# PROGRAMME SPECIFICATION: Executive MSc in Behavioural Science

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| **1.** | **Awarding Body** | LSE |
| **2.** | **Details of accreditation by a professional/statutory body,  e.g. ESRC; BPS etc** | N/A |
| **3.** | **Name of final award** | Executive MSc |
| **4.** | **Programme Title** | Behavioural Science |
| **5.** | **Duration of the course** | 16 months |
| **6.** | **Based in the Department/Institute:** | Social Policy and Management (joint); Social Policy is the host department |
| **7.** | **Relevant QAA subject benchmark statements** | N/A |
| **8.** | **UCAS Code** | C8U9 |
| **9.** | **First written/last amended** | Sept 2014 |

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| **10.** | **The programme aims to:** |
| Create a purposefully built postgraduate executive programme for an audience of full-time professionals, by bringing together some of the existing courses on behavioural science offered at the LSE into a single Masters programme.  Provide high-quality teaching on the latest developments in behavioural science and its applications through a variety of key core courses.  Introduce or expand the use of behavioural science in the students’ working environments, and thus extend the boundaries of scientific knowledge by contributing towards the development of the science itself.  Establish and maintain strong links between the LSE and the organisations within which students/graduates work. | |

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| **11.** | **Programme outcomes: knowledge and understanding; skills and other attributes** |
| This MSc programme, offered in collaboration between the Departments of Social Policy and Management, allows students to obtain a well-rounded development of both the public and private sectors.    Students who have successfully completed the programme will be able to demonstrate the following:   * Master the key theories of behavioural science and their validity based on the latest available evidence; * An ability to critically think about and assess (expected) outcomes of interventions/policies that either disregard or encompass a behavioural dimension within them; * An understanding of the methods and techniques required in formulating, implementing and evaluating behavioural interventions. * A thorough grounding in key behavioural sub-disciplines; * Strong communications skills, both written and oral. * An ability to conduct an independent research project of their own choosing, and thus develop the research and time management skills requisite for completing such an assignment. | |

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| **12.** | **Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated** |
| **Teaching and learning strategies:**  Various teaching, learning and assessment strategies are used to ensure the outcomes above are achieved, including lectures, seminars, and self-directed study;   * Lecture formats are varied, including both traditional formats, audio visual and electronic presentations; * Seminars are interactive and usually organised around themes for discussion or readings; these aim to deepen and consolidate knowledge and develop critical awareness and communication skills; * Where applicable, some seminars involve student presentations and the discussion of problem sets.   All module materials will be made available in Moodle. We have held discussions with Steven Ryan (CLT) regarding this programme – e.g. our discussions involve around the provision of online (virtual) office hours for academics teaching in this programme, which will be able to be supported in the new version of Moodle – and we will be continuing these discussions post-GSSC approval.  **Assessment strategies include:** Formative essays, Summative essays, Examinations and Dissertation | |

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| **13.** | **Programme structures and requirements, levels, modules and awards** |
| [Executive MSc in Behavioural Science](http://www.lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/2014_ExecutiveMScBehaviouralScience.htm) | |

**Additional information**

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| **14.** | **Criteria for admission to the programme** |
| - Minimum of Undergraduate degree with upper second-class (2:1), or equivalent, in any discipline – e.g. management, medicine, social sciences (e.g. economics, psychology, sociology), government/political studies, environmental studies  - Applicants whose first language is not English, or who have not been educated at degree level entirely in English, are require to provide evidence of English language ability. The most common qualifications are the IELTS or TOEFL tests. Applicants do not need to have the required marks when they apply, but they would form a condition of any offer issued, and would have to be achieved before arrival at LSE. Higher English requirement: 7.0 in IELTS (at least 6.0 in each section) or 107 in the internet-based TOEFL test (at least 21 in writing and 20 in all other sections).  - Significant work experience of 3 years minimum (applicants should complete the CV section of the application form as a documentary requirement to assess their work experience).  - Two references to accompany the application. At least one of these should be an academic reference, but given the executive nature and discussions with the Admissions Office, we will also be accepting two professional references.  - For overseas students, successful registration to the programme will be subject to Visa regulations. As a Master’s student coming to the UK for short periods of study, students are not eligible for Tier 4 Student visa and the majority of students will apply for a ‘Student Visitor Visa’. If students are already in the UK with working permission, they will be permitted to study. General Visitors and Business Visitors are prohibited from studying in the UK. | |

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| **15.** | **Indicators of quality** |
| The first intake of the programme begins in 2014-15. Indicators of quality will include:   * High application numbers in relation to intake target number; * Steady demand for the programme; * High entry requirements; * Good assessment results; * Favourable remarks from external examiners; * Students’ questionnaires/feedback via the Teaching Quality Assessment surveys.   The [LSE Careers Centre website](http://www.lse.ac.uk/collections/graduateDestinations/) provides data on career destinations of LSE graduates. | |

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| **16.** | **Methods for evaluating and improving the quality and standard of teaching and learning** |
| * The Departments take seriously the feedback on teaching quality provided by the annual Teaching Quality Assessment survey of students. Also, following the completion of the taught modules, meetings between the Programme Directors and teaching staff will take place to discuss module evaluations and share the experiences of teaching in the Executive MSc. * Students in this programme will elect one or two representatives who will bring issues of concern to the Programme Directors; * The Departments hold termly staff-student meetings at which student representatives from all programmes are able to raise issues of concern. Due to the executive nature of this programme, the student-staff meetings may not be at convenient times for student representatives to attend. Under these circumstances, the programme director will take forward suggestions and proposals to that meeting on behalf of the programme; * The Department of Social Policy (being the host department) has a Teaching Committee; part of its remit is to plan provision and support innovation; * The Departments (and School) take seriously the feedback from external examiners; comments made by external examiners are followed up within each Department and by the School; * The School’s Teaching, Learning and Assessment Committee is available to monitor and observe teaching and offers constructive advice on how to improve the standard of teaching and quality. * Every time the students are on campus we will hold a programme meeting to discuss how the programme is going, thus giving students a forum in which to discuss any feedback with the programme directors. * The Programme Directors will produce an annual report on the Executive MSc in Behavioural Science detailing, among others, student demand, student satisfaction and teacher experience and satisfaction. This report will be made available to the Teaching Committee and the Departmental Meeting for discussion. * Improvements in teaching techniques and methods offered by the Teaching and Learning Centre (TLC) through observations and advice. | |