Programme Specification: Business and Organisational Psychology MSc

UNIVERSITY OF WESTMINSTER

Course record information

Name and level of final award	• Master of Science - Business and Organisational Psychology The award is Bologna FQ-EHEA second cycle degree or diploma compatible
Name and level of intermediate awards	• Postgraduate Diploma (Pg Dip) - Business and Organisational Psychology • Postgraduate Certificate (Pg Cert) - Business and Organisational Psychology
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Psychology Business and Management
Professional statutory or regulatory body	
Westminster course title, mode of attendance and standard length	• Business and Organisational Psychology MSc, Full-time, September or January start - 1 year standard length • Business and Organisational Psychology MSc, Part-time day/evening, September or January start - 2 years standard length
Valid for cohorts	From 2026/7

Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: https://www.westminster.ac.uk/courses/postgraduate/how-to-apply.

Aims of the programme

This exciting course is ideal for students looking to change career or for those wanting to specialise in this fast paced changing world of business and organisational psychology. The changing nature of work means that today's organisations need business psychology graduates that can meet the business needs of industry with the right skill set, knowledge base and work ready attitude. Business and organisational psychology is a field of study that investigates how human aspects in the workplace can help businesses to become more effective and profitable. Business psychologists can help organisations to develop the right culture and people behaviours that drive success. By helping organisations to engage with their people and customers, Business psychologists can support companies to deliver exceptional results. For example, as a business psychologist, you might help an organisation to develop a coaching orientated culture by setting up a leadership development programme for its managers. By training managers in motivational and compassionate focused behavioural coaching techniques, research evidence indicates that exceptional results can be achieved as measured by key performance indicators (KPIs).

The aim of the course is to enable you to develop academic knowledge and gain a critical understanding of the conceptual frameworks, grounded in multidisciplinary cutting-edge business psychology theory and research so that you can apply business solutions in real world organisational settings. Furthermore, the course aims to equip students with specialist theory and transferrable skills (including but not limited to: recruitment and selection approaches, positive psychology and wellbeing applications, diversity initiatives, learning and development applications, change and development enhancements and coaching applications) so that you can operate effectively in a variety of business and organisational psychology related careers. Thereafter, you will be able to implement, diagnose and communicate organisational business psychology interventions and solutions and contribute to building strategic behavioural capacity to support organisational strategic aims. The course aims to promote professional excellence and contribute to building a community of practice in business psychology, advocating and developing the informed application of its research, bodies of knowledge and methodologies by all those involved in improving business performance and the quality of working lives. Overall, the course aims to produce graduates who are able to develop self-awareness, take personal responsibility for their own professional development and critically reflective on their approach to professional practice, thus achieving their longer-term career aspirations.

A key feature of the course is the close relationship we have developed with our business partners. These include recruitment and selection specialists, leading learning and development specialists, wellbeing providers and coaching and mentoring providers.

Your career will get underway as you hit the ground running on learning training and talent development where you will learn how to devise the latest learning and development interventions. Later you will learn how to launch and track recruitment campaigns using pymetrics, AI, data analytics and discover the latest applied practice in e recruitment. Later in the course, you will explore how using positive psychology can increase organisational effectiveness. You will then move on to study compassionate leadership, diversity, business strategy and coaching and mentoring. Finally, the course concludes with an applied project that is tailored to your interests and development needs. By providing an innovative, yet solid, foundation in business and organisational psychology, you will be able to work in various sectors and organisational environments. On successfully completing this course, you will be able to take a confident and pro active approach to your career in business and organisational psychology. You will have developed a specialist skill set so that you are able to respond to the fast paced changing world of work and respond with novel cutting edge solutions to organisational challenges.

Equality, Diversity and Inclusion Statement

We have a commitment to diversify and decolonise the curriculum and teaching practices in the School of Management and Marketing. In this course on business and organisational Psychology, we aim to challenge prejudices and inequalities that exist in societies. We celebrate plurality of identities and perspectives, and empowering our students and colleagues to explore their full potential.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. career/employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses

- Opportunities for part-time work, placements and work-related learning activities are widely available to students

- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision

- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Today's organisations need graduates with good degrees and skills relevant to the workplace. The University of Westminster is committed to developing employable graduates by ensuring that employability skills are embedded in all courses. This course aims to prepare you for professional life and equip you with the practitioner abilities to operate in complex, diverse and multi-cultural contexts with global, social, environmental and ethical awareness. You will develop your employability and enterprise skills through reflective learning, work-based learning and real-world experiences embedded within the course.

Opportunities for part-time work, placements and work-related learning activities are widely available to students. Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision. The course complements the College employability strategy by:

- ensuring that employability skills are embedded in each module in the form of work based learning activities

- offering students an additional placement/internship opportunity in parallel to work related learning activities via an optional additional 10 credit module that is already in operation

- widening and strengthening links with professional bodies, industry and business partners in relation to curriculum design, professional practice talks and skills development

- utilising assessment methods that are authentic and relevant to the real world and linked to real work scenarios

- offering practical, experiential learning experiences by encouraging the completion of the Westminster Employability Award

Careers

Successful completion of this course will enable you to specialise in the areas of business and organisational psychology.

There are three main career pathways:

1. Direct employment in business psychology roles within the profession. Included here is learning and development, wellbeing (including mindfulness and holistic practices), diversity initiatives, selection and recruitment practice (including analytics), organisational change and development and coaching and mentoring strategies.

2. Employment in specialist areas of business and organisational psychology, human resources, management & leadership roles in both private and public sector organisations, training and development or consultancy.

3. Employment in sectors related to business psychology profession. This includes consultancies, recruitment specialists, general management and leadership roles, marketing agencies, social media.

Please note that this is not a British Psychological Society approved qualification and does not denote a BPS Stage One qualification or offer a route to Chartered Occupational Psychology Status. In contrast the course is aligned to the professional practice areas of the Association for Business Psychology.

In addition, the course will be complemented by an evidenced based professional practice programme of speaker/skills development events. These workshops will focus on addressing practical professional skills, and preparing students for employment. The programme will provide an evidence-based practice approach to understanding the consultancy process in a business context. The programme builds upon the curriculum framework, using a complementary range of concepts and methodologies to enable the further development of skills and competency in business consultancy. At the end of this programme students will have obtained a realistic and comprehensive understanding of the strengths and weaknesses of the scientist-practitioner model in practice. Students have an opportunity to discuss and critically reflect upon the knowledge, skills, and abilities associated with the professional evidence-based practice of business and organisational psychology. Students will be required to apply their academic training and practical skills to real-life problems, and to development a critical appreciation of the roles, responsibilities and functions of business and organisational psychologists practising in a diverse range of organisations. Topics will include consumer psychology and research, behavioural economics, Human Resource Management, managing people and developing a personal brand.

This course offers an optional free reflective practitioner module that will run in parallel to the core modules. This module is offered to all students and provides an opportunity to improve future employability skills through the provision of high-quality placements and internships. The internship/placement opportunity is a unique experience, and those who have completed it report increased business awareness and a more proactive approach to their own career development. The aim of the reflective practitioner module is to support Postgraduate students studying at Westminster Business School in improving future employability and understanding their chosen career field, which will be useful in becoming successful professionals.

At the end of this module, students will have obtained a realistic and comprehensive understanding of the strengths and weaknesses of the reflective-practitioner model in practice and will have an opportunity to discuss and critically reflect upon the knowledge, skills, and abilities associated with professional, evidence-based practice. Students will be required to apply their academic training and practical skills to real-life problems and to develop a critical appreciation of the roles, responsibilities and functions of professional practice in a diverse range of organisations.

A unique feature of this professional practice programme, is the provision of optional reduced cost short courses that you may wish to take up to further enhance your skill set and overall employability. Examples include:

- Psychometric test user qualifications (2-3 day workshops). Qualifications are available at three levels Assistant Test User, Test User and Specialist in Test User and will be offered at a reduced price subject to student demand

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements of what successful students have achieved as a result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Cognitive Skills, are learning outcomes that help build conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- 001 Demonstrate an understanding of current business and organisational psychology theory, concepts, frameworks and research evidence using a critical lens. (KU)

- 002 Identify, evaluate and maintain capabilities and qualities to support clear and effective communication of business and organisational psychological ideas in a range of complex and specialized contexts. (KTS)

- 003 Demonstrate a deep and systematic understanding of business and organisational psychology and its interrelationship with other relevant disciplines such as management, human resource management and organisational behaviour. (KU)

- 004 Implement and evaluate improvements to human behaviour problems, drawing on innovative or sectoral best practice in business and organisational psychology. (PPP)

- 005 Demonstrate leadership and team working skills, in group work, by working collaboratively and proactively with others to formulate solutions. (PPP)

- 006 Demonstrate critical self awareness and self knowledge applying relevant ethical, legal, and professional practice frameworks using professional body standards in business and organisational psychology to support personal and professional development. (PPP)

- 007 Demonstrate the ability to consult with clients on sensitive and difficult organisational issues, applying relevant ethical, legal, and professional practice frameworks and using professional body standards in business and organisational Psychology. (PPP)

- 008 Design business and organisational psychology investigations to address significant areas of theoretical knowledge gaps and respond to practice issues. (KTS SS)

- 009 Exemplify and use advanced research skills to conduct research, or professional project consultancy activity. (SS)

How will you learn?

Learning methods

The overall approach to learning and teaching is based on ALTA - Authentic Learning, Teaching and Assessment. Authentic learning will include an instructional approach that allows students to explore, discuss, and meaningfully construct business psychology concepts and relationships in contexts that involve real-world projects that are relevant to the learner and equally achieve the course learning outcomes. You will work on real world learning activities and real-world problems. The learning experience will be flexible and tailored to your individual needs by using personal learning development plans at the start of each module. Fundamentally, you will be an independent learner that is supported by the expert course team who all have practical experience. Learning will be challenging and be socially, culturally and globally relevant considering individual identities. The learning approach will enable you to identify key behavioural drivers within specific topics and enable you to build a collection of skills valuable for solution generation across a range of organisational environments. The authentic learning experience will include the design of appropriate interventions in order to achieve performance improvements, developing tools needed to initiate and support organisational strategy, auditing organisational cultures, developing interventions for organisational wellbeing and using positive psychology tools for personal and professional development of self and others.

Commensurate with a postgraduate programme designed to increase personal professional skills as well as theoretical understanding by students, the programme is informed by the goal of facilitating active involvement and increasing independence in students' learning. The research project develops independent learning and enables students to explore the practical realities and difficulties of business psychologists working in organisations or the community. Each student is allocated a supervisor for his/her project, and in general this staff member is also responsible for tutorial support.

On this course, you are expected not only to understand the nature of theoretical work, but also to be able to apply it to the resolution of practical problems at different levels within the organisations. This emphasis on problem solving in turn necessitates an emphasis on the diagnosis of the nature and causes of ineffective work performance, and on the distinction between symptoms and underlying causes.

An 'Inclusive' approach is at the heart of learning on the MSc Business and Organisational Psychology programme and we make every effort to encourage and promote an inclusive learning and teaching philosophy. This includes:

- Course material delivered electronically through the university virtual learning environment platform (Blackboard) so you can access learning material using a range of devices and in any geographical location. Learning materials are uploaded on Blackboard (BB) in advance of lectures and seminars and are provided in a modifiable format.

- The university has invested extensively in Panopto lecture capture technology so that lectures can be recorded and uploaded to Blackboard. This aids your learning as it allows you to access lectures when you need them and enables you to refer back to them when preparing for assessments

- Students are encouraged to work in an inclusive and engaged manner (collaboration; peer support; cocreation). This builds your ability to follow instructions, confidence to suggest your own ideas and develop problem solving and multi-tasking skills which all align with employability skills.

A wide range of culturally inclusive learning materials are used within which students' can recognise their identity using images; videos; reading lists (these are socially, culturally and globally relevant to the diverse student cohort).

Teaching methods

Authentic teaching or instructional methods will be used to promote the development of students' thinking and problem-solving skills. This approach gives students a voice in the learning experience thus promoting student engagement and individual learning autonomy. This includes:

- work-based activities (experiential and problem focused tasks)
- professional practice workshops with experts
- flipped classroom tasks (pre-recorded material followed by live group discussion in class)
- action learning tasks

The authentic teaching approach is underpinned by supporting students to organise and synthesise information to convert it into knowledge, by encouraging the exploration of issues and relationships to enhance high level thinking skills and deep level understanding by making links to real world work issues and solutions. An 'Inclusive' approach is at the heart of teaching on the MSc Business and Organisational Psychology programme and we make every effort to encourage and promote an inclusive learning and teaching philosophy.

Assessment methods

The diet of assessments, across the modules, has been designed by taking a course wide approach to enhancing assessment. This will ensure that there is a balance of assessment tasks across the course. The assessments are imaginative, inclusive and allow students to meet learning outcomes for both the modules and the course overall. The assessment tasks permit students to develop the broad range of skills needed to foster an understanding of business psychological principles and to implement real world business psychology interventions within the work place.

We are using authentic assessment to help students consolidate their learning and to differentiate performance. These assessment methods include:

- case diagnostic analysis
- oral presentations
- individual and team based presentations
- written reports

The course team takes an 'assessment as learning' approach and has an inclusive learning, teaching and assessment strategy to provide culturally-inclusive learning materials. Students are supported to become increasingly aware that they are developing a rich range of understandings, skills, values and attributes to take into professional life. This is reflected in the design and delivery of the assessments which are varied, flexible and designed to meet the specific learning outcomes of the taught modules. Assessments include "real world" problems that are also socially, culturally and globally relevant and take into account your background and identity.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	001, 004, 005, 006, 007, 008
Literate and effective communicator	002, 004, 005, 007, 008
Entrepreneurial	004, 008
Global in outlook and engaged in communities	001, 003, 004, 005, 006, 007, 008, 009
Socially, ethically and environmentally aware	001, 003, 004, 006, 007, 008, 009

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules

Level 7

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7MNST012W	Business Psychology Research Methods	Core	Various	20	10
7MNST008W	Leading and Managing for Diversity	Core	Various	20	10
7MNST010W	MSc Business and Organisational Psychology Project	Core	Various	40	20
7ORDV002W	Positive Psychology and Wellbeing at Work	Core	Various	20	10
7ORDV003W	Psychology of Coaching and Mentoring for Professional Development	Core	Various	20	10
7MNST009W	Strategic Organisational Effectiveness	Core	Various	20	10
7ORDV001W	The Psychology of Learning, Training and Development	Core	Various	20	10
7HURM020W	The Psychology of Selection and Assessment	Core	Various	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

The Psychology of Coaching and Mentoring for Professional Development module is also an approved course with the Institute of Leadership and Management. When students start the module, they are enrolled into the Institute of Leadership and Management and receive study status. Completion and successful passing of this module will lead to one year's Full Membership of the Institute and the opportunity to use the fast-track application process for Fellowship. Upon module completion, students are entitled to use the post-nominal **MInstLM** and access digital badges, indicating their membership level.

Course management

The course is managed through a Course Leader and Module Leaders. All members of the team have office hours when you can arrange to meet them. Course Representatives are elected in the first few weeks. This is a really valuable role and as a rep you would have regular formal meetings with the course team and less formally throughout the course in reflecting the student voice. This helps us work together to communicate and respond to any issues as they arise, to provide a strong course community.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. All students enrolled on a full-time course and part-time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University utilises a Virtual Learning Environment called Blackboard, where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard

The Academic Learning Development Centre supports students in developing the skills required for higher education. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes our libraries, each of which holds a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services.

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and guidance. Further information on the advice available to students can be found at https://www.westminster.ac.uk/student-advice

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at https://www.westminster.ac.uk/students-union

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.

- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;

- All students are invited to complete a questionnaire for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.

- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students.   Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2025©

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