

**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 will assess learning from various partnership master classes.
<b>Faculty responsible for programme</b>	Health and Life Sciences (via the University Shell Award Framework)
<b>Department responsible for programme</b>	Sociology and Criminology in Health and Applied 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>	1.1

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

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

## Part 2: Educational Aims of the Programme

skills specific to psycho social thinking, methods and intervention.

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.

## 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>	
<p><b>A Knowledge and understanding of Masters Level (FHEQ Level 7):</b>  <b>The Learner:</b></p> <ul style="list-style-type: none"> <li>• Can demonstrate an in-depth knowledge base relating to their area of work and the ability to extend this into the wider context and area of practice</li> <li>• Can develop and critically evaluate a range of practical theories, ideas and models, including to overcome dilemmas and find ways forward in problematic situations</li> <li>• Can research, analyse and evaluate information to identify interrelationships between wider systems in which their own work is located</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><b>Assessment: Negotiated</b></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</p>

**Part 3: Learning Outcomes of the Programme**

	applied nature of the programme. Assessment should include formative assessment of learning in context.
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**B Intellectual Skills**

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**Masters Level (FHEQ Level 7):**  
**The Learner:**

- Can develop innovative ways forward in complex and unpredictable situations
- Can develop novel approaches to systems

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.

Assessment: Negotiated  
 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.

**C Subject, Professional and Practical Skills**

**C Subject, Professional and Practical Skills**  
**Masters Level (FHEQ Level 7):**  
**The Learner:**

- Can operate substantial investigation to address significant areas of their own work practice using methodologies which are consistent with their purposes and contexts
- Can critically evaluate thinking, action and structural factors operating in the area of their own work practice, including underlying assumptions, and identifying implications for wider systems beyond the area of practice

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.

Assessment: Negotiated  
 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.

### Part 3: Learning Outcomes of the Programme

#### D Transferable Skills and other attributes

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##### Masters Level (FHEQ Level 7):

##### The Learner:

- Can evaluate alternative implications of different issues and courses of action and can reflect on own and others' functioning in order to improve practice
- Can evaluate and manage dilemmas and value-conflicts
- Can evaluate and act on interrelationships between wider systems in which the area of practice is located
- Can demonstrate a level of personal and contextual awareness and the ability to adjust approach according to need
- Has independent learning ability

##### 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.

##### Assessment: Negotiated

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.

**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

<p><b>ENTRY</b></p> 	<p>Year 1</p>	<p>Compulsory Modules</p> <p>Module 1: Evidencing Work-Based Learning UZVRYC-40-M (for the assessment of Psycho-Social research methods learning, see appendix)</p> <p>Module 2: Evidencing Work-Based Learning UZWSGS-40-M (for the assessment of Psycho-Social theories and relational practice learning, see appendix)</p>	<p>Optional Modules</p>	<p>Interim Awards</p> <p>PGCert Professional Development (Psycho-Social Studies)</p>
	<p>Year 2</p>	<p>Compulsory Modules</p> <p>Module 3: Evidencing Work-Based Learning UZYRYD-40-M (for the assessment of conflict and community transformation learning, see appendix)</p> <p>Module 4: Evidencing Work-Based Learning UZRYA-60-M (used to assess the final major project, see appendix)</p>	<p>Optional Modules</p>	<p>Interim Awards</p> <p>PGDip Professional Development (Psycho-Social Studies)</p>

**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. Summative assessment is detailed in the following assessment map:

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

		Type of Assessment*									
		Ins. 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
<b>Compulsory Modules Level M</b>	<b>Module 1:</b> UZVRYC-40-M										A
	<b>Module 2:</b> UZWRGS-40-M										A
	<b>Module 3:</b> UZYRD-40-M										A
	<b>Module 4:</b> UZVRYA-60-M										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 new programme is a development of an existing academic programme (see Appendix), which has started to build a reputation across the sector. The programme has work-based learning at its core and will be 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 has developed as a Centre of Excellence in the subject discipline nationally and internationally. The Centre, now reconstituted and expanded as the Centre for Understanding Social Practice (CUSP), hosts conferences, guest speakers, and an annual seminar programme. There are two academic journals: *Journal of Psycho-Social Studies* and *Organisational and Social Dynamics*. Students will benefit from a thriving research culture and contact with academics who are at the cutting edge of this field.

This programme will be used to assess learning from courses which are already delivered by two existing well established third sector organisations, Community Resolve and Severnside Institute for Psychotherapy. These have been successful CPD courses which have contributed to a UWE Masters Degree for a number of years now. There are a further two organisations that have either already placed staff on the existing Masters programme, or who have expressed an interest in doing so in the future, or who are interested in shaping new facets of professional development. They are Gloucestershire Counselling Service (an existing partner at Foundation Degree level) and Somerset Counselling Centre (who have placed staff on existing programmes). Examples of other employees who have recently sought the Psycho-Social Studies masters programme for professional development are from the Mulberry Bush School and the Red Cross.

This link to the third sector can expand in the future via the flexible University work-based learning Shell Award Framework and Departmental Evidencing Work-Based Learning project modules, and the Psycho-Social Studies team's previous experience and expertise in development partnerships. It is planned to link into University CPD support and existing CPSS/CUSP data bases and contacts to make significant contributions to the NHS and related social care/health care sectors and the increasingly important third sector charities in the UK and with overseas focus.

In future, a further emphasis will be added to the programme to do with Relational Practice in management, social care and the professions. This will be trialed initially by new CPD programmes currently being developed. This is broadly informed by and in line with the developing research area promoted by the new Centre for Understanding Relational Practice (CURP).

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

## Part 7: Student Learning

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.

The University with its partners are 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 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.

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) Lucas & 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 to develop a more applied and work-based route for a Masters level course in Psycho-Social Studies.

This Masters programme, the MSc Psycho-Social Studies (Integrated Professional Development), is fully consistent both with the University's Mission Statement and with the strategic objectives of its Learning and Teaching Strategy. It has also been designed in light of the QAA's Framework for Higher Education Qualifications.

The strategic objectives of the University's Learning and Teaching Strategy include a commitment to 'a student-centred approach, that encourages students to take responsibility for



## Part 8: Reference Points and Benchmarks

aspects of their learning, and teachers to take responsibility for facilitating that learning'. The teaching, learning and assessment strategies embedded in the proposed MSc emphasize the development of the independent learner through its stress on student-centred learning. The Learning and Teaching Strategy 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 Subject Centres'. 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.

Therefore the programme reflects the QAA's Framework for Higher Education Qualifications 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 such an understanding of psycho-social theory and to enhance the students' ability to apply this knowledge to a range of work settings, cultural, social and political issues. 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.

**MSc Professional Development (Psycho-Social Studies)**

**Themes: Psycho-Social Theories, Research methods and Intervention**

The new curriculum will cover three main areas 1) Psycho-Social Research Methods, 2) Psycho-Social theory and Relational Practice: Psychoanalytic Theories and Theories of Affect and Identities, and Relational Practice in management and social care.3) Community and Conflict Transformation: Conflict Resolution/Transformation and Community Tensions, and will be integrated by work based learning in each module but also via the 60 credit module for award of Master.

Evidencing Work Based Learning Module 1	Evidencing Work Based Learning Module 2	Evidencing Work Based Learning Module 3	Evidencing Work Based Learning Module 4
UZVRYC-40-M	UZWSGS-40-M	UZYRYD-40-M	UZVRYA-60-M
Psycho-Social Research Methods	Psycho-Social theories and Relational practice	Conflict and Community Transformation	Final project

**Module 1**

Covering material from previous modules titled Researching Beneath the Surface (UZSN7U-30-M) and elements of Researching the Unconscious (UZSN8B-30-M)

Models and processes of unconscious functioning and their implications for research.

- Introduction to outcome research methods, including Core Outcomes in Routine Evaluation.
- Reflective methods of assessment and research, creative writing and autobiography.
- The role of the imagination, dreams and reverie in forming and guiding research.
- Case study writing and the communication and role of affect in research.
- Transcript analysis and methods.
- Life cycle and life history research.
- Attachment based approaches to research, working alliance inventories.
- Transference and counter transference in the research process.
- The organisational context and institutional aspects of research

Assessment: work based learning portfolio.

**Module 2**

Covering material from previous modules titled Affect Emotion and Society (UPZN7H-30-M) Psychoanalytic Theories and Concepts (UPPN5C-30-M) and Identities (UZSN8D-30-M) in existing MSc Psycho-Social Studies)

- This module is designed to help students engage with a complex and evolving field of Psycho-Social understanding that explores the links between body, emotion and society and to help you explore the psychoanalytic, sociological and philosophical underpinnings of a Psycho-Social approach in the social sciences.

- It involves critical grasp of the contribution of key figures within the psychoanalytic tradition to an understanding of the unconscious and its expression in human development and relationships and an ability to make self-reflexive connections between the course material and professional and personal experience.
- Both sociological and psychoanalytic theories and concepts aim to provide students with a firm and broad-based grasp of the emotional and social underpinnings of identity and their implications for personal value choice, social and political behaviour.
- To enable students to gain a deeper understanding of the intricate relationship between emotional and social factors involved in identity formation, a series of engaging and lively case-studies are provided. They focus on the social dynamics of racialisation, racism, gender politics, social class, the formation of professional identities and the identifications and values of political and group behaviour. The module will also cover the neuroscience of identity, intergenerational dynamics and identity in relation to politics, groups and organisations.

Assessment: work based learning portfolio

### **Module 3**

Covering material from previous modules titled Addressing Community Tensions (UZSN5-30-M) or Addressing Community Tensions: Conflict, Communication and Transformation (UZSN5R-30-M) depending on CPD and student need.

**The course structure encourages policy makers, practitioners, academics and interested others to share their experience to explore:**

- Definitions, dynamics and analysis of local community conflicts
- Potential obstacles to building community cohesion and resilience
- Underlying elements in all conflict: power, culture, social 'norms'
- Relevant theory and practice from a range of disciplines, including international peace building and psycho-social studies
- Strategic design and evaluation of conflict-related interventions.

Assessment: work based learning portfolio

### **Module 4**

Work based final project of 12,000words