Programme Specification 2025-26

1.	Programme title	MSc Psychology (Conversion)
2.	Awarding institution	Middlesex University
3a	Teaching institution	Middlesex University London
3b	Language of study	English

4a	Valid intake dates and mode of study

Mode of Study	Cohort	Delivery Location	Duration
Full-time (FT)	Semester 2	Hendon	1 Years
Full-time (FT)	Semester 1	Hendon	1 Years
Part-time (PT)	Semester 2	Hendon	2 Years
Part-time (PT)	Semester 1	Hendon	2 Years

4c	Delivery method	On Campus/Blended Learning

5. Professional/Statutory/Regulatory body (if applicable)
British Psychological Society (BPS)

6.	Apprenticeship Standard (if applicable)	N/A

7. Final qualification(s) available
Target Award Title(s)
MSc Psychology (Conversion)

8. Academic year effective from	2025-26

9. Criteria for admission to the programme
Applicants should possess a second-class degree in any subject.   International students need to have obtained a minimum IELTS score of 6.5 with no lower than 6 in any component.

10. Aims of the programme

The programme aims to:

This programme aims to empower graduates from diverse academic backgrounds to build a thorough grounding in contemporary psychology. It is aimed at students without a Psychology background, or those who have studied Psychology before but don't have the Graduate Basis for Chartered Membership (GBC) with the British Psychological Society (BPS). As the programme meets the criteria for GBC with the British Psychological Society (BPS), students are set on a clear pathway to further professional training and career development in fields such as clinical, educational, or occupational psychology. The curriculum emphasises critical evaluation of theory and evidence, fostering independent thought and evidence-based practice. Students gain comprehensive research expertise—from study design through data analysis and effective dissemination—alongside essential communication and numerical skills. Through interactive learning experiences and reflective practice, participants develop the confidence to engage with new challenges, adopt innovative approaches, and cultivate professional resilience. Overall, the programme's inclusive entry requirements invite ambitious individuals to shape their own futures while making meaningful contributions to the discipline.

11.	**Programme learning outcomes**

Programme - Knowledge and Understanding

On completion of this programme the successful student will have a knowledge and understanding of:

1. The advanced theoretical approaches that inform psychological inquiry, including how they shape our understanding of human behaviour.

2. The core domains of psychology recognised by the British Psychological Society (BPS)—biological, cognitive, developmental, social, and individual differences—as well as relevant applied fields, and the current debates within these domains.

3. The principles of psychological research design and data analysis, including advanced quantitative and qualitative methods, and the strengths and limitations of different approaches.

4. The historical and conceptual foundations of psychology, including how evolving theoretical frameworks and social contexts influence contemporary practice.

5. Ethical, professional, and inclusivity considerations in psychological research and practice.

Programme - Skills

On completion of this programme the successful student will be able to:

6. Synthesise diverse theoretical perspectives to critically explore and explain patterns of behaviour and psychological functioning.

7. Formulate and investigate research questions using advanced quantitative and qualitative techniques and interpret complex data using appropriate statistical software.

8. Evaluate and integrate theoretical, methodological, and empirical evidence to produce coherent, evidence-based arguments.

9. Design, implement, and communicate independent and group research projects, applying robust methodological and analytical skills.

10.	Conduct systematic literature searches, assess the quality of sources, and integrate findings to inform research and practice.
11.	Employ relevant technological tools (e.g., experimental software, psychophysiological equipment) to collect, analyse, and interpret data.
12.	Present ideas effectively in written and oral formats, demonstrating critical reasoning, structured argumentation, and professional standards of communication.

12. Teaching/learning methods

Students will be actively involved in a range of learning and teaching approaches. Such active approaches aim to put them at the centre of their learning, so they are involved and engaged in all aspects of their learning and assessment. A well-balanced mix of theory and practice is delivered by research-active staff and/or practitioners via a range of teaching methods, including:
•Live learning on campus – interactive sessions, seminars, and lab-based practicals, alongside group work to stimulate communication, cooperation, and discussion.
•Academic support sessions – tutorials, assessment workshops, research supervision, and academic advisors supporting students in prioritising their health and wellbeing.
•Independent study – flipped learning activities, key concept videos, prior reading or preparation for classes, data collection for projects, and group work with classmates.

Live learning on campus will focus on learner activity, including discussion and debates to enable students to share their thoughts and experiences, which will help direct the focus of sessions, making them co-leaders in their learning. Learner activity will also involve group tasks applying knowledge to practical problems. This will allow them to apply learning beyond the classroom and encourage collaborative working and learning between students from different countries and cultures. Learning will be practice-led, with a strong focus on employability, ensuring students gain hands-on experience that prepares them for careers in both research and applied neuroscience settings.

Students' learning will be supported by existing and emerging learning technologies, including a variety of platforms and software packages. This will enhance their digital literacy and foster essential skills that are highly valued by employers, such as flexible working, effective communication, IT proficiency, teamwork, and the ability to create shared understandings based on quality resources and access to global expertise.

Independent study will further consolidate learning, directed in many ways, particularly through the virtual learning environment. This includes the use of 'on-demand' videos, flipped learning activities such as case study preparation, interactive discussion forums, and peer-led activities such as unsupervised group discussions and role-playing exercises in class. Key concept videos will support student's independent learning outside of the classroom.

 Approx. number of timetabled hours per week (at each level of study, as appropriate), including on-campus and online hours FT 9 PT 4.5
Approx. number of hours of independent study per week (at each level of study, as appropriate)FT 31 PT 15.5

13. Employability

13a Development of graduate competencies
13b Employability development

The MSc Psychology (Conversion) programme is designed to cultivate graduate competencies through a combination of theoretical knowledge, practical application, and reflective learning. Key competencies are developed and articulated as follows:

1.Leadership and Influence

Through group discussions, collaborative research projects, and presentations, students build confidence in articulating ideas and leading research initiatives. The independent research project fosters decision-making and project management skills essential for leadership in scientific and professional settings.

2.Entrepreneurship

Modules like Research and Issues in Applied Psychology encourage innovative thinking by exposing students to cutting-edge research techniques and enabling them to design and execute original research projects. This equips them with the entrepreneurial mindset to identify and act on opportunities in academia, healthcare, and industry.

3.Communication, Empathy, and Inclusion

Participatory seminars and group activities help students hone their communication skills, ensuring they can present complex ideas clearly and inclusively. The programme's focus on understanding diverse cognitive and developmental processes enhances empathy and cultural sensitivity.

4.Curiosity and Learning

Students are immersed in a research-led teaching environment where curiosity is nurtured through critical engagement with current debates in psychology. Modules such as Social and Developmental Psychology and Brain, Body & Mind challenge students to question assumptions and seek evidence-based conclusions.

5.Collaborative Innovation

Group activities and laboratory sessions provide opportunities for collaborative problem-solving. The integration of interdisciplinary modules like Social and Developmental Psychology and Brain, Body & Mind fosters innovation by combining perspectives from psychology and biomedical sciences.

6.Resilience and Adaptability

The diverse assessment methods, including essays, lab reports, and oral presentations, require students to adapt to various challenges and develop resilience in the face of feedback and rigorous academic demands.

7.Technological Agility and Problem Solving

The programme places a strong emphasis on technological competency through the use of psychophysiological equipment in Brain, Body & Mind. Modules such Statistical Literacy for the Psychological Sciences trains students to apply data analysis techniques to solve scientific problems.

8.Problem Solving and Delivery

Across all modules, students engage in activities that develop their ability to identify problems, evaluate solutions, and deliver impactful outcomes. The capstone research project exemplifies this competency, as students must manage the end-to-end delivery of an original scientific investigation.

This multifaceted approach ensures that graduates are equipped with the broad competencies needed to thrive in diverse professional environments.

Employability is a foundational aspect of the MSc Psychology (Conversion) programme, integrated through strategic activities, engagement, and robust evaluation mechanisms to prepare students for careers in academia, healthcare, and industry.

1. Career Readiness Activities

•Career Workshops: Delivered by the MDX employability service, these workshops focus on CV building, job applications, and interview preparation, tailored to career opportunities in related fields, such as neuroscience, healthcare, and data science.
•Research Showcase: Students present their research ideas, reading and projects to peers, and academics, enhancing communication skills and building professional networks.
2. Professional Body Engagement
•Curriculum Input: PSRB (BPS) specify key aspects of curriculum as part of accreditation process.
3. Evaluating Employability Development
•Student Feedback: Surveys capture student reflections on employability activities, helping identify areas for improvement.
•Graduate Outcomes: the MDX employability service tracks employment destinations and gathers alumni feedback to evaluate career preparedness.
4. Employability Integration
Given the intensive one-year structure, employability is embedded strategically across the programme:
•Career Mapping Workshop: Early in the year, the MDX employability service guides students in identifying career goals and planning their trajectory.
•Individual Consultations: Toward the end, programme leaders offer one-on-one sessions to refine CVs, prepare for interviews, and strategise career transitions.
This cohesive approach ensures graduates are equipped with the knowledge, skills, and connections to excel in their chosen fields.

13c Placement and work experience opportunities (if applicable)

N/A

13d Future careers / progression

The MSc Psychology (Conversion) is accredited by the British Psychological Society (BPS), ensuring that graduates who achieve an average of 50% or above gain the Graduate Basis for Chartered Membership (GBC). This is a crucial stepping stone for those aiming to pursue further professional training in areas such as Clinical, Counselling, Educational, Forensic, Health, or Occupational Psychology. In addition, graduates who prefer a more research-focused route can progress to doctoral study (e.g., PhD or professional doctorate) to advance psychological science and practice. For those seeking broader career pathways, the programme's strong grounding in critical thinking, data analysis, and human behaviour opens doors to roles in sectors such as health services, education, human resources, marketing, and beyond.

14. Assessment methods

The programme employs a diverse range of assessment methods, including essays, practical assessments, presentations, reports, lab reports, and research reports. These methods are carefully aligned with the programme's learning outcomes, ensuring students develop the necessary theoretical understanding, technical proficiency, and critical thinking skills required for careers in neuroscience research and clinical applications.

15. Programme Structure (level of study, modules, credits and progression requirements)

Structure is indicative for Part-time routes.

Students must take all of the compulsory modules and choose following programme requirements from the optional modules.

Non-compensatable modules are noted below.

Available Pathways
Not Applicable

Year 1

Year 1 Level 7 FT and PT

Code	Type	Module Title	Credits at FHEQ Level
PSY4041	Compulsory	Brain, Body and Mind 2025-26	30 at Level 7
PSY4045	Compulsory	Research and Issues in Applied Psychology 2025-26	30 at Level 7
PSY4210	Compulsory	Social & Developmental Psychology 2025-26	30 at Level 7
PSY4230	Compulsory	Statistical literacy for psychological science 2025-26	15 at Level 7
PSY4240	Compulsory	Qualitative Psychology in Practice 2025-26	15 at Level 7
PSY4035	Compulsory	Research: Practice and Reporting 2025-26	60 at Level 7

Year 2

Year 2 Level 7 PT

Code	Type	Module Title	Credits at FHEQ Level
PSY4041	Compulsory	Brain, Body and Mind 2026-27	30 at Level 7
PSY4210	Compulsory	Social & Developmental Psychology 2026-27	30 at Level 7
PSY4035	Compulsory	Research: Practice and Reporting 2026-27	60 at Level 7

*Please refer to your programme page on the website re availability of option modules

16. Programme-specific support for learning

All new students go through an induction programme and some have early diagnostic numeric and literacy testing before starting their programme. Learning support teams provide one-to- one tutorials and workshops for those students needing additional help in these areas.

High quality specialist laboratories equipped with research grade software and hardware where appropriate, for formal teaching as well as self-study.

Research and practice activities of academic staff feed into the teaching programme, which can, on some occasions, provide an opportunity for students to work with academics on some aspect of research.

17. HECos code(s)	100497: Psychology

18. Relevant QAA subject benchmark(s)	

19. University Regulations

This programme will run in line with general University Regulations: [Policies | Middlesex University](#)

This programme will run in line with general University Regulations: Policies | Middlesex University

20. Reference points

The following reference points were used in designing the Programme:
•Middlesex University Middlesex University Regulations. MU
•Middlesex University Learning and Quality Enhancement Handbook. MU
•Middlesex University 2031 Learning Framework: Operationalising the Principles for Postgraduate Taught Programmes.
•Quality Assurance Agency (2024) The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies QAA
•QAA Subject Benchmark Statement for Psychology (September, 2023)
•QAA Master's Degree Characteristics Statement (February, 2020)
•British Psychological Society (2019). Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology. Leicester: BPS.
•BACP Ethical Framework
•Middlesex University Learning and Teaching Policies and Strategy
•Student Feedback
•External Examiner Feedback

21. Other information *(if applicable)*

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Curriculum map for MSc Psychology (Conversion)

Programme learning outcomes

Knowledge and understanding

A1	The advanced theoretical approaches that inform psychological inquiry, including how they shape our understanding of human behaviour.
A2	The core domains of psychology recognized by the British Psychological Society (BPS)—biological, cognitive, developmental, social, and individual differences—as well as relevant applied fields, and the current debates within these domains.
A3	The principles of psychological research design and data analysis, including advanced quantitative and qualitative methods, and the strengths and limitations of different approaches.
A4	The historical and conceptual foundations of psychology, including how evolving theoretical frameworks and social contexts influence contemporary practice.
A5	Ethical, professional, and inclusivity considerations in psychological research and practice.

Skills

B1	Synthesize diverse theoretical perspectives to critically explore and explain patterns of behaviour and psychological functioning.
B2	Formulate and investigate research questions using advanced quantitative and qualitative techniques, and interpret complex data using appropriate statistical software.
B3	Evaluate and integrate theoretical, methodological, and empirical evidence to produce coherent, evidence-based arguments.
B4	Design, implement, and communicate independent and group research projects, applying robust methodological and analytical skills.
B5	Conduct systematic literature searches, assess the quality of sources, and integrate findings to inform research and practice.
B6	Employ relevant technological tools (e.g., experimental software, psychophysiological equipment) to collect, analyse, and interpret data.
B7	Present ideas effectively in written and oral formats, demonstrating critical reasoning, structured argumentation, and professional standards of communication.

Programme learning outcomes - Highest level achieved by graduates

A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	B 6	B 7
7	7	7	7	7	7	7	7	7	7	7	7

Mapping by level of study and module

Module Title	Module Code	A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	B 6	B 7
Level of study:7													
Statistical Literacy for the Psychological Sciences	PSY4230			x		x		x				x	x
Qualitative Psychology in Practice	PSY4240			x		x		x					x
Brain, Body and Mind	PSY4041	x	x		x		x		x		x	x	x
Social and Developmental Psychology	PSY4210	x	x		x	x	x		x		x		x
Research and Issues in Applied Psychology	PSY4045	x			x		x		x		x		x
Research: Practice and Reporting	PSY4035			x		x		x		x	x	x	x