

**1. Programme title(s) and UCAS code(s):/**

BSc Applied Psychology C811

With optional Year in Industry or Year Abroad (transfer available in Year 2 subject to availability)

**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 is three years (four years for those who take one year abroad or in industry)

The maximum period of registration is five years (six years for those who take one year abroad or in industry)

**5. Typical entry requirements:**

- A2 level grades: ABB-BBB
- Normal GCSE requirements: At least Grade C / 4 in English Language, Mathematics or statistics, Biology or Core Science and Additional Science
- International Baccalaureate: 32-28 points
- European Baccalaureate: Pass with 80% overall
- Access to HE diploma: Pass with 30 credits at distinction (plus the three GCSEs as stated above)
- English Language requirement: IELTS 6.5

**For students on the year abroad:**

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see

<https://le.ac.uk/study/undergraduates/courses/abroad>

**6. Accreditation of Prior Learning:**

APL not accepted

**7. Programme aims:**

The programme aims to:

- develop students' knowledge of psychology and its professional applications, through exposure to key theoretical and methodological approaches and research evidence;
- deliver a curriculum informed by the research, scholarship and practice of our staff;

- develop intellectual and research skills appropriate to the level of study, including a critical and systematic approach to the evaluation of evidence;
- provide opportunities to develop a variety of personal transferable skills, relevant to the needs of a wide range of graduate employers;
- prepare students for further research training in psychology and postgraduate training in professional applied psychology;
- satisfy the educational requirements for degree accreditation and graduate membership of the British Psychological Society.

**For students on the year abroad:**

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see <https://le.ac.uk/study/undergraduates/courses/abroad>

**For those on the year in industry, see additional programme specification content for Year in Industry programmes:** <https://le.ac.uk/study/undergraduates/courses/industry>

**8. Reference points used to inform the programme specification:**

- Accreditation reports by the British Psychological Society (Latest review March 2019)
- QAA Benchmarking statement for Psychology (December 2023)
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- QAA: The UK Quality Code for Higher Education
- [University Education Strategy](#)
- University of Leicester Periodic Developmental Review Report (Latest review Spring 2012).
- National Student Surveys (NSS) - Annual
- Annual Developmental Review
- 
- External Examiners' Reports - Annual

**9. Programme Outcomes:**

| Intended Learning Outcomes  | Teaching and Learning Methods   | How Demonstrated?   |
|---|---|---|
| <i>(a) Discipline specific knowledge and competencies</i>   |   |   |
| <b>(i) Mastery of an appropriate body of knowledge</b>  |   |   |
| Demonstrate awareness of the core underlying principles and key theoretical and methodological themes in psychology and its applications. | Lectures, tutorials, seminars, practical classes and workshops, directed reading, resource-based learning, research projects. | Examinations, coursework (e.g. essays, research reports including the dissertation, reviews, critiques, oral presentations, poster presentations) |
| <b>(ii) Understanding and application of key concepts and techniques</b>  |   |   |

| Intended Learning Outcomes   | Teaching and Learning Methods  | How Demonstrated?  |
|--|--|--|
| Evaluate and determine the importance of research findings in mainstream and applied psychology in the context of theoretical development, knowledge advancement, and practice.  | Lectures, tutorials, seminars, practical classes and workshops, directed reading, resource-based learning, research projects.                              | Examinations, coursework   |
| <b>(iii) Critical analysis of key issues</b>   |  |  |
| Demonstrate the capacity to analyse and critically appraise evidence from both experimental procedures and the literature.   | Lectures, tutorials, seminars, practical classes and workshops, directed reading, resource-based learning, research projects.                              | Examinations, coursework   |
| <b>(iv) Clear and concise presentation of material</b>   |  |  |
| Produce clear and concise quantitative analysis and results.   | Lectures, tutorials, seminars, practical classes and workshops, directed reading, resource-based learning, research projects.                              | Examinations, coursework   |
| <b>(v) Critical appraisal of evidence with appropriate insight</b>   |  |  |
| Develop structured and mature arguments reflecting an understanding of prevalent issues in psychology and how it is applied in real world settings.  | Lectures, tutorials, seminars, practical classes and workshops, directed reading, resource-based learning, research projects.                              | Examinations, coursework   |
| <b>(vi) Other discipline specific competencies</b>   |  |  |
| <p>Develop a sound understanding of statistical techniques and their applications.</p> <p>Design, execute and present research projects and a dissertation.</p> <p>Understand ethical principles in relation to the conduct of research in psychology and how it is applied in professional contexts</p> | <p>Lectures, tutorials, practical classes and workshops, directed reading, resource-based learning, research projects.</p> <p>As above</p> <p>As above</p> | <p>Examinations, research reports</p> <p>Research reports, particularly the dissertation</p> <p>Examinations, research reports</p> |

| Intended Learning Outcomes   | Teaching and Learning Methods   | How Demonstrated?  |
|--|---|--|
| <i>(b) Transferable skills</i>   |   |  |
| <b>(i) Oral communication</b>  |   |  |
| Demonstrate clarity, fluency and coherence in oral expression of issues pertaining to applied issues in psychology   | Lectures, tutorials   | Oral presentations to different target audiences                           |
| <b>(ii) Written communication</b>  |   |  |
| Produce clearly written material with appropriate use of evidence, demonstrating the ability to write to varying lengths, audiences and levels of formality. | Lectures, tutorials, practical classes and workshops, directed reading, resource-based learning, research projects.                               | Essay-based examinations, coursework                                       |
| <b>(iii) Information technology</b>  |   |  |
| Demonstrate the effective use of IT for accessing databases and scientific literature; manipulating, processing and presenting information.                  | Lectures, tutorials, practical classes and workshops, directed reading, resource-based learning, research projects.                               | Examinations, coursework   |
| <b>(iv) Numeracy</b>   |   |  |
| Apply numerical and statistical techniques to data analysis.   | Practical classes and workshops, resource-based learning, research projects   | Statistics examinations, research reports, Dissertation                    |
| <b>(v) Team working</b>  |   |  |
| Collaboratively solve problems, identify methodologies, manage distribution of effort, and collectively arrive at conclusions.                               | Tutorials, collaborative research projects,   | Coursework (e.g. research reports based on collaboratively collected data) |
| <b>(vi) Problem solving</b>  |   |  |
| Be able, in a critical, balanced and informed manner, to evaluate issues and problems in psychology and how it is applied in a professional setting.         | Lectures, tutorials, practical classes and workshops, directed reading, resource-based learning, research projects, particularly the dissertation | Examinations, coursework   |

| Intended Learning Outcomes   | Teaching and Learning Methods   | How Demonstrated?   |
|--|---|---|
| <b>(vii) Information handling</b>  |   |   |
| Demonstrate the capacity to retrieve and manage a variety of resource materials and to analyse evidence from the literature.   | Lectures, tutorials, practical classes and workshops, directed reading, resource-based learning, research projects, particularly the dissertation | Examinations, coursework                                    |
| <b>(viii) Skills for lifelong learning</b>   |   |   |
| Demonstrate the acquisition of the skills and attributes necessary for lifelong learning, including: intellectual independence, effective time management, planning and organisation, knowing when to ask for help, professional attitude to colleagues, research honesty, ethical frameworks. | Lectures, tutorials, practical classes and workshops, directed reading, resource-based learning, research projects                                | Examinations, coursework.                                   |
| Plan for and obtain successful personal, educational and career development.   | Tutorials, career development programmes, resource-based learning, personal development planning.   | Personal development planning activities, curriculum vitae. |

## 10. Progression points:

### End of Year 1

To pass from Year 1 to Year 2, students must obtain an overall weighted average of at least 40, with no honours modules below 40. The normal expectation will be that students progress from Year 1 to Year 2 in a 12 month period. The maximum periods of study require progression from Year 1 to 2 within 36 months from first registration on the degree.

### End of Year 2

To pass from Year 2 to Year 3, students must pass 120 credits of Year 2 modules, obtaining an overall weighted average of at least 40, with no honours modules below 40 and no non-honours modules below 35. The normal expectation will be that students progress from Year 2 to Year 3 in a 12 month period. The maximum periods of study require progression from year 2 to 3 within 48 months from first registration on the degree.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

## 11. Scheme of Assessment

The programme follows the standard scheme of award and classification set out in Senate Regulation 5.

## 12. Special features:

The School of Psychology is based in the Department of Neuroscience, Psychology and Behaviour. Teaching is drawn from staff with research expertise spanning the discipline of psychology, with

additional specialisms in Experimental Psychology, Human Cognitive Neuroscience, Behavioural Neuroscience, Clinical Neuroscience, Psychological Wellbeing and Professional Psychology. Students enrolled on this degree programme are provided with a solid theoretical and practical grounding in key issues in psychology, with a particular emphasis on professional psychology (occupational, forensic and clinical psychology). Material is taught through a range of traditional and contemporary teaching methods. Learning is assessed by a portfolio of traditional and innovative assessments. In Years 2 and 3, there is a focus on choice. In addition to core modules, students can choose from a range of option modules to tailor their curriculum to suit their particular interests. There is also a strong focus on the development of both academic and transferable skills. An additional Study Abroad Year is also available, subject to academic performance at the end of Year 2.

### **13. Indications of programme quality**

BSc Psychology is accredited by the British Psychological Society and as such confers eligibility for Graduate Membership and/or the Graduate Basis for Chartered Membership.

The BPS continued the accreditation of the programme in their partnership visit of March 2019. The reviewing team commended our programmes in view of the assessment and feedback practice that enhances students learning. Four further areas of good practice were highlighted in their report relating to our provision of a HelpDesk that runs throughout the term, the support systems we have in place as a school and how we have embedded employability and transferable skills training into the curriculum. They made no recommendations for further enhancement and commented that these are impressive, high quality and well managed programmes, which exceed the Society's expectations.

The teaching programmes have received consistent commendation from external examiners for the quality of the teaching provision.

### **14. External Examiner(s) reports**

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

## Appendix 1: Programme structure (programme regulations)

### Notes

1. To allow progression to the next year of your course, you must pass all pre-requisite modules. Pre-requisite modules are marked \* above. There are no exceptions to this rule.
2. Core modules are compulsory. All Year 1 modules are core.

| <b>BSc Applied Psychology</b>     |  |                                       |   |
|-----------------------------------|--|---------------------------------------|---|
| <b>Semester 1</b>                 |  | <b>Semester 2</b>                     |   |
| <b>Year 1</b>                     |  |                                       |   |
| <b>PS1101</b>                     | Historical Perspectives in Psychology (15)                             | <b>PS1105</b>                         | Introduction to Social, Developmental and Applied Psychology (15) |
| <b>PS1102</b>                     | Introduction to Sensation, Perception and Cognition (15)               | <b>PS1106</b>                         | Introduction to Brain and Behaviour (15)                          |
| <b>PS1103</b>                     | Psychological Research Skills 1 (15) *                                 | <b>PS1107</b>                         | Psychological Research Skills 2 (15) *                            |
| <b>PS1104</b>                     | Thinking and Communicating like a Psychologist 1 (15)                  | <b>PS1108</b>                         | Thinking and Communicating like a Psychologist 2 (15)             |
| <b>Semester total: 60 credits</b> |  | <b>Semester total: 60 credits</b>     |   |
| <b>Year 2</b>                     |  |                                       |   |
| <b>Core modules <sup>2</sup></b>  |  |                                       |   |
| <b>PS2101</b>                     | Psychopathology: an integrated approach to disorders of the mind (15)* | <b>PS2111</b>                         | Information Processing and Cognition (15)*                        |
| <b>PS2102</b>                     | Social and Developmental Psychology (15) *                             | <b>PS2106</b>                         | Applied Psychology Research Project (15) *                        |
| <b>PS2103</b>                     | Practical Research Skills in Psychology (15) *                         | <b>Option modules, 2 chosen from:</b> |   |
| <b>PS2108</b>                     | Topics in Professional Psychology (15) *                               | <b>PS2109</b>                         | Topics in Health and Wellbeing (15) *                             |
|                                   |  | <b>PS2110</b>                         | Topics in Clinical Neuroscience (15) *                            |
|                                   |  | <b>PS2112</b>                         | Topics in Social and Developmental Psychology (15) *              |
|                                   |  | <b>PS2114</b>                         | Introduction to Programming for Psychology (15) *                 |
|                                   |  | <b>NT2200</b>                         | Sustainability Enterprise   |

Semester total: 60 credits

Semester total: 60 credits

***With a Year Abroad (option)***

An appropriate number of modules equivalent to at least 120 Leicester credits will be selected chosen in consultation with the departmental study abroad coordinator among those offered by the partner institution.

**Year 3****Core modules <sup>2</sup>**

**PS3103** Applied Psychology Dissertation (30) – 2 semester module

**PS3107** Brain and Cognition (15)

**PS3108** Advanced Social and Developmental Psychology (15)

**PS3119** Advanced Applied Psychology (15)

**Option modules, 2 chosen from:****Option modules, 1 chosen from:**

**PS3109** Judgement and Decision Making (15)

**PS3113** Occupational Psychology (15)

**PS3110** Visual Cognition: from the laboratory to the real world (15)

**PS3114** Neuroscience of Mental Health (15)

**PS3111** Cognition and Wellbeing Across the Lifespan (15)

**PS3115** Individual Differences and Well-being (15)

**PS3112** Clinical Psychology (15)

**PS3116** Evolution, Cognition and Behaviour (15)

**PS3117** Clinical and Cognitive Neuropsychology (15)

**PS3121** Forensic Psychology (15)

**PS3122** Psychology of Sport & Physical Activity (15)

**PS3128** Coaching Psychology (15)

**PS3126** Psychology in the Educational Context (15)

**PS3127** Decoding the Mind: Psychology Insights Through Data Science (15)

Semester total: 60 credits

Semester total: 60 credits

**Appendix 2: Module specifications**See [module specification database](#)