

# **MSc Psychology (Conversion)**

## **Course Specification**

Academic Year 2025/2026

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## 1. Course Overview

<b>Full course/award title(s)</b>	MSc Psychology (Conversion)
<b>Course Code</b>	PMSC_0010_FR
<b>Location of study</b>	Regent's Park Campus
<b>Off campus elements / locations</b>	Not applicable
<b>Fees</b>	£27,000 Please see the tuition fees on the Regent's University London website ( <a href="https://www.regents.ac.uk/admissions/tuition-fees">https://www.regents.ac.uk/admissions/tuition-fees</a> )
<b>Additional costs</b>	Not applicable
<b>Awarding institution</b>	Regent's University London
<b>Date of original validation / revalidation</b>	February 2025
<b>Validated until</b>	February 2029
<b>Framework for Higher Education Qualification level of final award</b>	Level 7
<b>Number of credits in award</b>	180 credits
<b>HECoS Code</b>	Not applicable
<b>Relevant QAA subject benchmark statements</b>	<a href="#">Subject Benchmark Statement: Psychology (2023)</a>
<b>Other external and internal references</b>	<a href="#">Regent's University London Academic Regulations</a> <a href="#">Regent's University London Learning, Teaching and Assessment Strategy</a> Regent's Learning Outcomes (RLOs) (2021) Regent's Assessment Framework (2022) Regent's Learning Design Framework: RADAR (2020)

	Regent's Course Design Process (2023) <a href="#">OfS Conditions of Registration, advice and guidance</a> <a href="#">QAA: Frameworks for Higher Education Qualifications (FHEQ)</a> <a href="#">AdvanceHE: Principles of Inclusive Curriculum Design</a> <a href="#">British Psychological Society (BPS) Accreditation</a>				
<b>Professional, statutory or regulatory body recognition/ accreditation</b>	<a href="#">British Psychological Society (BPS)</a>				
<b>Language of study</b>	English				
<b>Date of production / revision of this course specification</b>	June 2025				
<b>Course intakes, modes of study, expected and maximum duration of course</b>					
Mode of Study	Intake Month	Level of entry	UCAS Code	Expected Duration in Months	Maximum duration in months*
Full-time	September	Level 7	Not applicable	12	36
Full-time	January	Level 7	Not applicable	16	48

\* In exceptional circumstances only – refer to Regent's University London Academic Regulations for details.

## 2. Why study this course, including course aims and objectives

The MSc Psychology (Conversion) course is accredited by the British Psychological Society (BPS). It offers a comprehensive education in both classical and contemporary topics — emphasizing equality, diversity, and inclusion. You will be studying in a multicultural, international learning context aligned with the values of caring, collaboration and achievement.

The course includes practice-based learning opportunities, allowing you to develop your skills for inquiry and critical thinking, and a personal focus your career development and employability. Supported by internationally recognized academics, you will engage in individual and collaborative group work, receiving high levels of support and feedback through ongoing dialogue with a team of professionals.

Graduation from the course will prepare you for engagement with evidence-based policies and interventions that contribute to sustainable development in diverse social contexts. You will gain transferable knowledge, reflective skills, and interpersonal confidence to use and communicate psychological theory and research.

Your studies will help you succeed and make a positive difference in working with people in the future — via further postgraduate studies or through employment in diverse work environments. You will be supported throughout your learning journey by a university-wide commitment to the learning and well-being needs of each student.

The MSc Psychology (Conversion) aims to introduce individuals with no psychological background to this area of study. It offers a solid grounding in the core areas of Psychology and confers [Graduate Basis for Chartered Membership](#) with BPS

The course aims to:

- Produce a scientific understanding of the mind, brain, behaviour and experience, and how they interact with the complex environments in which they exist.
- Include knowledge and the acquisition of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently.
- Develop an understanding of the role of empirical evidence in the creation and constraint of theory, and in how theory guides the collection and interpretation of empirical data.
- Present multiple perspectives in a way that fosters critical evaluation and reflection.
- Develop knowledge, leading to an appreciation of theory and research findings, including relevant ethical and sociocultural issues.
- Lead to an understanding of real-life applications of theory to the full range of experience and behaviour and the application of psychological understanding to real-world questions.

Many of our graduates pursue career opportunities as research associate or assistant psychologist in a wide range of areas, such as the NHS, Prison Service, and universities. However, most of our graduates go on to further postgraduate study, either at a professional training level (e.g., Psychological Wellbeing Practitioner) or at doctoral level (e.g., PhD by research or a Doctorate in Clinical or Counselling or Educational Psychology).

On successful completion of this course, you will be eligible for Graduate Basis for Chartered Membership (GBC), which is a requirement for undertaking professional BPS postgraduate training programmes in the United Kingdom (e.g., Clinical Psychology, Educational Psychology, Counselling Psychology, etc.) and the vast majority of Psychology Postgraduate programmes accredited by the Health and Care Professions Council (HCPC).

**Please note:** To be eligible for GBC, you must have passed the empirical project in Psychology and achieved an overall pass mark of at least 50% across all modules.

### 3. Course structure

This is a guide to the overall structure of your course, mandatory elements, modules (including terms when delivered) and periods of assessment.

We have designed our curriculum so that you can gain a deeply personalised education. The MSc Psychology (Conversion) course is built on the latest academic thinking, informed by in-house research. You will expand your knowledge, skills, practice and thinking, and will gain deep expertise in Psychology through a range of specialised modules.

The core modules have been developed in line with the BPS guidelines on conversion courses. They include the following disciplines:

- Conceptual and Applied Psychology
- Developmental and Social Psychology
- Biological and Cognitive Psychology
- Psychopathology and Individual Differences
- Research Methods in Psychology

The MSc Psychology Conversion course comprises of 180 credits.

There are three core modules per term, each module is worth 20 credits; you will study 60 credits each term throughout the taught component of the course (Terms 1 and 2).

The final dissertation is worth 60 credits and will be taken in the final term.

On successful completion of these modules, you will gain credits that count towards the total needed for your degree. You will be awarded the MSc Psychology after successfully completing the entire course and all necessary assessment to the required level.

The MSc Psychology (Conversion) course is accredited by the BPS, the professional body for psychology and psychologists in the United Kingdom. Accreditation is a mark of quality that prospective students and employers understand and value. It is recognition that the course will provide appropriate coverage of core psychological theories and principles in an environment that will support and enhance student learning. A BPS accredited degree will

provide you with the opportunity to gain Graduate Membership of the Society and enable you to pursue a career in Psychology and professional post-graduate degrees (i.e., PhD, DClinPsych).

Extra-curricular activities will be organised throughout the academic year (e.g., career events). Additionally, you will receive support from the course leader, module leader, and supervisor on professional development and career opportunities for Psychology graduates.

The academic year for the course follows the regular university postgraduate [calendar](#) :

- Autumn Term: September to December
- Spring Term: January to May
- Summer Term: May to August (where applicable).

Classes take place from Monday to Friday, typically between 09:00 and 19:00.

Assessments are scheduled throughout the academic year. Submission dates can be found on the Blackboard page of the module and in the assessment brief. General assessment periods are also noted on the university postgraduate [calendar](#)..

## Modules

Your course is composed of a number of modules that each have a credit value. On successful completion of these modules, you will gain credits that count towards the total needed for your degree.

One credit equates to 10 notional hours of study, which is the average time a student will take to achieve the specified learning outcomes. So, if a module is worth 10 credits, then you would expect to spend 100 hours studying this. These will not all be 'taught' hours. You will receive guidance and instruction through lectures, seminars, workshops etc., but you will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this course is indicated in Section 6.

On a postgraduate degree course, you can usually expect to study 180 credits per level (or year), with no more than 80 credits per term.

**Please note the following modules have a content warning attached.** More information is available in the individual module specifications:

- PSY731, Psychopathology and Individual Differences.

## Course modules

<b>Level 7</b>
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<b>Term 1</b>	<b>Core Modules</b>	<b>Credits</b>
Autumn	PSY730, Conceptual and Applied Psychology	20
Autumn	PSY728, Developmental and Social Psychology	20
Autumn	PSY729, Qualitative Methods in Psychology	20
<b>Total Core module credits</b>		<b>60</b>
<b>Term 2</b>	<b>Core Modules</b>	<b>Credits</b>
Spring	PSY727, Biological and Cognitive Psychology	20
Spring	PSY731, Psychopathology and Individual Differences	20
Spring	PSY732, Quantitative Methods in Psychology	20
<b>Total Common module credits</b>		<b>60</b>
<b>Term 3</b>	<b>Core Module</b>	<b>Credits</b>
Summer/Spring	PSY733, Empirical Research Project in Psychology	60
<b>Total Credits for Level 7</b>		<b>180</b>
<b>Exit awards (if appropriate)</b>		
Postgraduate Certificate (PGCert) Postgraduate Diploma (PGDip)		

#### 4. Indicative course structure diagram

**Autumn Start – Level 7**

Autumn Term Block 11	PSY730 Conceptual and Applied Psychology (Core) (20 Credits)	PSY728 Developmental and Social Psychology (Core) (20 Credits)	PSY729 Qualitative Research Methods in Psychology (Core) (20 Credits)
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Spring Term Block 12	PSY727 Biological and Cognitive Psychology (Core) (20 Credits)	PSY731 Psychopathology and Individual Differences (Core) (20 Credits)	PSY732 Quantitative Methods in Psychology (Core) (20 Credits)
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Summer Term Block 13	PSY733 Empirical Research Project in Psychology (Core) (60 Credits)		
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### Spring Start – Level 7

Spring Term Block 12	PSY727 Biological and Cognitive Psychology (Core) (20 Credits)	PSY731 Psychopathology and Individual Differences (Core) (20 Credits)	PSY732 Quantitative Methods in Psychology (Core) (20 Credits)
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Summer break (May – August)

Autumn Term Block 11	PSY730 Conceptual and Applied Psychology (Core) (20 Credits)	PSY728 Developmental and Social Psychology (Core) (20 Credits)	PSY729 Qualitative Research Methods in Psychology (Core) (20 Credits)
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Spring Term	PSY733
Block 13	Empirical Research Project in Psychology
	(Core)
	(60 Credits)

## 5. Exit awards

Exit (interim) awards can be conferred where:

- a) you withdraw from the University without completing all the credits required for your named award,  
and
- b) you have successfully completed the volume of credit at the relevant FHEQ level as indicated in Section 3 above,  
and
- c) subject to the decision of the relevant Progression and Finalist Board.

Available exit awards for this course are:

- Postgraduate Certificate (60 credits at Level 7)
- Postgraduate Diploma (120 credits at Level 7)

Exit awards are not available with classification.

The full criteria for these exit awards can be found in the Assessment and Course Regulations section of Regent's University London Academic Regulations.

[regents.ac.uk/policies](https://regents.ac.uk/policies)

Where classification of an overall award is possible this will be calculated upon completion of 180 credits at Level 7 as set out in the Academic Regulations.

## 6. Learning outcomes

This is a guide to the more specific knowledge and skills you will gain if you take full advantage of the learning opportunities available to you.

Learning Outcomes will tell you what we expect you to know and/or be able to do once you have complete a learning process (e.g. a module, a level or the entire course) (QAA, 2018). Teaching and assessments are designed accordingly to enable you to demonstrate that you have adequately met these outcomes.

The learning outcomes that you will be expected to demonstrate at the completion of your studies are listed below. Each module that you will study has developed between two and four distinctive Module Learning Outcomes (MLOs). Each MLO is mapped against an equivalent Regent's Learning Outcome (RLO) from the list below. We have ensured that all the compulsory elements of your course assess in their totality all ten learning outcomes (see Section 17).

Level 7 Learning Outcomes	
RLO 1	<b>Collaboration:</b> Lead and negotiate professional networks to solve challenges in complex and ambiguous situations.
RLO 2	<b>Innovation:</b> Create and implement new value propositions combining intellectual curiosity and creativity.
RLO 3	<b>Professional Development:</b> Articulate a plan which encompasses opportunities for your continuing professional development.
RLO 4	<b>Decision-making:</b> Formulate informed decisions in complex situations using critical and reflexive thinking.
RLO 5	<b>Communication:</b> Communicate persuasively orally and/or in writing in multicultural and/or international settings.
RLO 6	<b>Digital Data and Tools:</b> Appraise and utilise digital tools and complex data in your professional and social contexts.
RLO 7	<b>Discipline Knowledge:</b> Critique and synthesise theories, concepts and facts at the forefront of your field of study relevant to the task.
RLO 8	<b>Discipline Skills:</b> Combine and employ advanced discipline-specific knowledge, techniques and tools for practical purposes.
RLO 9	<b>Interdisciplinary Perspectives:</b> Integrate different disciplinary approaches in proposing insights into multifaceted complex scenarios.
RLO 10	<b>Human and Environmental Impact:</b> Evaluate the impact of human activity, including your own, on people and on the environment to offer sustainable solutions.

## 7. Learning and teaching strategy/assessment methods (non-regulatory)

This is a guide to the academic opportunities available to help you achieve the overall aims and objectives of the course as listed in Section 2 and the intended learning outcomes in Section 6. It is also a guide to the assessment methods used to test your achievement of the intended learning outcomes. In order to meet the full intended learning outcomes of the course, you will be expected to study independently, participate in class discussions, ask for support in academic skills if required and engage with your personal tutors.

The [Regent's Learning, Teaching and Assessment Strategy](#) (LTAS) outlines the vision of Regent's pedagogic and assessment approach. It strives to provide you with a well-connected, future facing, entrepreneurial, cosmopolitan and personalised education whereby you can achieve your full potential.

The strategy is underpinned by three pillars, informed by the university's Strategic Plan, outlining the future trajectory of learning and teaching at Regent's. These are interwoven and based upon:

**Nurturing our students' individual growth**, recognising them as our partners and cocreators and helping them reach their full potential by addressing their unique needs and aspirations.

**Re-imagined curricula and assessments:** We develop durable research, thinking, human and entrepreneurial skills through inclusive, well-designed, innovative, future-facing curricula and assessments.

**Excellent teaching and transformative learning:** We deliver student-centered, interactive, and digitally enhanced learning & teaching that caters to diverse learning needs, challenges orthodoxies, and encourages alternative ways of thinking.

Your course is premised on the Regent's Curriculum model which defines the structural design of our postgraduate degrees and allows us to deliver the above learning and teaching priorities.

Your course provides you with in-depth knowledge and skills in your field through specialised subject cores.

The Regent's Graduate Attributes express our educational purpose and identity which is to ensure that Regent's graduates are:

- Collaborative and networked
- Creative and entrepreneurial
- Critical and Reflective
- Culturally and socially versatile
- Digitally agile
- Well-informed, skilled and fluent across disciplines
- Responsible and environmentally conscious

To realise this purpose, we have articulated these Attributes into a set of ten observable and measurable university wide learning outcomes, The Regent's Learning Outcomes (RLOs). They were designed using national references to ensure that they are appropriated for the award of a UK degree and that your achievement is monitored against those national references. Teaching and assessments are designed accordingly to enable you to demonstrate that you have adequately met these outcomes.

There are six key requirements for the successful completion of the MSc Psychology Conversion course. These are:

- A commitment to independent study
- Wide and critical reading of primary sources
- The development of critical awareness
- Competence in understanding a wide range of research methods and statistical techniques

- The successful undertaking of independent empirical research, contributing to current knowledge
- Excellent communication skills in oral and written form, as an individual or within a group, which will enable the ability to engage in evidence-based debate

The MSc Psychology Conversion course offers you the opportunity to achieve a thorough and broad understanding of the discipline. A range of teaching, learning and assessment methods support this aim, including teaching sessions, workshops, seminars, laboratory classes, group work, and individual and group tutorials. There is an emphasis on self-directed study, which will be particularly relevant to your research project.

We take a student-centred teaching approach, focusing on your individual needs and skills, and tailoring the seminars and discussions to facilitate your learning experience. As our students join the programme from a variety of backgrounds and careers, we assume no prior knowledge of the subject. As such, you will be provided with advance readings prior to classes and further reading to develop your knowledge. The classes will then be used to advance and solidify your understanding of the content and guide you to take on a more critical and scientific approach to the knowledge you will gain.

## Breakdown of teaching methods by percentage per level

The following breakdown is a guide to how much time you will spend doing each teaching and learning method. The exact amount of time spent in taught/practical lessons or self-study will depend on the elective modules that you take.

- ‘Taught’ learning typically refers to timetabled sessions led by a member of academic staff, such as lectures, seminars, and tutorials.
- ‘Practical’ sessions are also timetabled and led by an academic member of staff, but are focused on learning through experience, e.g., role plays, simulations, field trips, studio or laboratory work.
- ‘Self-Study’ is time dedicated to self-directed learning that is guided by your own requirements to further your studies and complete assignments. This could include preparation for class, background reading, research and preparation for assessments and writing.

Level 7	
Taught	17%
Practical	11%
Self-Study	72%

## Course management and teaching staff

The course is managed by the Course Leader who is a BPS Chartered psychologist and the main point of contact for students. Staff are, in general, educated to doctoral level and have relevant research experience. In addition, most of our tutors hold a Fellowship of Advance Higher Education (Advance HE) from Fellow to Principal Fellow level as well as BPS Chartered membership.

The course leader is available to assist you with the course structure and any questions regarding your progression and future paths. Each module has a module leader, who should be your first point of contact for any questions relating to the content and assessments of that module. A psychology laboratory technician will help you address technology and research-related questions.

Tutors have a high level of academic experience, as well as familiarity with research and practice in Psychology. Our staff have worked in a range of fields in Academia, NHS, private practice, in a variety of roles. We also welcome guest lecturers to provide insight into the latest developments in the field. Staff on the course have published in a range of scientific journals.

You will be allocated a personal tutor, who will meet you on a one-to-one basis at various stages throughout the academic year and give you guidance and advice to support your ongoing personal and professional development throughout your studies at Regent's University London. You will also be allocated a supervisor for your research project, who will guide you through the process of applying for ethical approval and support your progress throughout your empirical project and dissertation.

## Assessment strategy and methods

Assessment is a positive element of your education. We are committed to delivering authentic assessment and challenge-led learning. This ambition is reflected in our [Assessment Framework](#) where we outline the practices and expectations which will guide and enhance assessment, one of those practices being to move away from unseen written examinations as an assessment methodology and moving towards more authentic challenges. We're in the business of nurturing future leaders who can use what they've learned to shape the world – authentic assessment and real-world challenges create a safe lab for that learning.

Assessment can be a learning tool and a guide to **understand and evaluate** the quality of your work and your progress. Your course will offer a variety of assessment methods that support the learning required by the learning outcomes. We will provide you with feedback on your assessment performance to guide your learning journey. You will play an essential part in our assessment strategy as an active feedback recipient, and we will work together to determine how you can progress further from the feedback received.

There are some differences in the purposes of the assessment you will encounter: some assessments are formative, and others are summative.

**Formative assessments** will provide you with an opportunity to receive feedback on the progress of your work through the completion of an assessment or assessment tasks. These are developmental in nature as they offer information to help you identify next steps in learning and how to do better in future work which is why no grades are given. Formative assessments feed directly into summative assessments. All assessment tasks include formative assessment opportunities.

**Summative assessment** is the evaluation of your learning at a particular time, measured against specified learning outcomes. You will be awarded a grade and numerical mark for each summative assessment on each module. The grades you receive for assessed work on each module are added up to give a final grade for the module. Assessment also determines your suitability to progress onto the next year of your course and, at the end of the course, it enables the University to determine your degree award.

All assessments will incorporate effective and constructive feedback that relates to the module-specific or task-specific marking criteria previously made available in the assessment briefs. Feedback for summative assessment will explain the reason for the mark given but it can also provide information about how to improve the work for future assessment tasks.

The table below lists possible ways your tutors will facilitate the delivery of feedback on your formative assessments:

Forms of Assessment	Ways to deliver feedback on formative assessments
Written Assignments (various types)	Feedback on draft submitted on Blackboard by a specified date
	Feedback initiated through peer-to-peer reviews during workshop activity
	Verbal feedback (face to face or recorded), where student makes a record of key points and shares with the tutor
Presentation	Presenting a practice run in class, receiving feedback from peers and/or tutor
	Formative feedback on recordings of presentation practice submitted on Blackboard by a specified date.
	Feedback on students' own assessment on the recorded practice presentation (both submitted on Blackboard by a specified date)

You will receive feedback in an orderly and timely fashion (approximately three weeks from submission date). We will notify you of the feedback release day in your assessment briefs.

### Types of Assessment

The following table is a guide to the types of assessment you will experience on your course and shows you how assessment is linked with your course Learning Outcomes

Term	Module title	Credits	Learning outcomes	Assessment(s)
Autumn	Conceptual & Applied Psychology	20	ROL1 Collaboration ROL2 Innovation	1. Group presentation

			RLO3 Professional development RLO5 Communication	2. Reflective report
Autumn	Developmental & Social Psychology	20	RLO4 Decision making RLO7 Discipline knowledge RLO10 Human and environmental impact	1. Observational report 2. Reflective essay
Autumn	Qualitative Research Methods in Psychology	20	RLO1 Collaboration RLO6 Digital data and tools RLO8 Discipline skills RLO9 Interdisciplinary perspectives	1. Group presentation 2. Lab report
Spring	Biological & Cognitive Psychology	20	RLO2 Innovation RLO5 Communication RLO7 Discipline knowledge RLO8 Discipline skills	1. Essay 2. Individual presentation
Spring	Psychopathology & Individual Differences	20	RLO4 Decision making RLO7 Discipline knowledge RLO8 Discipline skills RLO10 Human and environmental impact	1. Case study report 2. Reflective essay
Spring	Quantitative Research Methods in Psychology	20	RLO4 Decision making RLO6 Digital data and tools RLO8 Discipline skills RLO9 Interdisciplinary perspectives	1. Lab report 2. SPSS assessment
Summer / Spring	Empirical Research Project in Psychology	60	RLO2 Innovation RLO3 Professional development RLO4 Decision making RLO8 Discipline skills RLO10 Human and environmental impact	1. Empirical project

Additional detailed information will be provided in the assessment brief for each assessment.

## Breakdown of assessment by percentage per level

The following breakdown is a guide to the types of assessment you will experience on your course through core modules. The exact amount of each assessment type will depend on the modules that you take.

Level 7	
Coursework	77%
Presentations	8%
Group Work	15%

## Alternative forms of assessment

Our aim is to design and deliver innovative, authentic and inclusive assessments throughout our curriculum. Students with a student support agreement (SSA) may be offered alternative forms of assessment, as an agreed reasonable adjustment. Where this is necessary, the Student Experience and Welfare Team will work with the relevant Course Team and Registry staff on a case-by-case basis to secure appropriate alternatives.

## Ethical approval of research

All research and other relevant academic activities conducted within and outside the University by students at Regent's University should comply with the University's Research ethics policies and processes prior to its commencement. This will include, but is not limited to, all research involving human or other living participants, all industry live projects and all experiments, investigations and procedures involving human or other living participants, or data relating to such living entities.

In addition, you will be required to follow the BPS Code of Human Research Ethics: <https://www.bps.org.uk/guideline/bps-code-human-research-ethics> and BPS Code of Ethics and Conduct: <https://explore.bps.org.uk/content/report-guideline/bpsrep.2021.inf94>

### 8. Relationship to other courses

Some courses share modules or have other connections to other courses. This is a guide to whether this is applicable for your course.

Not applicable.

## 9. Student support

We want you to make the most of your time at Regent's and we also know that sometimes life at university can be hard. We can give you the support you need, on academic study, language skills, careers, disabilities, mental health, gender, sexuality, finance and many other issues.

**Ask Regent's** will be the first port of call for the majority of your needs. Staff there can either deal with your enquiry directly or point you to one of our services for more help.

Our support services include:

- Personal tutor scheme
- Student Services
- Academic Skills
- English for Academic Purposes
- Careers advice, including placements
- Disability support
- Accommodation
- Students' Union

For more information about life at Regent's and the services we offer, visit:

<https://www.regents.ac.uk/student-life>

## 10. Learning support

Regent's University London offers a variety of different facilities and technologies to support your studies. These include lecture theatres, seminar rooms, collaborative workspaces, the Library, IT labs and specialist software.

Regent's University London has three Psychology labs for conducting quantitative and qualitative research studies. The labs are in Pilcher building and have been inaugurated in 2024.

Students and staff are required to book the Psychology labs in advance; these spaces are not accessible by lift.

If you require support or advice with regard to accessing campus facilities, please speak with our Student Experience and Welfare Team, part of **Ask Regent's**, so we can address your concerns. <https://www.regents.ac.uk/information/for-current-students/disability-support>

The Library at Regent's supports teaching and learning at the University. Our relevant and extensive collections, flexible study spaces and knowledgeable staff can help you achieve your academic goals. The Tate Library (the silent space) is open into the evening, and the

first floor of the Library is open 24 hours a day, 7 days a week. (See the Library website for current opening hours.). Most areas are fully accessible to people with disabilities and wherever there are challenges we work with individuals to overcome, rearrange or support to facilitate good and safe access.

Regent's University London uses Blackboard as its virtual learning environment (VLE), where you will find learning materials and content for your modules. You will also submit your coursework online and receive feedback through Blackboard.

To support your studies and time at Regent's University London, there is a free mobile app which can be downloaded from the Apple or Android stores, which will provide information about the University, the campus and your studies.

Regent's University London has IT labs where you can use our computers and there are dedicated areas for you to use your own laptops and tablets. The campus has free Wi-Fi, including most areas of our extensive gardens, so any area can be adapted into a student study space. Regent's is a member of the Eduroam network, so you can connect to this service to access Wi-Fi worldwide.

For more about Regent's University London learning resources, visit:  
<https://www.regents.ac.uk/life-at-regents/learning-resources>.

## 11. Opportunities for personal development planning

### **Course Leader and Module Leaders**

They will guide you on your professional development and answer any questions you may have on your career path.

### **Personal tutors**

Every student at Regent's is allocated a personal tutor who can guide you in your academic and professional development. They will provide pastoral support and assist you through your studies.

### **Extracurricular activities**

You will also have opportunity to engage with extracurricular activities on and off campus organised by staff from across Regent's. These include but are not limited to prominent guest speakers' presentations, conferences, competitions, university societies, Student Union membership and student representation. Participation in competitions or engagement with societies and the Students' Union are a great way to develop a host of skills and evidence demonstrating your diverse capabilities and can contribute to fruitful personal development planning.

### **Careers, Enterprise and Industry**

The Careers, Enterprise and Industry team supports students' individual career aspirations through a personalised approach. We partner with students to help them to acquire attributes, tools and skills to be able to make informed decisions and manage their entire career.

### **Handshake – jobs, employers, events and resources**

We've partnered with Handshake – our careers platform – to offer you:

- Careers and enterprise resources – giving you all the information you need to succeed
- Local and international jobs, internships, and placement opportunities
- Networking opportunities with companies of all sizes, as well as start-ups
- Careers and enterprise events and workshops
- The chance to create and build your own profile to personalise the type of content you see, the employers you engage with, and the types of job opportunities highlighted to you.

### **Careers appointments and drop-in sessions**

Students can book an appointment with a career consultant to discuss anything career-related or book some career coaching sessions as a student and/or after they graduate. They are encouraged to engage with the careers team as early as possible in their study. It can take time to gather an array of career management skills, and to be empowered to explore options and plan their next steps.

Careers appointments are booked on Handshake and are either virtual on Handshake or in-person. Appointment types include, but are not limited to, career conversations, entrepreneurship and enterprise, career coaching, placements and Internships, applications feedback, and interview preparation.

The Careers, Enterprise and Industry team has an open-door policy. Students can drop in anytime during business hours to ask a quick question about anything careers, enterprise, or industry related.

### **Enterprise and entrepreneurship**

Regent's is excited to provide a comprehensive, entrepreneurial offer for students and graduates.

This flagship initiative is known as **The Founder's Programme** – a hands-on programme to support students and graduates interested in starting their own enterprise, with tailored guidance, access to live sessions with in-house consultants and guest speakers, mentoring, coaching and experiential bootcamps.

The programme is a dynamic, immersive learning experience where students will build the foundations of their start-up with a global team and get a chance to pitch to investors at the end of the programme – allowing you to network and connect with peers, alumni, industry leaders and start-up founders.

### **Huckletree Innovation Lab**

An on-campus, Innovation Lab centred around entrepreneurship and ecosystem which provides a base for students, staff and alumni with entrepreneurial aspirations. It also hosts tailored sessions and programmes to accelerate your entrepreneurial journey as well as opportunities for networking, investment and innovation.

### **Co-working spaces**

Regent's also offers a dedicated co-working space available on campus with an opportunity to work on your business idea while collaborating and sharing ideas with peers. We also have a strong network of partnerships with some of the most noted co-working spaces in the country.

## **12. Admissions information**

Details of current entry requirements can be found in the University's Entry Criteria Statement on our website: <https://www.regents.ac.uk/policies>

## **13. Visas and immigration**

At Regent's, you will be part of a truly international community, with the opportunity to make friends and contacts from around the world.

If you require a visa to study in the UK, please visit the Visas and Immigration page on our website: <https://www.regents.ac.uk/admissions/visas-immigration>

## **14. Assessment and progression regulations**

You will be assessed on how well you are achieving the intended learning outcomes at different stages throughout your time of study at Regent's. This will include a variety of methods as described under Section 7 above.

In order to continue with your studies, there are minimum requirements to be met to be able to progress at the end of the taught modules, prior to the dissertation/major project in your third term. You will be provisionally allocated to a supervisor by the end of the second term; however, the allocation will be formally confirmed after the progression board.

The current progression regulations are published within the Academic Regulations on our website at the link below. These are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

<https://www.regents.ac.uk/policies>

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark.

In the final term, you will complete an empirical research project on a topic of your choice and present it in the appropriate format, as agreed with your academic supervisor and in line with BPS guidelines on empirical projects and ethical procedures.

The empirical research project must be passed and cannot be condoned or compensated. Your selected research methodology must correspond to the prerequisite module(s) that you have passed.

## **15. Award criteria**

To complete your course, you will need to achieve 180 credits for a master's degree.

You must also meet the requirements of any specific regulations as stated under the assessment and progression regulations.

For further details on award requirements, please see the Academic Regulations, available on our website <https://www.regents.ac.uk/policies>. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

## **16. Methods for evaluating and improving the quality and standards of teaching and learning**

All quality assurance policies and procedures are found in the University Academic Regulations. The current versions are available at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you: <https://www.regents.ac.uk/policies>

Regent's University London operates a number of institutional processes for ensuring and enhancing its academic quality standards. These include: course (re)validations, course modifications, course monitoring, student feedback systems and external examining.

### *Course (re)validations*

The University has a formal process to approve a new course or reapprove an existing course of study. This involves a panel of academics from within and outside Regent's to ensure that your course is of appropriate academic standard and of a high quality.

### *Course modifications*

We listen to your feedback and make changes to your course as appropriate. You will be consulted on any significant changes to your course which may affect the outcomes of your study. All changes to courses or modules are subject to approval through Regent's academic governance structures.

### *Course monitoring*

In order to ensure our courses continue to meet their academic and professional aims and objectives, Directors of Content/Course Leaders are required to prepare Continuous Improvement Planning Reports (CIPR). The reports include module feedback as well as external examiner reports and responses. They are reviewed at content area and institutional level at least twice a year.

### *Student feedback systems*

Students play a key role in the University's processes for enhancing the quality of our educational provision and the broader student experience. There are multiple ways for you to provide feedback on your experiences at module level (e.g., through questionnaires), course level (through course leaders), through student representatives and at course panel meetings. Student representatives are elected and sit on institutional committees such as Academic Committee.

### *External examiner reports*

External examiners ensure that Regent's standards and quality processes are appropriate and are of a standard comparable to those of other higher education institutions in the UK. External examiners review subject level assessment, attending subject boards, and can also attend progression and finalist boards in unrelated subject areas. We also have a Chief External Examiner with responsibility for oversight of the process and review of institutional level processes.

An annual external examiner report is produced at the end of every academic year at level 7. These are made available to students, normally through the CIPRs/course panel meetings.

## 17. Curriculum map

The following table indicates which core and common modules assume responsibility for delivering the learning outcomes detailed in Section 6.

Level	Module code	Module Title	RLO1	RLO2	RLO3	RLO4	RLO5	RLO6	RLO7	RLO8	RLO9	RLO10
7	PSY730	Conceptual and Applied Psychology	X	X	X		X					
	PSY728	Developmental and Social Psychology				X			X			X
	PSY729	Qualitative Research Methods in Psychology	X					X		X	X	
	PSY727	Biological and Cognitive Psychology		X			X		X	X		
	PSY731	Psychopathology and Individual Differences				X			X	X		X
	PSY732	Quantitative Research Methods in Psychology				X		X		X	X	
	PSY733	Emprirical Research Project in Psychology		X	X	X				X		X

