



## Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2026/27

Date created: August 2021

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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

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 an 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.

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 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
- 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).

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>(a) Subject and Professional skills</b>		
<b>Knowledge</b>		
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.
<b>Concepts</b>		
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.
<b>Techniques</b>		
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	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.
<b>Critical analysis</b>		
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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>Presentation</b>		
<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>	<p>Module material, Supplementary readings provided. Live teaching and q and a sessions. Formative assessment activities. Blackboard discussion groups moderated by tutors, Independent research.</p>	<p>Qualitative and quantitative research reports. Short Answer questions.  Dissertation.</p>
<b>Appraisal of evidence</b>		
<p>Ability to evaluate published research and commentary and make appropriate judgements about its application and practical relevance to real world issues.</p>	<p>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.</p>	<p>Short answer questions, presentation, literature review.  Dissertation.</p>
<b><i>(b) Transferable skills</i></b>		
<b>Research skills</b>		
<p>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.</p>	<p>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.</p>	<p>Literature review, qualitative and quantitative reports.  Dissertation.</p>
<b>Communication skills</b>		
<p>Good written communication skills developed in the context of formal written assignments.</p>	<p>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.</p>	<p>Summative assessments throughout.  Dissertation.</p>

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>Data presentation</b>		
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.
<b>Information technology</b>		
Ability to use a range of IT packages including data analysis software . Engagement with online discussion forums and podcasts through Blackboard.	Module material, Blackboard discussion groups, induction/welcome information provided.	Summative assessment, online discussions.  Dissertation.
<b>Problem solving</b>		
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.
<b>Working relationships</b>		
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.	Facilitated group discussions on Blackboard and communication with tutors. Attendance at course events.
<b>Managing learning</b>		
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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>Career management</b>		
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

### 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
<p><b>Research-briefed</b></p> <p>Bringing staff research content into the curriculum.</p>	<p>The guiding principle of the programme is the acquisition and development of subject-specific knowledge and transferable skills. Research-briefed pedagogy, exposing students to relevant theories, concepts and research findings is the foundation and therefore embedded from the start and throughout. In later modules this foundation is increasingly expanded and integrated with research-based, research-oriented and research-apprenticed pedagogy. The sequential delivery of modules allows students to develop relevant research and critical thinking skills before applying these in framed enquiry and critique.</p> <p>Research-briefed – through lecture recordings, students are exposed to subject-specific theories, concepts and research findings, ranging from seminal work to cutting-edge research. Whenever possible, staff research is brought into this teaching.</p>
<p><b>Research-based</b></p> <p>Framed enquiry for exploring existing knowledge.</p>	<p>Research-based – starting from module one and increasing further from module four, inquiry-based learning complements research-briefed pedagogy. Through various learning activities, including discussions and reflections, students are encouraged to explore existing knowledge.</p>
<p><b>Research-oriented</b></p> <p>Students critique published research content and process.</p>	<p>Research-oriented – from the fourth module onwards students have the opportunity to engage with learning activities requiring them to critique approaches, methods and conclusions of published research. This is, for example, accomplished through discussions or learning activities involving scrutiny of scientific articles and the identification of limitations of a particular study.</p>

<p><b>Research-apprenticed</b></p> <p>Experiencing the research process and methods; building new knowledge.</p>	<p>Research-apprenticed – in module four and six, students are required to write up reports using quantitative and qualitative research methods, respectively for which they generate their own data based on participation in an online experiment and by conducting an interview. These assessments serve as preparation for the final dissertation project where students carry out a study from conception to dissemination under supervision.</p>
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**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:**

The School of Psychology and Vision Sciences curates a regular series of online 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. Across our distance learning psychology programmes, we also organise an annual student conference inviting guest speakers from research and industry and showcasing research projects of our dissertation students.

**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 programme is adapted to the requirements of distance learners and firmly based on an active learning approach. Modules are delivered sequentially and the development of transferable skills is scaffolded, starting from individual skills, followed by a combination of these individual skills and culminating in the application of knowledge to novel and complex contexts incorporating problem-based learning. Learning materials consist of a combination of lecture recordings, learning activities and reading which are alternated to keep students engaged. Student feedback is actively sought and the programme continuously developed based on this feedback and staff's own reflections. To maintain and enhance our high standards of teaching all staff take part in annual peer observations organised by the school to reflect on and develop their teaching practice. In addition, educational best practice is disseminated through staff meetings and training organised by the school.

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.

### **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.

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 <https://le.ac.uk/study/external-examining/pg-external-examiners>

[log-in required]

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

N/A

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### 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	15 credits	30 credits	15 credits

180 credits in total

**Level 7/Year 1      2026/27**

Core modules

Delivery period	Code	Title	Credits
October	PS7550	Historical and Conceptual Themes in Psychology	15 credits
December	PS7551	Investigating Psychology	15 credits
February	PS7552	Brain and Behaviour	15 credits

Delivery period	Code	Title	Credits
May	PS7553	Exploring Mental Processes	15 credits
July	PS7554	Individual Differences	15 credits

**Level 7/Year 2      2027/28**

Core modules

Delivery period	Code	Title	Credits
September	PS7555	Applied Human Behaviour	15 credits
November	PS7556	Lifespan Development	15 credits
March	PS7558	Dissertation	60 credits
January	PS7557	Professional Psychology	15 credits

**Appendix 2: Module specifications**

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