

2026 V1

MSc Business Psychology

Programme Handbook



Introduction to the Programme

A very warm welcome to the MSc Business Psychology degree programme at Arden University. I am Helen Cooksley, a Chartered and HCPC Registered Occupational Psychologist, and I am your programme leader.

My background includes over two decades of experience working in the private and public sector, as well as work as an independent occupational psychologist. I have worked across all core areas of occupational psychology with a focus on psychological assessment at work, learning, training and development, leadership, coaching and wellbeing. My continued passion for learning led me to teach Occupational Psychology at postgraduate level.

Congratulations on taking an exciting step towards a highly rewarding career within this applied branch of psychology. The programme team and I are looking forward to working with you across your learning journey.

The business psychology programme is made up of 8 core modules as follows:



An outline of the content for each of the modules and the assessment methods used can be found in the Module Descriptor Form section of iLearn on the Postgraduate Psychology School Home Page. Please note a 20-credit module is equivalent to 200 hours of self-guided learning.

Within this handbook, you can find out more about the learning outcomes of the programme and how the course aligns with wider academic and professional bodies.

Across your studies you will have the opportunity to engage with a wide range of extracurricular activities, such as virtual activities, career related events and contribute to student led projects such as the volunteer resource assistant scheme and volunteer research assistant scheme.

We are pleased that you have decided to join our vibrant learning community and we can't wait to support you throughout your studies.



Helen Cooksley CPsychol
Programme Leader



Dual Accreditation

We are extremely proud that our MSc in Business Psychology at Arden is dual accredited by both the British Psychological Society (BPS) and the Association of Business Psychology (ABP).



The British Psychological Society (BPS)

The BPS is the representative body for psychology and psychologists in the UK. They are responsible for the development, promotion, and application of psychology for the public good.

Arden University's MSc Business Psychology programme is accredited by the BPS and therefore successful completion of the full MSc Business Psychology degree will enable you to take a significant step towards becoming a registered Occupational Psychologist with the HCPC by fulfilling the BPS requirements of stage one of the chartership process. Students are also required by the BPS to hold a qualifying degree which is eligible for Graduate Basis for Chartership (GBC) in order to follow the societies 'Stage 2' Qualification in Occupational Psychology to become a Chartered and registered Occupational Psychologist, following completion of the Masters.

Live sessions are run (and recorded for students who are unable to attend) about the BPS stage 2 qualification in more detail across the programme. You can also see more details by following these links:

- How to check if you have GBC status: [BPS > Accredited Courses](#)
- Information on the qualification: [Qualification in Occupational Psychology | BPS](#)





The Association for Business Psychology (ABP)

The Association for Business Psychology (ABP) is an organisation that promotes professional excellence and a community of practice for business psychologists. The ABP advocates the use of research methodologies and theories to improve business performance and the quality of working lives. Arden University's MSc Business Psychology programme has been accredited by the ABP. Students who successfully graduate from an ABP accredited MSc can apply directly to the ABP to fast track their application to become a Certified Business Psychologist (CBP). A copy of their transcript and certificate will need to be sent to support their application.

ABP Membership

Students are entitled to one year's free membership with the ABP upon joining the MSc Business Psychology programme and completing StartSmart Academic Orientation. Activation of the one year's free membership must be done by the student via the ABP website. Instructions on the student membership and the application portal can be found on the ABP website. ABP membership is a mark of quality that prospective employers understand and value. It provides a range of training, development, and employment opportunities for graduates. You can find more information on ABP membership via this link: [Join The ABP - ABP](#)



Meet the team

The MSc Business Psychology team comprises a passionate and experienced team drawing on a range of backgrounds, knowledge, and skills. Our course materials have been written by internal and external subject matter experts, including practitioner psychologists and consultants working in the field of occupational, business and coaching psychology. We may also, from time to time, invite guest speakers or visiting lecturers, according to speciality or areas of interest, to further support your learning.

Here is a brief introduction to our core team members:

Dr Nicola Bentham



Nicola is a Senior Lecturer and the Level 7 Lead for the programme. Nicola has a wealth of teaching and assessment experience here at Arden and externally. Nicola also has applied experience as a business psychologist, having worked in various learning and development, coaching, organisational development and change management roles across several different industries.

Dr Amy Wheatman



Amy is a Lecturer who has taught and conducted research in the areas of Business Psychology and Human Resource Management as well as working in HR and Career Coaching. Amy's particular interests lie in organisational learning and workplace wellbeing and she undertook research in this area for her PhD which explored the demands and resources associated with organisational learning in complex public services. Amy is also part of the first line ethics team that reviews ethics research proposals.

Natalie Mason



Natalie is a lecturer and has worked in Higher Education for three years. Alongside her role as Lecturer in Business Psychology, Natalie is completing her PhD in Work and Organisational Psychology, researching the use of cyberloafing as a coping strategy against work wellbeing threats in remote workers. Natalie is an academic integrity officer and has a great interest in work wellbeing and working with organisations to create psychologically safe environments.



Pauline Bowe



Pauline is a Lecturer and a Principal Practitioner Member of the Association for Business Psychology (ABP). Alongside working in academia, she has worked as a consultant with a focus on coaching, mental toughness, leadership development, learning and development, and health and wellbeing. Pauline is an academic integrity officer, an executive coach, and Graduate Member of the BPS.

Carly Richards



Carly is a Lecturer and Business Psychologist with a background in mental health, behaviour change, and coaching. She is an academic integrity officer and is completing her PhD exploring the experiences of hybrid working parents to identify practical solutions for the future of work. Before joining Arden, she ran her own business psychology consultancy, supporting organisations with workplace wellbeing, work design, and leadership development.

Dr Ann- Marie Thomas Kent



Ann-Marie is a Lecturer with extensive experience lecturing in Business Psychology, Human Resource Management, and Organisational Behaviour. She completed her doctoral research on discrimination in recruitment and selection, with a particular focus on decision-making processes. Before entering academia, Ann-Marie worked in a variety of human resources and consultancy roles.

Lorraine Hopkins



Lorraine is a Lecturer and Business Psychologist. She specialises in family business dynamics, and application of behavioural science in organisations. A practicing Executive Coach, Lorraine combines teaching with consultancy, research and evaluation. Her early career in academic psychology shaped her interest in cognitive wellbeing, which she explored in her doctoral research on leadership and organisational behaviour.



Sarah Makinde CPsychol



Sarah is a Lecturer and registered Occupational Psychologist with a wealth of work and teaching experience in Human Resource Management, Coaching, Mentoring and Business Psychology. Sarah has also developed several ICF and Association for Coaching accredited coaching and psychology-based courses and is passionate about evidence-based learning and development.

Dr Lee Rabbetts



Lee is a Lecturer and passionate about both academic teaching and business psychology consulting. Lee's doctoral research focused on creativity, innovation, leadership and psychometric tools in the workplace. Prior to his PhD, Lee was Head of Learning and Development at a training consultancy – designing corporate leadership development programmes.

Dr Wika Malkowska



Wika is a Lecturer with experience in both teaching and practice across several areas of Business Psychology. Her doctoral research focused on different types of career success and what predicts them for women and men. She has previous higher education teaching experience, alongside working in consultancy, civil service recruitment, freelance projects, and academic research.

Owen Whitehouse



Owen is an Assistant Lecturer and an experienced strategic development consultant, coach and counsellor, with an interest in mental health. Owen is the MSc Business Psychology resit champion.



1. Programme Title	MSc in Business Psychology				
2. Target Award Title	MSc				
3. Exit Award Title(s)	Postgraduate Certificate in Business Psychology Studies (60 credits) Postgraduate Diploma in Business Psychology Studies (120 credits)				
4. Subject area	Psychology				
5. School	Psychology				
6. Programme Team Leader	Helen Cooksley CPsychol				
7. Level 7 lead	Dr Nicola Bentham				
8. Programme Type	Specialist				
9. Delivery Model	DL F/T	X	BL F/T		Apprenticeship
	DL P/T	X	BL P/T		Other
10. Location of delivery	Online				
11. Reference points	<p>QAA Characteristics Statement – Master’s Degree (February 2020) https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=86c5ca81_18</p> <ul style="list-style-type: none"> ▪ 1. Enabling students to focus on a particular aspect of a broader subject area in which they have prior knowledge or experience through previous study or employment ▪ 2. Enabling students to focus on a particular subject area or field of study in greater depth than they encountered during the course of previous study or experience (this may include enabling students to develop knowledge of a new subject or field of study in combination with a relevant subject area in which they have prior knowledge or experience, or enabling students to undertake inter or multidisciplinary study) ▪ 3. Enabling students to undertake a research project on a topic within the area of interest that makes up the majority of the overall assessment 				

Commented [HC1]: Can we change this to just have the MSc as PT? Having spoken to Lisa P (HoD PG) we were both under the impression all PG psychology courses were only part-time. Was there a rationale for it being FT also? Thanks



	<ul style="list-style-type: none"> ▪ 4. Enabling students to learn how to conduct research and undertake training in research methods, often linked to a particular subject or field of study ▪ 5. Enabling students to specialise or to become more highly specialised in an area of employment or practice related to a particular profession ▪ 6. Supporting progression towards professional registration in a particular profession. 																		
	<table border="1"> <thead> <tr> <th>Module</th> <th>QAA Ref</th> </tr> </thead> <tbody> <tr> <td>Psychological Assessment at work</td> <td>2,5 & 6</td> </tr> <tr> <td>Core Research Methods</td> <td>2,4,5 & 6</td> </tr> <tr> <td>Learning, Training and Development</td> <td>2,5 & 6</td> </tr> <tr> <td>Coaching and Mentoring</td> <td>1,5 & 6</td> </tr> <tr> <td>Leadership, Engagement and Motivation</td> <td>2,5 & 6</td> </tr> <tr> <td>Health and wellbeing at work</td> <td>2,5 & 6</td> </tr> <tr> <td>Work Design, Organisational Change and Development</td> <td>2,5 & 6</td> </tr> <tr> <td>Business Psychology Advanced Research Project</td> <td>3,4 & 6</td> </tr> </tbody> </table>	Module	QAA Ref	Psychological Assessment at work	2,5 & 6	Core Research Methods	2,4,5 & 6	Learning, Training and Development	2,5 & 6	Coaching and Mentoring	1,5 & 6	Leadership, Engagement and Motivation	2,5 & 6	Health and wellbeing at work	2,5 & 6	Work Design, Organisational Change and Development	2,5 & 6	Business Psychology Advanced Research Project	3,4 & 6
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12. Professional, Statutory & Regulatory Bodies (PSRB)	<p>The British Psychological Society</p> <ul style="list-style-type: none"> ▪ 1. Critically evaluating the current knowledge, theory, and evidence base relevant to the discipline (note: this may comprise both psychological theory and knowledge from other disciplines) and understand that this is an important first step for all work and activities. ▪ 2. Identifying and developing skills and capabilities relevant to progression to occupational psychology practice. ▪ 3. Using a range of techniques and research methods applicable to psychological enquiry. ▪ 4. Applying relevant ethical, legal, and professional practice frameworks (e.g., BPS, HCPC, GDPR), and maintaining appropriate professional boundaries. 																		



- **5.** Communicating effectively (verbally and non-verbally) with colleagues, research supervisors, and a wider audience.
- **6.** Critically reflecting on and synthesising all of the above to inform their developing professional identity as a trainee occupational psychologist; and
- **7.** Disseminating their work appropriately in a range of appropriate written (e.g., professional reports, journal papers, conference posters) and oral (e.g., presentations, one-to-one feedback) formats.

Module	BPS Ref
Psychological Assessment at work	1,2,3,4,5,6 & 7
Core Research Methods	1,2,3,4,5,6 & 7
Learning, Training and Development	1,2,3,4,5,6 & 7
Coaching and Mentoring	1,2,3,4,5,6 & 7
Leadership, Engagement and Motivation	1,2,3,4,5,6 & 7
Health and wellbeing at work	1,2,3,4,5,6 & 7
Work Design, Organisational Change and Development	1,2,3,4,5,6 & 7
Business Psychology Advanced Research Project	1,2,3,4,5,6 & 7

The Association for Business Psychology

1. embedding scientist practitioner thinking and practice in Business Psychology
2. develop practitioners who are fit for practice, who are competent to work legally and ethically in the field
3. fostering new developments in the field of Business Psychology
4. promoting the values of the ABP nationally and internationally.



	Module	ABP Ref
	Psychological Assessment at work	1,2,4
	Core Research Methods	1,2,4
	Learning, Training and Development	1,2,4
	Coaching and Mentoring	1,2,4
	Leadership, Engagement and Motivation	1,2,4
	Health and wellbeing at work	1,2,4
	Work Design, Organisational Change and Development	1,2,4
	Business Psychology Advanced Research Project	1,2,3,4

13. Programme aims

The MSc Business Psychology degree aims to:

- develop a scientific understanding of human and organisational behaviour and the complex interactions between these
- present multiple perspectives on the discipline in a way that fosters critical evaluation of business psychology
- develop both researcher and practitioner skills, enabling students to apply business psychology research and theory into organisational contexts
- develop an understanding as to the role that business psychology can play in supporting individual, team and organisational success within highly competitive globalised economies
- develop an understanding of the role of empirical evidence in the creation and constraint of theory and in how theory guides the collection and interpretation of empirical data
- develop a range of research skills and methods for investigating experience and behaviour in organisational settings, culminating in an opportunity to conduct an independent research project
- develop knowledge to identify and anticipate changes to working practices and the role business psychologists can play in supporting individuals, teams and organisations through these
- foster positive attitudes towards learning through innovative, effective and clearly aligned teaching practices including authentic learning and

assessment methods by maintaining a curriculum that is up-to-date, and by providing a positive and encouraging environment for learning.

14. Programme Entry Requirements

- A UK Honours Degree at a minimum of second class (2.2) or equivalent, that is related to the field of Psychology, Social Science or Business.
 - In the absence of a UK Honours Degree, professional work experience that is relevant to Business Psychology will be considered on a case-by-case basis.
- A maths qualification or equivalent to at least Grade C at GCSE.
 - In the absence of evidence of a GCSE or equivalent in mathematics applicants will be able to complete an assessment-free module before the start of the course to substitute for this.
- IELTS 6.5 (no less than 6.0 in any element); or TOEFL iBT 90; or equivalent if English is not your first language

15. Graduate Attributes

GA1. Discipline Expertise: Knowledge and understanding of chosen field

Students will possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice and be well positioned to respond to change.

GA2. Effective Communication

Students will communicate effectively both verbally and in writing, using a range of media widely used in relevant professional context. They will be IT, digitally and information literate.

GA3. Responsible Global Citizenship

Students will understand global issues and their place in a globalised economy, ethical decision-making, and accountability. They will adopt self-awareness, openness, and sensitivity to diversity in culture.

GA4. Professional Skills

Students will perform effectively within the professional environment. They will work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. They will be flexible and adaptable to changes within the professional environment.

GA5. Reflective Practitioner

Students will undertake critical analysis and reach reasoned and evidenced decisions. They will contribute problem-solving skills to find innovative solutions.

GA6. Lifelong Learning

Students will manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.



Module	Core Graduate Attribute
Psychological Assessment at work	Effective Communication
Learning, Training and Development	Reflective Practitioner
Coaching and Mentoring	Professional Skills
Leadership, Engagement and Motivation	Responsible Global Leadership
Health and wellbeing at work	Discipline Expertise
Work Design, Organisational Change and Development	Discipline Expertise
Core Research Methods	Professional Skills
Business Psychology Advanced Research Project	Lifelong Learning

16. Learning, teaching and assessment methods and strategies

Learning and teaching are delivered through an integrated learning and teaching pedagogy strategy that includes both independent and collaborative learning. Example strategies used within the course include:

Online learning

- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources and activities accessed through our Virtual Learning Environment
- Guided group / project-based work
- Research tasks
- Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either lecturer or students themselves
- Podcasts/online tutorials e.g., JAMOVI, SPSS, Gorilla

Working Together

- Online webinars facilitated by the team where theory and practice are integrated.
- Live chats
- Virtual drop in office-hours
- Virtual social events

Assessment

In light of the applied nature of the field of Business Psychology, assessments have been strategically aligned to develop authentic researcher and practitioner skills. Assessment methods include professional consultancy reports, delivering digital presentations, portfolios of work, reflective logs as well as intervention design and evaluation. Our



assessment policy informs how feedback is supplied by lecturers at the formative and summative assessment stage.

17. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the student, will be able to:		
1. Understand the scientific underpinnings of business psychology as a discipline, its historical and contemporary developments and limitations as well as socio-cultural differences.	Within each module a historical and contemporary view will be outlined. Each of the modules will adopt a global approach, outlining socio-cultural differences in both research undertaken and behaviour and attitudes across cultures.	Coursework
2. Reason scientifically, consider multiple perspectives consider ethical issues and make critical judgments about arguments in business psychology.	Each module will take a critical approach to the theories and research that it introduces students to. Through synchronous and asynchronous classroom activities, students will be supported in developing academic skills including literature reviewing and analysis. Ethical considerations are considered throughout each module, with connections made to BPS and HCPC guidelines as well as highlighting legal responsibilities of business psychology practitioners.	Coursework
3. Demonstrate knowledge and critical thinking in the core domains of business psychology; psychological assessment at work, learning, training and development, work design, organisational change and development, well-being and work, leadership, engagement, and motivation, applying	The modules contained on the programme have been designed to reflect the BPS's core areas of occupational psychology. The core areas of applying psychology to work and organisations and research design, advanced data gathering, and analytical techniques cut across all the modules on the programme. Students will have to opportunity to engage with all the core areas of business	Coursework



psychology to work and organisations and research design, advanced data gathering and analytical techniques.	psychology by progressing through the degree.	
4. Demonstrate a systematic knowledge of a range of research paradigms, research methods, including both quantitative and qualitative data analysis and be aware of their strengths and limitations.	Research paradigms and research methods are discussed in terms of academic research studies within each module as well as directly assessed within the Core Research Methods module, through the interpretation of psychometric test scores in Psychological Assessment at Work and the final dissertation project.	Coursework
5. Initiate, design, conduct and report on empirically based research under appropriate supervision (posing, operationalising, and critically evaluating research questions), and recognise ethical, theoretical practical and methodological strengths and limitations in conducting business psychology research	Students will begin to understand the design and ethical issues involved in conducting research in the Core Research Methods module. Students will have the opportunity to design, conduct and report on a research study of their own design within the Business Psychology Research Project Module.	Coursework
6. Communicate psychological findings in written, visual, and oral form using numerical, textual and other forms of data.	Students are required to contribute to group discussions, online forums and complete activities where they develop their communication skills. Students also develop communication skills in their assessments through writing (reports, essays, portfolios, posters) as well as oral presentations (voice over presentations).	Coursework
7. Develop academic skills (e.g., literature reviewing, reflection, academic writing, critical analysis) as well as graduate attributes (discipline expertise, effective communication, responsible global citizenship, professional skills, reflective practitioner, lifelong learning).	Academic skills are embedded within both the learning and assessment on each module. Within each module a graduate attribute is included as a learning outcome with all attributes being covered at least once throughout the programme. Within the coaching and mentoring module students will develop listening skills, as well as case analysis skills and reflective practice.	Coursework



18. Summary of modules and mapped programme learning outcomes

Level	Module title	Module type	LO	LO	LO	LO	LO	LO	LO	LO	GA1	GA2	GA3	GA4	GA5	GA6
			1	2	3	4	5	6	7							
7	Psychological Assessment at work	Compulsory	X	X	X	X			X	X		X				
7	Core Research Methods	Compulsory	X	X	X	X	X	X	X	X				X		
7	Health and well-being at work	Compulsory	X	X	X				X	X	X					
7	Work Design, Organisational Change and Development	Compulsory	X	X	X				X	X	X					
7	Leadership, Engagement and Motivation	Compulsory	X	X	X				X	X			X			
7	Learning, Training and Development	Compulsory	X	X	X				X	X					X	
7	Coaching and Mentoring	Compulsory	X	X	X				X	X				X		
7	Business Psychology Advanced Research Project	Compulsory	X	X	X	X	X	X	X	X						X

Master's (MA/MSc/MBA)

To be awarded the MSc, students must complete a total of 180 credits at Level 7 including 40 credits from the final research project/dissertation.



PG Cert

To be awarded the PG Cert in Business Psychology Studies students must successfully complete 60 credits at Level 7 including Psychological Assessment at Work, Core Research Methods and Health and Well-being at Work.

PG Diploma

To be awarded the PG Diploma in Business Psychology Studies students must successfully complete the PG Certificate plus Work Design, Organisational Change and Development, Leadership, Engagement and Motivation and Learning, Training and Development to a total minimum of 120 credits at Level 7.





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