



**UNIVERSITY  
OF LONDON**

# Programme Specification 2025–2026

Organizational Psychology  
Human Resource  
Management

MSc  
Postgraduate Diploma  
Individual modules

**Important document – please read**

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## Important information regarding the Programme Specification

### About this document

Last revised 07 March 2025

The Programme Specification gives a broad outline of the structure and content of the programme, the entry level qualifications, as well as the learning outcomes students will achieve as they progress. Some of the information referred to in this programme specification is included in more detail on the University of London [website](#). Where this is the case, links to the relevant webpage are included.

Where links to external organisations are provided, the University of London is not responsible for their content and does not recommend nor necessarily agree with opinions expressed and services provided at those sites.

For queries about any of the programme information provided, whether here or on the website, registered students should use the *ask a question* button in the [student portal](#); otherwise the *Contact Us* button on each webpage should be used.

### Terminology

The following language is specific to the programme:

**Module:** Individual units of the programme are called modules. Each module is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

### Key revisions made

Programme specifications are revised annually. The relevant committee of Birkbeck, as part of its annual review of standards, confirms the programme structure and the educational aims and learning outcomes, and advises on any development in student support.

Where changes have been made which may impact on continuing students, these are listed below. For all new students, the programme and general information provided in this document is correct and accurate and will be applicable for the current year.

### Significant changes made to the Programme Specification 2025-2026

**Internet access and computer specification** – updated to reflect minimum computer requirements.

**Assessment methods** – From the 2025-26 academic session (September 2025 intake), *Global Human Resource and Diversity Management* [OPM040], *Learning and Development* [OPM250], *Life Career Development* [OPM120], *Selection and Assessment* [OPM100] and *Organization and Change Perspectives* [OPM190] will be summatively assessed through a final two-hour unseen written examination, worth 90% of the overall mark, instead of a 3,000-word written essay.

**Assessment methods** – updated to note that it is necessary for students to have passed the *Research Methods* [OPM400] and the *Research Proposal* [OPM410] modules, before they can register on the *Dissertation* [OPM610] module.



## **Programme title and qualifications**

Postgraduate Degrees of the University of London may be classified. The award certificate will indicate the level of the academic performance achieved by classifying the award. The classification of the degree will be based on the ratified marks from the completed assessments.

The classification system for the Master of Science, Postgraduate Diploma and Postgraduate Certificate in Organizational Psychology / Human Resource Management is as follows:

Distinction; Merit; Pass.

Specific rules for the classification of awards are given in the [Programme Regulations](#), under Scheme of Award.

### **Programme titles**

- Organizational Psychology
- Human Resource Management

### **Qualifications**

- Master of Science in Organizational Psychology
- Master of Science in Human Resource Management
- Postgraduate Diploma in Organizational Psychology
- Postgraduate Diploma in Human Resource Management

### **Intermediate qualifications**

The intermediate qualifications for this programme are the Postgraduate Diplomas as listed above. Students may not request a lower intermediate qualification if studying on a higher qualification (except as an exit qualification) or accumulate these qualifications as they progress from lower to higher qualifications.

### **Exit qualifications**

- Postgraduate Diploma in Organizational Psychology
- Postgraduate Diploma in Human Resource Management
- Postgraduate Certificate in Organizational Psychology
- Postgraduate Certificate in Human Resource Management

An exit qualification is an intermediate qualification, for which the student may not have registered at the outset, but which may be awarded on completion of specific modules (or credit accumulated) in a longer programme of study, if the student leaves the programme.

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Exit qualifications are awarded at the discretion of the Board of Examiners. Once a student has been awarded an exit qualification, they will not normally be permitted to recommence their study on the same programme with the University of London.

The specific rules are given in the [Programme Regulations](#) under Scheme of Award.

### Individual modules on a stand-alone basis

There is also provision for individual modules to be studied on a stand-alone basis, subject to module availability. Students may take up to four individual modules (60 credits) on a stand-alone basis, with the exception of the Research Project modules (*Research Proposal* and *Dissertation*), without being registered for the MSc or PGDip in Organizational Psychology / Human Resource Management.

If we permit you to transfer from an individual module registration to a PGDip or MSc, you may be credited with up to four individual modules successfully completed. Credit for stand-alone individual modules (a maximum of 60 credits) will be considered provided that the application for a related qualification is made within three years of the completion of the relevant modules. Neither progression nor credit is automatic.

### Qualification titles may be abbreviated as follows:

Master of Science – MSc

Postgraduate Diploma – PGDip

Postgraduate Certificate – PGCert

### Level of the programmes

The Framework for Higher Education Qualifications of UK Degree-awarding Bodies (FHEQ) forms part of the UK Quality Code for Higher Education of the [Quality Assurance Agency for Higher Education](#) (QAA).

The qualifications are placed at the following Levels of the FHEQ:

MSc	Level 7
PGDip	Level 7
PGCert (exit qualification only)	Level 7
Individual modules are offered at	Level 7

### Relevant QAA subject benchmarks group

Not applicable

### Awarding body

University of London

### Registering body

University of London

[www.london.ac.uk](http://www.london.ac.uk)

## **Academic direction**

Birkbeck, University of London

## **Accreditation by professional or statutory body**

### **British Psychological Society**

The MSc Organizational Psychology has been accredited as part of the [British Psychological Society](#) (BPS) Stage 1 set of requirements to train to become a registered practitioner psychologist with the [Health Care and Professions Council](#) and become eligible for Chartered Status with the Society.

Alongside this MSc, the BPS requires students to become Graduate Members of the Society. To join as a Graduate Member, BPS requires a 2:2 in an undergraduate Psychology degree accredited by the Society or a BPS accredited conversion course. Both the Graduate Basis for Chartered Membership and the completed MSc allow for successful completion of Stage 1. Students can then proceed to Stage 2 of accreditation which leads, on successful completion, to Chartered status. Stage 2 study is undertaken directly with the BPS.

### **Chartered Institute of Personnel and Development**

The MSc Human Resource Management is accredited by the Chartered Institute of Personnel and Development (CIPD). Students who enrolled on the MSc Human Resource Management in the academic year 2022-23 and onwards are eligible to join the CIPD as student members, and upon successful completion of the MSc, become an Associate Member of the CIPD with the option to upgrade to Chartered Member or Chartered Fellow provided they have relevant work experience.

## **Language of study and assessment**

English

## **Mode of study**

Flexible and online study

## **Programme structures**

The **MSc** Organizational Psychology consists of:

- Eight 15-credit compulsory modules
- a compulsory Research Project comprised of two modules: Research Proposal (15 credits) and Dissertation (45 credits)

The **PGDip** Organizational Psychology consists of:

- Eight 15-credit compulsory modules

## Programme Specification 2025-2026 Organizational Psychology / Human Resource Management (MSc/PGDip/Individual modules)

The **MSc** Human Resource Management consists of:

- Eight 15-credit compulsory modules
- a compulsory Research Project comprised of two modules: Research Proposal (15 credits) and Dissertation (45 credits)

The **PGDip** Human Resource Management consists of:

- Eight 15-credit compulsory modules

Full details of the Scheme of Award are included in the [Programme Regulations](#).

### Maximum and minimum periods of registration

The minimum periods of registration from a student's effective date of registration, are:

Qualification	Minimum
<b>MSc degree</b>	One year
<b>Postgraduate Diploma</b>	One year
<b>Individual modules taken on a standalone basis</b>	One year

See the [General Regulations](#) for the maximum periods of registration for these qualifications.

Students will retain the period of registration initially given to them on registration if the maximum registration period for their qualification changes during their studies.

Study materials are made available after registration and on payment of the applicable fee, approximately one month before the start of the term in which the module is taught.

### Credit value of modules

Further information about the credit systems used by universities in the UK and Europe is provided by the [Quality Assurance Agency](#) and the [European Credit Transfer and Accumulation System](#).

Where credits are assigned to modules of a programme, credit indicates the amount of learning carried out in terms of the notional number of study hours needed, and the specified Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies (FHEQ) level indicates the depth, complexity and intellectual demand of learning involved. The details below indicate the UK credits and the European Credit Transfer and Accumulation System (ECTS) values.

Credits are assigned to the modules of the programmes as follows:

- All compulsory modules – 15 UK credits or 7.5 ECTS credits at FHEQ Level 7
- Research Proposal module – 15 UK credits or 7.5 ECTS credits at FHEQ Level 7
- Dissertation module – 45 UK credits or 22.5 ECTS credits at FHEQ Level 7

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A student awarded the MSc degree will have accumulated 180 UK credits or 90 ECTS credits.

A student awarded the PGDip will have accumulated 120 UK credits or 60 ECTS credits.

A student awarded the PGCert (exit qualification only) will have accumulated 60 UK credits or 30 ECTS credits.

One UK credit equates to a notional ten hours of study.

### Recognition of prior learning

Recognition of prior learning is a generic term for the process by which we recognise and, where appropriate, award credit for learning that has taken place elsewhere, before entry onto a programme of study.

Where the prior learning covered a similar syllabus to a module/course on the University of London programme, credit will be awarded as if the student took the University of London module/course.

See the [General Regulations](#) (Section 3) and [Programme Regulations](#) for more rules relating to prior learning.

Students who satisfy the entrance requirements for an award and are appropriately qualified may be granted recognition of prior learning mapped against a maximum of one module. An application will be considered on the basis of successfully completed studies at an appropriate level. Prior learning will not be recognised for the Research Project modules (*Research Proposal* or *Dissertation*).

Further information on recognition of prior learning is on the [website](#).

## Entrance requirements

### Postgraduate entrance requirements

Applicants must submit an application in line with the procedures and deadlines set out on the [website](#).

Entrance requirements for a postgraduate qualification, or Individual modules, vary. Full details are provided on the programme page under Entry Requirements:

[Human Resource Management](#)

[Organizational Psychology](#)

We consider qualifications from around the world. Details are available [here](#).

### English language requirements

Applicants must satisfy the English language requirements for the programme. These are set out in detail on the programme page under Entry Requirements:



[Human Resource Management](#)

[Organizational Psychology](#)

All teaching is in English. Therefore, students will need to have the required level of written and spoken English to cope with their studies right from the start.

Where an applicant does not meet the prescribed English language proficiency requirements but believes that they can demonstrate the requisite proficiency for admission, the University may, at its discretion, consider the application.

**Internet access and computer specification**

Students will require regular access to a portable computer with an internet connection to use the University of London's online resources and systems.

Students must be able to download and install software to their Windows or MacOS device to include secure examination browsers for online assessment purposes (if offered on their programme of study). Depending on the security settings for each assessment, students may be required to have full administrator rights on their computer to install and run the software needed to take part in the assessment. Full administration rights are likely to apply to a computer that a student owns but not to one provided by their employer, for example.

The portable computer must have at least the following minimum specification:

- Windows 10 and 11 on 64-bit platforms
- MacOS Big Sur (version 11) and higher
- CPUs newer than 2011 (Intel Sandy Bridge (Core i3, i5 and i7 or newer))
- OpenGL 2.0 graphics driver
- Local storage for the recording of proctored examinations (75MB per hour)
- Web camera & microphone (internal or external)
- A broadband internet connection capable of streaming live video

Minimum device requirements are subject to change and older operating systems may become obsolete over time.

It should also have the following applications installed:

- a word processor that accepts Microsoft Word formats (.doc and .docx)
- a PDF reader (for example Adobe)
- software for playing mp3 and mp4 files
- a media player (such as VLC) to play video files. You will need to be able to view video material.
- Certain modules may have additional requirements, such as software to manage spreadsheets and run macros.

Where applicable, you will be provided with any additional requirements for your assessment platform in advance of your assessment.

Certain services **will** require a mobile device for Multi-Factor Authentication (MFA). This is a key security feature that adds an extra layer of protection for your account and data, requiring two or more steps to verify your identity when logging in. This may include accepting a sign-in notification on your smartphone or entering a unique code sent via SMS or phone call to your mobile device. It is your responsibility to ensure that your mobile device meets the specified requirements for MFA.

**Please note:** Full mobile access is not available for all programmes. Proctored assessments will not work on any smartphone, tablet, Chromebook, Linux Operating Systems or other mobile device of any kind.

### **Students with access requirements**

The University of London welcomes applications from disabled students and/or those who have access requirements. The University will make every effort to provide reasonable adjustments to enable those with a disability, learning difficulty or access requirements to have the same opportunity as all other students to successfully complete their studies.

The University is committed to managing the application procedure and the programme itself to ensure that services are accessible for all students and that an inclusive environment is created. Students with a disability, or others who may need access arrangements to assist in taking assessments, should complete the relevant section of the application form, or contact the [Inclusive Practice Manager](#). A separate room or other arrangements may be considered.

Requests are considered by a University panel, whose purpose is to ensure that students with disabilities and/or specific access requirements are neither advantaged nor disadvantaged by such arrangements when compared with other students. These considerations remain separate from the academic selection processes.

For further information, see [Inclusive Practice Policy](#).

### **Sources of funding and scholarships**

Information about potential sources of funding and scholarships is updated annually and where available is included in the prospectus web pages.

For further information see the [website](#).

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## **Educational aims and learning outcomes of the programmes**

### **Learning outcomes of the programmes**

These programmes are designed to familiarise students with the best and most up-to-date theory and research available on organisations, particularly the psychological and social processes which operate within them.

The programmes are aimed at anyone who is interested in finding out how organisations function and particularly the human processes that take place within them.

The main educational aims of these programmes are to offer a challenging, flexible scheme of study invigorated by research, which advances students' ability to develop academic and practical insights into the management of organisations. It is intended that students will be encouraged to develop a range of transferable and subject-specific expertise using their initiative and thinking out problems themselves.

The programmes aim to:

- develop a sound basis in which to explore, interpret, evaluate and critique any issues within organisational psychology or human resource management;
- encourage independent critical and evaluative skills that can be used to apply independent judgement;
- teach students how to apply the conceptual and practical tools needed to design and initiate research into organisational management;
- allow students to develop a theoretical framework with which to make sense of organisations;
- facilitate self-development into professionally organised and interactive individuals by practising skills of selection, assimilation and communication.

### **Subject specific – knowledge and understanding:**

All students will be able to:

- demonstrate a sound foundation of knowledge about organisational psychology and human resource management in the areas studied (which may include motivation, performance, organisational change, careers, personnel selection, training, employment relations, practices in human resource management, and well-being at work);
- Design and critically evaluate qualitative and quantitative research, and carry out basic forms of descriptive and inferential statistical analysis on quantitative data;
- make use of information technology to obtain information for research into organisational behaviour or human resource management.

Additionally, MSc students will have gained skills to carry out a Research Project in the field.

### **Intellectual and transferable skills:**

All students will be able to:

- demonstrate the skills needed to interpret, evaluate, synthesise, and critically analyse information from a range of sources;
- define concepts properly, evaluate the evidence for propositions, identify faulty logic or reasoning and make appropriate generalisations;
- consider the views of others openly, and to be sensitive to the culture, business and management practices of others;
- demonstrate the skills needed to collaborate with others in the learning process and to undertake intellectual debate;

- use problem-solving skills in a range of situations;
- use fluent and effective communication and discussion skills online and in a formal written context;
- have a capacity to handle ideas and scrutinise information in critical, evaluative and analytical ways;
- manage their own learning, including working effectively to deadlines, plan, organise and prioritise tasks.

Additionally, MSc students will be able to conduct an empirical study through the collection of first-hand data and be equipped to construct a scientific report.

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## **Learning, teaching and assessment strategies**

Modules are offered across three terms of eleven weeks from October to December (Term 1), January to March (Term 2) and April to July (Term 3). This 11-week period includes nine weeks of guided study followed by a personal study week. The examination period for each module is in the final week of each term.

The programmes use tutor supported computer conferencing as the main mode of communication between staff and students. Students will discuss topics in tutor groups of normally around 30 students depending on the number of students taking the module. For some modules, such as *Research Methods* [OPM400], students will also complete tasks or exercises, as well as participate in discussions. Each discussion topic has an allocated period within which students may contribute to the conference discussion or activities; for each term there is a dedicated two week period. All contributions are stored and form a permanent record of the discussion. Students engage in dialogue, and develop and negotiate conclusions with others, which are key components in the acquisition of knowledge, understanding and transferable skills. The computer conferencing makes it possible to teach students interactively wherever they are located in the world, and minimises the isolation often experienced on conventional distance learning programmes.

Students are provided with all the materials they will need online. For each module, they will receive nine recorded lectures (audio/visual, or audio only). The lectures will be recorded 'live' at Birkbeck in London, and each one will be about 75-90 minutes long. The length of the dedicated audio recordings will vary according to the topic. All recordings will be accompanied by, and will refer to, a set of PowerPoint slides which are also provided. As a consequence, students all over the world will be able to access at home the same lectures as those given to students attending Birkbeck in London.

Students will also have access to tutor-led online conferences. Because these conferences are not run in 'real-time', students can contribute to discussions and activities, and read the contributions made by the tutor and other students.

When students begin their programme of study, they have the option to take part in an Introductory Seminar for new students. This is held online via 'Collaborate'. In addition to the weekly conferencing forums, they may also take part in an online session which is run once per module.

Students have online access to a very extensive library allowing them to search for, and download, a huge number of academic articles published in the world's leading journals, allowing access to a world-class library in their own home.

Advice and practical information such as study techniques, planning and preparation for assessment is available in the Programme handbook and through extensive resources within the Virtual Learning Environment (VLE) and Student Portal. Within this teaching framework, students manage their own learning.

## Assessment methods

Each module, with the exception of the *Professional Development and Learning* [OPM210] and the Research Project modules (*Research Proposal* [OPM410] and *Dissertation* [OPM610]), is summatively assessed by a final assessment in the form of a two-hour unseen written examination worth 90% of the overall module mark. *Professional Development and Learning* [OPM210] is assessed by a 3,000-word Learning and Development report worth 90% of the overall module mark. Participation in the computer conferencing discussion is worth the other 10% of the overall mark for all modules, except the Research Project modules.

The final assessment is as follows:

Module	Final assessment	Percentage of overall mark
Employment Law ( <i>formerly</i> Comparative Employment Relations) (OPM240)	two-hour unseen written examination	90%
Employee Relations and Motivation (OPM090)	two-hour unseen written examination	90%
Human Resources in Organizations ( <i>formerly</i> Human Resource Strategies) (OPM220)	two-hour unseen written examination	90%
Leadership ( <i>formerly</i> Leadership and Performance Management) (OPM200)	two-hour unseen written examination	90%
Leading and Developing People (OPM230) (resit only)	two-hour unseen written examination	90%
Work and Well-being (OPM140)	two-hour unseen written examination	90%
Research Methods (OPM400)	multiple choice two-hour unseen written examination	90%



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Global Human Resource and Diversity ( <i>formerly</i> International Human Resource Management) (OPM040)	two-hour unseen written examination	90%
Learning and Development (OPM250)	two-hour unseen written examination	90%
Life Career Development (OPM120)	two-hour unseen written examination	90%
Selection and Assessment (OPM100)	two-hour unseen written examination	90%
Organization and Change Perspectives ( <i>formerly</i> Understanding Organizations and Change) (OPM190)	two-hour unseen written examination	90%
Professional Development and Learning (OPM210)	3,000-word learning and development report	90%
Research Project- Research Proposal (OPM410)	3,000-word research proposal	100%
Research Project- Dissertation (OPM610)	8,000 - 10,000-word dissertation	100%

All unseen written examinations are closed-book assessments.

The *Dissertation* [OPM610] module may also involve elements of formative assessment, such as a live slide show- or poster-based presentation. Formative assessments are designed to reinforce learning goals, allow students to demonstrate their understanding and skills and provide opportunities for feedback and improvement.

Full details of how modules are assessed are given, in advance, within the VLE.

An examination is defined as an element of assessment that takes place in a controlled environment. Students will be given details of how the modules on their programme are assessed, the specific environment or location that is permitted and the time allowed for the assessment. We will make every reasonable effort to notify you of any changes to the format of any assessment as early as possible.

All assessments are submitted online via a University of London platform. Students must ensure that their device is kept up to date and complies with [University Computer Requirements](#).

Online examinations are proctored remotely except for students who study at a Recognised Teaching Centre for which examinations are normally held at established examination centres worldwide.

Please refer to the fees schedule for information about fees payable to examination centres (if applicable to the programme of study) and for the examination entry and submission.

Written examinations take place on three occasions each year, normally in December, March and July. Full details of the dates of all examinations are available on the [website](#). All examinations take place on the same dates and at specific times in line with the published timetables.

See [General Regulations](#), Rules for taking assessments.

Coursework is submitted in the VLE by prescribed deadlines.

For each module (except for the Research Project modules), you are required to make a minimum of **two** satisfactory contributions to each tutor-supported **computer conferencing** (and to attempt the assessment in the year of registration for the module concerned), unless you have been given permission to defer one or more of these elements. Satisfaction of the minimum tutor-supported computer conferencing requirements for a module is worth 100% of the element mark, which contributes 10% towards the overall module mark. If you fail to satisfy one or two of the required minimum contributions during the conferences, your mark for this element will be reduced to 50%. Failing to satisfy more than two contributions will result in a mark of 0% for this element of the module.

The Research Project is comprised of two modules: *Research Proposal* (15 credits) and *Dissertation* (45 credits). All MSc students undertake these two modules and are assessed on their ability to carry out an empirical study on some aspect of organisational psychology or human resource management, and to write a well-structured and reasoned scientific report.

The *Research Proposal* module is assessed by a 3,000-word research proposal.

The *Dissertation* module is assessed by an 8,000-10,000-word dissertation (excluding bibliography and appendices)

For the *Research Proposal* module, a structured abstract (maximum 500 words) is submitted in October before submission of the research proposal in December-January. In order to register to submit the *Dissertation* module in Term 3, students will need to pass the *Research Methods* and the *Research Proposal* modules first. If unsuccessful, there is an opportunity to resubmit the research proposal in Term 2; however, the earliest retake opportunity for the *Research Methods* module would be in Term 1 of the following year. Submission of the final dissertation is in September.

The questions in these assessments are structured to allow students to demonstrate that they have acquired appropriate knowledge and understanding. The way that students manage data, solve problems, evaluate ideas and the organisational skills they use to structure answers allow the standard of intellectual and transferable skills to be assessed.

Assessment criteria for the programme will indicate the level at which these skills have been achieved.

### Individual modules taken on a stand-alone basis

Students registered on a stand-alone individual module will be examined in the same way as students studying for a qualification (MSc/PGDip).

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## Student support and guidance

The following summarises the support and guidance available to students:

- [Student Portal](#): for accessing student induction, study skills support, careers and employability resources, student wellbeing advice.
- University of London Careers Service – offers tailored careers and employability support to students whatever their course, wherever they are studying, and whether they are starting, developing, or changing their career. Support includes webinars led by careers consultants, employer and alumni panel events and a range of online careers resources.
- The Virtual Learning Environment (VLE): This gives access to materials (including lessons, activities and assignments) for each module studied.
- The VLE also includes a range of additional study resources such as:
  - Online student chat room and discussion areas which allow students to communicate with each other.
  - Past examination papers and examiners' commentaries- these provide generic feedback from assessment and guidance on writing examinations.
  - Employability skills module- guidance on how to manage your career in the future.
- Programme Handbook: This tells students how to access available resources and assessment and examinations procedures.
- Module subject guides for each module studied: These introduce and develop the topics.
- [Programme Regulations](#).
- [The Online Library](#): This provides a range of full-text, multidisciplinary databases where journal articles, book reviews and reports can be found.
- University of London library: Registered students may use the resources located within the Senate House library.
- A University of London email account and web area for personal information management.

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## Quality evaluation and enhancement

The University of London delivers the majority of its online and distance learning programmes through a collaboration between the University of London Worldwide and federation members of the University of London. However, some of the online and distance learning programmes draw solely on academic input from the University of London and are delivered without academic lead by a federation member. The policies, partnerships (where applicable) and quality assurance mechanisms applicable for the programmes are defined in the following key documents: The [Quality Assurance Schedules, Guidelines for](#)

[Examinations](#), [General Regulations](#) and, for each programme, programme specific regulations.

### **Awards standards**

All University of London awards must comply with the Office for Students' (OfS) [Conditions of Registration](#) relating to quality and standards, which includes condition B5 ([sector-recognised standards](#)). This is to ensure appropriate standards for each qualification. In addition, every online and distance learning programme that is developed by a federation member of the University of London (or a consortium with representation by more than one federation member) will be developed to the same standard as would be applied within the institution concerned. Proportionate and robust approval procedures, including external scrutiny and student engagement are in place for all programmes. Learning materials are written and all assessments are set and marked by academic staff who are required to apply the University's academic standards.

### **Review and evaluation mechanisms**

Some of the key mechanisms in place to assure the standards of all University of London qualifications and the quality of the student experience, include:

- Annual programme reports: produced for all programmes in order to review and enhance the provision and to plan ahead;
- Independent external examiners: submit reports every year to confirm that a programme has been assessed properly and meets the appropriate academic standards;
- Annual student performance, progression and completion statistics;
- Periodic programme reviews: carried out every 4-6 years to review how a programme has developed over time and to make sure that it remains current and continues to provide a good student experience.

Enhancements are made as necessary to ensure that systems remain effective and rigorous.

### **Student feedback and engagement**

The principal channel for collecting feedback from students is the Student Experience Survey. Carried out every year, this collects feedback from the student body on a range of topics relating to the student lifecycle. The results are analysed externally and then considered in a number of different ways, including by the programme team, principal committees and the senior leadership team. Details of any resulting actions taken are published on the Virtual Learning Environment (VLE) and the Student Portal.

Additionally, on completion of their programme of study students will be invited to take a survey that seeks to measure what they have gained from their studies.

There are also opportunities for students to get involved in governance. An undergraduate and postgraduate student member is appointed by the University to the majority of committees through an annual appointment round. Some programmes also recruit student members at the programme level. Students are frequently invited to take part in quality review processes such as Periodic Programme Reviews, Programme approval, Thematic Reviews, MOOC review panels and ad hoc focus groups. Opportunities such as these are

advertised through social media and on the website. More information can be found on the [website](#).

Students can also apply to join the Student Voice Group, which meets four times a year to consider initiatives for enhancing student experience. Notes from these meetings are published on the Student Portal.

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## **After graduation**

### **Further study**

Successful completion of the programme can allow students to progress to a higher level qualification in both the subject area and potentially many other subject areas.

### **Graduate employment routes**

Some graduates of this programme use the knowledge, skills, and qualification they have gained to enhance and develop their existing careers. Others use the knowledge, skills, and qualification to modify or switch their career paths, for example to become consultants in government departments, large companies, or in any organisation where knowledge or organizational psychology or human resource management may be useful.

### **The Alumni Community**

Upon finishing a course of study, graduates automatically become part of the University of London alumni community, a diverse global network of more than one million graduates in over 180 countries, providing lifelong links to the University and to each other.

Alumni are encouraged to keep in touch after they graduate and to become active members of the alumni community; in return they receive a number of benefits and services, including an extensive programme of events and engagement opportunities.

More information is available on the alumni [webpage](#).

Follow the alumni community on social media: [Facebook](#), [Instagram](#), [LinkedIn](#)