PSYCHOLOGY (CONVERSION)

we are the original redbrick

The University of Liverpool works with partner, Kaplan Higher Education Hong Kong, to process applications and admissions.

PSYCHOLOGY (CONVERSION)

Programme overview

Study mode: Online and part-time

Qualification: MSc Psychology (Conversion), PG Dip Psychology, PG Cert Psychology
Students that successfully complete the Postgraduate Certificate (PG Cert) can progress onto the Mental Health Psychology (PG Dip and MSc) or Organisational Business Psychology (PG Dip and MSc) programmes.

Indicative programme duration*: 24 months / 16 months / 8 months

Entry requirements:

All applications will be considered on a case-by-case basis. If you want to discuss your previous qualifications and experience before applying, please contact us now via our website. Applicants should possess either:

- A minimum of a 2:1 class degree in any subject including psychology equivalent to a UK bachelor's degree; or

- Professional work experience in a related field and/or other prior qualifications will be considered on a case-by-case basis.

Non-psychology applicants will normally require a GCSE Grade 4 (grade C) or GCE O Level pass in Mathematics and English, or an equivalent qualification.

All applicants must provide evidence that they have an English language ability equivalent to an IELTS (academic) score of 6.5 (overall) and 7.0 (reading and writing). If you don't have an IELTS or equivalent certificate, you can take our free online English test to assess your proficiency. Check our website for further details.

Teaching and assessment

The programme is delivered using the latest and most innovative online teaching techniques and includes a range of interesting and thought-provoking activities and exercises. Core information is developed by subject-leading experts in the field and closely aligned with both industry and academic best practice, underpinned by rigorous theoretical and relevant topics, examples and cases. Leading-edge materials are supported by specially trained tutors, who are not only professionals in the discipline, but who have an exceptional knowledge of supporting online students. Teaching activities consist of specially designed lecturecasts, carefully curated reading lists, and asynchronous discussions to enhance peer-to-peer learning opportunities.

Assessment is by coursework only – there are no examinations. Assessments align with the University of Liverpool commitment to have relevant, authentic and varied activities and are designed to lead directly to enhanced professional and personal objectives as well as being appropriate to the academic discipline.

*The indicative study duration is a guide to how long your course will take to complete. The actual duration may vary depending on study options chosen and module availability.

Ready to apply? Please complete our online application form to apply to study this programme.

PSYCHOLOGY (CONVERSION)

What will I study?

This programme consists of the following modules. You are required to complete 180 credits to achieve a full Master of Science.

What will I study?

	MSc	PGDip	PGCert
Mind, Brain and Behaviour (15 credits)	*	*	*
Social Psychology (15 credits)	*	*	*
Data Analysis for Psychology (15 credits)	*	*	*
Personality, Individual Differences and Intelligence (15 credits)	*	*	*
Cross Cultural Issues in Lifespan Development (15 credits)	*	*	
Psychology of Learning (15 credits)	*	*	
Cognitive Psychology (15 credits)	*	*	
Psychobiology (15 credits)	*	*	
Dissertation (60 credits)	*		

By successfully completing this programme, you will be eligible to apply for Graduate Basis of Chartered Membership with the British Psychological Society (GBC). This is the first step towards becoming a Chartered Psychologist in the United Kingdom (UK).

PROGRAMME STRUCTURE

Module code	PSYK302	NQF level	Level 7
Credit value	15 credits	Module duration	8 weeks

MIND, BRAIN AND BEHAVIOUR

Module aims

This module aims to:

- Support students in their personal construction of scientific knowledge on the way mind, brain, behaviour, and experience, interact in a complex way to influence behaviour.

- Provide students with the ability to appreciate and critically evaluate theory and research findings on the topic, and to incorporate ethics and professionalism as core values in their own practice.

Learning outcomes

Students will be able to:

- Critically appraise and apply the principles and methods of the biopsychosocial approach to the analysis of relevant health problems in multiple contexts.

- Critically evaluate the history, views and current issues in the mind /body debate and their relationship with other relevant disciplines.

- Critically evaluate the application of quantitative and qualitative techniques of research to create and interpret knowledge in Psychology, including the ability to generate and explore research questions.

- Autonomously analyse complex evidence in relation to psychological issues and judge the appropriateness of alternative approaches in the form of different paradigms and models.

- Critically analyse discipline specific ethical principles in the conduct of empirical studies, demonstrating knowledge of the guidelines published by the British Psychological Society and the local and global institutional procedures for obtaining ethical approval.

Syllabus

- Psychology and The Scientific Study of Human Behaviour: Human behaviour - is it all in the brain or all in the mind? The antecedents of psychology; the object of psychology, key concepts.

- Examining the Scientific Status of Psychology: Science, hypotheses and theories; the scientific method; quantitative and qualitative methods in psychology; research design, ethical issues.

- Critically Analysing Conceptual and Historical Paradigms in Psychology: Critical analysis of different schools of psychology e.g. structuralism, functionalism, psychodynamic psychology, humanistic psychology, behaviourism, cognitivism.

- The Biopsychosocial Model: Theories and Perspectives: Systems, holism and reductionism. The biomedical approach versus biopsychosocial approach.

- The Biopsychosocial Model: Applying Theory to Practice: Applications of the biopsychosocial model to health issues

- Ethics, Professional Practice and Regulation in Psychology: Ethics & Professional practice. Ethical issues, Research ethics at the University of Liverpool, Professional routes, employability, regulatory bodies (e.g. The British Psychological Society).

- The Social and Cultural Construction of Psychology: Political and Cross-Cultural Issues: Political and cross-cultural issues: The Socio-cultural Construction of Psychological Knowledge (Part 1) e.g. the relationship between mind, society and culture; the cultural definition of normality; political and cross-cultural issues.

- The Social and Cultural Construction of Psychology: Cross-cultural Psychology: The Socio-cultural Construction of Psychological Knowledge (Part 2) Culture-sensitive approaches in Psychology, colonialism, decolonisation, and indigenous psychology.

Learning and teaching methods

Programme delivery takes place within the virtual classroom. Here a small number of students (normally up to 20) study under the direction of the online teacher. Communication within the virtual classroom, normally asynchronous exchange, preserves the requirement that students are able to pursue the module in their own time, within the timeframe of each module.

Collaborative activities, present throughout module, encourage active learning, and also develop professional skills such as team working and good communication. The programme recruits globally with students coming from a range of disciplinary backgrounds, meaning they are already effective global citizens. Regular formative and summative feedback provide opportunities for students to continuously assess their learning and to identify areas for development.

Module code	PSYK311	NQF level	Level 7
Credit value	15 credits	Module duration	8 weeks

SOCIAL PSYCHOLOGY

Module aims

This module aims to:

- Support students in their personal construction of scientific knowledge on the main topics in Social Psychology, as well as in the development of skills and experience to design, conduct and critically discuss a qualitative survey and thematic analysis on those topics.

Learning outcomes

Students will be able to:

- Critically evaluate the objects of Social Psychology, its historical development and its relationship with other relevant disciplines.

- Critically appraise leading theoretical approaches to the analysis of attitudes, social influence, group influence, and aggression, and how these affect the way contemporary local and global problems can be interpreted.

- Autonomously design, conduct and present a qualitative investigation using interviews and thematic analysis to address significant areas of theory and practice.

- Critically evaluate the effectiveness of advanced methodological approaches as applied to research on Social Psychology topics.

Syllabus

- Introduction Overview of Social Psychology. Research methods in Social Psychology: interview, survey and thematic analysis.

- The Individual in Social Psychology.

- Attitudes and Behaviours.

- Persuasion and Social Influence.

- Group Influences.

- Stereotyping, Prejudice, and Discrimination.

- Aggression and Violence.

- Social Psychology and Social Change.

- Research Methods in Social Psychology.

Learning and teaching methods

The online psychology programmes have been developed by research active staff members from the Department, which enables teaching and content to be research-connected which is clearly aligned to the Liverpool Curriculum Framework and the Education strategy. The syllabus is designed to provide students with an in-depth understanding of the complex interactions between our minds, brains, environments, and experiences, how these influence human behaviour, whilst developing students abilities in critical evaluation of psychological theory and research findings, as well as ethical professional practice.

Programme delivery takes place within the virtual classroom. Here a small number of students (normally up to 20) study under the direction of the online teacher. Communication within the virtual classroom, normally asynchronous exchange, preserves the requirement that students are able to pursue the module in their own time, within the timeframe of each module.

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Module code	PSYK303	NQF level	Level 7
Credit value	15 credits	Module duration	8 weeks

DATA ANALYSIS FOR PSYCHOLOGY

Module aims

This module aims to:

- Support students in their personal construction of scientific knowledge and practical skills on quantitative approaches to research in Psychology.

- Enable students to autonomously produce, analyse and interpret databases utilizing basic and advanced statistical procedures.

Learning outcomes

Students will be able to:

- Critically appraise the theoretical basis of a range of statistical methods, including the assumptions underlying the use of particular statistical methods, when particular statistical methods are appropriate, and how statistical methods inform psychological research.

- Autonomously select and conduct appropriate advanced statistical analyses utilizing one-way designs, factorial designs, chi square, correlation and/or regression, and critically evaluate their effectiveness.

- Demonstrate the ability to critically apply the principles of research ethics and incorporate a critical ethical dimension to their practice.

- Demonstrate an advanced and critical knowledge of the characteristics and features of appropriate statistical packages, as well as the skills to use them effectively to enter data and conduct a range of statistical analyses.

Syllabus

- Research and ethics.
- Introduction to statistics.
- Research designs.
- Hypothesis testing.
- One-Way designs.
- Factorial designs.
- Chi-square and correlations.
- Regression.

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Collaborative activities, present throughout module, encourage active learning, and also develop professional skills such as team working and good communication. The programme recruits globally with students coming from a range of disciplinary backgrounds, meaning they are already effective global citizens. Regular formative and summative feedback provide opportunities for students to continuously assess their learning and to identify areas for development.

All assessments are designed to be both authentic and engaging in addition to having been approved by the British Psychological Society as part of the accreditation process. Thus, they are reflective of what would be expected of practicing professional psychologists.

Module code	PSYK316	NQF level	Level 7
Credit value	15 credits	Module duration	8 weeks

PERSONALITY, INDIVIDUAL DIFFERENCES AND INTELLIGENCE

Module aims

This module aims to:

- Facilitate the construction by the students of their own critical understanding of how and why do people's psychological characteristics vary.

- Enable students to select the most suitable methods to measure individual differences or, when appropriate, to develop their own .

- Enable students to develop a critical understanding of why people differ from one another.

- Enable students to evaluate how such differences should be best measured.

Learning outcomes

Students will be able to:

- Independently evaluate theories and research findings on intelligence, to critique material read and construct an informed opinion.

- Critically appraise theories of personality and individual differences, critically analysing their contributions to the current understanding of complex social issues.

- Critically appraise current theoretical and methodological advances in emotional intelligence, and critically analyse how emotional intelligence influences social and professional performance.

- Autonomously conduct and present appropriate factor analyses utilizing statistical analyses, and critically evaluate their effectiveness.

- Critically appraise the foundations of psychometrics and critically analyse how the measuring techniques utilized affect the way in which knowledge is constructed.

Syllabus

- Introduction to personality theory.

- Psychometrics 1.

- Psychometrics 2.

- Traits: Theories of personality.

- Abilities: Theories, structure and measurement of Intelligence.

- Origins of personality and intelligence.

- Emotional Intelligence.

- Applications of individual differences.

Learning and teaching methods

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Programme delivery takes place within the virtual classroom. Here a small number of students (normally up to 20) study under the direction of the online teacher. Communication within the virtual classroom, normally asynchronous exchange, preserves the requirement that students are able to pursue the module in their own time, within the timeframe of each module.

Collaborative activities, present throughout module, encourage active learning, and also develop professional skills such as team working and good communication. The programme recruits globally with students coming from a range of disciplinary backgrounds, meaning they are already effective global citizens. Regular formative and summative feedback provide opportunities for students to continuously assess their learning and to identify areas for development.

All assessments are designed to be both authentic and engaging in addition to having been approved by the British Psychological Society as part of the accreditation process. Thus, they are reflective of what would be expected of practicing professional psychologists.

Module code	PSYK309	NQF level	Level 7
Credit value	15 credits	Module duration	8 weeks

CROSS CULTURAL ISSUES IN LIFESPAN DEVELOPMENT

Module aims

This module aims to:

- Support and guide students to understand human development across life span from a cross-cultural perspective, identifying the intervening factors and the distinctive stages, and being able to devise and implement practical applications of this knowledge.

Learning outcomes

Students will be able to:

- Develop a critical and informed opinion on the influence of cross-cultural concepts and practices on the individual's moral, social and emotional development, being able to identify relevant evidence in their own cultural context.

- Demonstrate a comprehensive and critical understanding of current theoretical and methodological approaches to human development across the life span, and critically analyse the role that they assign to cognitive, biological and social variables.

- Manifest a deep and critical understanding of the theoretical foundations of phenomenological research, being able to critically evaluate the extent to which they provide a perspective on how identity develops across the life span.

- Demonstrate the ability to design, conduct and present research on Developmental Psychology utilizing a variety of qualitative methods including the graphical depictions of a person, writing a psychobiography and conducting an Interpretative Phenomenological Analysis, as well as evaluating their effectiveness.

- Demonstrate a practical understanding of the techniques of research and enquiry that are used to create and interpret knowledge in Developmental Psychology.

Syllabus

- Fundamentals of Life Span Psychology. Research in lifespan development: psychoautobiography, Interpretative Phenomenological Analysis.

- Biological and Physical Development.

- Cognitive Development.

- Social and Emotional Development.

- Moral Development.

- Identity Development.

- Culture and Life Span Development.

- The Ideal Self: Thriving Across the Life Span.

- Research in Life Span Psychology. Psychoautobiography and Interpretative Phenomenological Analysis.

Learning and teaching methods

The online psychology programmes have been developed by research active staff members from the Department, which enables teaching and content to be research-connected which is clearly aligned to the Liverpool Curriculum Framework and the Education strategy.

Programme delivery takes place within the virtual classroom. Here a small number of students (usually 15-20) study under the direction of the online teacher. Communication within the virtual classroom, whether by asynchronous or synchronous exchange, will preserve the requirement that students are able to pursue the module in their own time, within the timeframe of each module.

Collaborative activities, present throughout module, encourage active learning. It also develops important professional skills such as teamworking and strong communication skills. Regular formative and summative feedback allows students to continuously assess their learning and to identify areas for development. Assessments are designed to be both authentic and engaging and reflect what would be expected of practicing mental health psychology professionals.

Module code	PSYK310	NQF level	Level 7
Credit value	15 credits	Module duration	8 weeks

PSYCHOLOGY OF LEARNING

Module aims

This module aims to:

- Facilitate the acquisition of knowledge and practical skills to understand and critically analyse the complex and interrelated factors that affect learning, both in formal and informal educational settings.

- Enable students to autonomously utilize that knowledge and skills to research and intervene on topics and areas that involve learning, such as drug addition, psychology in the workplace, or gambling, amongst others.

Learning outcomes

Students will be able to:

- Critically analyse the relative contribution of psychological theories of learning and how they are and can be utilized in formal and informal educational settings.

- Demonstrate an advanced and critical knowledge of psychological theories and research on how humans and animals learn, and how they can be applied in a variety of contexts.

- Manifest the ability to autonomously synthesise the contributions of the theories and research on learning, goal setting and motivation to the understanding of and intervention on psychological disorders.

- Demonstrate a deep and critical understanding and practical knowledge of experimental research, as well as critically analyse the application of this methodological perspective to the study of human learning.

- Demonstrate the ability to autonomously analyse quantitative experimental data utilizing statistical software including the selection of the most suitable techniques and the evaluation of results.

Syllabus

- The history and philosophy of learning theory.

- Behaviourism and scientific approach.

- Social learning approaches to learning.

- Cognitive approaches to learning.

- Learning and motivation.

- Metacognition and learning profiles.

- Experimental research in learning.

- Adult learning.

Learning and teaching methods

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Collaborative activities, present throughout module, encourage active learning. It also develops important professional skills such as teamworking and strong communication skills. Regular formative and summative feedback allows students to continuously assess their learning and to identify areas for development. Assessments are designed to be both authentic and engaging and reflect what would be expected of psychology professionals.

Module code	PSYK322	**NQF level**	Level 7
Credit value	15 credits	**Module duration**	8 weeks

COGNITIVE PSYCHOLOGY: THE SCIENCE OF HOW WE THINK

Module aims

This module aims to:

- Support and guide students in their individual construction of knowledge and skills in the field of Cognitive Psychology.

- Enable students to research or intervene in a variety of manners on areas as basic to the human experience as memory, language or thought.

Learning outcomes

Students will be able to:

- Critically analyse the historical and current approaches—both theoretical and methodological—to the study of basic psychological processes such as perception, attention and memory, and how they relate to other areas of Psychology.

- Flexibly and creatively apply the acquired knowledge of cognitive processes and operations to the analysis of their own context, developing critiques of existing theories and, where appropriate, proposing new hypotheses.

- Critically appraise both theoretical and practical aspects of how established experimental techniques are used to create and interpret knowledge in Cognitive Psychology, and judge the appropriateness of the enquiry methods used.

- Demonstrate the ability to describe, critically evaluate and integrate published research on perception, attention, problem solving, memory and language.

- Autonomously conduct experimental research on cognitive psychology areas and topics, adapting existing methods and techniques or developing their own as required, applying the most adequate statistical analyses to their result, and producing a suitable scientific report following the writing and publication procedures common in the discipline.

Syllabus

- Approaches to human cognition. Cognitive psychology, Cognitive neuropsychology, Cognitive neuroscience and Computational cognitive science.

- Experimental research in cognition studies.

- Perception. Basic processes in visual perception. Object and face recognition and categorisation.

- Attention. Focused attention and divided attention.

- Memory. Types of memory. Working memory. Short term memory. Long term memory. Memory inaccuracy. Applied memory.

- Thinking and reasoning. Consciousness. Problem solving and expertise. Judgment and decision making.

- Language. Reading and speech perception. Language comprehension. Language production.

Learning and teaching methods

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Collaborative activities, present throughout module, encourage active learning. It also develops important professional skills such as teamworking and strong communication skills. Regular formative and summative feedback allows students to continuously assess their learning and to identify areas for development. Assessments are designed to be both authentic and engaging and reflect what would be expected of psychology professionals.

Ready to apply? Please complete our online application form to apply to study this programme.

Module code	PSYK321	NQF level	Level 7
Credit value	15 credits	Module duration	8 weeks

PSYCHOBIOLOGY

Module aims

This module aims to:

- Facilitate the construction by the students—through readings, reflection, discussion and practical exercises—of a comprehensive understanding on how the nervous system and other characteristics of our body influence our psychological functioning.

- Facilitate the acquisition of practical skills to design, undertake, analyse and interpret significant research studies in the area.

Learning outcomes

Students will be able to:

- Critically analyse biological influences on psychological functioning, and how they have been interdisciplinarily studied across history.

- Critically appraise a range of research paradigms, research methods and measurement techniques utilized in the study of the body/mind relationship, and an awareness of their possibilities and limitations.

- Critically evaluate the application of psychopharmacology to the treatment of mental health issues, being able to identify relevant evidence in their own cultural context.

- Critically analyse the brain mechanisms involved in the sleep/wake cycle and how these can be affected by sleep disorders.

Syllabus

- Evolution and natural selection. Evolutionary, developmental and genetic explanations of behaviour.

- Neuroanatomy. Basic structure of the cell. Cells of the nervous system (neurones and glia).

- Chemical signalling. Transmission of information within and between neurones.

- Development of the nervous system. Neuroplasticity.

- Neuroendocrine system. Hormones and behaviour.

- Research methods. Physiological recordings, brain imaging techniques, neuroanatomical investigations and the study of brain injury.

- Psychopharmacology.

- Sleep and biological rhythms. Sleep disorders.

Learning and teaching methods

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Collaborative activities, present throughout module, encourage active learning. It also develops important professional skills such as teamworking and strong communication skills. Regular formative and summative feedback allows students to continuously assess their learning and to identify areas for development.

Assessments are designed to be both authentic and engaging and reflect what would be expected of practicing psychology professionals.

Module code	PSYK315	**NQF level**	Level 7
Credit value	60 credits	**Module duration**	40 weeks

DISSERTATION

Module aims

This module aims to:

- Provide students with the opportunity to put into practice theories and concepts learned on the programme; to provide an opportunity to study a particular topic in depth; to show evidence of independent investigation, combining relevant theories and suggesting alternatives.

- Enable interaction with practitioners (where appropriate to the chosen topic).

- Show evidence of ability to plan and manage a project within deadlines.

Learning outcomes

Students will be able to:

- Conduct independent empirical research including defining a research problem, formulating testable hypotheses / research questions, choosing appropriate methodologies and also planning and conducting a study efficiently.

- Critically appraise ethical issues and current codes of ethics and conduct, and use this to obtain appropriate ethical approval for their research.

- Critically analyse data and present research findings effectively including relevance to previous research, the appropriateness of methodologies used and the validity of alternative approaches.

- Reflect on the process of designing and conducting empirical research in psychology.

Learning and teaching methods

The online psychology programmes have been developed by research active staff members from the Department, which enables teaching and content to be research-connected which is clearly aligned to the Liverpool Curriculum Framework and the Education strategy.

Prior to commencing the module, throughout the programme students will have the option to engage in the Dissertation Preparation Pathway which is formed of formative, non-assessed, self-study materials and reflective exercises which run in parallel to each of the taught modules on the programme, to help students apply their learning to a research context and prepare for the independent study of the dissertation. The pathway contains eight stages, each aligned to one of the eight taught modules. 1) Applying psychology as a science; 2) Utilising the knowledge base; 3) Identifying a research topic; 4) Developing a research proposal; 5) Finding the right research tools; 6) The ethical researcher; 7) Research management, 8) Writing up research.

Once students commence the dissertation module, they will spend the first 3-4 months (approx.; Phases 1 and 2) engaged in the dissertation classroom refining their project ideas, drafting and completing a proposal and ethical application, and awaiting their approval before data collection begins. From that point onwards, students will work independently with the support of their research supervisor to collect data and write-up their study.

PSYCHOLOGY (CONVERSION)

USEFUL INFORMATION

Fees and funding

For current information on tuition fees and funding options, please ask our course consultants for more details. **+852 9545 5878**

Discounts and scholarships

For current information on discounts and scholarships, please ask our course consultants for more details. **+852 9545 5878**

Careers

With Graduate Basis for Chartered membership (GBC), students are eligible to be admitted to train in the domains of Clinical or Clinical Neuropsychology, Counselling, Educational Child Psychology, Forensic Psychology, Sports and Exercise Psychology or Occupational Psychology.

The scientific aspects of the course, including the application of a reasoned approach, problem solving and manipulation of data, provide useful tools for careers in healthcare, law enforcement, finance, IT and research. While the understanding about human behaviour and motivation, ability to critically analyse a problem, formulate a considered response, create an argument and generate new ideas, lend themselves well to careers in the creative industries, the legal sector, government administration and education.

READY
TO APPLY?

Submit your application online

or contact our partner, Kaplan Higher Education Hong Kong, at

+852 2526 3686

info@kaplan.edu.hk

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