



## Course Specification

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| <b>Published Date:</b> | 28-Sep-2018  |
| <b>Produced By:</b>    | Haiden Novis |
| <b>Status:</b>         | Validated    |

## Core Information

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|---|--|------------------------|----------------------|
| <b>Awarding Body / Institution:</b>     | University of Wolverhampton  |                        |                      |
| <b>School / Institute:</b>              | Institute of Sport and Human Science   |                        |                      |
| <b>Course Code(s):</b>                  | PS025P01UV<br>PS025P31UV   | Full-time<br>Part-time | 12 Months<br>2 Years |
| <b>Course Title:</b>                    | MSc Cyberpsychology  |                        |                      |
| <b>Hierarchy of Awards:</b>             | Master of Science Cyberpsychology<br>Postgraduate Diploma Cyberpsychology<br>Postgraduate Certificate Cyberpsychology<br>University Statement of Credit University Statement of Credit |                        |                      |
| <b>Language of Study:</b>               | English  |                        |                      |
| <b>Date of DAG approval:</b>            | 15/Sep/2017  |                        |                      |
| <b>Last Review:</b>                     | 2016/7   |                        |                      |
| <b>Course Specification valid from:</b> | 2016/7   |                        |                      |
| <b>Course Specification valid to:</b>   | 2022/3   |                        |                      |

## Academic Staff

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|----------------------------|-------------------------|
| <b>Course Leader:</b>      | Dr Christopher Fullwood |
| <b>Head of Department:</b> | Dr Richard Darby        |

# Course Information

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| <b>Location of Delivery:</b>    | University of Wolverhampton                               |
| <b>Category of Partnership:</b> | Not delivered in partnership                              |
| <b>Teaching Institution:</b>    | University of Wolverhampton                               |
| <b>Open / Closed Course:</b>    | This course is open to all suitably qualified candidates. |

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## Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

2-1 or higher in Psychology or relevant cognate science (e.g. computer science, information science)

Pass selection interview or selection task/assignment

Applicants who are not from the UK are required to have an English Language Qualification IELTS level score of 6.5 or above.

## Distinctive Features of the Course:

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We live in an age where there is an ever increasing reliance on technology. From online shopping and banking to maintaining family and friend networks, many of our daily behaviours now occur in the online world or are mediated by technology. As new and emerging technologies become ever more prevalent in society, it is important to understand the psychological and societal impact of using them.

MSc Cyberpsychology will be of particular interest to students who wish to develop psychological insights into human interactions with the Internet and digital technologies, to be able to apply this knowledge in a wide variety of real world contexts, for example education, cybersecurity, healthcare, online retail and in the gaming industry. The course is open to Psychology graduates as well as graduates from other cognate science disciplines (e.g. media studies, computer science), providing the foundations required to pursue a career in the field of cyberpsychology.

The course will also be of value to anyone wishing to extend and develop their skillset in their current job and will be relevant to anyone who works within an organisation with an online presence or where understanding human interaction with different emerging technologies would be beneficial.

## Educational Aims of the Course:

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Cyberpsychology as a discipline investigates the psychological processes and behavioural outcomes of engaging with new and emerging technology, including the Internet, smartphones, virtual reality and gaming devices. It also considers the effects of living in a digital age on both our online and our offline lives.

This course will cover both a theoretical base to understanding the psychological processes associated with engaging with emerging technology as well as the application of this knowledge to understanding diverse behaviours in numerous real world applications of technology. Topics covered on the course will include cybercrime and deviance, social networking behaviour, artificial intelligence, health applications of technology and self and identity in cyberspace. There will also be a strong emphasis of the course on online research methods and the ethics involved in collecting data online. The course will also provide students with hands-on practical experience of using some of the latest technology, including eye-tracking equipment, virtual reality technology and gaming consoles/computers

## Intakes:

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September

### Major Source of Funding:

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HE FUNDING COUNCIL FOR ENGLAND (HEFCE)

### Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

| Year   | Status   | Mode      | Amount    |
|--------|----------|-----------|-----------|
| 2017/8 | H        | Full Time | £6020.00  |
| 2017/8 | EU       | Full Time | £6020.00  |
| 2017/8 | Overseas | Full Time | £12445.00 |
| 2017/8 | H        | Part Time | £3010.00  |
| 2017/8 | EU       | Part Time | £3010.00  |
| 2017/8 | Overseas | Part Time | £6223.00  |
| 2018/9 | H        | Full Time | £6150.00  |
| 2018/9 | EU       | Full Time | £6150.00  |
| 2018/9 | Overseas | Full Time | £12700.00 |
| 2018/9 | H        | Part Time | £3075.00  |
| 2018/9 | EU       | Part Time | £3075.00  |

### PSRB:

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None

### Course Structure:

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## September (Full-Time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 1

| Module | Title                                  | Credits | Period | Type |
|--------|--|---------|--------|------|
| 7PS020 | Contemporary Issues in Cyberpsychology | 20      | SEM1   | Core |
| 7PS019 | Psychology of Everyday Technology      | 20      | SEM1   | Core |
| 7PS017 | Cybercrime                             | 20      | SEM2   | Core |
| 7PS018 | Applied Cyberpsychology                | 20      | SEM2   | Core |
| 7PS003 | Conducting and Interpreting Research   | 40      | YEAR   | Core |
| 7PS013 | Research Project                       | 60      | CRYRA  | Core |

## September (Part-time)

### Year 1

| Module | Title                                | Credits | Period | Type |
|--------|--------------------------------------|---------|--------|------|
| 7PS019 | Psychology of Everyday Technology    | 20      | SEM1   | Core |
| 7PS018 | Applied Cyberpsychology              | 20      | SEM2   | Core |
| 7PS003 | Conducting and Interpreting Research | 40      | YEAR   | Core |

## September (Part-time)

### Year 2

| Module | Title                                  | Credits | Period | Type |
|--------|--|---------|--------|------|
| 7PS020 | Contemporary Issues in Cyberpsychology | 20      | SEM1   | Core |
| 7PS017 | Cybercrime                             | 20      | SEM2   | Core |
| 7PS013 | Research Project                       | 60      | CRYRA  | Core |

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

Section 1.2.3 - Exemption for the Year Long delivery of a research module, outside of the standard University Academic Framework, in order to support ongoing portfolio work;

7PS003 Conducting and Interpreting Research (40 credits).

APPROVED on 6/4/2017. Effective date: September 2017.

### Reference Points:

Quality Code - [Part A: Setting and Maintaining Academic Standards](#). Including :

[Qualifications Frameworks](#)

[Characteristics Statements](#)

[Credit Frameworks](#)

[Subject Benchmark Statements](#) - *list*

Quality Code - [Part B: Assuring and Enhancing Academic Quality](#)

[University Policies and Regulations](#)

Equality Act (2010)

QAA subject benchmarks for postgraduate psychology

## Learning Outcomes:

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### PGCert Course Learning Outcome 1 (PGCCL01)

"Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: A) to evaluate critically current research and advanced scholarship in the discipline. B) to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses."

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### PGCert Course Learning Outcome 2 (PGCCL02)

"Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level."

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### PGCert Course Learning Outcome 3 (PGCCL03)

"Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline."

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### PGCert Course Learning Outcome 4 (PGCCL04)

"Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences."

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### PGCert Course Learning Outcome 5 (PGCCL05)

"Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level."

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### PGCert Course Learning Outcome 6 (PGCCL06)

Demonstrate the qualities and transferable skills necessary for employment requiring: A) the exercise of initiative and personal responsibility; B) decision-making in complex and unpredictable situations; C) the independent learning ability required for continuing professional development.

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### PGDip Course Learning Outcome 1 (PGDCL01)

"Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: A) to evaluate critically current research and advanced scholarship in the discipline; B) to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses."

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### PGDip Course Learning Outcome 2 (PGDCL02)

"Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level."

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### PGDip Course Learning Outcome 3 (PGDCL03)

"Demonstrate originality in the application of knowledge, together with a practical understanding of how

established techniques of research and enquiry are used to create and interpret knowledge in the discipline."

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PGDip Course Learning Outcome 4 (PGDCLO4)

"Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences."

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PGDip Course Learning Outcome 5 (PGDCLO5)

"Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level."

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PGDip Course Learning Outcome 6 (PGDCLO6)

Demonstrate the qualities and transferable skills necessary for employment requiring: A) the exercise of initiative and personal responsibility; B) decision-making in complex and unpredictable situations; C) the independent learning ability required for continuing professional development.

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Masters Course Learning Outcome 1 (MACLO1)

Use psychological theory to understand human interaction with new and emerging technology in a wide variety of real world contexts.

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Masters Course Learning Outcome 2 (MACLO2)

Use psychological theory to inform design decisions to maximise the human-technology interface.

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Masters Course Learning Outcome 3 (MACLO3)

"Critically evaluate current literature and theory within the field of Cyberpsychology and other related areas (e.g., big data, human-computer interaction, digital anthropology)"

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Masters Course Learning Outcome 4 (MACLO4)

"Demonstrate an ability to formulate, design and carry out independent cyberpsychological research taking into account the need for ethical research practices including those specific to online research methods. "

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Masters Course Learning Outcome 5 (MACLO5)

Understand and operate within the University of Wolverhampton and BPS codes of ethics and conduct.

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Masters Course Learning Outcome 6 (MACLO6)

Analyse evolving trends in technology use to predict future patterns of Internet consumption and emerging technology usage.

Overview of Assessment:

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| Module | Title                                  | Course Learning Outcomes   |
|--------|--|--|
| 7PS003 | Conducting and Interpreting Research   | MACLO1, MACLO2, MACLO3, MACLO4, MACLO5, MACLO6, PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGCCLO6, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6 |
| 7PS013 | Research Project                       | MACLO1, MACLO2, MACLO3, MACLO4, MACLO5, MACLO6   |
| 7PS017 | Cybercrime                             | MACLO1, MACLO2, MACLO3, MACLO4, MACLO5, MACLO6, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6   |
| 7PS018 | Applied Cyberpsychology                | MACLO1, MACLO2, MACLO3, MACLO5, MACLO6, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO5, PGDCLO6  |
| 7PS019 | Psychology of Everyday Technology      | MACLO1, MACLO2, MACLO3, MACLO4, MACLO5, MACLO6, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6   |
| 7PS020 | Contemporary Issues in Cyberpsychology | MACLO1, MACLO2, MACLO3, MACLO4, MACLO5, MACLO6, PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGCCLO6, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6 |

### Teaching, Learning and Assessment:

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Teaching on the programme will be research-informed, with the modules managed and run by research active academic staff. Teaching methods will vary, but where relevant these will include interactive elements and small group exercises to develop critical thinking skills. Teaching sessions will utilise the following delivery methods:

- Lectures
- Seminars and class/online discussions;
- Workshops to support the development of data gathering (including online research methods) and analysis
- Workshops to give students practical experience of using state of the art technology
- Podcasts (where available)
- Interactive lectures by research active specialists in cyberpsychology
- Attending Psychology department research seminars where applicable
- Attending CRUW organised conferences and events where available

Assessment methods are designed to support students to learn and draw on a range of skills and strengths that they will develop throughout the course. Assessment methods are both summative and formative, and include poster presentations, essays, wiki/video presentations, project proposals and practical reports. Where possible we aim to be innovative with assessment methods, for example by giving students the opportunity to simultaneously demonstrate cyberpsychological knowledge and advance their technological competence.

In addition to meeting the learning outcomes, summative assessments will be designed to develop understanding of topic areas and provide feedback, which will be useful for developing theoretical and practical knowledge, and formative assessments will test the skills learned (where appropriate).

### Student Support:

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University Learning Centres are the key source of academic information for students providing access to:

- 1) Physical library resources (books, journal, DVDs etc.)
- 2) Study areas to allow students to study in the environment that suits them best: Social areas, quiet and silent areas.
- 3) A wide range of online information sources, including eBooks, e-journals and subject databases

Academic skills support is provided via the Skills for Learning programme. Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing.

Dedicated Subject Pages are available to enable you to explore key online information sources that are recommended for your studies.

We also strongly advise you to download to “MyWLV” student app. MyWLV is a single point of personalised access to the variety of systems the University offers. This includes pulling through relevant information (e.g. deadlines, timetables) and linking to underlying systems.

All students will be assigned a personal tutor. Tutors have appointments available when requested by the student. Students may also book in to see any member of staff teaching on the programme in their office hours.

Each cohort of students nominates a Student Representative to speak on their behalf at Staff Student Liaison Meetings, which are the formal meetings where course issues are discussed.

The University operates a student support service which is open to all students. Students may access this service for information on the following: E:vision, Enrolment, taking a leave of absence, transferring or withdrawing from a course, applying for extenuating circumstances, extensions to work deadlines, module registration, amendments and timetabling, official letters or transcripts of study, academic awards, progression or regulations, tuition fees, invoicing, debt and sponsorship (Student Finance or private company), exams and special arrangements and graduation.

The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

The University has an inclusive and supportive environment for students with a wide range of sensory, physical or specific learning difficulties. Disability advisors and an enabling technology team are available. Further information can be found here: <http://www.wlv.ac.uk/default.aspx?page=26365>

## Employability in the Curriculum:

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Given the ubiquity of the Internet, there are a wide array of career paths that would benefit from an understanding of human interaction with the online world and emerging technology. These include, but are not limited to, online investigation specialists (e.g. with policing and other government bodies), employment by social networking sites, online dating companies, games developers, as well as agencies involved in aiding both the young and old in their cognitive development and maintenance. Further, the course will be of benefit to individuals whose employer has an online presence or who may wish to extend their skill set to enhance performance in an existing career, for example in marketing, counselling, journalism, education or the IT sector.

The completion of this course will also be a stepping stone for any student who may wish to pursue a career as an academic specialising in Cyberpsychology.



THE UNIVERSITY OF OPPORTUNITY