Programme Specification (Undergraduate) FOR ENTRY YEAR: 2025/26

Date created: 29/04/2025 **Last amended:** 05/03/2026 **Version no.** 2

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

A. BSc Psychology C800**
B. HE Dip Psychology*
C. HE Cert Psychology*

Note: ** Awarded as part of the Dual Undergraduate Programme in Psychiatry and Psychology with Chongqing Medical University. * Available as an exit award only and not available for students to register onto.

a) HECOS Code

HECOS Code	%
100497	100

b) 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 five years

The maximum period of registration is seven years

To note: The total teaching time of the Dual Award Programme is 5 years. The BSc Psychology Programme is taught in years 2-4 (B-D). The BSc Psychology delivery is preceded by 60 foundation credits in English Language

5. Typical entry requirements

These are governed by CQMU and agreed by UoL as follows: For entry onto the dual award:

- Chinese students apply to CQMU using standard application procedures and form.
- Students have undertaken National College Entrance Examination of China (Gaokao) relevant to year of application
- Students are ranked on overall Gaokao result and top n (where n is the recruitment target for that academic year) are selected based on:
    - Successful students have achieved at least 80% of the marks on the English component of the Gaokao OR an overall IELTS of 5.5 and
    - Passed the required physical examination performed by CQMU (equivalent to an Occupational Health Screen in UK Medical Schools)

Note: This level of English proficiency has been agreed, subsequent to the signed implementation Agreement, by UoL (including the Centre for International Training and Education comprising the English Language Teaching Unit) and CQMU, such that the two English Language Units delivered by CITE in Year A are standardised for assessed exit proficiency in English of overall IELTS 6.5, which is comparable to the required proficiency level required by UoL departments as well as other degree awarding institutions across the sector. Students must pass 60 credits of English Language as an entry requirement to the UoL awarded BSc Psychology programme in years B to D.

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

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) 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

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, group 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.
Intended Learning Outcomes	**Teaching and Learning Methods**	**How Demonstrated?**
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

Except for the following, 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.

Repeat Years

This programme has a derogation from Senate Regulations to allow two repeat years to be awarded: one for Year A, and one further for the BSc years (i.e. Years B, C or D).

Year A Progression

Year A of the programme is classified under the UK Framework for Higher Education Qualifications (FHEQ) Level 3 and therefore has no bearing on a student's final UoL degree classification, which is calculated using students' credits and associated marks achieved during years B, C & D only. Year A follows the rules set out in Senate Regulation 5 concerning Foundation programmes. To be eligible to progress to Year B, students must pass the 60 UoL credits of English Language modules, listed below with a minimum mark of 40% in both modules (compensated credit is not permitted in Year A):

English Language Module 1 - EL1905 (30)
English Language Module 2 - EL1906 (30)

A student who fails to meet the English Language Module requirements, following any permissible re-sit opportunities, will be considered either for course termination* or one repeat of Year A (at the discretion of the Board). Students in this position will only be eligible for transfer to another UoL programme if they meet the relevant entry criteria (including an acceptable English Language Qualification). Any transfer onto alternative programmes offered by CQMU will be at the discretion of that institution.

* *In the event that a student passes all CQMU modules but fails to meet the 60cr UoL English Language criteria, under exceptional circumstances, UoL will accept an alternative English Language Qualification at the required entry level, e.g. IELTS 6.5, providing that it is presented for consideration by the Co-Directors and Progression Board Chair/s prior to the start of the next academic year at CQMU and also allows enough time for student registration.*

Failure to meet CQMU or UoL progression requirements

There may be circumstances under which students will meet the requirements of one institution but fail to meet the requirements of another. Students who fail, after relevant re-sit opportunities, to meet the UoL progression requirements at any stage will not be able to continue on the dual award programme. Students in this position will not be eligible for transfer to another UoL programme. In the unlikely event that a student fails to meet UoL requirements but meets CQMU requirements, that student may be allowed to move from the dual award programme and continue on another CQMU programme. Any transfer onto alternative programmes offered by CQMU will be at the discretion of CQMU. In the unlikely event that a student meets UoL requirements but fails to meet CQMU requirements, they will be offered the opportunity to transfer to UoL main campus to complete their studies. Where students are not able to transfer to UoL to complete their studies for any reason, they will be considered for a UoL exit award.

Failure to pass 15 credits

A student who has achieved a pass or compensated pass in 105 credits will be permitted to proceed to the next level of their programme repeating the assessments for the failed module alongside the standard 120 credits for level 5/6. Students who have not passed at least 105 credits, will be required to repeat the year.

A student can only repeat a maximum of two years: one in year A and one further for the BSc years (i.e. Year B, C or D).

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. 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.

12a. Special features

The School of Psychology and Vision Sciences is based in the College of Life Sciences. Teaching is drawn from staff with research expertise spanning the discipline of Psychology, with additional specialisms in Experimental Psychology, 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 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. There is also a strong focus on the development of both academic and transferable skills.

Completion of Year D in Leicester

The Programme has been established such that all five years of tuition of the Dual Award Programme may be completed at CQMU. However, students will have the opportunity, and be encouraged to, complete their Year D studies in Leicester after meeting the usual international and visa requirements, and payment of international fees.

12b. 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
Overview	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 core learning objectives 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 or review. Critical thinking is developed through exposure to diverse perspectives and concepts. The programme draws on international research ensuring our graduates acquire knowledge and skills that are applicable worldwide.
Research-briefed Bringing staff research content into the curriculum.	Research-briefed Our staff deliver internationally leading basic and translational research focused on psychological health, well-being, visual science and visual neuroscience, and this work informs teaching across modules in the BSc programme. Final year modules align with areas of research expertise and allow us to revisit theoretical models delivered earlier in the programme in applied settings.
Research-based Framed enquiry for exploring	Research-based 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

existing knowledge.	research methods. This approach deepens students' understanding, fosters critical thinking, and prepares them to contribute to psychological research and apply evidence-based insights in their careers.
Research-oriented Students critique published research content and process.	Research-oriented 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.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	Research-apprenticed 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.

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 scientist-practitioner model (SPM, see Shapiro, 2002) is a key teaching model adopted throughout our UG programme. The curriculum is informed by the SPM, which shapes general learning objectives and the provision of specific practical skills during learning. 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.

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.

13. Indications of programme quality

The CQMU variant of the BSc Psychology degree mirrors the UK-based degree, which was commended by external review for assessment and feedback practices that enhance students' learning. Areas of good practice highlighted include the support systems available to students as well as emphasis on employability and transferable skills training withing the curriculum. The UK BSc Psychology programme has also received consistent commendation for the quality of the teaching provision from External Examiners.

14. External Examiner(s) reports

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

UNIVERSITY OF LEICESTER

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Date created: 29/04/2025 **Last amended:** 05/03/2026 **Version no.** 2

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. BSc Psychology

Level 3 (equivalence) -Year 1/A (Foundation in English Language Modules) 2025/26

It is a requirement for entry into the UoL BSc Psychology element of the Dual Award Programme that a student passes the two English Language Modules.

Semester 1

EL1905 English for Specific Academic Purposes (30)

Semester 2

EL1906 English for Medical Purposes (30)

Level 4 - Year 2/B 2026/27

Credit breakdown

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

120 credits in total

Modules

Delivery period	Code	Title	Credits
Sem 1	PS1101	Historical Perspectives in Psychology	15 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. All modules are core / compulsory.

Level 5 - Year 3/C 2027/28

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	N/A	60 credits	60 credits

120 credits in total

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 1	PS2107	Topics in Cognitive Neuroscience	15 credits
Sem 2	PS2104	Psychology Research Project	15 credits
Sem 2	PS2109	Topics in Health & Wellbeing	15 credits
Sem 2	PS2110	Topics in Clinical Neuroscience	15 credits
Sem 2	PS2111	Information Processing & Cognition	15 credits

Notes

1. All modules are core / compulsory.

Level 6 - Year 4/D 2028/29

Credit breakdown

Status	**Year long**	**Semester 1**	**Semester 2**
Core	30 Credits	45 credits	45 credits

120 credits in total

Modules

Delivery period	**Code**	**Title**	**Credits**
Year Long	PS3101	Psychology Dissertation	30 credits
Semester 1	PS3107	Brain & Cognition	15 credits
Semester 1	PS3111	Cognition and Wellbeing Across the Lifespan	15 credits

Semester 1	PS3112	Clinical Psychology	15 credits
Semester 2	PS3114	Neuroscience of Mental Health	15 credits
Semester 2	PS3115	Individual Differences & Wellbeing	15 credits
Semester 2	PS3117	Clinical & Cognitive Neuropsychology	15 credits

Notes

1. All modules are core / compulsory

Year 5/E (CQMU Clinical Experience)

This year is entirely non-UoL credit bearing and comprises the clinical requirements of CQMU (approximately 48 weeks of clinical education) in order to award the CQMU Psychiatry Degree

Appendix 2: Module specifications

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