UNIVERSITY OF YORK

POSTGRADUATE PROGRAMME SPECIFICATION

This document applies to students who commence the programme(s) in:	September 2017
Awarding institution	**Teaching institution**
University of York	University of York
Department(s)	
Psychology	
Award(s) and programme title(s)	**Level of qualification**
MSc in Development, Disorders & Clinical Practice	Level 7 (Masters)

Award(s) available *only* as interim awards
Postgraduate Diploma in Development, Disorders & Clinical Practice
Postgraduate Certificate in Development, Disorders & Clinical Practice

Admissions criteria
A degree or equivalent qualification, normally in Psychology or biological sciences and normally at the level of an upper second class honours award. IELTS 6.5; TOEFL paper-based 600; CBT: 250; iBT: 87; Cambridge Proficiency: A, B, C. GCE/iGCSE A, B, C.

Length and status of the programme(s) and mode(s) of study

Programme	Length (years) and status (full-time/part-time)	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode		
			Face-to-face, campus-based	Distance learning	Other
MSc/Dip/Cert in Psychology	1 year full-time		Yes	No	N/A

Language of study	English

Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)

Educational aims of the programme(s)

For the Masters, Diploma and Certificate:

This programme combines theoretical grounding in development and its disorders, with practical training in practical skills for clinical and educational assessment and diagnosis. This course embeds an understanding of cognitive neurodevelopmental disorders within the context of typical development, with a particular focus on dyslexia, specific language impairment, autism, ADHD, and dyscalculia. The course uniquely combines perspectives from cognitive psychology, developmental cognitive neuroscience, and applied clinical and educational practice. Students will develop a range of skills based on an understanding of the principles of scientific psychology, including hypothesis testing, the use of methodologies to design and conduct empirical research, information handling, data analysis and

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the critical evaluation of empirical data. In keeping with Section 8A of the *Quality Assurance Agency for Higher Education Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Postgraduate Research Programmes*, the programme will provide practical expertise, analytical, assessment, intervention, report writing, and research skills, including knowledge and understanding of experimental design and research methodology, in a developmental psychology setting.

Additionally for the Diploma (if applicable):
- To provide students with the opportunity to carry out an in-depth literature review of their particular research area of choice.

Additionally for the Masters:
- To provide students with the opportunity to carry out an in-depth empirical project.

Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes

This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:	*The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:*
A: Knowledge and understanding	

Knowledge and understanding of:	Learning/teaching methods and strategies (relating to numbered outcomes):
For the Masters, Diploma and Certificate:	• Seminars 1-3, 5-9 • Research supervision 1-10 • Statistical practicals 4,10
1. the major issues and paradigms in contemporary Psychology with special reference to neurocognitive development and its disorders	
2. theoretical frameworks from contemporary Developmental Psychology, Cognitive Psychology and Cognitive Neuroscience	
3. advanced topics in assessment of reading, language and cognitive skills; psychometrics; cognitive neuroscience; development and disorders.	Types/methods of assessment (relating to numbered outcomes)
4. quantitative data techniques and software packages	• MCQs 4,10 • Open essay 1-3,5-9 • Critical analysis 1-10
5. what is involved in testing theories in Developmental Psychology/ Cognitive Psychology/Cognitive Neuroscience and how to evaluate empirical research	• Student presentations 8-9 • Statistical practicals 4,10 • Case presentations and written reports 9
6. the current literature on cognitive processes and the ability to apply this knowledge critically to appraise new research findings	• Short answer exam 1-3, 7-9
7. what is involved in constructing, developing and conveying to others a coherent argument, based on information retrieved from a range of sources.	
8. how to communicate findings of research to different audiences and using different media (spoken and written)	Additionally for the Diploma:
9. the applications of Psychology in practice in applied settings and everyday life, with particular reference to a) assessment of cognitive skills across development, and diagnosis of developmental disorders; and b) basic observation, interview and assessment skills for clinical situations.	• Literature review 11 Additionally for the Masters: • Empirical project 11,12 • Poster conference 8
10. the statistical treatment of data	
Additionally for the Diploma:	
11. compiling an in-depth literature review	
Additionally for the Masters:	
12. undertaking an empirical project	

B: (i) Skills – discipline related

Able to: *For the Masters, Diploma and Certificate:* 1. ability to plan, design and conduct systematic, scientifically rigorous studies of issues in experimental psychology and its applications 2. ability to procure ethical clearance for a piece of independent research 3. ability to carry out quantitative and qualitative analyses of data, to summarise the results and to specify the limitations of such analyses 4. Ability to write concisely using appropriate language (whether for an academic or operational audience) and present written work of publishable and scholarly standards 5. Ability to administer selected psychometric tests 6. Ability to carry out behavioural observations and interviews *Additionally for the Diploma*: 7. compiling an in-depth literature review *Additionally for the Masters*: 8. undertaking an empirical project	Learning/teaching methods and strategies (relating to numbered outcomes): • Research supervision 1-7 • Student presentations 1,3 • Behavioural observations 5,6 • Interview exercises 6 Types/methods of assessment (relating to numbered outcomes): • MCQs 3 • Critical analysis 3 • Student presentations 1,3, 5 • Short answer exam 5 • Written report 6 *Additionally for the Diploma*: • Literature review 4 *Additionally for the Masters*: • Empirical project 1-7 • Poster conference 1,3
B: (ii) Skills - transferable	
Able to: *For the Masters, Diploma and Certificate:* 1. the ability to reflect on data and to draw implications for theory and practice 2. the ability to write for an academic and for a lay audience 3. the ability to use PowerPoint and poster formats for the presentation of research findings	Learning/teaching methods and strategies (relating to numbered outcomes): • Seminars 1-4 • Research supervision 1-4 • Statistical practicals 4 • Student presentations 1-4

	Types/methods of assessment (relating to numbered outcomes)
4. ability to use a broad range of generic skills effectively (including IT skills and web-based resources).	• MCQs 1 • Open essay 2 • Critical analysis 1,2 • Abstracts 1,2 • Student presentations 1-4
Additionally for the Diploma: 5. compiling an in-depth literature review	*Additionally for the Diploma*: • Literature review 4,5
Additionally for the Masters: 6. undertaking an empirical project	*Additionally for the Masters*: • Empirical project 1-6 • Poster conference 1-4,6

C: Experience and other attributes	
Able to: *For the Masters, Diploma and Certificate:* 1. seminar discussions, presentations of papers, diagnostic tests and clinical cases 2. participation in the visiting speakers' colloquia 3. time management skills involved in meeting regular deadlines and prioritising tasks	Learning/teaching methods and strategies (relating to numbered outcomes): • Seminars 1, 2 • Research supervision 4,6
	Types/methods of assessment (relating to numbered outcomes): • Open essays 4 • Critical analysis 4 • Abstracts 2,4
Additionally for the Diploma: 4. compiling an in-depth literature review	*Additionally for the Diploma*: • Literature review 4,5
Additionally for the Masters: 6. undertaking an empirical project: experience of planning, carrying out and evaluating a substantial experimental project, including liaising with participants and possibly outside agencies	*Additionally for the Masters*: • Empirical project 4-6

University award regulations

To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the award requirements and programme regulations, and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module's assessment(s) but some credit may be awarded where failure has been compensated by achievement in other modules. The University's award and assessment regulations specify the University's marking scheme, and rules governing progression (including rules for compensation), reassessment and award requirements. The award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Departmental policies on assessment and feedback

Detailed information on assessment (including grade descriptors, marking procedures, word counts etc.) is available in the written statement of assessment which applies to this programme and the relevant module descriptions. These are available in the student handbook, the Department's website and the VLE.

Information on formative and summative feedback to students on their work is available in the written statement on feedback to students which applies to this programmes and the relevant module descriptions. These are available in the student handbook, the Department's website and the VLE.

Diagrammatic representation of the programme structure, showing the distribution and credit value of core and option modules

Masters

Autumn term	Spring term	Summer term	Summer vacation
Research Design and Statistics **20 credits**	*Issues & Methods for Applied Research* **20 credits**	Empirical Project **80 credits**	
Neurodevelopmental Disorders **10 credits**	*Transferable Skills* **10 credits**		
Developmental Cognitive Neuroscience **10 credits**	*Current Questions in Developmental Research* **10 credits**		
Clinical Practice for Developmental Disorders **10 credits**	*Assessment and Treatment of Developmental Disorders* **10 credits**		

Postgraduate Diploma/ Postgraduate Certificate

Postgraduate Diploma

Autumn term	Spring term	Summer term
Research Design and Statistics **20 credits**	*Issues & Methods for Applied Research* **20 credits**	*Literature Review* **20 credits**
Neurodevelopmental Disorders **10 credits**	*Transferable Skills* **10 credits**	
Developmental Cognitive Neuroscience **10 credits**	*Current Questions in Developmental Research* **10 credits**	
Clinical Practice for Developmental Disorders **10 credits**	*Assessment and Treatment of Developmental Disorders* **10 credits**	

Postgraduate Certificate

Autumn term	Spring term
Research Design and Statistics **20 credits**	*Issues & Methods for Applied Research* **20 credits**
Neurodevelopmental Disorders **10 credits**	*Transferable Skills* **10 credits**
Developmental Cognitive Neuroscience **10 credits**	*Current Questions in Developmental Research* **10 credits**
Clinical Practice for Developmental Disorders **10 credits**	*Assessment and Treatment of Developmental Disorders* **10 credits**

Attainment of 60 credits will lead to a Postgraduate Certificate.

Diagrammatic representation of the timing of module assessments and reassessments, and the timing of departmental examination/progression boards

Autumn term	Assessment/Weights	Key Dates	Reassessment	Date of final award board
Research Design and Statistics **20 credits**	(i) Closed exam (Weight - 80%) (ii) Practical reports (Weight - 20%)	Week 1, SpT. Practical reports to be completed by Week 10, AuT.	Progression Meeting Week 5 Week 5 – Week 10 Reassessment Period. All reassessments are to be completed by Monday Week 10, SuT.	September 2018
Neurodevelopmental Disorders **10 credits**	Open essay exam	Week 1, SpT		
Developmental Cognitive Neuroscience **10 credits**	Open essay exam	Week 1, SpT		
Clinical Practice for Developmental Disorders	(i) Open essay exam (70%) (ii) Written observation report (30%)	Week 1 SpT Hand in date: Week 10, AuT		

Spring term	Assessment/Weights	Key Dates	Reassessment	Date of final award board
Issues & Methods in Applied Research **20 credits**	Research design protocol (60%), Short answer questions (40%)	Week 10, SpT. Week 2, SuT.	Progression Meeting Week 5 Week 5 – Week 10 Reassessment Period.	September 2018
Transferable Skills **10 credits**	Research Talk: i) oral presentation – 10% ii) poster – 40% iii) open essay – 40%	Monday, Week 10, SpT		
Current Questions in Developmental Research **10 credits**	Open literature survey	Week 1, SuT.		
Assessment and Treatment of Developmental Disorders **10 credits**	Closed exam (Weight – 80%) Presentation (Weight – 20%)	Week 1, SuT. SpT		

Summer term/Summer Vacation	Assessment/Weights	Key Dates	Date of final award board
Empirical Project **80 credits**	Project word limit – 8,000. (Weight - 85%) Student Contribution (Weight – 10%)	TBC	September 2018

	Poster (Weight - 5%)	TBC	

For the Diploma route

Summer term/Summer Vacation	Assessment/Weights	Key Dates	Date of final award board
Literature Review **20 credits**	Review word limit – 6000. 100%	Week 10, SuT.	September 2018

1.1 Overview of modules

1.2 Core module table

Module title	Module code	Credit level[1]	Credit value[2]	Prerequisites	Assessment rules[3]	Timing (term and week) and format of main assessment[4]	Independent Study Module?[5]
Research Design and Statistics	PSY00019M	7	20	N/A	N/A	Closed exam: Week 1, SpT. Practical reports to be completed by Week 10, AuT.	No
Issues and Methods in Applied Research	PSY00003M	7	20	N/A	N/A	Research design protocol (60%), Week 10, AuT. Short answer questions (40%), Week 2, SuT.	No
Assessment and Treatment of	PSY00034M	7	10	N/A	N/A	Closed Exam (80%), Week 1, SuT.	No.

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[1] The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy. Most modules in postgraduate programmes will be at Level 7/Masters. Some modules are permitted to be at Level 6/Honours but must be marked on a pass/fail basis. See University Teaching Committee guidance for the limits on Level 6/Honours credit.

[2] The **credit value** gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)

[3] **Special assessment rules** (requiring University Teaching Committee approval)

P/F – the module is marked on a pass/fail basis (NB pass/fail modules cannot be compensated)

NC – the module cannot be compensated

NR – there is no reassessment opportunity for this module. It must be passed at the first attempt

[4] AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

[5] **Independent Study Modules** (ISMs) are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from 'taught modules'. Masters programmes should include an ISM(s) of between 60 and 100 credits. This is usually one module but may be more.

Developmental Disorders						Presentation (20%) SpT.	
Transferable Skills	PSY00 014M	7	10	N/A	N/A	Research talk: (i) Oral presentation, (ii) Poster, (iii) Open Essay Week 10, SpT.	No
Empirical Project	PSY00 016M	7	80	N/A	NC	Hand in date: TBC Poster: TBC	Yes
Developmental Cognitive Neuroscience	PSY00 032M	7	10	N/A	N/A	Week 1 SpT.	No
Neurodevelopmental Disorders	PSY00 033M	7	10	N/A	N/A	Week 1, SpT.	No
Current Questions in Developmental Research	PSY00 035M	7	10	N/A	N/A	Week 1, SuT.	No
Clinical Practice for Developmental Disorders	PSY00 048M	7	10	N/A	N/A	Open essay (70%), Week 1, SpT. Observation report (30%), Week 10, AuT	No

1.3 **Option modules**

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment	Independent Study Module?
Literature Review (Diploma route only)		7	20	N/A	NC	Week 10, SuT.	Yes

Transfers out of or into the programme

Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	**Date approved**

1.4   Quality and Standards

The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced.

Quality assurance and enhancement processes include:

- The academic oversight of programmes within departments by a Board of Studies, which includes student representation
- The oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector
- Annual monitoring and periodic review of programmes
- The acquisition of feedback from students by departments.

More information can be obtained from the Academic Support Office:
http://www.york.ac.uk/admin/aso/

Departmental Statements on Audit and Review Procedures are available at:
http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm

Date on which this programme information was updated:	1 September 2017
Departmental web page:	http://www.york.ac.uk/depts/psych/

Please note

The information above provides a concise summary of the main features of the programme and learning outcomes that a typical students might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the leaning opportunities that are provided.

Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where processes of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.