### 1. Awarding Institution
York St John University

### 2. Teaching Institution
York St John University

### 3. Delivery locations (if different to Teaching Institution)
As above

### 4. Programme(s) Accredited by (professional/statutory body)
- 

### 5. Faculty offering the Programme(s)
HLS

### 6. Final Award(s)
MSc The Psychology of Child & Adolescent Development

### 7. Interim Awards
PG Cert. Psychology
PG. Dip. The Psychology of Child & Adolescent Development

### 8. Programme Title(s)
MSc The Psychology of Child & Adolescent Development

### 9. UCAS Code / GTTR / Other
-

### 10. Approved Combinations (for Joint Honours programmes only)
-

### 11. QAA Benchmark Group(s)
QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (Level 7)

### 12. Applicable to Year of Entry to the Programme(s)
2016

### 13. Date Produced/Revised
January 23rd 2012
October 2013 (no change)
First entry to the programme was in 2012

### 14. Mode of Study
The programme is offered in the following modes of study:

- **Full-time:** Over 1 year
- **Part-time:** Over 3 years

### 15. Introduction and Special Features

#### 15-a Introduction
The Faculty wishes to offer two MSc pathways in psychology within a core framework of M-level provision which combines pathway-specific modules with modules which are shared cross-Faculty and cross-Psychology. The core elements of the MSc provision in psychology are as follows:

- **Semester 1:** 30 credit Research Methods module (cross-Faculty)
- **Semester 2:** 30 credit Psychological Science module (cross-Psychology)
- **Spring/Summer:** 60 credit Research Paper (Dissertation) module (cross-Faculty)
In each semester, one 30 credit module will be taken to provide the distinctive content related to each pathway. For the MSc The Psychology of Child and Adolescent Development (PCAD), students take a Child Development module in semester 1, and an Adolescent Development in semester 2.

This programme aims to take an expanded view of development by moving beyond the traditional focus on childhood into adolescence. In so doing, students will be encouraged to develop their interests in advanced areas of social, emotional and cognitive development. The PCAD MSc will thus enable students to move beyond traditional conceptions of development and to widen the purview of the subject matter of developmental psychology. The programme features advanced coverage of both core areas – child development and adolescent development - together with advanced issues in psychological science and research methods. This culminates in students undertaking a major independent research project, with supervision, in an area of child and/or adolescent development in the Research Paper module. In contrast to a traditional Master’s dissertation, the aim of the Research Paper module is to produce a report in the format of a recognised journal in the field. This does not, however, mean that publication of the report is a requirement of the programme.

Transferable skills include data collection and analysis; research design; decision making; critical thinking; the ability to learn autonomously; presentation skills, an understanding of the social context of development; and an understanding of the applicability of developmental psychology to educational issues.

15-b Special features of the programme.

16. Criteria for Admission

Applicants will normally have a 2(i) in Psychology or a related discipline, although in cases where exceptional performance on the final year project, mitigating circumstances or relevant professional experience can be demonstrated, applicants may be considered who have a 2(ii). Applicants whose first degree is not in psychology will be welcomed, and these will be accepted on a case-by-case basis to ensure that they have covered sufficient levels of psychology, research methods and statistics during their first degree (this will be assessed by viewing the degree transcript). Acceptance onto the course will also be subject to a clear CRB disclosure. Applicants whose first language is not English should have IELTS at grade 6.5 or above, (with a score of 6.5 or above in the Writing component) or an equivalent YSJ approved English Language qualification.

17. Programme Aims

1. To develop students’ advanced knowledge and understanding of the psychology of child and adolescent development.
2. To develop students’ advanced knowledge and understanding of research methods and current issues in psychological science.
3. To develop students’ abilities as autonomous learners and independent researchers, including the completion of a substantial independent research project (with supervision).
4. To develop students’ awareness of future directions (in both employment and further study) available to them, and to facilitate their progression to their next stage of employment and/or further study.

18-Ma Level M Programme Outcomes

Students who gain the award of MSc will have demonstrated:

Knowledge and understanding

1. A systematic understanding and critical awareness of key themes and recent
developments in the psychology of child and adolescent development.

2. A comprehensive understanding of a range of theoretical and methodological techniques in the psychology of child and adolescent development.

3. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create, interpret and critique knowledge in the psychology of child and adolescent development.

4. Conceptual understanding that enables the student to critically evaluate current research and advanced scholarship in the psychology of child and adolescent development.

5. Conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new avenues of enquiry in the psychology of child and adolescent development.

6. Understanding of the significance of alternative epistemological positions that provide the context for theory construction, research design, and the selection of appropriate analytical techniques in the psychology of child and adolescent development.

### Cognitive skills

7. The ability to deal with complex issues in the psychology of child and adolescent development both systematically and creatively, make sound judgements in the absence of complete data, and to communicate their conclusions clearly.

8. Self-direction and originality in tackling and solving problems in the psychology of child and adolescent development, and the ability to act autonomously in planning and implementing tasks.

9. The capacity to continue advancing their knowledge and understanding of the psychology of child and adolescent development, and to develop new skills to a high level.

### Practical/professional skills

10. Comprehension of advanced principles of psychological research design and strategy, including an understanding of how to formulate researchable problems and an appreciation of alternative approaches to research.

11. Competence in undertaking and applying a range of quantitative and qualitative research methods and tools including mixed methods approaches.

12. Capabilities for managing research, including managing data, and conducting and disseminating research in a way that is consistent with both professional practice and the normal principles of research ethics.

### Key transferable skills

13. The ability to exercise initiative and personal responsibility

14. Decision-making in complex and unpredictable situations

15. The independent learning ability required for continuing professional development.

Interim awards can be made as follows: Postgraduate Certificate in Psychology (candidate successfully passes 60 taught credits); Postgraduate Diploma in the psychology of child and adolescent development (candidate successfully passes 120 taught credits). Programme outcomes for these interim awards are as follows:

Students who gain the award of PG Cert. will have demonstrated:

### Knowledge and understanding

1. A good understanding and critical awareness of key themes of psychological science.

2. A good understanding of a range of theoretical and methodological techniques in psychological science.

3. A solid grounding in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to
create, interpret and critique knowledge in psychological science.
4. A level of understanding that enables the student to evaluate current research and advanced scholarship in psychological science.
5. A level of understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new avenues of enquiry in psychological science.
6. Understanding of epistemological issues that provide the context for theory construction, research design, and the selection of appropriate analytical techniques in psychological science.

Cognitive skills

7. The ability to deal with problems in psychological science, make sound judgements in the absence of complete data, and to communicate their conclusions clearly.
8. The beginnings of self-direction in tackling and solving problems in psychological science, and the ability to act autonomously in planning and implementing tasks.
9. The capacity to continue advancing their knowledge and understanding of psychological science.

Practical/professional skills

10. Comprehension of principles of psychological research design and strategy, including an understanding of how to formulate researchable problems and an appreciation of alternative approaches to research.
11. Competence in undertaking and applying a range of quantitative and qualitative research methods and tools including mixed methods approaches.
12. Capabilities for managing research, including managing data, and conducting and disseminating research in a way that is consistent with both professional practice and the normal principles of research ethics

Key transferable skills

13. The ability to exercise initiative and personal responsibility
14. Decision-making in challenging situations
15. The independent learning ability required for continuing professional development.

Students who gain the award of PG Dip. Will have demonstrated:

Knowledge and understanding

1. A good understanding and critical awareness of key themes in the psychology of child and adolescent development.
2. A good understanding of a range of theoretical and methodological techniques in the psychology of child and adolescent development.
3. A solid grounding in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create, interpret and critique knowledge in the psychology of child and adolescent development.
4. A level of understanding that enables the student to evaluate current research and advanced scholarship in the psychology of child and adolescent development.
5. A level of understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new avenues of enquiry in the psychology of child and adolescent development.
6. Understanding of epistemological issues that provide the context for theory construction, research design, and the selection of appropriate analytical techniques in the psychology of child and adolescent development.
Cognitive skills

7. The ability to deal with problems in the psychology of child and adolescent development, make sound judgements in the absence of complete data, and to communicate their conclusions clearly.
8. The beginnings of self-direction in tackling and solving problems in the psychology of child and adolescent development and the ability to act autonomously in planning and implementing tasks.
9. The capacity to continue advancing their knowledge and understanding of the psychology of child and adolescent development.

Practical/professional skills

10. Comprehension of principles of psychological research design and strategy, including an understanding of how to formulate researchable problems and an appreciation of alternative approaches to research.
11. Competence in undertaking and applying a range of quantitative and qualitative research methods and tools including mixed methods approaches.
12. Capabilities for managing research, including managing data, and conducting and disseminating research in a way that is consistent with both professional practice and the normal principles of research ethics.

Key transferable skills

13. The ability to exercise initiative and personal responsibility
14. Decision-making in challenging situations
15. The independent learning ability required for continuing professional development.

18-Mb Level M Programme Structure and Content

### Full-time

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Status of Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>MID182</td>
<td>Research Methods</td>
<td>30</td>
<td>1</td>
<td>CA</td>
</tr>
<tr>
<td>MPY023</td>
<td>The Psychology of Child Development</td>
<td>30</td>
<td>1</td>
<td>CA</td>
</tr>
<tr>
<td>MPY022</td>
<td>Psychological Science: Perspectives &amp; Practicalities</td>
<td>30</td>
<td>2</td>
<td>CA</td>
</tr>
<tr>
<td>MPY020</td>
<td>The Psychology of Adolescent Development</td>
<td>30</td>
<td>2</td>
<td>CA</td>
</tr>
<tr>
<td>MID183</td>
<td>Research Paper</td>
<td>60</td>
<td>Spring/Summer</td>
<td>CA</td>
</tr>
</tbody>
</table>

### Part-time

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Status of Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPY023</td>
<td>The Psychology of Child Development</td>
<td>30</td>
<td>1 (yr1)</td>
<td>CA</td>
</tr>
<tr>
<td>MPY022</td>
<td>Psychological Science: Perspectives &amp; Practicalities</td>
<td>30</td>
<td>2 (yr1)</td>
<td>CA</td>
</tr>
<tr>
<td>MID182</td>
<td>Research Methods</td>
<td>30</td>
<td>1 (yr2)</td>
<td>CA</td>
</tr>
<tr>
<td>MPY020</td>
<td>The Psychology of Adolescent Development</td>
<td>30</td>
<td>2 (yr2)</td>
<td>CA</td>
</tr>
<tr>
<td>MID183</td>
<td>Research Paper</td>
<td>60</td>
<td>Full year (yr 3)</td>
<td>CA</td>
</tr>
</tbody>
</table>

Status of Module will be either:
C: Compulsory, CP: Compulsory for progression to the next level, CA: Compulsory for award,
\(O\): option or \(E\): elective

Candidates will be eligible for the award of the Degree of Master when they have:

a) been awarded at least 180 credits at 'M' Level

Candidates will be eligible for the award of the Postgraduate Diploma or Postgraduate Certificate when they have:

a) for Postgraduate Diploma, been awarded at least 120 credits at 'M' Level.
b) for the Postgraduate Certificate, been awarded at least 60 credits at 'M' Level.

<table>
<thead>
<tr>
<th>18-Mc</th>
<th>Level M Teaching and Learning and Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will experience the following learning and teaching strategies: Lectures; seminars; tutorials; use of the VLE. A particular emphasis will be placed on the use of small group discussion-based teaching methods (primarily seminars).</td>
</tr>
<tr>
<td></td>
<td>Students will experience the following assessment strategies: essays; brief reports; presentations; a research proposal and an independent research project. Assessments will be assessed both formatively and summatively.</td>
</tr>
</tbody>
</table>

## 19. Progression and Graduation Requirements

The University's general regulations for postgraduate awards apply to this programme. In addition, the following specific programme regulations apply:

- Students must successfully complete all of the modules for the programme in order to gain the MSc award.

## 20. Internal and External Reference Points

This programme specification was formulated with reference to:

- York St John University University Mission Statement [see page two]
- York St John University ‘Structure of Awards’ document
- York St John University ‘General Regulations for Postgraduate Awards’ (2011-12).
- York St John University ‘Programme Levels’ document.
- York St John University Learning & Teaching Strategy 2007-12
- QAA Master’s degree characteristics (March 2010)
- ESRC Postgraduate Training and Development Guidelines 2009

## 21. Further Information

Further information on the programme of study may be obtained from:

- Admissions Entry Profile (Admissions)
- Programme validation document (Registry – Academic Standards)
- Regulations (Registry – Academic Standards)
- Student programme handbook (Faculty)
- Module handbooks (Faculty)

*Date written / revised: 23 January 2012*