	PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	MSc
4	**Programme Title**	MSc Psychology (Foundations in Clinical and Health Psychology)
5	**Programme Code**	5202F
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	
8	**FHEQ Level**	Level 7
9	**Last updated**	May 2012

10	**Programme Aims**

The general aim of the programme is to furnish students with the knowledge, understanding and skills which will best equip them to be competitive in the marketplace for jobs in the clinical and health psychology sectors. Ultimately, it is expected that graduates will find employment in these sectors and will be equipped with the necessary skills to be able to succeed in their chosen profession. The programme will enhance the prospects of those students who wish to go on to apply for further study, for example a vocational Doctoral training in Clinical Psychology or IAPT training.

11	**Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the areas of Clinical and Health Psychology as follows.

Knowledge and Understanding

On completing the programme students should be able to:

A1 demonstrate advanced knowledge and understanding of the theories, research methods, history, culture and professional issues of the broad areas of Clinical and Health Psychology.
A2 understand how to access and synthesise information and formulate subsequent argument.
A3 understand the professional context (The NHS, other contexts, ethical issues and the legislation under and in which Clinical and Health Psychologists work).
A4 demonstrate a knowledge of where and how to access the evidence base for the conditions, aetiology, maintaining factors, interventions and therapies associated with Clinical and Health Psychology.

Teaching and Learning Methods

Students' learning will primarily be facilitated by lectures and small group work (A1,A4), problem based learning (PBL) exercises (A1, A3), presentations and debate (A2). Students will be encouraged to supplement taught material with independent and guided reading. Knowledge and understanding is further supported by individual supervision of the dissertation in the third semester.

Assessment Strategy
There will be a range of different assessments reflecting the range of expertise, knowledge and skills required of students, including exams (seen and unseen), essays, presentations, a research dissertation, portfolio and in-class tests. Feedback on form and content will be used to encourage reflection and improvement in students' communication skills.

Intellectual Skills
On completing the programme students should be able to: B1 gather information from a variety of sources and synthesise it in an appropriate way. B2 evaluate and interpret theoretical, historical and cultural concepts of the principal areas in Clinical and Health Psychology and articulate the arguments around them. B3 critically evaluate the evidence for these ideas. B4 tolerate and understand different points of view.

Teaching and Learning Methods
Students will be introduced to the wide range of evidence and opinion by the programme instructors (B2). Cognitive and critical skills (B1-B3) will be nurtured through seminars, PBL exercises, essays, tests and the dissertation. Some coursework and teaching sessions will actively facilitate the development of critical thinking (B4).

Assessment Strategy
Intellectual skills (B1-B4) will be assessed by essays, written examinations and tests. Additionally, B1 will be assessed by a portfolio of evidence.

Practical Skills
On completing the programme students should be able to: C1 identify, locate and retrieve clinical and health psychology source material. C2 plan and carry out a substantial piece of research and use statistical analytic methods. C3 give a presentation to an audience of their peers. C4 apply knowledge gained to solve problems related to clinical and health psychology.

Teaching and Learning Methods
Students are supported in the development of these skills through three main methods: modelling the practice as demonstrated by teaching and teaching support staff (C1), individual supervision (C2-C4) and through team working with peers (C3, C4).

Assessment Strategy
Summative assessment is conducted via written coursework, exams, a dissertation, in class tests and a portfolio (C1, C2, and C4). C3 will be assessed through oral presentation.

Transferable/Key Skills
On completing the programme students should be able to: D1 use information technology e.g. word processing, statistical packages, internet search engines. D2 act autonomously in planning and implementing tasks at a professional level. D3 formulate hypothesis and apply research skills in order to create new knowledge. D4 communicate effectively in writing and orally. D5 work both as a member of a team and autonomously.

Teaching and Learning Methods
The use of information technology (D1) will be developed in essay, PBL and dissertation work. Communication skills (D4) will be developed in seminar, small group work and presentations. Time management and teamwork (D2, D3 and D5) will be developed by engagement in the lengthy project and in group work for presentations.
Assessment Strategy
Skills D1-D5 will be assessed by essays, exams, oral presentations and dissertation work. D1 and D3 will also be assessed by in-class exercises.

12   Programme Curriculum, Structure and Features
Basic structure of the programme
This is a one year full time programme. It consists of a body of taught modules, including an e-learning module, and a supervised dissertation. To be awarded an MSc, students must successfully complete 180 credits: taught modules account for 120 credits, while the dissertation accounts for 60 credits. The taught modules are situated in semesters one and two, and the dissertation in semester three. The taught material in semesters one and two build on existing knowledge and feed forward into the dissertation in semester three.

To be awarded a Postgraduate Diploma, students must successfully complete 120 credits of the taught programme of study.

The Postgraduate Certificate consists of 60 credits from the taught programme, and is suitable for students who would like an introduction to the fields of clinical and health psychology. |
| **Key features of the programme (including what makes the programme distinctive)** |
| This programme provides a non-vocational Masters level qualification to allow university graduates who have had little exposure to clinical and health psychology in their first degree to build their knowledge base in these areas preparatory to applying for vocational training and/or work experience. The programme is located in the School of Psychology which has a strong background in clinically related applied psychology training and houses a Clinical Psychology Doctoral training Course.

The academic content of the programme is coherent with the central themes relating to the psychology of health, wellbeing, and psychopathology and is provided by members of staff with teaching and research interests in these areas. The research component of the degree will also be rooted in psychological methodology. |
| **Programme regulations (link to on-line version)** |
| http://www.ncl.ac.uk/regulations/programme/ |

13	Criteria for admission

Entry qualifications
A minimum lower-second class honours degree, or international equivalent, in psychology or an appropriate related discipline. Two academic references are required. All non-standard entrance criteria will be at the discretion of the Degree Programme Director.

or

Successful completion of the third or fourth year of the Bachelor of Medicine and Bachelor of Surgery or the equivalent.

Non-standard Entry Requirements
Applicants who do not meet the standard criteria will be encouraged to discuss their application with the programme director and /or to provide written justification for their suitability as a candidate on the programme.

Admissions policy/selection tools
Applications may be made at any time of the year, but a closing date for finalisation of places will be set annually. Offers of places will be made to suitably qualified candidates conditional upon receiving a satisfactory reference, evidence of qualifications and IELTS or TOEFL score if applicable.

Level of English Language capability

Applicants whose first language is not English require an overall IELTS score of 7 with a minimum of 7 for each sub-section, TOEFL 100 if Internet-based or 577 if paper-based or equivalent. Applicants with lower English language qualifications may be accepted if they follow a pre-sessional English course at our INTO Newcastle University Centre which provides tuition to help students meet the University's English language requirements.

14	Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: *http://www.ncl.ac.uk/students/*

Induction
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study skills support
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic support
The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies. Students will be supported by their dissertation supervisors throughout the third semester while they are engaged in their research.

Pastoral support
All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities
The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided.

15	Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews
All modules are subject to review by questionnaires which are considered by the Curriculum Committee. Changes or the introduction of new modules are considered by the Curriculum Committee followed by approval at the Graduate School Board of Studies and where appropriate Faculty Teaching, Learning and Student Experience Committee. Student opinion is sought at the Staff-Student Committee. Major changes to the programme are subject to approval by the Graduate School Board of Studies and Faculty Teaching, Learning and Student Experience Committee (FTLSEC).

Programme reviews
The Graduate School Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to FTLSEC. FTLSEC takes an overview of all programmes within the Faculty and reports any Faculty or Institutional issues to the University Teaching, Learning and Student Experience Committee.

External Examiner reports
External Examiner reports are considered by the Graduate School Board of Studies. The Board responds to these reports through FTLSEC. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / Institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback
Feedback is channelled via the Staff-Student Committee and the Graduate School Board of Studies.

Faculty and University Review Mechanisms
The programme is subject to the University's Internal Subject Review process. Every six years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team, which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching, Learning and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

16	Regulation of assessment

Pass mark
The pass mark is 50.

Course requirements
Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible.

Students failing more than 40 credits at the first attempt would not normally be permitted to undertake the dissertation module.

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes		**Summary description applicable to postgraduate Certificate and Diploma programmes**	
<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

Role of the External Examiner
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:
  i. See and approve assessment papers
  ii. Moderate examination and coursework marking
  iii. Attend the Board of Examiners
  iv. Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus: http://www.ncl.ac.uk/postgraduate/

The School Brochure http://www.ncl.ac.uk/marketing/services/print/publications/ordering/

Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/docs/

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes (Core and Compulsory in Bold)
A1	**PSY8034**, **PSY8035**, **PSY8036**, **PSY8038**, **PSY8039**, PSY8041, **PSY8042,** PSY8043, PSY8044.
A2	**PSY8034**, **PSY8035**, **PSY8036**, **PSY8037, PSY8038**, **PSY8039**, PSY8040, PSY8041, PSY8044.
A3	**PSY8034**, PSY8040.
A4	**PSY8034**, **PSY8036**, **PSY8038**, **PSY8039**, PSY8041
B1	**PSY8034**, **PSY8036**, **PSY8037, PSY8038, PSY8039**, PSY8040, PSY8041.
B2	**PSY8036**, **PSY8038**, **PSY8039,** PSY8041.
B3	**PSY8035**, **PSY8036**, **PSY8038**, **PSY8039**, PSY8041.
B4	**PSY8035**, **PSY8036**, **PSY8038**, **PSY8039**, PSY8041.
C1	**PSY8034**, **PSY8036**, **PSY8037, PSY8038, PSY8039**, PSY8040, PSY8041, **PSY8042**, PSY8043.
C2	**PSY8037.**
C3	**PSY8038, PSY8039.**
C4	**PSY8034**, **PSY8036**, **PSY8037, PSY8038, PSY8039**, PSY8040, PSY8041, **PSY8042**, PSY8043.
D1	**PSY8034**, **PSY8035**, **PSY8036**, **PSY8037, PSY8038, PSY8039**, PSY8040, PSY8041, **PSY8042**, PSY8043,.PSY8044.
D2	**PSY8034**, **PSY8035**, **PSY8036**, **PSY8037, PSY8038, PSY8039**, PSY8040, PSY8041, **PSY8042**, PSY8043, PSY8044.
D3	**PSY8035**, **PSY8037**, PSY8040.
D4	**PSY8035**, **PSY8036**, **PSY8037, PSY8038, PSY8039**, PSY8040, PSY8041, **PSY8042**, PSY8043, PSY8044.
D5	**PSY8034**, **PSY8037**, PSY8040, **PSY8042**, PSY8043.

Note:

PSY8038 is compulsory for Option A only.
PSY8039 & PSY8042 are compulsory for Option B only.