UNIVERSITY OF LEICESTER

Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2021/22

Date created: August 2021　　**Last amended:** 11/08/2021　　**Version no.** 1

1. Programme title(s) and code(s)

MSc Psychology

PGDip Psychology (Exit Award)

PGCert Psychology (Exit Award) *

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

HECOS Code

HECOS Code	%
100487	100

2. Awarding body or institution

University of Leicester

3. a) Mode of study

Part-time

b) Type of study

Distance learning

4. Registration periods

The normal period of registration for the MSc is 24 months

The maximum period of registration for the MSc is 48 months

5. Typical entry requirements

Applicants must have a second class honors (or above) degree.

Students for whom English is not their first language and who have not lived in a country where the

first language is English for at least three years must demonstrate and IELTS of 6.5 or equivalent.

6. Accreditation of Prior Learning

APL is not accepted on this course.

7. Programme aims

The programme aims to equip students with a sound knowledge and understanding of a broad range of topics in Psychology. Each module on the programme covers a key field within psychology aimed at covering the breadth required by the BPS for graduate basis for chartership. This knowledge is based not only on theory and accumulated findings, but also on awareness of the strengths and limitations of research evidence and its application.

A particular aim of this programme is to make learning available to those who are unable to pursue a more conventional, campus-based programme.

The modules assume no prior knowledge of psychological studies.

The overall programme aims are to:

- develop students' knowledge of psychology and its relevance, through exposure to key theoretical and methodological approaches and research evidence.
- meet the appropriate British Psychological Society accreditation criteria for graduate basis for chartership
- develop intellectual and research skills appropriate to the level of study, including a critical and systematic approach to the evaluation of evidence.

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By the end of the programme successful students will be able to demonstrate:

- integrated knowledge of psychological theory and methodology
- skills of research and enquiry, independent learning and the use of contemporary information resources.
- competence in psychology related empirical research design, implementation and evaluation.
- reasoning, analysis and creativity at a postgraduate level
- effective written communication skills

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- University Learning Strategy
- University Assessment Strategy
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data
- University of Leicester Teaching and Learning Strategy 2017-2021
- QAA subject benchmark for Psychology
- QAA benchmarks for Masters degree study
- BPS standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology

9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Discipline specific knowledge and competencies

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Subject and Professional skills		
Knowledge		
Broad knowledge of psychological theories/research across the BPS curriculum.	Module material, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research.	Summative assessment in the form of SAQs and MCQs, online discussions.
Concepts		
Understanding of how concepts relating to psychological theories can be applied in variety of settings.	Module material, Case Studies provided, Blackboard discussion groups moderated and facilitated by tutors. Q and A sessions for modules.	Qualitative and quantitative reports, essays and portfolio assessments. Dissertation.
Techniques		
Broad understanding of all, and practical experience of many, of the following: researching, data analysis by quantitative or qualitative methods, research ethics and familiarity with IT packages including SPSS.	Module material, Supplementary readings provided, Blackboard discussion groups facilitated and moderated by tutors. Formative assessment activities on Blackboard.	Qualitative and quantitative reports, essays, critique of literature for assignments and literature review assessment. Dissertation.
Critical analysis		
Ability to independently evaluate concepts and techniques from a broad range of psychological areas, to critique material read and hence construct an informed opinion.	Module material, Supplementary readings provided, Blackboard discussion groups moderated by tutors – questions will be posed to encourage students to discuss particular issues and critique papers, Independent research.	Summative assessments including multiple choice questions. Dissertation.
Presentation		
Ability to organise research findings to construct an argument, to write assignments to a high standard, to write empirical reports in the format expected for publication and to a high standard. To present statistical findings in the correct manner according to universal standards. In addition, to interpret findings in a form for effective communication to a non-specialist audience.	Module material, Supplementary readings provided. Live teaching and q and a sessions. Formative assessment activities. Blackboard discussion groups moderated by tutors, Independent research.	Qualitative and quantitative research reports. Short Answer questions. Dissertation.
Appraisal of evidence		
Ability to evaluate published research and commentary and make appropriate judgements about its application and practical relevance to real world issues.	Module material, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research. Skills sessions available on the course admin site throughout the course duration.	Short answer questions, presentation, literature review. Dissertation.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(b) Transferable skills		
Research skills		
Ability to conduct a literature search and review, ability to write a research proposal, considering ethics and other methodological issues, ability to devise research tools or to use correctly those already designed.	Module material, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research. Skills sessions available on the course admin site throughout the course duration.	Literature review, qualitative and quantitative reports. Dissertation.
Communication skills		
Good written communication skills developed in the context of formal written assignments.	Blackboard discussion groups, personal communication with tutors, module material. Skills sessions available on the course admin site throughout the course duration. Examples of assessments from previous cohorts including a library of dissertations for review. Peer assessment formative exercises.	Summative assessments throughout. Dissertation.
Data presentation		
Ability to present statistical findings correctly and to present other research findings clearly with a correct interpretation.	Module material, APA publication manual, Blackboard discussion groups moderated by tutors, formative assessment activities.	Short answer questions, qualitative and quantitative research reports. Dissertation.
Information technology		
Ability to use a range of IT packages including data analysis software such as SPSS. Engagement with online discussion forums and podcasts through Blackboard.	Module material, Blackboard discussion groups, induction/welcome information provided.	Summative assessment, online discussions. Dissertation.
Problem solving		
Understanding of how to take an evidence based practice approach to problem solving. Ability to apply research findings to real world problems.	Module material, assignment briefs, supplementary readings and case studies provided, Blackboard discussion groups, independent research.	Short answer questions, research reports and facilitated online discussions.
Working relationships		
Drawing on the expertise and guidance from academic or support staff, informal interaction with fellow students at course conferences or via email/bulletin board, formal contact and negotiation with dissertation supervisor.	Email/bulletin board interactions with students, formal interactions with staff and, in particular dissertation supervisor, informal interactions with staff and students at course events.	Facilitatied group discussions on Blackboard and communication with tutors. Attendance at course events.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Managing learning		
Ability to self-motivate and self-direct learning so as to schedule work adequately and meet deadlines.	Independent research, programme modules, integrated and supplementary readings, textbooks. Study skills and mindset of a DL student support materials.	Summative assessments, communication with personal tutors. Dissertation.
Career management		
Understanding of career opportunities within psychology and transferrable skills gained from the course.	Career advice and materials provided on Blackboard, career and job opportunity and further study discussion strand on Blackboard.	Monitoring group discussion on Blackboard. Portfolio and presentation assessment. Attendance at course events.

10. Special features

N/A

11. Indicators of programme quality

As well as relying on the mainstream indicators (external examiner reports, student results, student feedback forms) the programme will benefit from external assessment by the BPS every three years once initial approval is granted. In addition module materials are reviewed on an annual basis and completely rewritten when required. The course director is actively involved in the BPS and keeps up to date with the changing requirements of their syllabus. The course team are all committed to CPD which directly benefits the course and students.

12. Criteria for award and classification

This programme follows the standard scheme of taught postgraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

13. Progression points

As defined in Senate Regulations - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate/exit award where appropriate.

14. Rules relating to re-sits or re-submissions

As defined in Senate Regulations - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

15. External Examiners reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required]

16. Additional features (e.g. timetable for admissions)

N/A

Programme Specification (Postgraduate)   **FOR ENTRY YEAR:** Choose an item.

Date created: Click or tap here to enter text.   **Last amended:** Click or tap to enter a date.   **Version no.** Choose an item.

Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

MSc Psychology

Credit breakdown

Status	Year long	Semester 1	Semester 2	Other delivery period
Core taught	Choose an item.	60 credits	60 credits	Choose an item.
Optional	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Dissertation/project	Choose an item.	15 credits	30 credits	15 credits

180 credits in total

Level 7/Year 1   **Choose an item.**

Core modules

Delivery period	Code	Title	Credits
Semester 1	Click or tap here to enter text.	Historical and Contemporary Issues in Psychology	15 credits

Delivery period	Code	Title	Credits
Semester 1	Click or tap here to enter text.	Investigating Psychology	15 credits
Semester 2	Click or tap here to enter text.	Brain and Behaviour	15 credits
Semester 2	Click or tap here to enter text.	Exploring Mental Processes	15 credits
Semester 2	Click or tap here to enter text.	Applied Human Behaviour	15 credits

Notes
N/a

Level 7/Year 2   **Choose an item.**

Core modules

Delivery period	Code	Title	Credits
Semester 1	Click or tap here to enter text.	Individual Differences	15 credits

Delivery period	Code	Title	Credits
Semester 1	Click or tap here to enter text.	Lifespan Development	15 credits
Semester 2	Click or tap here to enter text.	Dissertation	60 credits
Semester 2	Click or tap here to enter text.	Professional Psychology	15 credits

Notes
N/A

Appendix 2: Module specifications

See taught postgraduate [module specification database](#) (Note - modules are organized by year of delivery).