
27	Date approved by Academic Board	Summer 2010
28	Date(s) updated/amended	June 2019