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WESTMINSTER⌗

PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	**MSc Business Psychology** The MSc Business Psychology is a Bologna FQ-EHEA second cycle degree or diploma compatible..
Name and level of intermediate awards:	Postgraduate Diploma Business Psychology Postgraduate Certificate Business Psychology
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Cavendish Campus
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	Full Time
QAA subject benchmarking group(s):	
Professional statutory or regulatory body:	Association of Business Psychology
Date of course validation/review:	December 2014
Date of programme specification approval:	2015/16
Course Leader:	Stephen Benton
Course URL: Westminster Course Code: JACS code: UKPASS code:	westminster.ac.uk/courses/postgraduate W50

Admissions requirements
There are standard minimum entry requirements for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information.

For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements.

More information can be found here: westminster.ac.uk/courses/postgraduate/how-to-apply

Aims of the course
The overarching aim is to produce graduates able to diagnose and communicate organisational needs, design and implement business psychology interventions and to build strategic organisational goals and programmes. Specifically it aims to:

1. provide a competence-based postgraduate route towards people management skills for professional business psychologists;

2. provide a sound understanding of how to a build strategic behavioural capacity within an organisation in order to provide requisite people skills necessary to map onto an organisation's strategic aims;

3. provide students with a knowledge and skills base to enable them to work effectively within a diversity of interpersonal situations;

4. provide students with a coherent conceptual base from which to identify and analyse behaviour in order to facilitate the development of high quality information gathering and exchange;

5. provide students with an understanding of and capacity to recognise the skills needed to prepare for and maximise the opportunities for effective conflict resolution;

6. encourage students to consider the demands of working across disciplines;

7. enable graduates to design and use competence programmes within the workplace.

Employment and further study opportunities
Today's organisations need graduates with both good degrees and skills relevant to the workplace, ie employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Staff continue to widen and strengthen the University's links with employers in all sectors.

The course has been designed to equip graduates with a body of knowledge and associated skills that are both market sensitive while flexible and generative, applicable across a range of workplace environments.

Learning outcomes
Promoting:
- Communication skills
- Application of flexible people management strategies;

- The ability to collect, analyse and integrate behavioural and organisational information;
- The ability to produce cogent summaries for both written and oral presentations;
- Group problem: structuring, solving and closure;
- Team working;
- Awareness of and competence in working with individual differences.

Knowledge and understanding
By the end of this course the student should be able to:

- understand the application of psychology to the theory and practice of aspects of HR and Organisational Behaviour;
- diagnose organisational needs and link diagnostic and strategic analyses to organisational issues;
- design and implement Business Psychology interventions and assess individual development needs using a variety of approaches;
- analyse behavioural problems and reach strategic decisions within a variety of interpersonal and cultural contexts;
- demonstrate transferable skills and effectiveness as an independent problem solver and learner.

Specific skills
The modules cover the core aspects of competence within the area of Business Psychology. The modules are designed to guide and support students' development to:
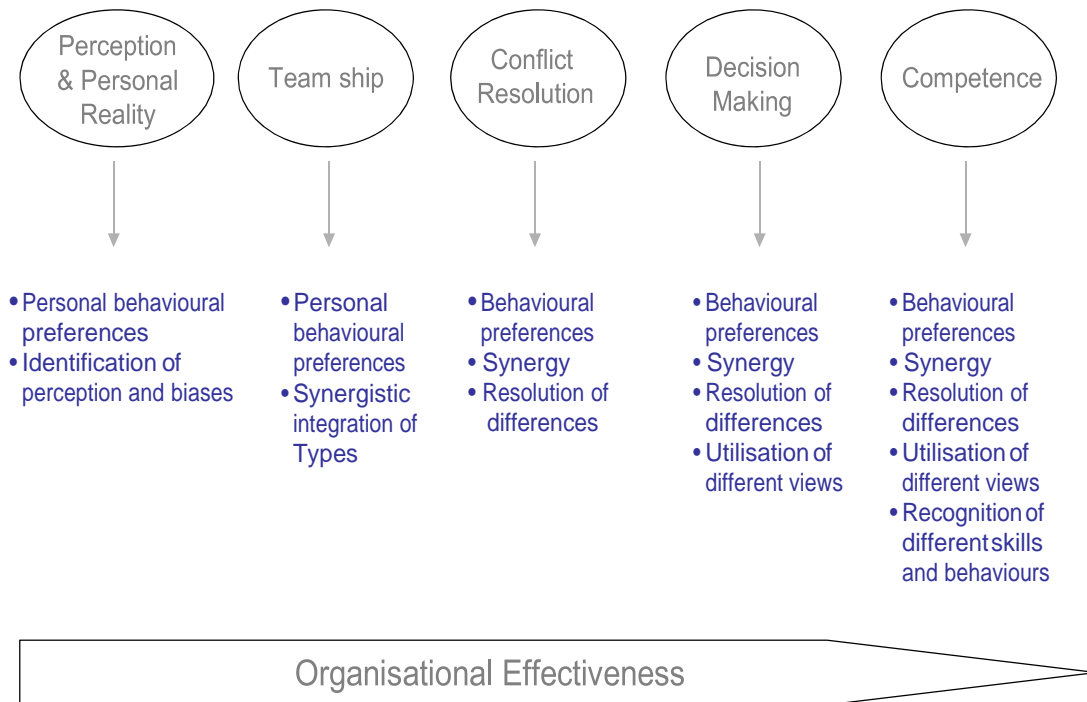
- Identify and utilise individual differences as highlighted by the course core areas
- Analyse groups, teams and leadership styles;
- Design and deliver training interventions in building, leading and improving teams;
- Demonstrate an ability to use personality and team evaluation tools and this may include tools such as: Insights, G-Wave, Focussed Conversation Method, Lumina Spark, Personal Construct Grids and Appreciative Inquiry.
- Use diagramming techniques to represent information and to provide feedback using diagrams created
- Translate and structure information of a choice problem into a decision model through structuring, scoring and assigning importance values as part of a facilitation process;
- Develop decision models using EXCEL and gain experience in the use of the HIVIEW software;
- Analyse and manage conflict and negotiation exchanges using the **Bpsy©** model and other approaches;
- Design and practice the delivery of competency programmes;
- Design, create and deliver oral presentations;
- Present and communicate effectively in both oral and written formats.

The Role of Business Psychology

The course is designed around the framework of the **Bpsy©** Model that was created and developed by Professor Stephen Benton. Each of the areas in the model represents structurally distinct core modules with the exception of perception and personal reality, which highlight the body of knowledge on individual differences, integrated into course modules. An additional component/module, named Organisational Diagnostics, was added to formalise the collection and evaluation of information, generated between individuals and within organisations, as addressed by the model's original core components.

Key Transferable skills

The Role Of Business Psychology

Perception & Personal Reality	Team ship	Conflict Resolution	Decision Making	Competence
• Personal behavioural preferences • Identification of perception and biases	• Personal behavioural preferences • Synergistic integration of Types	• Behavioural preferences • Synergy • Resolution of differences	• Behavioural preferences • Synergy • Resolution of differences • Utilisation of different views	• Behavioural preferences • Synergy • Resolution of differences • Utilisation of different views • Recognition of different skills and behaviours

Organisational Effectiveness

Students will develop a portfolio of concepts and behavioural skills which will enable them to enhance their:

- Experience of working effectively in groups and as a group and team leader.
- Experience in how to negotiate and help solve conflicts across a range of situations.
- Communication skills and application of flexible people management strategies.
- Group problem structuring
- Knowledge of how to collect, record and analyse information.
- Produce cogent summaries/report for both written and oral presentation

Learning, teaching and assessment methods

Learning
The course is a synthesis of; cognitive and applied psychology, competence models and practice and HR issues aimed at producing a coherent model of and approach to diagnosing, studying and analysing peoples' behaviour in organisations. Consequently, the assessment criteria reflect the course approach and objectives.

Learning Themes (These are intended to help student's focus on opportunities for their personal development):

- Skills in the identification of individual differences as they impact upon interpersonal, team and organisational behaviours;

- Capability to design appropriate interventions in order to achieve performance improvement in keeping with the **Bpsy©** model;

- An understanding of the assessment and development tools needed to initiate and support improved team outcomes;

- An ability to use the range of models that underpin the **Bpsy©** model in order to identify ways in which individual differences form the basis for improved performance in the core areas addressed;

- Deliver an analysis of Strategic needs at both the behavioural and organisational level;

- An ability to produce a psychologically coherent analysis of various workplace behaviours;

- An ability to diagnose behaviours and to design change programmes as behavioural bases in generating and delivering organisational and behavioural strategies.

Teaching
A mixture of lectures, seminars, workshop sessions and use of visiting speakers/practitioners.

Assessment
We use assessment to help students consolidate their learning and to differentiate performance. Each module will have assessments of Oral presentations and presentations will range from a case diagnostic analysis with likely interventions to assessment of competing models.

Presentations will be individual and team based. Written assessment would involve a deeper analysis of competing issues/models and will usually be framed within a context that prompts a specific outcome. Some modules' final assessment is the product of a semester long group work of a substantial piece of module work and assessment here is split between oral presentation and written report. Other modules carry a written final exam. Formal assessment involves oral presentations, case study analyses, essays and written examinations.

Course structure
This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year.

The course runs for one full academic year and is divided into two semesters. In the first semester students will study a diet of **THREE** modules plus the year-long core project module. This study regime will establish a solid combination of theoretical, analytical and behavioural skills. Consequently, the second semester offers the student the opportunity to make an informed choice with respect to their personal development preferences within the Business Psychology field. The combination of a core project requirement and an option module will provide a wider environment from which students may pursue personal objectives and develop expertise.

Credit Level 7				
Module code	Module title	Status	UK credit	ECTS
7BPSY001W	Team Work for Effective Organisations	Core	20	10
7BPSY002W	Conflict Resolution: Negotiation	Core	20	10
7BPSY003W	Facilitated Decision Making	Core	20	10
7BPSY005W	Organisational Diagnostics: Tools and Approaches	Core	20	10
7HURM002W	Contemp. Issues in Strategic HRM	Core	20	10
7BPSY004W	Project (Double Module – Year long)	Core	60	30
	Option Module	Option	20	10

NB: Not all option modules will necessarily be offered in any one year.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations

Professional body accreditation

The MSc Business Psychology is fully accredited by the Association of Business Psychologists.

How will you be supported in your studies?

Course Management
Professor Stephen Benton, Course Leader, responsible for day to day management and curriculum development.

Dr Kathryn Waddington, Head of Department of Psychology, holds overall responsibility for the course and other departmental courses, within the Faculty of Science and Technology.

Ayleen Wisudha holds responsibility for the Professional Development programme and is acting deputy course leader.

Professor Jane Lewis, Dean of Faculty, holds overall responsibility for the courses in the Faculty.

Academic Support
Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Faculty Registry Office. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students

Learning Support
The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services
The University of Westminster Student Affairs department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

How do we ensure the quality of our courses and continuous improvement?
The course was initially approved by a University Validation Panel in 1997. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?
Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

•   Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.

•   Each Faculty also has its own Faculty Student Forum with student representatives;

this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.

•   All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.

•   The University also has an annual Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.