

## PROPOSAL FOR COURSE(S) LEADING TO AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

This document is in three parts:

- PART 1:**     Summary of the Proposal  
This section may be used for publicity purposes, once approval has been granted.
- PART 2:**     Business Case  
For consideration by the relevant Faculty Executive
- PART 3:**     Academic Case  
For consideration by the relevant Faculty Learning, Teaching and Quality Committee

All three parts need to be completed .  
(There are different sections for fast-track proposals and these are clearly indicated).

For certain specified types of proposal such as change of degree title, change in School of registration, use a separate PART 4 template.

Extracts from this template will be published to form the programme specification.

<b>Course Title(s)</b>
<b>MSc in Child and Family Psychology</b>

**ROUTE FOR APPROVAL** (Please refer to the accompanying guidance notes and use the questions below to help you determine the most appropriate route)

PRC Approval Required (Subject area new to UEA)	n/a	LTC Approval in Principle Required (Subject area new to UEA or new to School)	n/a
Full		Fast-Track	✓

## PART ONE - SUMMARY OF THE PROPOSAL

(This section may be used for publicity purposes. Please attach to the Business Case and to the Academic Case. )

<b>S1</b>	<b>SUBJECT AREA(S) (please state)</b>		
	Is the subject area new to the University? If yes, needs LTC and PRC approval	No	
	Is the subject area new to the School? If yes, needs LTC approval in principle	No	
(If yes to either question, the fast-track route is not applicable).			
<b>S2</b>	<b>PROFESSIONAL AWARD (if any)</b>	MSc in Child and Family Psychology	
<b>S3</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>	UEA	
<b>S4</b>	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	
		Integrated Masters	
		Masters	✓
		Postgraduate Research	
<b>S5</b>	<b>AVAILABLE FROM (academic session)</b> <i>Insert (mm/yyyy)</i>	Sept 2012	
<b>S6</b>	<b>SCHOOL OF STUDIES</b>	School of Psychology	

Please complete the following section for each new course being proposed

Course One		
<b>S7</b>	<b>COURSE TITLE</b>	MSc in Child and Family Psychology
<b>S8</b>	<b>AWARD (e.g. BSc, MA)</b>	MSc
<b>S9</b>	<b>DURATION (years or months)</b>	12 months
<b>S10</b>	<b>MODE OF ATTENDANCE (full-time, part-time, distance, other)</b>	full-time and part-time
<b>S11</b>	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>	YES
		NO
<b>S12</b>	<b>COURSE HIGHLIGHTS (for publication)</b>	
	<p>The MSc in Child and Family Psychology degree offers an advanced programme of research training and is ideal preparation for graduates considering a career in child and family research or intending to undertake a PhD.</p> <p>The MSc Child and Family Psychology degree combines research methods</p>	

	<p>training with the study of children and families, their development, roles and social contexts, in order to prepare students to undertake a research project on a child and family topic of their choice. It will challenge students to look critically at the changing nature of childhood and families in the 21st century, within applied, ecological, interdisciplinary and cross-cultural perspectives.</p> <p>Students will need to demonstrate understanding of psychological approaches to child and family research questions and will undertake a research project supervised by a psychologist accredited by the British Psychological Society.</p> <p>The MSc programme combines child and family modules, and research skills modules with the opportunity to undertake a research study in a topic chosen by the student:</p> <p><b>Child and Family Modules (40 credits)</b></p> <p>Psychosocial perspectives on family life AND Childhood: national and international policy perspectives OR Attachment and caregiving</p> <p><b>Research Skills Modules (60 credits)</b></p> <p>Introduction to social science research methods Qualitative Research Methods Quantitative Research Methods and Statistics</p> <p><b>Independent Research Project - dissertation (80 credits)</b></p>	
<b>S13</b>	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>	The structure and content of the degree has been informed by the ESRC and BPS subject and research training requirements. Whilst the appropriate QAA subject benchmark is unavailable the programme has also been developed mindful of the QAA Masters characteristics.
<b>S14</b>	<b>ENTRY REQUIREMENTS</b>	British 2:1 Psychology or international equivalent. International candidates are also required to provide evidence of a good command of English if that is not their first language
<b>S15</b>	<b>CAREER POSSIBILITIES</b>	Employment as researcher, policy officer, manager in child and family related organisations and/or entry to PhD study and academic career
<b>S16</b>	<b>JACS Subject Level Code(s)</b> To be completed by the Planning Office following approval of the Business Case	
<b>S17</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b> To be completed by the Planning Office following approval of the Business Case	

<b>S18</b>	<b>FURTHER INFORMATION</b> <i>Insert contact address/email/tel no. (e.g. Faculty Admissions Office)</i>	admissions@uea.ac.uk, 01603-591515
<b>S19</b>	<b>Programme Director</b>	Dr. Vicky Scaife (SWP)
<b>S20</b>	<b>Programme Proposer(s)</b>	Dr. Vicky Scaife (SWP)

**Questions for Initiator:**

1. Do you want to propose another course? If yes, please complete Sections S7 – S19 (see below) for each related but separate award for which students may register from the outset.
2. Do you want to complete the Business Case yourself or do you want to send the Business Case to another member of staff to complete?
3. Do you also want to complete the Academic Case yourself or do you want to send the Academic Case to another member of staff to complete?

## PART 2 – THE BUSINESS CASE

Note: One Business Case (BC0 to BC9) is applicable to all proposed courses

<b>BC0</b>	<b>THE RATIONALE</b> (Overview - brief summary)
<b>BC0.1</b>	<b>Brief summary of the rationale for the proposal</b>
	<p>There is currently an MSc in Child &amp; Family Psychology, which is housed in SWP. It is proposed that the MSc programme move to be hosted by the newly formed School of Psychology (via SWP in the first instance), and to make a number of other small changes at the same time:</p> <ol style="list-style-type: none"> <li>1. to change the name of one module (SWP-M417 - Introduction to child and family research to Introduction to social science research methods) [this can be approved in SWP]</li> <li>2. to increase the number of credits allocated to the dissertation module(s) from 60 to 80 credits and associated word limit change from 15,000 to 20,000 words. [this needs to be considered as part of this fast track proposal]</li> <li>3. To remove the compulsory nature of one module Childhood: national and international policy perspectives (20 credits) to optional and</li> <li>4. to add an optional module – Attachment and caregiving (20 credits)</li> <li>5. to drop from the MSc CFP the 20 credit module SWP-M407 ‘Developmental psychology: applied and cross-cultural perspectives’</li> </ol> <p>[3. 4. and 5. please consider as part of this fast track proposal]</p> <p>The changes are proposed for this coming September (AY 2012/3).</p>
<b>BC0.2</b>	<b>Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers’ groups, PSBs; independent academic (required for new course proposal); external examiner (required for fast-track proposals)).</b>
	<b>Please summarise here and attach copies of any responses to this document or</b>

	<b>insert their comments in this section.</b>		
	No external consultation		
<b>BC0.3</b>	<b>Is this a Fast-track proposal?</b>	<b>YES</b>	<b>Yes</b>
		<b>NO</b>	
<b>BC0.4</b>	<b>If Yes, what features of the proposal make it a fast-track?</b> <i>Please refer to the New Course Approval Procedure</i>		
	The changes proposed are technical rather than substantial in terms of content		

<b>BC1</b>	<b>ACADEMIC AND RECRUITMENT STRATEGY</b>		
<b>BC1.1</b>	<b>How does the proposal fit with School academic plans?</b>		
	<p>The School of Social Work and Psychology has one masters programme (the MSc in Child &amp; Family Psychology). The new School of Psychology will benefit from taking with it the MSc in Child and Family Psychology, as it can offer a good research pathway for undergraduate students who currently have little choice in psychology Masters programmes. The MSc programme provides a focus on child and family research that fits with the aims of the Centre for Research on the Child and Family and attracts applicants who are interested in pursuing a PhD in this research area. As the new school develops it is anticipated that the choice of Masters provision will increase to meet other post-graduate requirements for research in a new research centre linking psychology to clinical psychology in MED.</p>		
	<b>The Faculty's academic plans?</b>		
	The MSc in Child & Family Psychology is an important programme to offer for the Faculty of Social Sciences as it contributes to the case being made to the ESRC for UEA to be made a DTC. It is also important for building PGR numbers in the new School of Psychology.		
	<b>The University's Corporate Plan?</b>		
	The MSc in Child & Family Psychology is an important programme to offer for the Faculty of Social Sciences, as it contributes to the case being made to the ESRC for UEA to be made a DTC. This fits with the UEA corporate priority to make UEA a research intensive university (see priority 5 under Research with impact in corporate plan).		
<b>BC1.2</b>	<b>Proposed Recruitment Strategy</b>		
	The recruitment strategy will remain the same. We have attracted excellent national and international students and have established relationships ARM and admissions to target marketing and facilitate applications.		
<b>BC1.3a</b>	<b>Is the proposal commercially sensitive?</b>	<b>YES</b>	
		<b>NO</b>	no
<b>BC1.3b</b>	<b>If yes, what are the reasons?</b>		

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**Please either complete section BC2 in consultation with the Faculty Admissions Office and send (email) the summary and sections BC1 and BC2 to MAS and request that they complete section BC2.7; or, send (email) the summary and section BC1 to MAS and request that they complete section BC2.**

**[Rebecca.Price@uea.ac.uk](mailto:Rebecca.Price@uea.ac.uk)**

**Please either complete section BC3 and send (email) the Summary and sections BC1 and BC3 to CCEN and request that they complete section BC3.3; or send (email) the Summary and section BC1 to CCEN and request that they complete section BC3**

**[A.Benson@uea.ac.uk](mailto:A.Benson@uea.ac.uk)**

*Section BC2 and BC3 may be completed in parallel*

**To be sent to MAS and completed by the Market Research Team**

***Please return within 10 working days of receipt.***

*The Business Case cannot be considered by the Faculty Executive until this section is completed*

<b>BC2</b>	<b>MARKET RESEARCH (to be completed by course proposer or MAS)</b>	
<b>BC2.1</b>	<b>What other and type of institution offers identical and/or similar courses in the UK?</b>	
	7 other HE institutions offer an MSc in Child and Family Psychology. (from search on Masters.com at 29 May 2012)	
<b>BC2.2</b>	<b>Are there any likely international competitors? (Please give brief details)</b>	
	From a quick search, we have found 2 universities offering child and family MSc's, one in the Netherlands (Leiden) and one in New Zealand (Canterbury), both have a clinical, psychopathological focus, which is different to UEA's MSc which has a research and psychosocial focus.	
<b>BC2.3</b>	<b>What is the annual number of applicants currently applying nationally for similar courses?</b>	Data not available
<b>BC2.4</b>	<b>What is the evidence for current and future demands for the course from</b> <ul style="list-style-type: none"> <li>• potential students?</li> <li>• Employers (public services, private sector, the professions etc)</li> </ul>	
	Competition for graduate employment is high (THE 2012). The number of graduates applying for PG taught programmes is rising (183990 – 2008/9, 204650, 2009/10, HE Statistics Agency figures) as graduates try and find ways of increasing their skills portfolio for employers. Graduates are aware that these skills are sought from employers (Institute for Employment Research Working paper 2012): Critical analysis; Logical thinking; Spoken and written communication; Problem-solving skills; Ability to use numerical data; Inter-personal skills and specialist knowledge within their discipline. The MSc in Child and Family Psychology provides training in these skills.	
<b>BC2.5</b>	<b>Can current and projected demand be met from existing provision?</b>	
	<b>Nationally:</b>	This Programme replaces an existing MSc Child & Family Psychology at UEA that recruited successfully
	<b>Regionally:</b>	
<b>BC2.6</b>	<b>Where is/what are the competitive advantage(s) for UEA?</b>	
	UEA's MSc Child & Family Psychology is the only offer of this type of programme regionally and offering this programme contributes to the development of a business case for UEA to become an ESRC accredited Doctoral Training Centre in the next bidding round.	

<b>BC2.7</b>	<b>ADDITIONAL COMMENTS BY MAS:</b>
	No additional comments

**To be sent to the Careers Centre for completion**

***Please return within 10 working days of receipt.***

*The Business Case cannot be considered by the Faculty Executive until this section has been completed.*

<b>BC3</b>	<b>MARKET DEMAND AND RECRUITMENT (to be completed by the course proposer or the Careers Centre)</b>	
<b>BC3.1</b>	<b>What graduate career opportunities may be available?</b>	
	<p>This programme is largely for people training for careers in research and for those intending to progress to a PhD. It will also be relevant for people working towards careers in related areas of practice such as social policy and managerial roles related to working with a diverse range of children and families as well as related professional bodies within psychology.</p> <p>The skills developed can be used in a range of roles, for example the Civil Service, Consultancy, Editorial/writing positions and Research. Progression onto PhD may be an option. There is a need for employees with research and analytical skills and the ability to assimilate complex information. A recent Vitae survey of researcher engagement with employers in the UK, found that 73% of all those employers surveyed would welcome more applications from doctoral graduates and that over one third are actively targeting them. They considered that the process of achieving research degrees develops an enquiring mind, problem-solving abilities and the ability to assimilate new ideas quickly. These attributes are much valued by the employers cited in the survey.</p>	
<b>BC3.2</b>	<b>Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSBs)?</b>	
	None	
<b>BC3.3</b>	<b>ADDITIONAL COMMENTS BY CAREERS:</b>	
	<p>The skills developed and evidenced by completion of this course of study will be of value in supporting roles in both public and private sectors as outlined above in BC3.1, but also including in Social Work or in a therapeutic setting, in addition to facilitating the progression on to further study.</p>	

To be completed by the course proposer. BC4 may be completed prior to return of BC2 and BC3, but the Business Case cannot be considered until all sections are complete.

<b>BC4</b>	<b>RESOURCES</b>		
<b>BC4.1</b>	<b>STUDENT NUMBERS AND TUITION FEES</b>		
<b>BC4.1.1</b>	<b>Student Numbers:</b>		
	<b>Proposed student target intake</b>		
	<b>FT (Home/EU)</b>	<b>7</b>	
	<b>FT (International)</b>	<b>2</b>	
	<b>PT (Heads)</b>	<b>1</b>	
	<b>DL (Heads)</b>		
	<b>Minimum viable intake (ftes)</b>	<b>1</b>	
	<b>Maximum viable intake (ftes)</b>	<b>9</b>	
	<b>Are the student numbers:</b>		
	<b>a) available via redistribution within the School?</b> <i>Consult the Head of School</i>	<b>YES</b>	n/a
		<b>NO</b>	
	<b>b) available via redistribution with the Faculty?</b> <i>Consult the Dean of Faculty</i>	<b>YES</b>	n/a
		<b>NO</b>	
	<b>c) additional numbers required?</b> <i>Consult the Planning Office (ACAD)</i>	<b>YES</b>	
		<b>NO</b>	no
<b>BC4.1.2</b>	<b>Tuition Fees:</b>		
	Please select the relevant fee schedule:		
	a) Standard Home/EU/International	£5000/£11,900	
	b) Full-cost <i>Please specify requested fee levels and consult the University's Fees Officer (<a href="mailto:P.Courridge@uea.ac.uk">P.Courridge@uea.ac.uk</a>)</i>		
	c) External Teaching Contract <i>Please provide brief details</i>		
<b>BC4.2</b>	<b>EQUALITY AND DIVERSITY</b>		
<b>BC4.2.1</b>	<b>Does the course fall into a subject area which traditionally attracts a very specific or narrow student profile?</b>	<b>YES</b>	
		<b>NO</b>	no
<b>BC4.2.2</b>	<b>If yes, what steps will be taken to attract non-traditional students to the course / School?</b> (Areas to consider include: age, disability, ethnicity (home and international), gender and socio-economic group.)		

**Complete BC5F AND BC6F if the proposal is following the 'fast-track' route.**

<b>BC5F</b>	<b>What is the impact of the proposal on ACADEMIC STAFF?</b>		
	<p>The extra 20 credits that will be added to the dissertation, which will increase in word count from 15,000 to 20,000 which will add a short amount of time to assessing this piece of course work. The name change for the Introduction to Child &amp; Family Research module (SWP-M417, 20 credits) to Introduction to Social Science Research Methods has no impact on academic staff. The addition of the optional module of attachment and care giving will add some extra coursework marking for the module leader.</p> <p><b>Please note that:</b> the impact on staff time is minimal due to the manner in which the dissertation is taught/supervised; each student is allocated a supervisor at the beginning of their Master's academic year and regular (<i>at least</i> monthly) meetings take place to discuss: research design and proposal, ethics, data collection, analysis and write up. This will remain the same process and the increase in words will enable the student to express the depth and detail that are often created during these projects. It is not expected that the increase in word count would require extra supervisor time, as this is already generously provided for.</p>		
<b>BC5F.1</b>	<b>Are new appointment(s) required?</b> If yes, please refer to Full New Course Proposal	<b>YES</b>	
		<b>NO</b>	no
<b>BC5F.2</b>	<b>Are any new modules to be introduced?</b>	<b>YES</b>	yes
		<b>NO</b>	
<b>If yes, please include code, credit value and level/year.</b>			
Attachment and care giving - 20 credits			
<b>BC5F.3</b>	<b>Is any course(s) to be withdrawn?</b>	<b>YES</b>	yes
		<b>NO</b>	
<b>If Yes, please specify course and UCAS Code(s) and session from which course(s) withdrawn?</b>			
<p>Developmental psychology: applied and cross-cultural perspectives SWP-M407 to be withdrawn for M Level <u>only</u> (it will still be offered at UG level in SWK).</p> <p><b>Please note that:</b> removal of the module at M Level has an impact on one current part time student (Shirley Green); this student has already been spoken to about possible changes and is very content. She is very content because it actually suits her better - her dissertation includes attachment, so she is keen to do the new attachment and caregiving module. It would mean that she has to complete 3 modules in 1 semester in Spring, but together with her supervisor (Laura Biggart) she is working towards her doing more on her dissertation during her 'lighter' autumn semester.</p> <p><b>Please also note that:</b> both M440 and the new attachment module are both co-taught with UG. If numbers are very small, M Level students are accommodated within existing seminars with one-to-ones added. If numbers warrant, M Level seminars are created. This helps ensure good use of resources</p>			

<b>BC5F.4</b>	<b>Are there any implications outside the sponsoring School (e.g. service teaching, by other Schools of Studies)</b>
	No

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<b>BC6.1F</b>	<b>What will be the impact of the proposal on existing physical resources &amp; other facilities?</b>
	None
<b>BC6.2F</b>	<b>Will additional books/journals/electronic resources other than those already available be required?</b>
	No

This section enables the course proposer to respond to any comments received prior to consideration of the business case for approval.

<b>BC8A</b>	<b>INITIATOR'S RESPONSE TO SUPPORT STAFF/PHYSICAL RESOURCES COMMENTS and Market Research/Demand comments</b>
	Thank you for comments all of which are entirely agreeable V Scaife 12-06-12

**Once all sections have been completed, the Business Case may be sent for approval**

## Approval of the Business Case

BC8	APPROVAL/SIGNATURES	Approved Yes/No?	Date
BC8.L1	School Director of Learning, Teaching and Quality:	Jonathan Dickens	18/6/12
BC8.L2	Head of School (on behalf of School Board):	Gillian Schofield	18/8/12
BC8.L3	Dean of Faculty (on behalf of Faculty Executive):	Neil Ward	21/6/12
BC8.L4	PRC (if relevant)	n/a	
BC8.L5	LTC (if relevant)	n/a	

BC9 tells you who must now be informed once the business case has been approved.

BC9	Send approved Summary and approver list (BC8) to:
	Admissions Manager, MAS ( <a href="mailto:Laura.Thompson@uea.ac.uk">Laura.Thompson@uea.ac.uk</a> ) for reporting purposes
	CAMS Manager/Planning Office (ACAD) ( <a href="mailto:A.M.Watson@uea.ac.uk">A.M.Watson@uea.ac.uk</a> ) for allocation of: <ul style="list-style-type: none"><li>• ROU code for each proposed ROU course</li><li>• JACS code</li><li>• UCAS admissions code</li></ul>

**The Academic Case, for consideration by the Faculty Learning, Teaching and Quality Committee (LTQC) now follows. You may complete this in parallel with the Business Case BUT the approval of the Business Case by the Faculty Executive should precede consideration by the LTQC.**

## PART 3 – THE ACADEMIC CASE

Please complete sections AC1 to AC5 for each new course being proposed

	Faculty	SSF
	School(s)	School of Social Work and Psychology

<b>AC1a</b>	Programme Title	<b>MSc in Child and Family Psychology</b>
	Programme Director	<b>Dr Vicky Scaife</b>
<b>AC1b</b>	Exit Award(s) and Title	<b>MSc in Child and Family Psychology</b>

<b>AC2</b>	<b>COURSE MANAGEMENT INFORMATION</b>			
AC2.1	REGULATORY FRAMEWORK (please tick all that apply)			
	CCS for Undergraduate Courses			
	Graduate Diplomas			
	Integrated Masters			
	PGCE			
	Common Masters Framework			✓
	Postgraduate Research			
	Certificate/Diploma in Continuing Education			
	Is the programme as a whole assessed on a pass/fail basis?	YES	✓	NO
	Are any modules assessed on a pass/fail basis?	YES		NO
	If so, how many modules and what is the credit volume for each module?			

<b>AC3</b>	<b>(For undergraduate or integrated masters programmes only:)</b> Please select only from the permitted options		
	Weighting for degree classification:	Exit Award (please indicate: e.g. CertHE, DipHE)	
	Stage 0		
	Stage 1		
	Stage 2		
	Stage 3		
	Stage 4		
	Stage 5		
	Stage 6		
	Stage 7		

<b>AC4</b>	<b>BOARD OF EXAMINERS</b>			
AC4.1	Is there an existing Board of Examiners?	Yes	✓	No
AC4.2	If YES, which existing board will be responsible for the programme?	The current Exam Board is comprised of the MSc CFP programme		

		Director, the SWP Director of Research, the External Examiner and LTS representatives also attend
AC4.3	If NO, please enter details for new board of examiners	The existing board of internal and external members will remain
AC4.4	Are any new external examiner(s) required?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
AC4.5	If yes, how many?	

<b>AC5</b>	<b>ACCREDITATION/VALIDATION</b>			
AC5.1	Is accreditation/validation by a Professional and/or Statutory Body required?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AC5.2	Please specify which PSB and when accreditation/validation may take place.			

<b>AC6</b>	<b>NEW MODULES</b>			
<b>AC6a</b>	Are there any new modules to be introduced?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	If Yes, then proceed to AC6b			
	If No, then proceed to AC6c			
<b>AC6b1</b>	Please complete a separate AC6b for each <b>New</b> Core, Compulsory, Option A, Option B, Option C module:			
	Module Title:			
	Attachment and caregiving			
	Level:	M	Credit Value:	20
	Semester:	Spring		
	Module Type: (e.g. EX, CW, WW, PR)	CW		
	Module marking Scheme (e.g. M40PA)	M50PA		
	Module Organiser	Dr Judi Walsh		
	Distance Learning?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Brief Outline			
This programme will introduce students to perspectives on attachment and caregiving in humans. Specific aims are: 1) To consider normative processes and individual differences in adult attachment and caregiving 2) To examine the role of attachment and caregiving in intrapersonal behaviours and processes like emotion regulation				

- |  |                                                                                                                                                                                                                                                                                                      |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>3) To examine how attachment and caregiving are linked with interpersonal functioning in intimate relationships</li><li>4) To explore the mechanisms by which attachment and caregiving can affect psychological and physical health and well-being.</li></ul> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<b>AC7c1</b>	<b>DESCRIBE CORE OR COMPULSORY EXISTING MODULES</b>		
	Please complete for existing modules that are <b>Core</b> or <b>Compulsory</b> for this programme		
	Module Title:	Introduction to social science research methods (this is existing module SWP M417 but with new title)	
	Module Code:	Semester:	Autumn
	Level:	Credit Value:	20
	Module Organiser	Dr Laura Biggart	
	Module Type: (EX / CW / WW / PR etc)	CW	
	Module marking Scheme: (e.g. M40PA)	M50PC	
	Brief Outline:		
	<p>This programme will introduce students from diverse backgrounds and disciplines to a range of approaches in social sciences research and develop research skills.</p> <p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>▪ To understand the history of social sciences research and the contribution that it has made to extending knowledge, changing attitudes in society and developing social policy and professional practice.</li> <li>▪ To develop a rationale for, and be able to evaluate, the use of quantitative research methods in social sciences research. (Experimental and questionnaire designs)</li> <li>▪ To appreciate the principles underpinning diverse qualitative design approaches and be able to interpret and evaluate their use in addressing social sciences research questions (interviewing, focus groups, discourse and grounded theory)</li> <li>▪ To develop skills and knowledge in evaluating research designs and published research /journal articles that are relevant to social sciences research</li> <li>▪ To develop skills in writing research proposals</li> </ul>		
<b>AC7c2</b>	<b>DESCRIBE CORE OR COMPULSORY EXISTING MODULES</b>		
	Please complete for existing modules that are <b>Core</b> or <b>Compulsory</b> for this programme		
	Module Title:	Dissertation (this is the existing dissertation module but with increased word length from 15,000 to 20,000, and increased credits from 60 to 80)	
	Module Code:	Semester:	Autumn and spring
		SWP-M38X*, LAW-M18x, EDU-EM10X, NBS-MR0X *An additional dissertation module will need to be created for PSY due to formation of the	

		new School of Psychology		
Level:	M	Credit Value:	80	
Module Organiser	Dr Vicky Scaife			
Module Type: (EX / CW / WW / PR etc)	CW			
Module marking Scheme (e.g. M40PA):	A50PC			
Brief Outline:				
<p>The dissertation element of the Masters programme offers students the opportunity to demonstrate their ability to carry through an independent piece of research on a subject of their choice in greater detail than any taught element of the programme can offer. It allows students to develop and display their skills in independent research and depth of knowledge of a particular area of research. The module is intended to provide evidence of the student's ability to research and develop ideas with occasional supervision from a nominated member of faculty to ensure that the chosen area covered is being explored to its potential. The dissertation should draw from material from other modules within the MSc Programme.</p>				

<b>AC7c3</b>	<b>DESCRIBE CORE OR COMPULSORY EXISTING MODULES</b>			
	Please complete for existing modules that are <b>Core</b> or <b>Compulsory</b> for this programme			
Module Title:	Further qualitative research methods			
Module Code:		Semester:	Autumn	
Level:	M	Credit Value:	20	
Module Organiser	Dr Laura Biggart			
Module Type: (EX / CW / WW / PR etc)	CW			
Module marking Scheme: (e.g. M40PA)	M50PC			
Brief Outline:				
<p>This programme will introduce students from diverse backgrounds and disciplines to a range of approaches in social sciences research and develop research skills.</p> <p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>▪ To understand the history of social sciences research and the contribution that it has made to extending knowledge, changing attitudes in society and developing social policy and professional practice.</li> <li>▪ To develop a rationale for, and be able to evaluate, the use of quantitative research methods in social sciences research. (Experimental and questionnaire designs)</li> </ul>				

	<ul style="list-style-type: none"> <li>▪ To appreciate the principles underpinning diverse qualitative design approaches and be able to interpret and evaluate their use in addressing social sciences research questions (interviewing, focus groups, discourse and grounded theory)</li> <li>▪ To develop skills and knowledge in evaluating research designs and published research /journal articles that are relevant to social sciences research</li> <li>▪ To develop skills in writing research proposals</li> </ul>
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<b>AC7c4</b>	<b>DESCRIBE CORE OR COMPULSORY EXISTING MODULES</b>
	Please complete for existing modules that are <b>Core</b> or <b>Compulsory</b> for this programme

	Module Title:	Further Quantitative research methods		
	Module Code:	SWP-M424	Semester:	spring
	Level:	M	Credit Value:	20
	Module Organiser	Dr Laura Biggart		
	Module Type: (EX / CW / WW / PR etc)	CW		
	Module marking Scheme (e.g. M40PA):	M50PC		
	Brief Outline:			
	<p>The course builds on coverage of quantitative methods in the Introduction to social sciences research methods module, where the focus is on developing critical appraisal skills that cover a range of ways of gathering and analysing quantitative data.</p> <p><b>Educational aims:</b></p> <ul style="list-style-type: none"> <li>• To introduce you to quantitative research methods and data analysis</li> <li>• To develop critical appraisal skills to equip students to handle research-based teaching provided elsewhere on the programme</li> <li>• To provide you with an introduction to using statistical software (SPSS)</li> <li>• To provide you with a good grounding in applied statistics to enable you to: <ul style="list-style-type: none"> <li>▪ Match hypotheses to appropriate statistical analyses</li> <li>▪ Undertake basic statistical analyses using SPSS</li> <li>▪ Appreciate the statistical content of journal articles</li> <li>▪ Undertake an SPSS-based data analysis for your assessment</li> </ul> </li> </ul>			

<b>AC8</b>	If the course is a joint course, how will the student experience be managed?
	<p>Some modules are co-taught with the MRes in Social Sciences, but all staff on the joint modules are provided by SWP which provides continuity. A Programme Director (Dr Vicky Scaife) will lead and coordinate the</p>

	programme's content and delivery. For example, the Programme Director will take an overview of assessment in order to ensure a coherent timetable-aware strategy across the modules.
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<b>AC9</b>	<b>PROGRAMME PROFILE AND AWARD REQUIREMENTS</b> Please also see attached table	
Year 1		
Core Modules	Introduction to Social Science Research Methods (SWP-M417), Psychosocial perspectives on family life (SWP-M413) Dissertation (SWP-M38X) Further Quantitative Research Methods (SWP-M424) Further Qualitative Research Methods (SWP-M418)	
Compulsory Modules		
Option A	Student choose to take Childhood: national and international policy perspectives (SWP-M440) OR Attachment and care giving (SWP-M)	
Option B		
Option C		
Free Choice Modules – Enter number of credits		

**NOTE: Whilst the University will make every effort to offer the module listed, changes may sometimes have to be made for reason outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave. Where this is the case, the University will endeavour to inform students.**

#### **PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA**

**(The summary section may be used for publicity purposes. The full specification may also be publicly available).**

Note: One Programme Specification may be used for all courses (ROUs) in the proposal. Please indicate where there are any differences (including any course (ROU) specific learning outcomes) between courses (ROUs) in the free text and explain how learning outcomes at the programme level (i.e. covering all courses) may be demonstrated.

<b>PS1</b>	<b>EDUCATIONAL AIMS AND LEARNING OUTCOMES</b>	
PS1.1	Overview of aims and learning outcomes:	
	Programme specification from 2011 attached. See section C, which will remain the same	
PS1.2	Knowledge and Understanding:	
	Ditto	

PS1.3	<b>Cognitive Skills:</b>
	Ditto
PS1.4	<b>Subject specific skills (including practical skills):</b>
	Ditto
PS1.5	<b>General/transferable key skills and attributes:</b>
	Ditto

<b>PS2</b>	<b>TEACHING AND ASSESSMENT STRATEGIES AND METHODS</b>
PS2.1	(please describe including how these enable students to demonstrate achievement of the learning outcomes):
	<p>Programme specification from 2011 attached. See section C, which will remain the same</p>

<b>PS3</b>	<b>EQUALITY</b>
PS3.1	How do the admissions criteria ensure equality of opportunity for all applicants?
	<p>Clear criteria for admission; programme available full and part time. Outside of set teaching sessions individual consultations e.g. tutorials arranged at mutual convenience. The MSc has a track record of attracting and retaining a diverse student group.</p>
PS3.2	What steps have been taken to ensure an inclusive curriculum?
	<p>The programme is explicitly inclusive. It incorporates a range of national and international perspectives on childhood and family life, and introduces students to a range of inductive and deductive processes for research accompanied by training in quantitative and qualitative research methods and analysis,</p>
PS3.3	In what ways do learning and teaching and assessment methods ensure inclusivity and equality of opportunity?
	<p>Staff on the programme are highly experienced at, and trained in teaching and assessing at UG, PGT and PGR levels. Opportunities for small group and individual staff student contact help ensure that teaching, learning and assessment related</p>

guidance addresses both whole group and individual concerns.

**Please send (email) the whole Academic Case and the Summary to the Learning, Teaching and Quality Office (Assistant Registrars UG / PGT as appropriate) and to the Equality and Diversity Manager (in parallel) for comment.**

For undergraduate proposals [Claudia.Gray@uea.ac.uk](mailto:Claudia.Gray@uea.ac.uk)

For integrated masters proposals [Joanne.Ashman@uea.ac.uk](mailto:Joanne.Ashman@uea.ac.uk)

For Master's level proposals [Joanne.Ashman@uea.ac.uk](mailto:Joanne.Ashman@uea.ac.uk)

Equality & Diversity Manager [H.Murdoch@uea.ac.uk](mailto:H.Murdoch@uea.ac.uk)

*Comments will be returned within 10 working days of receipt.*

**Please complete the relevant section and return (email) to the Course Proposer within 10 working days of receipt.**

*Sections AC10.1 and AC10.2 should be completed in parallel.*

AC10	COMMENTS
AC10.1	<p data-bbox="316 367 1412 439">Learning, Teaching and Quality Office:</p> <ul data-bbox="363 472 1385 981" style="list-style-type: none"> <li data-bbox="363 472 1385 674">• Note - the fact that SWP-M407 'Developmental psychology: applied and cross-cultural perspectives' is to be dropped was not outlined in section BC0.1 'rationale for change', although it emerged in section BC5F.3 (both of which are in the Business Case but also contain useful information for the Academic Case) and was made clear in the attached 'Programme Changes' document.</li> <li data-bbox="363 707 1385 842">• Was the decision to withdraw SWP-M407 and increase the dissertation weighting taken for a particular reason, or was the latter designed to accommodate the former, because SWP-M407 could no longer be offered and there was no other taught module available?</li> <li data-bbox="363 875 1385 981">• Re the change in the dissertation from 60 to 80 credits and from 15,000 to 20,000 words: how will the apparent imbalance between semesters (ie, 40:60:80) be addressed?</li> </ul> <p data-bbox="316 1014 539 1077">Julia Jones, LTS 8 June 2012</p>
AC10.2	<p data-bbox="316 1115 1412 1178">Equality and Diversity Manager:</p> <p data-bbox="316 1189 1412 1252">Thank you to Helen Murdoch for the comments and queries from E+D, these are shown below:</p> <p data-bbox="411 1285 1206 1391">Psychosocial perspectives on family life AND Childhood: national and international policy perspectives OR Attachment and caregiving</p> <p data-bbox="316 1391 1377 1458"><b>E+D question 1: Does this include cultural dynamics and influences as well and if so, from a British perspective or international?</b></p> <p data-bbox="316 1491 1385 1559">7 other HE institutions offer an MSc in Child and Family Psychology. (from search on Masters.com at 29 May 2012)</p> <p data-bbox="316 1559 1382 1592"><b>E+D question2: Does this course differ from the others in any specific way?</b></p> <p data-bbox="316 1615 1382 1883"><b>E+D question 3. There are a range of helpful references to inclusivity throughout the proposal. Is it possible to say more about any intercultural expertise that might be gained through the course or explicit about whether cultural understandings of 'family' are explored – if potentially recruiting from wide geographical area such explicit references may be important marketing tools. Also, useful to state specific steps taken to support range of disabled students or other learning needs – e.g. assistive technologies, podcasts, early posting of lecture notes or materials etc etc.</b></p>

This section enables the course proposer to respond to any comments received prior to consideration of the academic case for approval.

AC11	<b>COURSE PROPOSER'S RESPONSE TO COMMENTS ON THE ACADEMIC CASE (WHERE RELEVANT)</b>
	<p>Thank you for the comments in AC10.1. Responses are:</p> <p><b>BULLET POINT 1:</b> I have inserted a sentence covering this issue to section BC0.1 namely "5. to drop from the MSc CFP the 20 credit module SWP-M407 'Developmental psychology: applied and cross-cultural perspectives" and a note highlighting that the alteration is part of this fast track application</p> <p><b>BULLET POINT 2:</b> The decision was taken to enable our M Level students the opportunity to engage with dissertation topic areas in more depth and reflects our strong research ethos.</p> <p><b>BULLET POINT 3</b> Preparatory work (e.g. concept/hypothesis formulation, literature collation) for the 80 credit project begins at the start of semester one and workload naturally varies across the year in an individual way depending on the nature of the project that the student is completing (e.g. some projects demand data gathering takes place during primary school term time etc) This is managed by the student in liaison with the supervisor in a bespoke manner to ensure as even a distribution of work across the year as possible.</p> <p>Thank you for the comments in AC10.2. Responses are shown below:</p> <p><b>E+D question 1</b> Yes. Both.</p> <p><b>E+D question2:</b> Yes, see previous answer, not all programmes do this as explicitly</p> <p><b>E+D question 3.</b> Yes, this is highlighted alongside other information in our other materials (e.g. recruitment materials and handbook); ditto support for students experiencing disability. Available support includes and goes beyond all of the above listed provisions and the School has an experienced DLO and robust personal advisory system linked with academic tutoring</p> <p><b>V Scaife</b> <b>15-06-12</b></p>

<b>AC12</b>	<b>APPROVALS</b>	<b>SIGNATURE AND DATE</b>
AC12.1	<b>Head of School</b>	
	Approved:	Gillian Schofield, 18/6/12
	Approved with amendments:	
	Rejected:	
AC12.2	<b>Faculty Associate Dean (following Faculty LTQC)</b>	
	Approved:	Helena Gillespie, 18/6/12
	Approved with amendments:	
	Rejected:	

<b>CIRCULATION (for office use only)</b>		
	Course Proposer	<ul style="list-style-type: none"> <li>○ Summary</li> <li>○ Approvals</li> </ul>
	LTQO (for report to LTC) <a href="mailto:W.Forsdick@uea.ac.uk">W.Forsdick@uea.ac.uk</a>	<ul style="list-style-type: none"> <li>● Summary</li> <li>● Approvals</li> </ul>
	Planning Office <a href="mailto:A.M.Watson@uea.ac.uk">A.M.Watson@uea.ac.uk</a>	<ul style="list-style-type: none"> <li>● Summary</li> <li>● Approvals</li> </ul>
	Faculty Teaching Office	<ul style="list-style-type: none"> <li>● Summary</li> <li>● Programme Specification</li> <li>● Course profile</li> <li>● Approvals</li> </ul>
	Marketing & Admissions Service <a href="mailto:Laura.Thompson@uea.ac.uk">Laura.Thompson@uea.ac.uk</a>	<ul style="list-style-type: none"> <li>● Summary</li> <li>● Approvals</li> </ul>
	Academic Officer of the UAEAS / President of GSA (for taught postgraduate only)	<ul style="list-style-type: none"> <li>● Summary</li> <li>● Approvals</li> </ul>

## MSc Child & Family Psychology (SWP)

<b>Original FULL-TIME ROUTE 2011-12</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<ul style="list-style-type: none"> <li>▪ Introduction to child and family research SWP-M417 (20 credits)</li> <li>▪ Psychosocial perspectives on family life SWP-M413 (20 Credits)</li> <li>▪ Developmental psychology: applied and cross-cultural perspectives SWP-M407 (20 credits)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Further quantitative research methods and statistics SWP-M424 (20 credits)</li> <li>▪ Further qualitative research methods SWP-M418 (20 credits)</li> <li>▪ Childhood: national and international policy perspectives SWP-M440 (20 credits)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Independent research project SWP-M38X (60 credits)</li> </ul>
60 credits	60 credits	60 credits
Total credits	180 credits	

<b>Proposed FULL-TIME ROUTE 2012-13</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<ul style="list-style-type: none"> <li>▪ Introduction to Social Sciences research methods SWP-M417 (20 credits)</li> <li>▪ Psychosocial perspectives on family life (20 Credits)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Further quantitative research methods and statistics (20 credits)</li> <li>▪ Further qualitative research methods (20 credits)</li> <li>▪ Childhood: national and international policy perspectives (20 credits)</li> <li>▪ <b>OR</b> Attachment &amp; Care giving (20 credits)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Independent research project (80 credits)</li> </ul>
40 credits	60 credits	80 credits
Total credits	180 credits	

**PROGRAMME SPECIFICATION FOR  
AWARDS MADE BY THE UNIVERSITY OF EAST ANGLIA**

<b>SECTION A: SESSION: 2011 to 2012</b>		
A1	<b>Course Name</b>	MSc in Child and Family Psychology
A2	<b>Final Award</b> <i>(e.g. BA/BSc(Hons)/ MA/MSc etc)</i>	MSc
A3	<b>UEA Course Code(s)</b>	T1LC821101 full time, T2LC821201 part time
A4	<b>UCAS Course Code(s)</b>	
A5	<b>Professional Award</b> <i>(if any)</i>	
A6	<b>School of Studies</b>	School of Social Work and Psychology

**SECTION B: SUMMARY OF COURSE STRUCTURE AND FEATURES**

**B1 Summary**

This new taught masters programme is a one year full time or two year part-time degree which combines training in research methods (60 credits), child and family psychology (60 credits) and an individual empirical research project (60 credits). The programme is designed to promote the acquisition of wide ranging and flexible research skills and specialist knowledge that can be applied to further study at PhD level, to careers in research or to enhance professional competence in areas of applied psychology and related disciplines. At the same time it offers students who have particular interests in specific areas of child and family psychology the opportunity to develop them through their choice of options and through their own empirical research project, supervised by a research active psychologist from the School.

The programme builds from the new BSc in Psychology programme, accredited by the British Psychological Society in 2008, and provides opportunities for our own strong students to continue their post-graduate studies in the School. However, the programme also attracts good quality students from a range of national and international academic institutions who have degrees in psychology or related disciplines and are interested in specialising in child and family research.

It is anticipated that the programme will be accredited in due course by the ESRC. It will run alongside the established MA in Child and Family Research, which is part of the School's 1+3 ESRC accreditation for social work and social policy. The links between these programmes and (some) shared teaching will benefit both groups of students and allow for further development of the psychosocial approach to psychology that has become the basis for the school's success in interdisciplinary teaching and research. However, each programme will also have its own distinctive disciplinary focus, through additional teaching, specific assignments and the research project.

## SECTION C: EDUCATIONAL AIMS AND OUTCOMES

<b>C1</b>	<p><b>Educational Aims of the Programme</b></p> <p><b>a</b> By providing a combination of research methods, child and family psychology and an individual supervised project, the programme will enable students to become not only <i>knowledgeable</i> about research methods and child and family psychology research findings, but also <i>practically competent</i> in applying research methods to specific child and family research questions.</p> <p><b>b</b> The programme aims to help students understand the <i>significance of research as it has developed and been applied to the psychology of children and family life</i>. It will familiarise students with a range of methods and applications, from approaches to understanding the cognitive and social development of children through to the application of psychology to areas such as the competence of child witnesses in court and the impact of parental mental illness on children.</p> <p><b>c</b> Students will be helped to build on the diverse knowledge and skills that they bring from previous study or employment. This diversity will enrich the group experience, but the aim will also be for each student's individual educational strengths, needs and goals to be recognised and the student's route through the programme (e.g. options, choice of topic for detailed study, allocation of individual supervisor) negotiated accordingly.</p>
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<b>C2 Course Outcomes</b>	
<p><b>C2(i) Knowledge and understanding</b></p> <p><b>a</b> The impact of research based evidence from psychology and related disciplines on society's management of child and family issues.</p> <p><b>b</b> The relevance, appropriateness and ethical implications of using different research methods to answer different research questions in relation to the psychology of children and families.</p> <p><b>c</b> Quantitative methods, including survey design, experimental and laboratory based methods, standardised measures, statistics, SPSS.</p> <p><b>d</b> Qualitative methods, including grounded theory, narrative analysis, discourse analysis, NVivo.</p> <p><b>e</b> Developmental psychology, including the cognitive, emotional, social development of children, and resilience- in applied and international contexts.</p> <p><b>f</b> The changing role of families (nationally and internationally) and the relationship between psychology and other disciplines in providing theoretical understandings of the roots and impact of these changes e.g. work/life balance.</p> <p><b>g</b> Children's rights, roles and development in a family and social context. The impact of parenting/family life on children e.g. in intact, separated, foster and adoptive families</p> <p><b>h</b> Normal and abnormal/pathological development in children/parents/extended family members e.g. as affected by mental health difficulties, offending behaviour, substance misuse.</p>	<p><b>Teaching/learning methods and strategies</b></p> <p><b>a</b> Lectures in both research methods and child and family psychology modules</p> <p><b>b</b> Seminars associated with taught modules-based on varied lecturer provided and student prepared input.</p> <p><b>c</b> Workshops/laboratory sessions to learn about/ develop skills in experimental methods, applications of data analysis software e.g. NVivo</p> <p><b>d</b> Interdisciplinary staff –student research seminars</p> <p><b>e</b> Individual tutorials associated with certain modules to focus /support the assignment</p> <p><b>f</b> Individual research project supervision</p> <p><b>Assessment</b></p> <p><b>a</b> Coursework including, essays, literature review, project, group work. Assignments often allow a choice of topic that enables students to build a coherent yet varied learning experience</p> <p><b>b</b> Research project/ dissertation</p>

<p><b>C2(ii) Cognitive Skills</b></p> <p><b>a</b> Flexible/critical understanding of the nature of <i>research evidence</i> from psychology and other disciplines in relation to children and families.</p> <p><b>b</b> Flexible/critical understanding of the nature of <i>theory</i> from psychology and other disciplines in relation to children and families.</p> <p><b>c</b> Ability to reflect on and <i>integrate theory and research</i> – and scrutinise practical applications of both in a psychosocial context.</p> <p><b>d</b> Awareness of <i>personal experiences/values</i> in relation to children and families that may impact on analysis of literature and the research process.</p> <p><b>e</b> Ability to be <i>creative and original</i> in approaching a topic.</p>	<p><b>Teaching/learning methods and strategies</b></p> <p>The varied teaching methods and assignments (listed above) will be designed to promote the critical understanding of taught material and also the critical reading of original theory/ research articles.</p> <p>The combination of formal lectures, small group work and individual tutorials/supervision will not only provide knowledge, but seek to promote the reflective capacity and self-awareness of each student.</p> <p>→</p> <p><b>Assessment</b></p> <p>Both knowledge and critical thinking will need to be evidenced in assignments of all kinds in order to pass each module.</p> <p>The research project /dissertation provide the culmination of this learning in relation to a topic of particular interest to the student. The process of individual supervision will challenge students to think creatively but rigorously when planning /analysing and reporting their project.</p>
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<p><b>C2(iii) Subject Specific Practical Skills</b></p> <p><b>a</b> Write critical, structured, fluent, well referenced assignments, including a literature review</p> <p><b>b</b> Undertake a robust analysis/identify a clear research question- and a rationale for that question</p> <p><b>c</b> Design, organise and conduct a research project, using quantitative and/or qualitative methods.</p> <p><b>d</b> Develop an ethical protocol, showing an understanding of research ethics – generally and specifically in relation to researching children and families. (A School ethics form needs to be completed and approved before access can be negotiated and the data collection can start.)</p> <p><b>e</b> Identify and access the sample (including completing agency /health research governance procedures as necessary)</p> <p><b>f</b> Conduct appropriate data collection.</p> <p><b>g</b> Analyse data rigorously, using software as appropriate.</p> <p><b>h</b> Prepare an appropriate research report/ dissertation that is adequately comprehensive yet concise and demonstrates research and presentation skills.</p>	<p><b>Teaching/Learning methods and strategies</b></p> <p>All taught modules and the independent research project are designed to promote these subject specific practical skills. In addition, there will be specialist input to include, for example, taught workshops in the School's computer lab on the use of NVivo and statistics.</p> <p>→</p> <p><b>Assessment</b></p> <p>For taught child and family psychology modules the coursework will test a range of subject specific practical skills - in terms of presentation, master's level analysis of theoretical and research literature, and the quality and fluency of written style.</p> <p>For taught research methods modules, the assessments will test both understanding and application of methods, relevant to psychology.</p> <p>For the individual project, the research proposal and all stages of conducting the research will be focussed on developing both thinking and skills that would not only raise the standard of the project, but prepare a student for future engagement in research. The supervision process will also be important in promoting skill development.</p>
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<p><b>C2(iv) Key Skills and Attributes</b></p> <p><b>a</b> To think flexibly and critically within psychology and across disciplines in relation to theory and research on children and families.</p> <p><b>b</b> To be familiar with a range of existing theoretical and empirical research, but open minded and interested in new developments</p> <p><b>c</b> To work across a range of activities, managing time appropriately and keeping to targets.</p> <p><b>d</b> To be self-aware ( e.g. learning style, values, strengths and limitations) in order to maximise the capacity to manage complex research issues and activities.</p> <p><b>e</b> To work independently and show initiative, to work collaboratively with colleagues, and also to use and learn from supervision.</p> <p><b>d</b> To produce polished written work that is of high quality and shows promise of reaching a publishable standard.</p>	<p><b>Teaching/Learning methods and strategies</b></p> <p>Teaching on the programme will promote flexible thinking and encourage the valuing of a rigorous testing of research findings.</p> <p>Members of the teaching team come from a range of specialist interests within psychology (social, developmental, cognitive, clinical, forensic and evolutionary) and related disciplines in the child and family field, such as social policy and social work. This exposes students to a range of projects and approaches for them to consider, compare and contrast.</p> <p>The opportunity to hear from researchers in taught sessions and to attend research seminars where academics present their work to each other will promote an understanding of the diversity of research - and the practical dilemmas when applying research methodologies to the study of children and families.</p> <p>The Programme Director will act as adviser for the students and will work with project supervisors to maximise each student's learning and skill development.</p> <p><b>Assessment</b></p> <p>All forms of assessment will focus on the key academic skills. The broader, more personal skills, such as time management, will be more the focus of tutorials with module leaders, project supervisors, and the Programme Director.</p>
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## **SECTION D1: COURSE PROFILE AND AWARD REQUIREMENTS**

Please insert (i.e. cut and paste) the course profile here or complete the following boxes, as appropriate. If you insert the course profile, please ensure that the NOTICE below about changes to modules is retained.

Each box relates to a year of study. If the programme is part-time or offers a part-time option, please extend the number of years as appropriate (maximum = 9).

**NOTICE:** Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment numbers or sabbatical leave. Where this is the case, the University will endeavour to inform students.

**FULL TIME ROUTE**

**ALL** modules are compulsory. The final mark is aggregate.  
All MSc module assessments in SWP will be set and assessed by psychologists.

**SEMESTER 1 (total 60 credits)****Introduction to child and family research** (20 credits SWP)

Module leader: Professor Gillian Schofield

*Teaching:* Weekly lecture/seminar series (delivered by specialists in each area of research/research methods)

(NB Shared with MA Child and Family Research students.)

*Assessment:* 100% coursework i.e. analysis of research articles, development of research proposal

**Psychosocial perspectives on family life** (20 credits SWP)

Module Leader: Professor Margaret O'Brien

*Teaching:* Weekly lecture/seminar series. (Lectures will also be attended by MA Child and Family Research students and third level option BSc Psychology students. M level seminars joint with MA Child and Family Research students)

*Assessment:* 100% coursework: literature review.

**Developmental psychology : applied and cross-cultural perspectives** (20 credits SWP)

Module leader : Dr Beth Neil

*Teaching:* Weekly lecture/seminar series. (Lectures will also be attended by MA Child and Family Research students and social work students) M level seminars joint with MA Child and Family Research students

*Assessment:* 100% coursework

**SEMESTER 2 ( total 60 credits)****Further quantitative research methods and statistics** (20 credits)

Module leader: Laura Biggart

*Teaching:* Weekly lecture /seminar series. (Shared with MA Child and Family Research students)

*Assessment:* 100% coursework

**Further qualitative research methods** (20 credits)

Module leader : Laura Biggart

*Teaching:* Weekly lecture / seminar series. (shared with MA Child and Family Research students)

*Assessment:* Coursework. 25%, 75%.

**Childhood: national and international policy perspectives** (20 credits)

Module leader : Professor Margaret O'Brien

*Teaching:* Weekly lecture/seminar series. (Lectures will also be attended by MA Child and Family Research students and third level option BSc Psychology students. M level seminars joint with MA Child and Family Research students)

*Assessment :* 100% coursework.

**Independent research project preparation** (psychologist supervisor allocated during semester 1)**SEMESTER 3 (total 60 credits)****Independent research project** ( 60 credits)

Individual supervision, additional research workshops/seminars.

*Assessment:* Dissertation 15,000 word

**List pre- and/or co-requisites and any professional body requirements****Progression Requirements or Award**

Year 1

## **PART-TIME ROUTE**

**ALL** modules are compulsory. The final mark is aggregate.  
All MSc module assessments in SWP will be set and assessed by psychologists.

Some flexibility is allowed (where indicated) for part-time students.

### **SEMESTER 1**

#### **Introduction to child and family research** (20 credits SWP)

Module leader: Professor Gillian Schofield

*Teaching:* Weekly lecture/seminar series (delivered by specialists in each area of research/research methods)

(NB Most teaching joint with MA Child and Family Research students.)

*Assessment:* 100% coursework. i.e. analysis of research articles, development of research proposal

#### **Psychosocial perspectives on family life** (20 credits SWP)

Module Leader: Professor Margaret O'Brien

*Teaching:* Weekly lecture/seminar series. (Lectures will also be attended by MA Child and Family Research students and third level option BSc Psychology students. M level seminars joint with MA Child and Family Research students)

*Assessment* 100% coursework: literature review.

### **SEMESTER 2**

#### **Further quantitative research methods and statistics** (20 credits)

Module leader: Laura Biggart

*Teaching:* Weekly lecture /seminar series. (Shared with MA Child and Family Research students)

*Assessment:* 100% coursework

#### **Further qualitative research methods** (20 credits)

Module leader : Laura Biggart

*Teaching:* Weekly lecture / seminar series. (Shared with MA Child and Family Research students)

*Assessment:* 100% coursework

### **SEMESTER 3**

Individual research project preparation

**List pre- and/or co-requisites and any professional body requirements**

**Progression Requirements or Award**



**SECTION D2: REGULATORY FRAMEWORK FOR AWARDS**

<b>D2a Regulatory Framework:</b> <i>(please tick against the relevant framework)</i>	
<b>Common Course Structure for Undergraduate Programmes (CCS)</b>	
<b>NAM Common Course Structure (NAM-CCS)</b>	
<b>Common Regulatory Framework for Postgraduate Programmes (CPG)</b>	X
It is expected that all new degree courses will conform to the common University regulations (either to CCS, NAM-CCS or CPG, and the associated Instructions to Examiners).	
<b>D2b Degree Classifications</b>	
<u>For First degree programmes</u>	
i) Weighting (in percentage terms) which each year of the course contributes to the calculation of the degree classification.	
	<b>(Part-time Programmes)</b>
Year 1	Year 5
<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>
Year 2	Year 6
<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>
Year 3	Year 7
<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>
Year 4	Year 8
<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>
	Year 9
<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 100px; height: 30px;" type="text"/>
ii) Please indicate whether an aggregate mark and/or the University marks profile is taken into consideration for the purpose of determining degree class.	
<b>D2c Postgraduate Awards</b>	
i) Are (any) modules assessed on a pass/fail (instead of numerical) basis?	YES
	NO X
If so how many credits are assessed on a pass/fail basis	.....
ii) Can the award be conferred with distinction?	YES X
	NO
iii) On what criteria is the distinction awarded? (See also the Regulations for the Common Postgraduate Regulatory Framework.)	
a) Aggregate mark of 70%. b) Marks of 68-70% to be considered for a distinction at the discretion of the examination board.	

**Please note:**

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 each unit can be found in the study unit guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.