

## Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2025/26

Date created: 12/05/2022

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Version no. 1

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

MSc Psychology

\*MSc Psychological Studies (Exit Award)

\*PGDip Psychological Studies (Exit Award)

\*PGCert Psychological Studies (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	%
100497	100

### 2. Awarding body or institution

University of Leicester

### 3. a) Mode of study

Full-time

#### b) Type of study

Campus-based

### 4. Registration periods

The normal period of registration for the MSc is 12 months

The maximum period of registration for the MSc is 24 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 an IELTS of 6.5 or equivalent.

### 6. Accreditation of Prior Learning

N/A

### 7. Programme aims

The programme aims are to:

- develop 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 through a variety of learning activities

- develop intellectual and research skills appropriate to the level of study, including a critical and systematic approach to the evaluation of evidence.

## 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 Education Strategy](#)
- [University Assessment Strategy](#) [log-in required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

## 9. Programme Outcomes

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

### a) Discipline specific knowledge and competencies

#### i) Knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<u>Postgraduate Certificate:</u> Knowledge of psychological theories and research.	Module material, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research.	<u>All</u>
<u>Postgraduate Diploma:</u> Detailed knowledge of psychological theories and research		Reports, MCQs
<u>MSc:</u> Broad knowledge of psychological theories/research.		<u>MSc only</u> Dissertation.

#### ii) Concepts

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<u>All</u> Understanding of how concepts relating to psychological theories can be applied in variety of settings.	Module material, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research.	<u>All</u> MCQs Literature Review <u>MSc only</u> Dissertation.

iii) Techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p><u>Postgraduate Certificate:</u></p> <p>Understanding of some of the following: researching, data analysis by quantitative or qualitative methods, research ethics and familiarity with IT packages including SPSS..</p> <p><u>Postgraduate Diploma:</u></p> <p>Understanding and practical experience of some, of the following: researching, data analysis by quantitative or qualitative methods, research ethics and familiarity with IT packages including SPSS.</p> <p><u>MSc:</u></p> <p>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.</p>	<p>Module material, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research.</p>	<p><u>All</u></p> <p>Scientific research reports</p> <p><u>MSc only</u></p> <p>Dissertation.</p>

iv) Critical analysis

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p><u>Postgraduate Certificate:</u></p> <p>Ability to evaluate concepts and techniques from a limited range of psychological areas, to critique material read and hence construct an informed opinion.</p> <p><u>Postgraduate Diploma:</u></p> <p>Ability to independently evaluate concepts and techniques from a limited range of psychological areas, to critique material read and hence construct an informed opinion.</p> <p><u>MSc:</u></p> <p>Ability to independently evaluate concepts and techniques from a broad range of psychological areas, to critique material read and hence construct an informed opinion.</p>	Module material, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research.	<p><u>All</u></p> <p>Literature review</p> <p>Research Reports</p> <p><u>MSc only</u></p> <p>Dissertation.</p>

v) Presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p><u>All</u></p> <p>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.</p>	Module material, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research.	<p><u>All</u></p> <p>All types of summative assessment</p> <p><u>MSc only</u></p> <p>Dissertation.</p>

vi) Appraisal of evidence

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<u>All</u> 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.	<u>All</u> Literature review Research Reports Presentation <u>MSc only</u> Dissertation.

**b) Transferable skills**

i) Research skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<u>Postgraduate Certificate:</u> Knowledge of psychological theories and research. <u>Postgraduate Diploma:</u> Detailed knowledge of psychological theories and research <u>MSc:</u> 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.	<u>All</u> Research reports Literature review MCQs <u>MSc only</u> Dissertation.

ii) Communication skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<u>All:</u> Good written communication skills developed in the context of formal written assignments.	Blackboard discussion groups, personal communication with tutors, module material.	<u>All</u> All summative assessment. <u>MSc only</u> Dissertation.

iii) Data presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<u>All:</u> Ability to present statistical findings correctly and to present other research findings clearly with a correct interpretation.	Module material particularly module 1, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research.	<u>All</u> Research reports MCQs <u>MSc only</u> Dissertation.

iv) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<u>All:</u> 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.	<u>All</u> All summative assessment, online discussions. <u>MSc only</u> Dissertation.

v) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<u>All:</u> 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.	<u>All</u> Professional Portfolio Reflective review Presentation <u>MSc only</u> Dissertation.

vi) Working relationships

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<u>All:</u> 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.	Monitoring group discussions on Blackboard and communication with tutors. Attendance at course events.

vii) Managing learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<u>All:</u> 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.	<u>All</u> All summative assessment. Engagement with tutors <u>MSc only</u> Dissertation.

viii) Career management

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<u>All:</u> 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. Attendance at course events.

## 10. Special features

Depending on timetabling we aim to teach this programme across 2 days to support the postgraduate learner to manage their time.

We will be applying for accreditation with the British Psychological Society.

The programme focuses on the application of psychology to real world scenarios.

### 10a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
<b>Research-briefed</b>  Bringing staff research content into the curriculum.	<p>Throughout the MSc degree, students will be immersed in research, learning about past studies, research methods and applying their training to conduct their own research project. Modules integrate seminal and cutting edge research, aligning with the core British Psychological Society curriculum and the specialisms of our staff. Students will gain the skills to conduct and analyse, ethical rigorous research, culminating in the completion of their own study. Critical thinking is developed through exposure to diverse view points on key concepts. The programme draws on international research ensuring our graduates acquire knowledge and skills that are applicable worldwide.</p> <p><b>Research Briefed:</b></p> <p>Our staff deliver internationally leading basic and translational research focused on psychological health and well-being and visual science and this work enhances our teaching of British Psychological Society core modules.</p>

<b>Research-based</b> Framed enquiry for exploring existing knowledge.	<b>Research Based:</b> Students engage in research-based learning from their first semester, critically evaluating evidence, theories, and methods. Through coursework and projects, they develop skills in formulating questions, reviewing literature, and applying research methods. This approach deepens their understanding, fosters critical thinking, and prepares them to contribute to psychological research and apply evidence-based insights in their careers.
<b>Research-oriented</b> Students critique published research content and process.	<b>Research Oriented:</b> Students are taught to critically evaluate published research content and its underlying processes. From early in their studies, they engage in reading and dissecting empirical studies, analysing the quality of research designs, methods, and data interpretation. This critical engagement helps students understand not only the strengths of well-conducted studies but also the limitations and biases that may arise in psychological research. By scrutinizing published work, students develop the skills to assess the credibility and reliability of findings, fostering a deeper appreciation for evidence-based practice and enhancing their ability to design rigorous research projects in the future.
<b>Research-apprenticed</b> Experiencing the research process and methods; building new knowledge.	<b>Research Apprenticed:</b> Students actively engage in ongoing studies, gaining hands-on experience in data collection, ethics, analysis, and interpretation. Research skills are developed progressively from their first semester to the final dissertation, starting with basic methods and advancing to independent projects. In their dissertation module, students collaborate with staff and peers, contributing to new knowledge while refining practical research competencies. This model bridges theory and practice, equipping students for independent research and meaningful contributions to psychological science.

**As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:**

Students engage in research early in their degree by engaging in practical activities and coursework research projects in both “Brain and Behaviour” and “Exploring Mental Processes” modules. Additionally, they will learn about research design and analysis and apply them in tutorials and workshop sessions in “Historical and Conceptual Themes” and “Investigating Psychology” modules. They also apply their knowledge and skills in further practical activities and research projects in their second semester in “Applied Human Behaviour”, “Lifespan Development” and “Professional Psychology” modules. In their “Individual Differences” modules they learn about how personality assessments are constructed and the methodological techniques underpinning them. This experience broadens their understanding of methods and fosters connections with researchers at various career stages.

For dissertations, many students align with their supervisor’s research area, following a research intern model. Some projects lead to academic publications or conference presentations, giving students first-hand experience in peer review and the opportunity to become co-authors, earning their first academic publication.

The School of Psychology and Vision Sciences curates a regular series of online and in-person seminars with eminent guest speakers from different fields of psychology on a variety of



psychology subjects. Students on the programme are invited to these seminars, which include opportunities for students and staff to ask questions. Annually, there is also an opportunity to apply for a position as curriculum consultant allowing students to lead a project aiming to enhance the student experience and collaborate with members of staff. In addition, many of our staff are involved in pedagogical research projects; students are encouraged to participate and sometimes these projects offer opportunities for students to support staff in carrying out the study.

**Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:**

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development. The scientist-practitioner model (SPM, see Shapiro, 2002) is a key teaching model adopted throughout our MSc programme. The British Psychological Society who accredits all our programmes, have devised the SPM for our undergraduate context and devised key objectives in terms of general learning outcomes and specific practical skills to guide our teaching. Staff are active in pedagogical research, presenting at national conferences and have a regular forum to discuss their work and outcomes seen (Psychology Education & Learning Forum). Often this work is co-created with students, either in curriculum as part of the final year research project module, or extra-curricular as e.g. a curriculum consultant project.

### **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 as part of our annual programme review and updated or 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.

Students who do not meet the requirements for the award of a master's degree will be considered for an appropriate intermediate exit award if they meet the requirements for that award as specified in Senate Regulation 6. The Postgraduate Certificate in Psychological Studies and Postgraduate Diploma in Psychological Studies are intermediate exit awards only; they *are not* accredited qualifications and *do not* give Graduate Basis for Chartered membership of the BPS.

### **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](mailto:exampapers@Leicester) [log-in required]

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

N/A

## Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2025/26

Date created: 12/05/2022

Last amended: 14/05/2022

Version no. 1

### 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	n/a	60 credits	60 credits	n/a
Optional	n/a	n/a	n/a	n/a
Dissertation/project	n/a	n/a	n/a	60 credits

180 credits in total

#### Level 7/Year 1      2025/26

Core modules

Delivery period	Code	Title	Credits
Semester 1	PS7401	Historical and Conceptual Themes in Psychology	15 credits
Semester 1	PS7402	Brain and Behaviour	15 credits
Semester 1	PS7403	Exploring Mental Processes	15 credits
Semester 1	PS7408	Investigating Psychology	15 credits
Semester 2	PS7404	Applied Human Behaviour	15 credits

Delivery period	Code	Title	Credits
Semester 2	PS7406	Individual Differences	15 credits
Semester 2	PS7407	Professional Skills in Psychology	15 credits
Semester 2	PS7405	Lifespan Development	15 credits
Term 3	PS7409	Dissertation	60 credits

## Appendix 2: Module specifications

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