

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>	
<b>Awarding Institution</b>	University of the West of England
<b>Teaching Institution</b>	University of the West of England
<b>Delivery Location</b>	Modules will be delivered by UWE Department academic staff and may assess learning from various partnership master classes.
<b>Faculty responsible for programme</b>	Health and Applied Sciences (via the University Shell Award Framework)
<b>Department responsible for programme</b>	Health and Social Sciences
<b>Modular Scheme Title</b>	University Shell Award Framework
<b>Professional Statutory or Regulatory Body Links</b> <i>Name of PSRB</i> <i>Type of approval</i> <b>Dates</b>	
<b>Highest Award Title</b>	MSc Professional Development (Psycho-Social Studies)
<b>Default Award Title</b>	MSc Professional Development
<b>Interim Award Titles</b>	PGDip/PGCert Professional Development (Psycho-Social Studies)
<b>UWE Progression Route</b>	Learners progress through credit accumulation
<b>Mode(s) of Delivery</b>	Part-time work-based
<b>Codes</b>	<b>UCAS:</b> <b>ISIS2: L99A12</b> <b>JACS:</b> <b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	This is a non-subject specific award within the context of psycho-social education and practice, where learning will be assessed via UWE work-based learning project modules
<b>CAP Approval Date</b>	3 July 2012
<b>Valid From</b>	September 2013
<b>Valid until Date</b>	September 2019
<b>Version</b>	1.2

**Part 2: Educational Aims of the Programme**

The MSc Professional Development (Psycho-Social Studies) programme aims to provide learners and/or organisations with the opportunity to enhance/acquire and apply knowledge and

## Part 2: Educational Aims of the Programme

skills specific to psycho social thinking, methods and intervention. All modules are work based learning, including the 'capstone' 60 credit module for award of Master. Therefore it complies with and exceeds the Shell Award Framework requirements, while offering and being informed by a psycho-social approach.

The general aims are to provide learners with:

- the opportunity to enhance their knowledge and skills and the ability to become more able, responsive and productive in their current or future roles by extending their current knowledge;
- the opportunity to develop intellectual, analytical and problem solving skills and encourage the development of mature and independent judgement;
- the skills to develop approaches to learning within the context of formal study as it relates to the workplace;
- an enthusiasm for enquiry and learning which will encourage learners to consider their studies as a stage of a lifelong educational process.

In addition the Shell Framework has been validated to:

- offer a means by which employers and/or individual learners can negotiate a programme of study that best suits their needs and requirements;
- provide the opportunity to have learning recognised for the award of credit;
- facilitate the widening of access to and participation in higher education;
- encourage participants in the Framework to develop as independent learners who take responsibility for their own learning.

The flexible nature of the award allows module gathering options, which will suit progression through work and the unforeseen demands of a career. The vocational orientation, alongside its flexibility and bespoke nature, makes the Shell Award Framework and this MSc far more able to respond to the needs of a working population than a standard programme.

The curriculum and structure of this MSc builds a progression that allows for increasing focus on professional practice and development. The arrangement of modules and balance of work based elements is designed to allow undergraduates to acquire further theoretical and research knowledge and skills and progress to a PG Certificate level, with a programme that bridges academic and work-based demands. This links to undergraduate curriculum recent change in emphasis and focus towards employability and vocational placements and is fully in line with the university's 2020 strategy.

## Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas, within the context of psycho-social education:

Learning Outcomes	Teaching, Learning and Assessment Strategies
<b>A Knowledge and Understanding</b>	
A Knowledge and understanding of	Teaching/learning methods and strategies:

### Part 3: Learning Outcomes of the Programme


<b>Masters Level (FHEQ Level 7):</b> <b>The Learner:</b> <ul style="list-style-type: none"> <li>• Can demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice</li> <li>• Can demonstrate a conceptual understanding that enables the student: <ul style="list-style-type: none"> <li>-to evaluate critically current research and advanced scholarship in the discipline</li> <li>-to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</li> </ul> </li> <li>• Can demonstrate 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 the discipline</li> </ul>		Teaching and learning methods and strategies will involve directed study tasks including the use of literature and reflective activities and learning from experience.  Activity will be cognisant of the University Work-Based Learning Policy.  <b>Assessment: Negotiated</b>  Assessment for the work-based learning elements of the programme is carried out through coursework, which typically comprises reflective essays and interviews, and work based projects. Assessment methods are used which reflect both the practical and applied nature of the programme. Assessment should include formative assessment of learning in context.
<b>B Intellectual Skills</b>		
<b>B Intellectual Skills</b> <b>Masters Level (FHEQ Level 7):</b> <b>The Learner:</b> <ul style="list-style-type: none"> <li>• Can deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences</li> <li>• Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level</li> </ul>	Teaching/learning methods and strategies:  Teaching and learning methods and strategies will involve directed study tasks including the use of literature and reflective activities and learning from experience.  Activity will be cognisant of the University Work-Based Learning Policy.  <b>Assessment: Negotiated</b>  Assessment for the work-based learning elements of the programme is carried out through coursework, which typically comprises reflective essays and interviews, and work based projects. Assessment methods are used which reflect both the practical and applied nature of the programme. Assessment should include formative assessment of learning in context.	
<b>C Subject, Professional and Practical Skills</b>		
<b>C Subject, Professional and Practical Skills</b> Many professional/practical skills and employability attributes can be developed within taught modules and modules for the assessment of experiential learning <b>Masters Level (FHEQ Level 7):</b> <b>The Learner:</b>	Teaching/learning methods and strategies:  Teaching and learning methods and strategies will involve directed study tasks including the use of literature and reflective activities and learning from experience.	

### Part 3: Learning Outcomes of the Programme

<ul style="list-style-type: none"> <li>• Can demonstrate a comprehensive understanding of techniques applicable to their own research or advanced scholarship</li> <li>• Can demonstrate a conceptual understanding that enables the student:             <ul style="list-style-type: none"> <li>-to evaluate critically current research and advanced scholarship in the discipline</li> <li>-to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses</li> </ul> </li> <li>•</li> </ul>	<p>Activity will be cognisant of the University Work-Based Learning Policy.</p> <p>Assessment: Negotiated</p> <p>Assessment for the work-based learning elements of the programme is carried out through coursework, which typically comprises reflective essays and interviews, and work based projects. Assessment methods are used which reflect both the practical and applied nature of the programme. Assessment should include formative assessment of learning in context.</p>
<h4>D Transferable Skills and other attributes</h4>	
<p><b>D Transferable Skills and other attributes</b>  <b>Masters Level (FHEQ Level 7):</b>  <b>The Learner:</b></p> <ul style="list-style-type: none"> <li>• Can demonstrate:             <ul style="list-style-type: none"> <li>-the exercise of initiative and personal responsibility</li> <li>-decision making in complex and unpredictable contexts</li> </ul> </li> <li>• Can demonstrate the qualities and transferable skills necessary for employment requiring:             <ul style="list-style-type: none"> <li>-the exercise of initiative and personal responsibility</li> <li>- decision making in complex and unpredictable situations</li> </ul> </li> <li>• Is able to continue to advance their knowledge and understanding, and to continue to develop new skills to a high level</li> <li>• Can demonstrate the independent learning ability required for continuing professional development</li> <li>•</li> </ul>	<p>Teaching/learning methods and strategies:</p> <p>Teaching and learning methods and strategies will involve directed study tasks including the use of literature and reflective activities and learning from experience.</p> <p>Activity will be cognisant of the University Work-Based Learning Policy.</p> <p>Assessment: Negotiated</p> <p>Assessment for the work-based learning elements of the programme is carried out through coursework, which typically comprises reflective essays and interviews, and work based projects. Assessment methods are used which reflect both the practical and applied nature of the programme. Assessment should include formative assessment of learning in context.</p>

### Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a **part time student**, including:  
 level and credit requirements  
 interim award requirements  
 module diet, including compulsory and optional modules

<b>ENTRY</b> 	<b>Year 1</b>	<b>Compulsory Modules</b>  Module 1: Affect, Emotion and Society UZSN7H-30-M  Module 2: Researching Beneath the Surface UZSN7U-30-M	<b>Optional Modules</b>  Students are required to choose 2x30 credits from the modules below	<b>Interim Awards</b>  PGCert Professional Development (Psycho-Social Studies)  60 credits in accordance with Academic Regulations
	<b>Year 2</b>	<b>Compulsory Modules</b>  Module 6: Evidencing Work-Based Learning UZSRUH-60- (used to assess the final major project)	<b>Optional Modules</b> Students are required to choose 2x30 credits from the modules below  Module 3:Evidencing Work-Based Learning UZSRUG-30-M  Module 4: Evidencing Work-Based Learning UZSRUK-30-M  Module 5: Conflict, cooperation and transformation UZSRUJ-30-M	<b>Interim Awards</b>  PGDip Professional Development (Psycho-Social Studies)  120 credits in accordance with Academic Regulations

### GRADUATION MSc Professional Development (Psycho-Social Studies)

### Part 5: Entry Requirements

The University's Standard Entry Requirements apply.

## Part 6: Assessment

Delete one of the following statements as appropriate

Approved variant to University Academic Regulations and Procedures

### Assessment Map

This work-based learning programme encompasses a range of **assessment methods** in the form of portfolio evidence which may include assessment tools, reflection on significant learning, assessment of professional and practical skills, learning contracts, action plans, formative and summative learning. The two EWBL modules offer the possibility of having a different work based focus and bespoke learning and assessment. Summative assessment is detailed in the following assessment map:

#### Assessment Map for MSc/PGDip/PGCert Professional Development (Psycho-Social Studies)

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio negotiated Assessment
Compulsory Modules Level M	Module 1: UZSN7H-30-M										A
	Module 2: UZSN7U-30-M										A
	Module 3: UZSRUG-30-M										A
	Module 4: UZSRUK-30-M or UZSSM8-30-M										A
	Module 5: UZSRUH-60										A

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

## Part 7: Student Learning

### Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

On the MSc Professional Development (Psycho-Social Studies) programme a learning contract per module identifies the needs of individuals within the cohort. The UWE work-based learning project modules will be a hybrid model whereby the pedagogy includes interactive workshops and learning in the workplace, together with critical reflection on learning and action learning principles.

### Description of Distinctive Features and Support

This programme is a development of an existing academic programme which started to build a reputation across the sector. The programme has work-based learning at its core and is entitled 'Professional Development (Psycho-Social Studies)' so that it clearly indicates that this is a professional pathway to becoming a professional psycho-social researcher/practitioner.

The Centre for Psycho-Social Studies at UWE had developed as a Centre of Excellence in the subject discipline nationally and internationally. The work of the Centre is continuing within the Social Science Research Group within a specific Psycho-Social theme. There are two academic journals: *Journal of Psycho-Social Studies* and *Organisational and Social Dynamics* and a thriving research culture. Students will benefit from this and contact with academics who are at the cutting edge of this field.

This programme may be used to assess learning from courses which are already delivered by well-established third sector organisations, such as Community Resolve. Past students have come from a number of local organisations, some with partnership links to our UWE faculty.

This link can expand in the future via the flexible University work-based learning Shell Award Framework, Departmental Evidencing Work-Based Learning project modules, and the Psycho-Social Studies team's previous experience and expertise in developing partnerships. It is planned to link into University CPD support and existing contacts to make significant contributions to the social care/health care sectors and the increasingly important third sector charities in the UK and overseas. The two EWBL modules offer the possibility of having a different work based focus and bespoke learning and assessment.

The UWE/Community Resolve and wider partnership team is committed to adult learning approaches that include the development of learning contracts and critical and independent enquiry for this work-based programme. Assessment methods reflect adult learning principles that allow students to shape and develop academic work that focuses on current work based learning. These may include written assignments, practice assessments and examination of professional/work profiles as part of a portfolio assessment.

The University with its partners is committed to providing an organized system of student support in relation to both academic and personal concerns, as detailed in the academic agreement.

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the



## Part 8: Reference Points and Benchmarks

design of the programme:

QAA subject benchmark statements

- The Shell Award Framework is validated as a non-subject specific work-based learning programme. In this instance the programme learning outcomes/level descriptors – which relate to the Framework for Higher Education Qualifications, Learning through Work and SEEC level descriptors - have been interpreted specifically by the professional/educational foci of the Evidencing Work-Based Learning Project Modules. The QAA Code of Practice, Section 9, Work-Based and Placement Learning 2007 has been used to benchmark this programme's innovative approach. Work-based learning is undertaken as the whole of this Masters programme. Learners engage with work-place environment, appropriate literature, and their critical reflective and practical skills are assessed against the programme learning outcomes. This collaborative programme falls within the wide spectrum of activities covered by the general guidance of Code of Practice, Section 2, Collaborative provision and flexible and distributed learning (Amplified version October 2010).

University strategies and policies

- The programme displays all of the characteristics of the University Work-Based Learning Policy 2009. It is aligned to the University latest strategy document 2020, which emphasizes the need to strengthen the vocational nature of our programmes.

Staff research projects

The following research has informed both the development of the Shell Award Framework and this specific route within it: A Longitudinal Evaluation of Work-Based Learning of Qualified Nurses (2009) Moore & Bridger (2009); Developing a reflective capacity within undergraduate education – the role of work-based and placement learning (2007) Lucus & Tan.

Employer interaction and feedback

- The market now requires a more flexible approach to postgraduate education than traditional taught masters' level programmes. This has become more apparent through successful collaboration with partners, which indicates a need for a more applied and work-based route for a Masters level course in Psycho-Social Studies.

This Masters programme, the MSc Professional Development (Psycho-Social Studies), is fully consistent both with the University's Mission Statement and with the strategic objectives of its 2020 strategy. It is aligned to the QAA's Framework for Higher Education Qualifications October 2014.

The teaching, learning and assessment strategies embedded in the MSc emphasize the development of the independent learner through its stress on student-centred learning. The programme also attends to the teaching staff's 'enthusiasm for teaching supported by continual development of their subject through an appropriate combination of research, professional practice, consultancy and engagement with the national Association for Psychosocial Studies and other international associations and networks. It is a central aspect of this MSc that it is supported by the current research interests of the teaching staff who are strongly research active in their field of Psycho-Social Studies.

The programme reflects the latest QAA's Framework for Higher Education Qualifications October 2014 which specifies that 'much of the study undertaken at Masters level will have been at, or informed by, the forefront of an academic or professional discipline'. The Framework also states that students will have shown both 'a systematic understanding of knowledge' and an 'originality in the application of knowledge'. The aim of this MSc is to provide knowledge and understanding



## **Part 8: Reference Points and Benchmarks**

of psycho-social approaches and to enhance the students' ability to apply this knowledge to a range of work settings, cultural, social and political issues. It addresses the need for students' acquisition of 'a comprehensive understanding of techniques applicable to their own research or advanced scholarship'. Finally the Framework states the students should demonstrate an understanding of 'how the boundaries of knowledge are advanced through research' and a capacity 'to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems'. These skills are tested throughout the award. The former is particularly emphasized in the final project.

The embedding of psycho-social studies at Masters level within the shell framework offers a further step in relation to a student centred focus and the added flexibility is especially important for employers and professionals.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.