

## Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2025/26

Date created: 13/03/2024

Last amended: 16/12/2024

Version no. 1

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

BSc Psychology C800

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

DipHE\*

CertHE\*

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 |

#### UCAS Code (where required)

C800

### 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 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 relevance, 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 students on the year in industry:

The 'Year in Industry' variant of this programme is offered in accordance with the University's [standard specification for year in industry programme variants](#).

## 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
- Accreditation reports by the British Psychological Society (Latest review March 2019)

## 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) Mastery of an appropriate body of knowledge

| Intended Learning Outcomes   | Teaching and Learning Methods   | How Demonstrated?   |
|--|---|---|
| Demonstrate awareness of the core underlying principles and key theoretical and methodological themes in psychology. | 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) |

ii) Understanding and application of key concepts and techniques

| Intended Learning Outcomes   | Teaching and Learning Methods   | How Demonstrated?        |
|--|---|--------------------------|
| Evaluate and determine the importance of research findings in 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 |

iii) Critical analysis of key issues

| Intended Learning Outcomes   | Teaching and Learning Methods   | How Demonstrated?        |
|--|---|--------------------------|
| 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 |

iv) Clear and concise presentation of material

| Intended Learning Outcomes                                   | Teaching and Learning Methods   | How Demonstrated?        |
|--|---|--------------------------|
| Produce clear and concise quantitative analysis and results. | Lectures, tutorials, seminars, practical classes and workshops, directed reading, resource-based learning, research projects. | Examinations, coursework |

v) Critical appraisal of evidence with appropriate insight

| Intended Learning Outcomes   | Teaching and Learning Methods   | How Demonstrated?        |
|--|---|--------------------------|
| Develop structured and mature arguments reflecting an understanding of prevalent issues in psychology. | Lectures, tutorials, seminars, practical classes and workshops, directed reading, resource-based learning, research projects. | Examinations, coursework |

vi) Other discipline specific competencies

| Intended Learning Outcomes  | Teaching and Learning Methods   | How Demonstrated?                               |
|---|---|---|
| Develop a sound understanding of statistical techniques and their applications. | Lectures, tutorials, practical classes and workshops, directed reading, resource-based learning, research projects. | Examinations, research reports                  |
| Design, execute and present research projects and a dissertation.               | Lectures, tutorials, practical classes and workshops, directed reading, resource-based learning, research projects. | Research reports, particularly the dissertation |

| Intended Learning Outcomes  | Teaching and Learning Methods   | How Demonstrated?              |
|---|---|--------------------------------|
| Understand ethical principles in relation to the conduct of research in psychology and how it is applied in professional contexts | Lectures, tutorials, practical classes and workshops, directed reading, resource-based learning, research projects. | Examinations, research reports |

**b) Transferable skills**

i) Oral communication

| Intended Learning Outcomes  | Teaching and Learning Methods | How Demonstrated?                                |
|---|-------------------------------|--|
| Demonstrate clarity, fluency and coherence in oral expression of issues pertaining to psychology. | Lectures, tutorials           | Oral presentations to different target audiences |

ii) Written communication

| Intended Learning Outcomes   | Teaching and Learning Methods   | How Demonstrated?                    |
|--|---|--------------------------------------|
| 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 |

iii) Information technology

| Intended Learning Outcomes  | Teaching and Learning Methods   | How Demonstrated?        |
|---|---|--------------------------|
| 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 |

iv) Numeracy

| Intended Learning Outcomes                                   | Teaching and Learning Methods   | How Demonstrated?                                       |
|--|---|---|
| Apply numerical and statistical techniques to data analysis. | Practical classes and workshops, resource-based learning, research projects | Statistics examinations, research reports, Dissertation |

v) Team working

| Intended Learning Outcomes   | Teaching and Learning Methods              | How Demonstrated?  |
|--|--|--|
| 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) |

vi) Problem solving

| Intended Learning Outcomes   | Teaching and Learning Methods   | How Demonstrated?        |
|--|---|--------------------------|
| Be able, in a critical, balanced and informed manner, to evaluate issues and problems in psychology. | Lectures, tutorials, practical classes and workshops, directed reading, resource-based learning, research projects, particularly the dissertation | Examinations, coursework |

vii) Information handling

| Intended Learning Outcomes   | Teaching and Learning Methods   | How Demonstrated?        |
|--|---|--------------------------|
| 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 |

viii) Skills for lifelong learning

| Intended Learning Outcomes   | Teaching and Learning Methods  | How Demonstrated?   |
|--|--|---|
| 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**

This programme follows the standard Scheme of Progression set out in [Senate Regulations](#) – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

The following additional progression requirements for this programme have been approved:

### **End of Year 1**

To pass from Year 1 to Year 2 students must achieve a Year Credit Weighted Average of 40.00% or higher.

In addition, students must achieve a mark of 40.00% in the exam and coursework elements of the following modules:

- PS1103 Psychological Research Skills 1
- PS1107 Psychological Research Skills 2

### **End of Year 2**

To pass from Year 2 to Year 3 students must pass 120 credits of Year 2 modules, achieving a Year Credit Weighted Average of 40.00% or higher.

In addition, students must achieve 40.00% in the exam and coursework elements, and in the overall module mark, in the following modules:

Year 2 (core)

- PS2103 Practical Research Skills in Psychology
- PS2104 Psychology Research Project

Students must pass or achieve a compensated pass in their remaining Year 2 modules, in accordance with the requirements of Senate Regulation 5. Proceed and resit from Year 2 to Year 3 is not available.

### **Year 3**

To pass Year 3 students must achieve a module mark of 40% in the following module:

- PS3101 Psychology Dissertation

Where a student fails to meet the requirements to progress, they will be required to withdraw from the programme.

## b) Course transfers

- Transfer from BSc Psychology to BSc Applied Psychology or BSc Psychology with Cognitive Neuroscience is allowed at the end of Year One.
- Year Abroad  
For the Year Abroad variant (for experiential Year Abroad only) [the additional progression points apply](#)
- Year in Industry  
For the Year in Industry variant, the [additional progression points apply](#)

## 11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

## 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, health 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.

### 12a. 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>Overview</b>   | Throughout the 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 Psychology 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. |
| <b>Research-briefed</b><br><br>Bringing staff research content into the curriculum. | <b>Research-briefed</b><br><br>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 Psychology Society core modules. Final year option modules are aligned to staff areas of expertise, and allow us to revisit theoretical models delivered earlier in the programme in applied settings.  |

|   |   |
|---|---|
| <b>Research-based</b><br>Framed enquiry for exploring existing knowledge.                             | <b>Research-based</b><br>Students engage in research-based learning from their first term, 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><br>Students critique published research content and process.                 | <b>Research-oriented</b><br>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 scrutinising 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><br>Experiencing the research process and methods; building new knowledge. | <b>Research-apprenticed</b><br>Students actively engage in ongoing studies, gaining hands-on experience in data collection, ethics, analysis, and interpretation. Research skills are developed progressively from Year 1 to the final dissertation, starting with basic methods and advancing to independent projects. In their final year, 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 (earning course credits) by participating in studies led by final-year students, staff, and postgraduates. This experience broadens their understanding of methods and fosters connections with researchers at various career stages.

Our monthly external speaker seminars bring experts in health, wellbeing, and vision sciences to the school, offering hybrid attendance for flexibility. These seminars are included in students timetables as events that may interest them (optional).

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.



**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 UG programme. The British Psychological Society who accredit 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.

### **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 for this programme can be found at [exampapers@Leicester](mailto:exampapers@Leicester) [log-in required]

## Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2025/26

Date created: 13/03/2024

Last amended: 16/12/2024

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.

Updates to the programme

| Academic year | Module   | Change  |
|---------------|--|---|
| 2025/26       | PS1101 Foundations of Psychology                         | Previously <i>Historical Perspectives in Psychology</i> |
| 2027/28       | PS3107 Cognitive Horizons: Exploring Brain and Cognition | Previously <i>Brain and Cognition</i>                   |

BSc Psychology

Level 4/Year 1      2025/26

Credit breakdown

| Status   | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core     | n/a       | 60 credits | 60 credits |
| Optional | n/a       | n/a        | n/a        |

120 credits in total

Core modules

| Delivery period | Code   | Title                     | Credits    |
|-----------------|--------|---------------------------|------------|
| Sem 1           | PS1101 | Foundations of Psychology | 15 credits |

| Delivery period | Code    | Title  | Credits    |
|-----------------|---------|--|------------|
| Sem 1           | PS1102  | Introduction to Sensation, Perception and Cognition          | 15 credits |
| Sem 1           | PS1103* | Psychological Research Skills 1                              | 15 credits |
| Sem 1           | PS1104  | Thinking and Communicating Like a Psychologist 1             | 15 credits |
| Sem 2           | PS1105  | Introduction to Social, Developmental and Applied Psychology | 15 credits |
| Sem 2           | PS1106  | Introduction to Brain & Behaviour                            | 15 credits |
| Sem 2           | PS1107* | Psychological Research Skills 2                              | 15 credits |
| Sem 2           | PS1108  | Thinking and Communicating Like a Psychologist 2             | 15 credits |

#### 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.

#### Option modules

| Delivery period | Code | Title | Credits |
|-----------------|------|-------|---------|
|-----------------|------|-------|---------|

#### Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

#### Level 5/Year 2      2026/27

#### Credit breakdown

| Status   | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core     | n/a       | 45 credits | 30 credits |
| Optional | n/a       | 15 credits | 30 credits |

120 credits in total

### Core modules

| Delivery period | Code    | Title  | Credits    |
|-----------------|---------|--|------------|
| Sem 1           | PS2101* | Psychopathology: an integrated approach to disorders of the mind | 15 credits |
| Sem 1           | PS2102* | Social and Developmental Psychology                              | 15 credits |
| Sem 1           | PS2103* | Practical Research Skills in Psychology                          | 15 credits |
| Sem 2           | PS2111* | Information Processing and Cognition                             | 15 credits |
| Sem 2           | PS2104* | Psychology Research Project                                      | 15 credits |

### 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.
3. Core modules are compulsory.

### Option modules

| Delivery period | Code    | Title   | Credits    |
|-----------------|---------|---|------------|
| Semester 1      | PS2107* | Topics in Cognitive Neuroscience              | 15 credits |
| Semester 1      | PS2108* | Topics in Professional Psychology             | 15 credits |
| Semester 1      | NT2100* | Sustainability Enterprise Partnership Project | 15 credits |
| Semester 2      | PS2109* | Topics in Health and Wellbeing                | 15 credits |
| Semester 2      | PS2110* | Topics in Clinical Neuroscience               | 15 credits |
| Semester 2      | PS2112* | Topics in Social and Developmental Psychology | 15 credits |
| Semester 2      | PS2114* | Introduction to Programming for Psychology    | 15 credits |
| Semester 2      | NT2200* | Sustainability Enterprise Partnership Project | 15 credits |

### Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

**Level 6/Year Final 2027/28**

## Credit breakdown

| Status   | Year long  | Semester 1 | Semester 2 |
|----------|------------|------------|------------|
| Core     | 30 credits | 15 credits | 15 credits |
| Optional | n/a        | 30 credits | 30 credits |

120 credits in total

## Core modules

| Delivery period | Code   | Title   | Credits    |
|-----------------|--------|---|------------|
| Year long       | PS3101 | Psychology Dissertation                           | 30 credits |
| Sem 1           | PS3107 | Cognitive Horizons: Exploring brain and cognition | 15 credits |
| Sem 2           | PS3108 | Advanced Social and Developmental Psychology      | 15 credits |

**Notes**

1. Core modules are compulsory.
2. Requirement to pass the dissertation module at 40%.

## Option modules

| Delivery period | Code   | Title   | Credits    |
|-----------------|--------|---|------------|
| Semester 1      | PS3109 | Judgement and Decision Making                           | 15 credits |
| Semester 1      | PS3110 | Visual Cognition: from the laboratory to the real world | 15 credits |
| Semester 1      | PS3111 | Psychology Across the Lifespan                          | 15 credits |
| Semester 1      | PS3112 | Clinical Psychology                                     | 15 credits |
| Semester 1      | PS3121 | Forensic Psychology                                     | 15 credits |
| Semester 1      | PS3127 | Data Science Methods for Psychology                     | 15 credits |

| Delivery period | Code   | Title                                     | Credits    |
|-----------------|--------|---|------------|
| Semester 1      | PS3128 | Coaching for Health & Wellbeing           | 15 credits |
| Semester 2      | PS3113 | Occupational Psychology                   | 15 credits |
| Semester 2      | PS3114 | Neuroscience of Mental Health             | 15 credits |
| Semester 2      | PS3115 | Individual Differences and Wellbeing      | 15 credits |
| Semester 2      | PS3116 | Evolution, Cognition and Behaviour        | 15 credits |
| Semester 2      | PS3117 | Clinical and Cognitive Neuropsychology    | 15 credits |
| Semester 2      | PS3122 | Psychology of Sport and Physical Activity | 15 credits |
| Semester 2      | PS3126 | Psychology in the Educational Context     | 15 credits |

### Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

## Appendix 2: Module specifications

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