LSBU
EST 1892

Course Specification

A. Course Information			
Final award title(s)	MSc Applied Child and Adolescent Psychology		
Intermediate exit award title(s)	PgCert Applied Child and Adolescent Psychology PgDip Applied Child and Adolescent Psychology		
UCAS Code		**Course Code(s)**	5949 FT 5950 PT
Awarding Institution	London South Bank University		
School	☒ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☐ IHSC ☐ LSS		
Division	Psychology		
Course Director	Dr Elizabeth Newton		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Croydon ☐ Other: (please specify)		
Mode(s) of delivery	☒Full time ☒Part time ☐Other (please specify)		

Length of course/start and finish dates

Mode	Length years	Start - month	Finish - month
Full time	1	Sept	Sept
Part time	2	Sept	Sept

Is this course suitable for a Visa Sponsored Student?	☒ Yes ☐ No	
Approval dates:	Course Validation date	July 2023
	Course Review date	July 2028
	Course Specification last updated	July 2023
Professional, Statutory & Regulatory Body accreditation	None	
Link to Institute of Apprenticeship (IoA) Standard and Assessment Plan (Apprenticeship only)	N/A	
Reference points (add or remove from internal and external points as necessary)	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations Psychology Division plan
	External	QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Psychology Subject Benchmark Statements (2019) OfS Guidance Competitions and Markets Authority SEEC Level Descriptors 2021

B. Course Aims and Features

Distinctive features of course	This course offers students the opportunity to graduate with a Masters degree oriented at their particular interests in the field of applied child and adolescent psychology. It will allow students to gain insight into how research and theory informs real world practice across a range of professional domains. This real-world focus will be applied to a variety of areas of developmental psychology such as: mental health, education, special educational needs and safeguarding. This course will enable those with an interest in applied developmental psychology to narrow down the area for their future careers.
Course Aims	The MSc Applied Child and Adolescent Psychology aims to: 1. Provide students with a grounding in the main issues surrounding working with children and adolescents from a variety of work perspectives; 2. Provide an-up to-date curriculum which is informed by psychological research and scholarship; 3. Provide students with the psychological knowledge and skills needed to work with children and adolescents; 4. Enable students to develop the intellectual, practical and transferable skills which provide a sound basis for future study and/or employment.
Course Learning Outcomes	**a) Students will have knowledge and understanding of:** A1 Demonstrate an insight into the applicability of psychological theory in a specific real-world environment. A2 Applied psychology encompassing principles of application to real world issues A3 Child and adolescent mental health A4 The importance of safeguarding to…. A5 Developmental Psychology including the impacts of adverse experiences. A6 Research methods and statistics including research design, quantitative methods, statistical analysis, inference and interpretation, qualitative analysis, and ethics in research design and conduct. **b) Students will develop their intellectual skills such that they are able to:** B1 Apply critical thinking to a range of source material. B2 Generate and explore research questions. B3 Present and evaluate research findings. B4 Recognise multiple perspectives and integrate/apply these to psychological issues. B5 Understand and evaluate how different perspectives in psychology relate to the real world. **c) Students will acquire and develop practical skills such that they are able to:**

	C1 Write and speak effectively for a variety of audiences. C2 Use a variety of psychological tools, e.g., psychometric instruments, assessment tools. C3 Use numerous sources (electronic and other) to retrieve and/or organise information effectively. C4 Use computers in various ways, e.g. word processing, database management, statistical packages, information retrieval, data collection and management. **d) Students will acquire and develop transferrable skills such that they are able to:** D1 Organise their work and themselves effectively (meet deadlines, prepare work to required standard, take responsibility for personal goals, keep accurate records) D2 Recognise and apply psychological literacy skills (sourcing material, effective reading, informed decision making) D3 Work with others (teamwork and individual participation in seminar discussions) D4 Generate and develop novel solutions to real-world issues (creativity and initiative).

C. Teaching and Learning Strategy

The level 7 outcomes will develop the student's ability in the context of academic, literacy, numeracy and subject specific skills. This will be achieved through a range of teaching and learning approaches that will include formal lectures, seminars, group work, problem-based learning and laboratory work.

The MSc outcomes A1 and A2 encompass the two main themes for the course: A1 and A2 teach and develop theoretical knowledge being applied to real world situations. A3, A4 and A5 are more specific to particular areas of child and adolescent development. A6 provides the skills needed to develop critical evaluation of academic journal articles and to complete the dissertation module.

Outcomes B1, 2, 3, 4 and 5 are taught, developed and assessed throughout all modules (except the Placement module where there is a self-reflection focus), thus emphasising the integrated nature of the course. Outcomes C1, C2, C3 and C4 will be developed through seminar support and assessed in all modules. For some modules this will be through technical reports and policy documents, for others it will be through poster presentations.

Outcome D1 will be developed through Personal Tutoring and through feedback on submitted assessments. D2 will be developed through all taught modules. D3 will be developed through the Impacts of Adverse Childhood Experiences module. D4 is taught in research methods.

Students will be expected to engage in independent learning as outlined in each of the module descriptor documents, which will be made available on the Moodle sites. This learning will ostensibly be guided by staff via tasks set on the VLE and through tutor and personal tutor support.

A wide range of subject-related resources are available within the LSBU Library. These reflect a typical academic repository that includes access to hard-text core references, licensed E-journal subscriptions, scientific databases and interactive e-learning platforms. Moreover, students have access to site-licensed software and assistive technologies to support their learning (if registered for Disability and/or specific learning difficulties). They also have access to library based support to ensure the ongoing development and reinforcement of academic skills for success and via the academic skills toolkit developed by CRIT (https://connect.lsbu.ac.uk/Interact/Pages/Content/Document.aspx?id=2637&SearchId=48377&utm_source=interact&utm_medium=general_search&utm_term=CRIT).

The current infrastructure is well equipped to support the course. There are well equipped teaching and research laboratories that provide a rich learning environment for combining theory and practice. Each contains industry-standard equipment to support delivery across the course.

Learning support for students will be provided through agreed tutorial time slots (between module leaders and/or other academic staff and students), the VLE, the Course Director and through the allocation of a personal tutor.

D. Assessment

Assessment methods are specified in each module guide. There are a variety of different assessment methods and most have a real-world impact focus. There are no examinations.

All modules must be passed; the pass mark is 50%.

Feedback will be provided on both formative and summative assessments, usually within 15 working

days of submission.

E. Academic Regulations

The University's Academic Regulations apply for this course.

https://www.lsbu.ac.uk/about-us/policies-regulations-procedures

F. Entry Requirements

Information on entry requirements should include:

- 2:2 undergraduate degree (or equivalent) in Psychology or an allied field such as

  neuroscience, social work, nursing, medicine or psycho-social studies.

- At level 3, Grade 4 or equivalent GCSE mathematics

- We welcome qualifications from around the world. English language qualifications for international students: IELTS score of 6.5 or Cambridge Proficiency or Advanced Grade C.

G. Course Structure(s)

Course overview

The course is structured around 180 CATS points/credit. There are six 20 credit modules and a

dissertation carrying 60 credits.

MSC in Applied Child and Adolescent Psychology – **Full time**

	Semester 1		Semester 2	
Level 7	Research Methods for Development Psychology	20	Child and Adolescent Mental Health	20

	Development, Family and Education	20	Professional Placement in Psychology	20
	Impacts of Adverse Childhood Experiences	20	Safeguarding Research and Practice	20
			Dissertation	60

MSC in Applied Child and Adolescent Psychology – **Part time**

	Semester 1		**Semester 2**	
Year 1	Research Methods for Development Psychology	20	Child and Adolescent Mental Health	20
	Development, Family and Education	20	Professional Placement in Psychology	20
Year 2	Impacts of Adverse Childhood Experiences	20	Safeguarding Research and Practice	20
			Dissertation	60

Placement information

- This will take place during the semester it is being delivered in. Students will be required to complete 24 hours in their placement.
- It is a compulsory module. The assessment will be an extended piece of writing related to their experience.

H. Course Modules

All modules are core.

Module Code	Module Title	Level	Semester	Credit value	Assessment
PSY-7-RDP	Research Methods for Developmental Psychology	7	1	20	CW1: (40%), CW2: (60%),
PSY-7-DFE	Development, Family and Education	7	1	20	CW 1 (100%).
PSY-7-ICE	Impacts of Adverse Childhood Experiences	7	1	20	CW 1: (100%)
PSY-7-CAM	Child and Adolescent Mental Health	7	2	20	CW 1: (100%)
PSY-7-PPY	Professional Placement in Psychology	7	2	20	CW 1: 100%
PSY-7-SRP	Safeguarding Research and Practice	7	2	20	CW:.100%
PSY-7-DST	Dissertation	7	2	60	CW1 15% CW2 85%

I. Timetable Information

Timetables will be provided to students via Moodle sites a as soon as possible before the start of each semester.

Typical contact hours for each module is 30 hours with 170 hours of self directed learning, the placement and dissertation modules are different with much less contact time.

J. Costs and Financial Support

Course related costs

Additional expenses that may be incurred by a student in this course include the cost of text books, Professional Body and journal subscriptions. Any extracurricular courses that a student wished to take that are NOT provided and supported financially by the University will also be an additional cost to the student.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link -
  http://www.lsbu.ac.uk/study/undergraduate/fees-and-funding or
  http://www.lsbu.ac.uk/study/postgraduate/fees-and-funding
  https://www.lsbu.ac.uk/international/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link-
  https://www.lsbu.ac.uk/student-life/our-campuses/southwark/cost-of-living

List of Appendices

Appendix A: Curriculum Map

Appendix B: Personal Development Planning (postgraduate courses)

Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

The letters T for taught, D for developed and A for assessed should be added as appropriate to each Course Outcome.

Modules				Course Outcomes																	
Level	Title	Code		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4
7	Child and Adolescent Mental Health			TDA	TDA	TDA		TDA	D	TDA		TD	TD	TDA	TDA	TDA	D		TDA	TDA	TD	TDA
7	Development, Family and Education			TDA	TDA			TDA	D	TDA		TD	TD	TDA	TDA	TD	D		TDA	TDA	TD	TDA
7	Impacts of Adverse Childhood Experiences			TDA	TDA	TD		TDA	D	TDA		TD	TD	TA	TA		D		TA	TA	TDA	TA
7	Professional Placement in Psychology			DA	TDA					DA	A	D	D	TDA	TDA		D		TDA	TDA	TD	TDA
7	Research Methods for Development Psychology									TDA	TDA	TDA	TDA	TDA	TDA	TDA		TDA	TDA	TDA	TD	TDA
7	Safeguarding Research and Practice			TDA	TDA	TDA	TDA	TDA	D	TDA		TD	TD	TDA	TDA		D		TDA	TDA	TDA	TDA
7	Dissertation			DA*	DA*	DA*	DA*	DA*	DA*	TDA	TDA	DA	DA	DA	TDA	D*A	TDA	TDA	TDA	TDA	TDA	TDA

* Development and assessment of these areas will vary as a function of the dissertation topic.

Appendix B: Personal Development Planning (<u>For Postgraduate Courses Only</u>)

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	All students will have a personal tutor and will have regular scheduled meetings. Additionally, this will also be covered in all taught modules.
2 Supporting the development and recognition of skills in academic modules/modules.	This will also be covered in all taught modules.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	This will also be covered in all taught modules.
4 Supporting the development and recognition of skills through research projects and dissertations work.	This will be specifically covered in the Research Methods and the Dissertation modules.

5 Supporting the development and recognition of career management skills.	This will be address by all modules (except Research Methods) and in personal tutoring meetings.
6 Supporting the development and recognition of career management skills through work placements or work experience.	This will be address by all modules (except Research Methods) and in Personal Tutoring meetings.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	This will be supported by the Placement module and Personal Tutoring.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	This will also be covered in all taught modules.
9 Other approaches to personal development planning.	This will also be covered in Personal Tutoring.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	The placement module will require a log is kept. Personal Tutoring will utilise electronic logs.

Appendix C: Terminology

(Please review the definitions and add those according to your own course and context to help prospective students who may not be familiar with terms used in higher education.)

Some examples are listed below:

accelerated degree	accelerated degrees (also known as two-year degrees) are full bachelor's degrees (undergraduate courses) you can complete in a condensed time period
awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
end-point assessment	End-point assessment (EPA) tests the knowledge, skills and behaviours that an apprentice has gained during their training. Unique to each standard, EPA demonstrates the competence of an apprentice in their role. Only approved End-Point

	Assessor Organisations (EPAOs) can carry out assessments as set out in the assessment plan.
extended degree	an extended degree provides a bridging route for students who don't meet the initial entry requirements for the undergraduate degree. The first year provides the necessary knowledge and skills before students begin the degree-level course.
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students
foundation	foundation year programmes are designed to develop skills and subject-specific knowledge to ensure a student can advance to a degree course. They may be offered as stand-alone one-year courses or integrated into degree programmes.
gateway	gateway takes place before an End-Point Assessment (EPA) can start. The employer and LSBU will review their apprentice's knowledge, skills and behaviours to see if they have met the minimum requirements of the apprenticeship set out in the apprenticeship standard, and are ready to take the assessment. Usually includes off the job training and reviews.
higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
integrated	an integrated Master's degree combines undergraduate and postgraduate study. In relation to Apprenticeships, integrated

	would usually mean that the End-Point Assessment (EPA) is integrated with the academic award
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
non-integrated	in relation to Apprenticeships, non-integrated would usually mean that the End-Point Assessment (EPA) is not integrated with the academic award
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance- based subjects such as drama and music
pre-registration (HSC only)	a pre-registration course is designed for students who are not already registered with an independent regulator such as the Nursing and Midwifery Council (NMC)
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members

prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider
regulated course / regulatory body	a course that is regulated by a regulatory body, which is an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
top-up degree	A top-up degree is the final year (Level 6) of an undergraduate degree course. It allows students to top-up an existing qualification to a full BA, BSc or BEng.
total study time / workload	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the

	institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions