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PROGRAMME SPECIFICATION

Name, title and level of final qualification(s)	**MSc Organizational Psychology** (Level 7)
Name and title of any exit qualification(s)	PG Dip Organizational Psychology PG Cert Organizational Psychology MSc Organizational Behaviour
Awarding Body	University of London
Teaching Institution(s)	Birkbeck, University of London
Home school/other teaching departments	Birkbeck Business School
Location of delivery	Central London/online only
Language of delivery and assessment	English
Mode of study, length of study and normal start month	Full-time (1 year) Part-time (2 years) September
Professional, statutory or regulatory body	British Psychological Society http://www.bps.org.uk
QAA subject benchmark group(s) Higher Education Credit Framework for England	N/A
Birkbeck Course Code	TMSORPIP_C (on-campus study) TMSORPMX_C (flexible study) TMSORPON_C (online study) TMSORPNL_C (network learning)
HECoS Code	100954
Start date of programme	Pre 2000
Date of programme approval	Pre 2000
Date of last programme amendment approval	November 2022
Valid for academic entry year	2023-24
Date of last revision to document	26/08/2022

Admissions requirements

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 fulfils 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.

Course 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 and organizational 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 full time, or two-year part-time basis. Students may study either by:

(1) **Network learning** – with a blend of weekend workshops in person and asynchronous online delivery using conferencing

or

(2) **In-person evening delivery** – combination of high-quality online material supplemented by in person seminars

(3) **Online delivery.** – if students opt to take the seminars online (synchronous)

(4) **Flexible study route –** a blend of online and on-campus where students select to take some modules in-person and some online.

For options 2) 3) and 4) the classes are in the evening usually commencing at 18.00 UK time.

All assessments can be taken remotely. Each module will be supported by recorded lectures and online materials.

In-person evening and online students will be asked to indicate their study preference on a termly basis for each relevant module. It is possible for in-person students to opt for one module on the online format. Online students are also able to opt for one module on the in-person evening format. **Students on the network learning programme are not able to take modules in another format.** Students on the network learning programme are however able to transfer onto one of the other routes in-between term times if they wish to change their mode of study.

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).

Course structure

Level	Module Code	Module Title	Credit	Comp Core/ Option	Likely teaching term(s)
Full-time -1 year					
7	MOOP007H7	Life Career Development	15	Core	T1
7	BUOB037H7	Research Methods	15	Core	T1
7	MOOP009H7	Employee Relations and Motivation	15	Core	T2
7	MOOP012H7	Learning and Development	15	Core	T2
7	MOOP006H7	Selection and Assessment	15	Core	T3
7	MOOP017H7	Leadership	15	Core	T3
7	MOOP005H7	Organization and Change Perspectives	15	Core	T1
7	MOOP008H7	Work and Well Being	15	Core	T2
7	BUOB042D7	Research Project	60	Core	T1-3
Part-time – 2 years					
Year 1					
7	MOOP007H7	Life Career Development	15	Core	T1
7	BUOB037H7	Research Methods	15	Core	T1
7	MOOP009H7	Employee Relations and Motivation	15	Core	T2
7	MOOP012H7	Learning and Development	15	Core	T2
7	MOOP006H7	Selection and Assessment	15	Core	T3
7	MOOP017H7	Leadership	15	Core	T3
Year 2					
7	MOOP005H7	Organization and Change Perspectives	15	Core	T1
7	MOOP008H7	Work and Well Being	15	Core	T2
7	BUOB042D7	Research Project	60	Core	T1-3

Core: Module must be taken and passed by student
Compulsory: Module must be taken but can be considered for compensated credit (see CAS regulations paragraph 24)

Option: Student can choose to take this module

How you will learn

Your learning and teaching is organised to help you meet the learning outcomes (below) of the course. As a student, we expect you to be an active learner and to take responsibility for your learning, engaging with all of the material and sessions arranged for you.

Each course is divided into modules. You will find information on the virtual learning site (Moodle, see Academic Support below) about each of your modules, what to expect, the work you need to prepare, links to reading lists, information about how and when you will be assessed.

Your learning for this course will be organised around the activities outlined below.

Teaching on this course will follow one of the following structures:

On Campus - a combination of lectures (pre-recorded) and seminars with a 30 minute Q&A

Online – a combination of lectures (pre-recorded and live online seminars with a 30 minute Q&A.

Network learning – Employs online computer conferencing as the main mode of communication between staff and students. Asynchronous conferencing involves participation in online discussion forums. Network learning students will also attend five in-person weekend workshops over the two years of the programme for part-time students or five in-person weekend workshops in one year for full-time programmes.

Lectures are designed to provide you with an outline or overview of the topic, to engage you with the material and direct you to other resources. They are a springboard for your own learning. Seminars are group sessions where you will be asked to contribute to discussion or group work around the topic, with material set in advance for which you need to prepare.

Students may study for the degree by evening study, as a blend of online and in person or fully online, or by network learning. The programmes differ with regard to the range of teaching and learning methods used and the opportunities for contact. The evening programme employs traditional teaching methods including recorded digital formal lectures, live Q and A sessions, 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. Asynchronous 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 E-library 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 are extremely interactive. Students are encouraged to put forward points of view and ask questions in large group sessions and through the online VLE, 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.

How we will assess you

The course will use a variety of assessment methods. Assessment is used to enhance your learning rather than simply to test it. For most of the modules associated with this course, your assessment will be through the following types of assessment:

Essays, reports, reflective assignments, formulating research proposals, research projects, and examinations.

The pass mark on each element is 50 per cent. All the elements need to be passed to obtain the MSc in Organizational Psychology (see below for the alternative award).

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, take home 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 organizational psychology.

Students receive individual written feedback on all assessed coursework within four working weeks 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.

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 credit is not recognised for the award of MSc Organizational Psychology. Students with 180 credits including up to 30 credits awarded as compensated by the sub-board 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.

Learning Outcomes

'Learning outcomes' indicate what you should be able to know or do at the end of your course. Providing them helps you to understand what your teachers will expect and also the learning requirements upon which you will be assessed.

At the end of this course, you should be able to:

Subject Specific:
1. 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. carry out research in the field.

Intellectual:
3. demonstrate critical, evaluative and creative thought.

4. consider the strengths and limitations of existing research in the field.

5. show critical understanding of some of the links between theory, research and practice.

Practical:
6. apply 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:
8. demonstrate networking, team working, presentation and communication skills.
9. Be prepared for lifelong learning and development in the field.

Careers and further study

MSc Organizational Psychology graduates can pursue career paths in psychology, human resources and management. Possible professions include:

- occupational psychologist
- human resources officer
- probation officer
- management consultant
- retail manager
- logistics and distribution manager.

Birkbeck offers a range of careers support to its students. You can find out more on the careers pages of our website.

Academic regulations and course management

Birkbeck's academic regulations are contained in its Common Award Scheme Regulations and Policies published by year of application on the Birkbeck website.

You will have access to a course handbook on Moodle and this will outline how your course is managed, including who to contact if you have any questions about your module or course.

Support for your study

Your learning at Birkbeck is supported by your teaching team and other resources and people in the College there to help you with your study. Birkbeck uses a virtual learning environment called Moodle and each course has a dedicated Moodle page and there are further Moodle sites for each of your modules. This will include your course handbook.

Birkbeck will introduce you to the Library and IT support, how to access materials online, including using Moodle, and provide you with an orientation which includes an online Moodle module to guide you through all of the support available. You will also be allocated a personal tutor and provided with information about learning support offered within your School and by the College.

[Please check our website for more information about student support services.](#) This covers the whole of your time as a student with us including learning support and support for your wellbeing.

Quality and standards at Birkbeck

Birkbeck's courses are subject to our quality assurance procedures. This means that new courses must follow our design principles and meet the requirements of our academic regulations. Each new course or module is subject to a course approval process where the proposal is scrutinised by subject specialists, quality professionals and external representatives to ensure that it will offer an excellent student experience and meet the expectation of regulatory and other professional bodies.

You will be invited to participate in an online survey for each module you take. We take these surveys seriously and they are considered by the course team to develop both modules and the overall courses. Please take the time to complete any surveys you are sent as a student.

We conduct an annual process of reviewing our portfolio of courses which analyses student achievement, equality data and includes an action plan for each department to identify ongoing enhancements to our education, including changes made as a result of student feedback.

Our periodic review process is a regular check (usually every four years) on the courses by department with a specialist team including students.

Each course will have an external examiner associated with it who produces an annual report and any recommendations. Students can read the most recent external examiner reports on the course Moodle pages. Our courses are all subject to Birkbeck Baseline Standards for our Moodle module information. This supports the accessibility of our education including expectations of what information is provided online for students.