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

Date created: 13/03/2024 **Last amended:** 05/03/2026 **Version no.** 2

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

BSc Psychology with Cognitive Neuroscience C850

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.

a) HECOS Code

HECOS Code	%
100497 Psychology	80
101381 Cognitive Neuroscience	20

b) UCAS Code (where required)

C850

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 cognitive neuroscience, 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 and cognitive neuroscience.	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 and cognitive neuroscience 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 and cognitive neuroscience.	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 cognitive neuroscience.	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 and cognitive neuroscience	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*
- PS2105 Psychology with Cognitive Neuroscience 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.

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

- PS3102 Psychology with Cognitive Neuroscience Dissertation

Course transfers

- Transfer from BSc Psychology with Cognitive Neuroscience to BSc Psychology or BSc Applied Psychology 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 focus on cognitive neuroscience. 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
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 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.

Research-briefed Bringing staff research content into the curriculum.	Research-briefed 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.
Research-based Framed enquiry for exploring existing knowledge.	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 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.
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. 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 with Cognitive Neuroscience 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 [log-in required]

UNIVERSITY OF LEICESTER

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Date created: 13/03/2024 **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.

Updates to the programme

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

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
Sem 1	PS1102	Introduction to Sensation, Perception and Cognition	15 credits

Delivery period	Code	Title	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.

Level 5/Year 2 2026/27

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	30 credits
Optional	n/a	n/a	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

Delivery period	Code	Title	Credits
Sem 1	PS2107*	Topics in Cognitive Neuroscience	15 credits
Sem 2	PS2111*	Information Processing and Cognition	15 credits
Sem 2	PS2105*	Psychology with Cognitive Neuroscience 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.
2. Core modules are compulsory.

Option modules

Delivery period	Code	Title	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 2026/27

Credit breakdown

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

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	PS3102	Psychology with Cognitive Neuroscience Dissertation	30 credits
Sem 1	PS3107	Cognitive Horizons: Exploring brain and cognition	15 credits
Sem 2	PS3108	Advanced Social and Developmental Psychology	15 credits
Sem 2	PS3120	Advanced Cognitive Neuroscience	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	Cognition and Wellbeing Across the Lifespan	15 credits
Semester 1	PS3112	Clinical Psychology	15 credits
Semester 1	PS3121	Forensic Psychology	15 credits
Semester 1	PS3127	Decoding the Mind: Psychology Insights Through Data Science	15 credits
Semester 1	PS3128	Coaching Psychology	~~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

Delivery period	Code	Title	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)