KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	**Faculty responsible for the programme** Faculty of Science and Technology
Final award(s), title(s) and credits MSc Cognitive Neuroscience - (180 UK credits, 90 ECTS credits)	
Intermediate award(s), title(s) and credits Postgraduate Diploma (PgDip) Cognitive Neuroscience - (120 UK credits, 60 ECTS credits) Postgraduate Certificate (PgCert) Cognitive Neuroscience - (60 UK credits, 30 ECTS credits)	
UCAS Programme Code(s) (where applicable and if known)	**HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.** 101381 - Cognitive Neuroscience; 100497 - Psychology; 100959 - Research Methods in Psychology; 101462 - Quantitative Psychology; 100406 - Statistics; 100962 - Research Skills; 100272 - Neuroscience.
External reference points QAA Psychology Subject Benchmark Statement (2019) QAA Masters degree characteristics (2020) National Framework for Higher Education Qualifications The UK Quality Code for Higher Education (2018) - Part A: Setting and maintaining academic standards (October 2013) - Chapter A1: UK and European reference points for academic standards ESRC International Benchmarking Review of UK Psychology (2011) British Psychological Society Code of Ethics & Conduct (2018)	
Professional, Statutory and Regulatory Body (PSRB) links None	
Places of delivery Bournemouth University	
Modes of delivery Full time Part-time	**Language of delivery** English
Typical duration Full-time delivery: 12 months (September and January start dates) Part-time delivery: 24 months (September start only)	
Date of first intake September 2022	**Expected start dates** September (full-time and part-time) and January (full-time)
Maximum student numbers Not applicable	**Placements** No
Partner(s) Not applicable	**Partnership model** Not applicable
Date of this Programme Specification November 2023	

Version number
v1.3-0924

Approval, review or modification reference numbers
E2021 29 FST 2122 15, approved 02/02/22, previously version v1.0-0922 FST2122 23, approved 23/03/22, previously version v1.1-0922 EC 2122 66, approved 11/07/2022 EC 2223 02 EC 2223 15 FST2324 08 approved 22/11/2023, previously v1.2

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PROGRAMME STRUCTURE

Programme Award and Title: MSc Cognitive Neuroscience - Full-time delivery								
Year 1/Level 7 Full-time students are required to complete all 7 core units.								
Unit Name	**Core/ Option**	**No. of Credits**	**Assessment Element Weightings**			**Expected Contact hours per unit**	**Unit Version No.**	**HECoS Code** (plus balanced or major/ minor load)
			Exam 1	**Cwk 1**	**Cwk 2**			
Brain Structure & Function	Core	20	50	50		20	v1.0	101381 100272
Critical Issues in Cognitive Neuroscience	Core	20		50	50	20	v1.0	101381
Experimental Design in Cognitive Neuroscience	Core	20		50	50	20	v1.0	101381 100959
Research Project	Core	60		100		60	V3.0	101381 101462
Introduction to Research Methods	Core	20		100		20	V1.0	100959 100497
Digital Methods and Data Skills	Core	20		50	50	20	V1.0	100962 100406
Advanced Quantitative Methods	Core	20	25	75		20	V1.0	100406 101462
Exit qualification: Postgraduate Certificate Cognitive Neuroscience requires 60 credits at Level 7 Postgraduate Diploma Cognitive Neuroscience requires 120 credits at Level 7 MSc Cognitive Neuroscience requires 180 credits at Level 7								

Programme Award and Title: MSc Cognitive Neuroscience - Part-time delivery								
Year 1 + 2/Level 7 Part-time students are required to complete all 7 core units.								
Unit Name	**Core/ Option**	**No. of Credits**	**Assessment Element Weightings**			**Expected Contact hours per unit**	**Unit Version No.**	**HECoS Code** (plus balanced or major/ minor load)
			Exam 1	**Cwk 1**	**Cwk 2**			
Brain Structure & Function	Core	20	50	50		20	v1.0	101381 100272
Critical Issues in Cognitive Neuroscience	Core	20		50	50	20	v1.0	101381
Experimental Design in Cognitive Neuroscience	Core	20		50	50	20	v1.0	101381 100959
Research Project	Core	60		100		60	V3.0	101381 101462
Introduction to Research Methods	Core	20		100		20	V1.0	100959 100497

Digital Methods and Data Skills	Core	20		50	50	20	V1.0	100962 100406
Advanced Quantitative Methods	Core	20	25	75		20	V1.0	100406 101462
Exit qualification: Postgraduate Certificate Cognitive Neuroscience requires 60 credits at Level 7 Postgraduate Diploma Cognitive Neuroscience requires 120 credits at Level 7 MSc Cognitive Neuroscience requires 180 credits at Level 7								

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

This programme aims to develop graduates with a high level of understanding and insight into empirical and theoretical issues into postgraduates who can:

- demonstrate a critical understanding of cognitive neuroscience as an empirical science;
- develop a well-founded knowledge and critical understanding of the brain and behaviour through learning about all areas of cognitive neuroscience;
- acquire a range of research skills and methods to investigate the brain, culminating in an ability to conduct research independently;
- apply their knowledge effectively in a variety of contexts.

The programme provides a sound theoretical underpinning and practical experience in cognitive neuroscience to enable students to begin a career in this area. The programme will enable students to have a real understanding of the different professions within cognitive neuroscience; for example, the degree will provide a basis for professional or academic careers in cognitive neuroscience (e.g., neuroimaging, EEG, or brain stimulation researcher; cognitive neuroscientist, data analyst; lecturer).

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The MSc Cognitive Neuroscience programme is informed by and aligned with the BU 2025 strategic plan, focussed on the values of excellence, inclusivity, creativity and responsibility, and the University's fusion agenda. The academics delivering the programme are actively engaged in research, permitting opportunities for co-creation and co-production of knowledge between staff and students. Additionally, teaching excellence is ensured by the sharing of good teaching practice across the programme (via staff handbooks that guide teaching and feedback protocols). Moreover, external practitioners contribute to the programme to provide information on what professional psychology practitioners actually do (as well has having chartered clinical, forensic and sport/exercise psychologists on the programme teaching team).

Consistent with the principles of Fusion, students further engage in a range of innovative coursework activities, a pedagogical approach well aligned with the CEL's current delivery focus, offering students the opportunity to learn by engaging in a series of tasks that have a theoretical/practical focus (e.g., writing practical research reports). This range of assessment is designed to equip students with the full range of skills necessary to succeed in the field. Moreover, the programme fuses research, education and professional practice by: (a) informing and educating students about cognitive neuroscience; (b) developing their understanding of cognitive neuroscience research; and (c) enabling them to apply this knowledge in a range of practical and professional contexts.

Further information, including links to the strategic plan and a summary of the University's vision and 'values of 'excellence, inclusivity, responsibility and creativity' are available from:
https://www.bournemouth.ac.uk/about/bu2025-our-vision-values-strategic-plan.

LEARNING HOURS AND ASSESSMENT

MSc Cognitive Neuroscience
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Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e., formative and summative assessment) and the taught elements and independent study workload (i.e., lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

The credit value of the units on this programme (except the dissertation) is 20 credits.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians, and research students.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME INTENDED OUTCOMES

A: Subject knowledge and understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of*:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
A1 Have a sound understanding of the scientific nature of cognitive neuroscience as a discipline and the ability to critically evaluate the scientific credibility of reported research; **A2** Have a sound understanding of research design principles and be able to design research projects independently; **A3** Have an understanding of variability and diversity of brain functioning and be able to critically evaluate how this is measured psychometrically; **A4** Develop research-led knowledge of a range of specialized areas in cognitive neuroscience; **A5** Demonstrate knowledge of a range of research paradigms, methods and measurement techniques and use these appropriately in independent research; **A6** Demonstrate knowledge of a range of statistical techniques including appropriate choice and use of statistical analyses; **A7** Understand the professional context of cognitive neuroscience and develop an understanding of its possible role in research; **A8** Understand implications of findings in different areas of professional practice in cognitive neuroscience.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures (A1 - A8); • Seminars (A1 - A8); • Directed reading (A1 - A8); • Use of the VLE (A1 - A8); • Independent research (for dissertation) (A2; A5; A6). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Examination (A1 - A3); • Coursework assignments (A1 - A8); • Dissertation (A1 - A6).
B: Intellectual skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:
B1 Apply the skills needed for academic study and enquiry effectively; **B2** Critically evaluate research from a variety of sources; **B3** Evaluate and synthesise information from a number of sources in order to gain a coherent understanding of theory and practice;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures (B1 - B4); • Seminars (B1 - B4); • Directed reading (B1 - B4); • Use of the VLE (B2 - B4); • Independent research (for dissertation) (B1 - B4).

B4 Critically evaluate cognitive neuroscience evidence and use this knowledge in research design.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Examination (B1- B4); • Coursework assignments (B1 - B4); • Dissertation (B1 - B4).
C: Practical skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
C1 A comprehensive and advanced understanding of cognitive neuroscience and the capacity to synthesise this information in new and original ways; **C2** The ability to plan, initiate, design, conduct and report an original experiment under appropriate supervision; **C3** The ability to correctly select and apply a range of advanced statistical and experimental methods.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures (C1 - C3); • Seminars (C1 - C3); • Directed reading (C1 - C3); • Use of the VLE (C2; C3); • Independent research for dissertation (C1 - C3).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Examination (C2); • Coursework assignments (C1 - C3); • Dissertation (C1 - C3).
D: Transferable skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
D1 Communicate ideas and research findings effectively while demonstrating sensitivity to the target audience; **D2** Apply problem-solving skills in a variety of theoretical and practical situations; **D3** Evaluate academic performance and take responsibility for personal learning development;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures (D1 - D6; D8) • Seminars (D1- D5; D6 - D8) • Use of the VLE (D1 - D8) • Directed reading (D1 - D8)
D4 Manage time, prioritise workloads and recognize and manage emotions and stress; **D5** Demonstrate the ability to present, evaluate and interpret quantitative and qualitative research; **D6** Have a knowledge, and understanding of, effective team working while being sensitive to the needs of others;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework assignments (D1 – D8) • Examination (D1 – D6) • Dissertation (D1- D5; D7)

D7 Be able to use computers independently for statistical analysis, data management, word processing and presentations; **D8** Understand career opportunities and challenges ahead and tailor career planning to their understanding of their own acquired skills, strengths and weaknesses.	

PG Dip INTENDED OUTCOMES

A: Knowledge and understanding This stage provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:
A1 Have a sound understanding of the scientific nature of cognitive neuroscience as a discipline and the ability to critically evaluate the scientific credibility of reported research; **A2** Have a sound understanding of research design principles and be able to design research projects independently; **A3** Have an understanding of variability and diversity of brain functioning and be able to critically evaluate how this is measured psychometrically;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures (A1 - A8); • Seminars (A1 - A8); • Directed reading (A1 - A8); • Use of the VLE (A1 - A8); • Independent research (for dissertation) (A2; A5; A6).
A4 Develop research-led knowledge of a range of specialized areas in cognitive neuroscience; **A5** Demonstrate knowledge of a range of research paradigms, methods and measurement techniques and use these appropriately in independent research; **A6** Demonstrate knowledge of a range of statistical techniques including appropriate choice and use of statistical analyses; **A7** Understand the professional context of cognitive neuroscience and develop an understanding of its possible role in research; **A8** Understand implications of findings in different areas of professional practice in cognitive neuroscience.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Examination (A1 - A3); • Coursework assignments (A1 - A8); • Dissertation (A1 - A6).
B: Intellectual skills This stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:
B1 Apply the skills needed for academic study and enquiry effectively; **B2** Critically evaluate research from a variety of sources;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures (B1 - B4);

B3 Evaluate and synthesise information from a number of sources in order to gain a coherent understanding of theory and practice; **B4** Critically evaluate cognitive neuroscience evidence and use this knowledge in research design.	• Seminars (B1 - B4); • Directed reading (B1 - B4); • Use of the VLE (B2 - B4); • Independent research (for dissertation) (B1 - B4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Examinations (B1- B4); • Coursework assignments (B1 - B4); • Dissertation (B1 - B4).
C: Practical skills This stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:
C1 A comprehensive and advanced understanding of cognitive neuroscience and the capacity to synthesise this information in new and original ways; **C2** The ability to plan, initiate, design, conduct and report an original experiment under appropriate supervision; **C3** The ability to correctly select and apply a range of advanced statistical and experimental methods.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures (C1 - C3); • Seminars (C1 - C3); • Directed reading (C1 - C3); • Use of the VLE (C2; C3); • Independent research for dissertation (C1 - C3).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Examination (C2); • Coursework assignments (C1 - C3); • Dissertation (C1 - C3).
D: Transferable skills This stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:
D1 Communicate ideas and research findings effectively while demonstrating sensitivity to the target audience; **D2** Apply problem-solving skills in a variety of theoretical and practical situations; **D3** Evaluate academic performance and take responsibility for personal learning development; **D4** Manage time, prioritise workloads and recognize and manage emotions and stress;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures (D1 - D6; D8) • Seminars (D1- D5; D6 - D8) • Use of the VLE (D1 - D8) • Directed reading (D1 - D8) Assessment strategies and methods (referring to numbered Intended Learning Outcomes):

D5 Demonstrate the ability to present, evaluate and interpret quantitative and qualitative research; **D6** Have a knowledge, and understanding of, effective team working while being sensitive to the needs of others; **D7** Be able to use computers independently for statistical analysis, data management, word processing and presentations; **D8** Understand career opportunities and challenges ahead and tailor career planning to their understanding of their own acquired skills, strengths and weaknesses.	• Coursework assignments (D1 – D8) • Examination (D1 – D6) • Dissertation (D1- D5; D7)

PG Cert INTENDED OUTCOMES

A: Knowledge and understanding This stage provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:
A1 An appreciation of conceptual, historical and scientific underpinnings of cognitive neuroscience as a discipline; **A2** A basic understanding of the principles of research design; **A3** An appreciation of the inherent variability and diversity of brain functioning; **A4** A basic knowledge of some core areas in cognitive neuroscience; **A5** The ability to identify a range of research paradigms, research methods in cognitive neuroscience; **A7** A basic understanding of the professional context of cognitive neuroscience; **A8** An awareness of the methodologies appropriate for different areas of professional practice in cognitive neuroscience.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures (A1 - A8) • Seminars (A1 - A5) • Directed reading (A1 - A8) • Use of the VLE (A1 - A8) Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Examination (A2 - A4) • Coursework assignments (A1 - A8)
B: Intellectual skills This stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:
B1 Apply the basic skills needed for academic study and enquiry; **B2** Analyse research from identified sources;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):

B3 A basic understanding of psychological evidence and its role in research design.	• Lectures (B1 - B3) • Seminars (B1 - B3) • Directed reading (B1 - B3) • Use of the VLE (B1 - B3)
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Examination (B1 - B3) • Coursework assignments (B1 - B3)
C: Practical skills This stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:
C1 Demonstrate basic competence in research skills through practical activities; **C2** Be aware of ethical principles and their application in relation to personal study and conducting empirical studies; **C3** Design, conduct and report an empirically-based research study under appropriate supervision;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures (C1 - C6) • Seminars (C1 - C4) • Directed reading (C1 -C6) • Use of the VLE (C1 - C6)
C5 Reason scientifically and appreciate the relationship between theory and evidence; **C6** Become aware of the appropriateness of methods for different areas of professional practice in psychology.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Examination (C1 - C6) • Coursework assignments (C1 - C6)
D: Transferable skills This stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:
D1 Communicate ideas and research findings by written, oral and visual means; **D2** Begin to apply problem-solving skills in a variety of theoretical and practical situations; **D3** Evaluate academic performance and take responsibility for personal learning development;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures (D1 - D6) • Seminars (D1- D5) • Use of the VLE (D1 - D6) • Directed reading (D1 - D6)
D4 Manage time, prioritise workloads and begin to recognise and manage emotions and stress; **D5** Demonstrate a basic ability to present, evaluate and interpret quantitative and qualitative research; **D6** An appreciation of effective team working.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework assignments (D1 – D6) • Examination (D1 – D6) • Dissertation (D1- D5)

ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Postgraduate/ Graduate Diploma/Graduate Certificate Admission Regulations with exceptions as outlined below.

For PG and Grad Cert/Diploma programmes:

https://intranetsp.bournemouth.ac.uk/pandptest/3a-postgraduate-admissions-regulations.pdf

A Bachelors Honours degree with 2:1 in a required subject. Required subjects are:
- Psychology
- Biomedical Science
- Biological Science
- Physical Science (such as Chemistry, Physics, Engineering, Geography) or a related discipline.

Applicants with a 2:2 Bachelors degree may be considered following academic assessment.

Non-UK applicants for whom English is not their first language may need to provide evidence of English language ability in all four components: Listening, Speaking, Reading and Writing. The standard English language requirement of a postgraduate taught programme is IELTS (Academic) 6.5 with a minimum of 5.5 in writing, speaking, listening and reading.

PROGRESSION ROUTES

No internal progression.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Postgraduate Assessment Regulationshttps://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-postgraduate.pdf

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Not applicable.

Programme Skills Matrix

Units		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8
L E V E L 7	Advanced Quantitative Methods	X	X	X	X	X	X			X	X	X					X	X	X	X	X	X	X	X		X	X
	Introduction to Research Methods	X	X		X	X				X	X	X	X		X			X	X	X	X	X	X	X		X	X
	Digital Methods and Data Skills	X	X		X	X	X			X	X	X	X		X		X	X	X	X	X	X	X	X		X	X
	Brain Structure & Function	X			X					X	X	X	X					X		X		X	X	X		X	X
	Critical Issues in Cognitive Neuroscience	X	X	X	X	X		X	X	X	X	X			X		X	X	X	X	X	X	X	X	X	X	X
	Experimental Design in Cognitive Neuroscience	X	X	X	X	X			X	X	X	X	X		X		X	X	X	X	X	X	X	X		X	X
	Research Project	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Programme Intended Learning Outcomes

A – Subject Knowledge and Understanding

This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:
1. Have a sound understanding of the scientific nature of psychology as a discipline and the ability to critically evaluate the scientific credibility of reported research;
2. Have a sound understanding of research design principles and be able to design research projects independently;
3. Have an understanding of variability and diversity of psychological functioning and be able to critically evaluate how this is measured psychometrically;
4. Develop research-led knowledge of a range of specialized areas in psychology;
5. Demonstrate knowledge of a range of research paradigms, methods and measurement techniques and use these appropriately in independent research;
6. Demonstrate knowledge of a range of statistical techniques including appropriate choice and use of statistical analyses;
7. Understand the professional context of psychology and develop an understanding of their possible role in professional psychology;
8. Understand implications of findings in different areas of professional practice in psychology.

B – Intellectual Skills

This programme provides opportunities for students to:
1. Apply the skills needed for academic study and enquiry effectively;
2. Critically evaluate research from a variety of sources;
3. Evaluate and synthesise information from a number of sources in order to gain a coherent understanding of theory and practice;
4. Critically evaluate psychological evidence and use this knowledge in research design.

C – Subject-specific/Practical Skills

This programme provides opportunities for students to:
1. Demonstrate competence in research skills by conducting an independent research project;
2. Be aware of ethical principles and demonstrate this in relation to personal study and when conducting independent research;
3. Initiate, design, conduct and report an empirically-based research project under appropriate supervision;
4. Reason statistically and demonstrate competence in choosing and applying a range of statistical methods independently;
5. Reason scientifically and demonstrate a critical understanding of the relationship between theory and evidence;
6. Critically evaluate the appropriateness of methods for different areas of professional practice in psychology.

D – Transferable Skills

This programme provides opportunities for students to:
1. Communicate ideas and research findings effectively while demonstrating sensitivity to the target audience;
2. Apply problem-solving skills in a variety of theoretical and practical situations;
3. Evaluate academic performance and take responsibility for personal learning development;
4. Manage time, prioritise workloads and recognize and manage emotions and stress;
5. Demonstrate the ability to present, evaluate and interpret quantitative and qualitative research;
6. Have a knowledge, and understanding of, effective team working while being sensitive to the needs of others;
7. Be able to use computers independently for statistical analysis, data management, word processing and presentations;
8. Understand career opportunities and challenges ahead and tailor career planning to their understanding of their own acquired skills, strengths and weaknesses.