Programme Specification: Undergraduate

For students starting in Academic Year 2024/25

1. Course Summary

Names of programme and award title(s)	BSc (Hons) Psychology with Neuroscience BSc (Hons) Psychology with Neuroscience with International Year (see Annex for details) BSc (Hons) Psychology with Neuroscience with Work Placement Year (see Annex for details)
Award type	Single Honours
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	3 years; 4 years with either the International Year or Placement Year between years 2 and 3
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	This programme is accredited by the British Psychological Society (BPS) as providing the Graduate Basis for Chartered Membership [GBC] (subject to conditions). This is the first step towards becoming a Chartered Psychologist. For further details see the section on Accreditation.
Regulator	Office for Students (OfS)
Tuition Fees	**UK Students:** Fee for 2024/25 is £9,250* The fee for the international year abroad is calculated at 15% of the standard year fee The fee for the work placement year is calculated at 20% of the standard year fee

How this information might change: Please read the important information at http://www.keele.ac.uk/student-agreement/. *This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.*

* *These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at http://www.keele.ac.uk/studentfunding/tuitionfees/*

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2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on this subject. In keeping with Keele's commitment to breadth in the curriculum, the programme also gives you the opportunity to take some modules in other disciplines and in modern foreign languages as part of a 360-credit Honours degree. Thus it enables you to gain, and be able to demonstrate, a distinctive range of graduate attributes.

3. Overview of the Programme

Psychology is a large and varied discipline concerned with the systematic study of mind, brain and behaviour. Researchers in Psychology utilise a wide range of techniques in order to understand how people think, feel, communicate, and act. The Psychology with Neuroscience Programme at Keele covers topics such as the biological bases of behaviour, cognition, individual differences, human social interaction and lifespan development. Students will also have the opportunity to study Neuroscience, the study of the nervous system and how it enables us to sense and move through our environment. The programme also provides students with training in the skills required to conduct quantitative and qualitative investigation in psychology as well as skills and knowledge employed by Neuroscientists. The Psychology with Neuroscience route provides undergraduate psychology training combining breadth and depth.

The optional Placement Year further develops students by providing substantial experience of work with a relevant placement provider, including familiarisation with the professional working environment and the opportunity draw upon psychological principles, skills, theories or methods whilst in that role. The optional international year programme of study provides students with experience of a different culture, academically, professionally and socially. Please note that students may not register for both an International Year and a Placement Year.

4. Aims of the programme

The broad aims of the programme are to enable you to:

- develop systematic and scientific understanding of the core areas of psychology, as well as specialised knowledge in certain areas of psychology, a broad understanding of neuroscience, and to afford competence in subject-specific and graduate level intellectual skills that will enable you to achieve membership via Graduate Basis for Chartership of the British Psychological Society within the context of a single honours degree;
- facilitate the progressive development of your critical thinking and independent learning and to systematically apply these skills to your specialist subject area of psychology developing both your attributes as a potential future practitioner and in devising and answering empirical research questions;
- develop a range of graduate attributes that transfer across different disciplines and provide a solid foundation for both further study after graduation and a range of careers.

5. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to:

- the scientific basis for the discipline of psychology
- the core areas of biological psychology, cognitive psychology, personality and individual differences, developmental psychology, social psychology and research methods
- the inherent variability and diversity of psychological functioning
- a range of influences on psychological functioning and a critical understanding of these influences along with their significance
- a range of research paradigms, methods and analyses
- the ethical responsibilities of psychologists
- specialised areas of psychology in detail
- application of psychological concepts to selected authentic problems
- molecular, cellular and gross anatomical features of the adult and developing nervous system
- physiological mechanisms underpinning aspects of neurological function and development

Subject specific skills

Successful students will be able to:

- a range of influences on psychological functioning and a critical understanding of these influences along with their significance
- a range of research paradigms, methods and analyses
- the ethical responsibilities of psychologists
- specialised areas of psychology in detail
- application of psychological concepts to selected authentic problems
- molecular, cellular and gross anatomical features of the adult and developing nervous system
- physiological mechanisms underpinning aspects of neurological function and development
- make reasoned decisions and develop reasoned arguments based on Neuroscience research

Key or transferable skills (including employability skills)

Successful students will be able to:

- abstract information from a variety of primary and secondary sources and synthesise this information into a coherent understanding of the topic and practice within that topic area
- assess the merit of contrasting theories and opinions making critical interpretations of data and text
- critique the uncertainty, ambiguity and limits of psychological knowledge
- develop a sufficient level of conceptual understanding to enable the development of arguments and analysis that comment on advanced scholarship at the forefront of some areas of psychology
- apply their knowledge of a topic to identify a research question, initiate and carry out a project
- effectively communicate ideas and research findings by written, oral and visual means
- comprehend and use data effectively by interpreting complex sets of numerical, statistical and qualitative data
- confidently demonstrate computer literacy by being able to word process, use email, the Internet, use databases and statistical software
- solve problems by clarifying questions, considering alternatives and evaluating outcomes
- work effectively within a group setting to achieve an end goal through pooled effort which involves recognizing and using appropriate material from others
- undertake self-directed study and project management
- take responsibility for their own learning by reflecting on their strengths and weaknesses, and identifying appropriate courses of action, in order to fulfil long-term ambitions
- acquire, evaluate and synthesise Neuroscience research from a range of sources
- communicate Neuroscience concepts effectively to a variety of audiences

The Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical awareness.** You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

6. How is the programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- **Teaching sessions** where the lecturer provides students with a framework for reading and independent study. Some classes may include video or audio presentations. Teaching sessions allow students to gain a systematic understanding of psychological ideas and how they may be used to analyse a variety of contemporary psychological issues
- **Flipped learning** where students are provided with materials in advance of a class to engage with and provide a thorough background on a topic. They can then go to a teaching session and engage with the material via discussions, debates, and other interactive opportunities to further their understanding of the background information. Flipped learning allows students to work through guided preparation work set by tutors in their own time and at their own pace. They will then have the opportunity to explore topics in greater depth in the classroom with tutor support. This approach means that the more challenging aspect of learning, applying knowledge, is done with the support of a tutor.
- **Asynchronous learning** our teaching sessions are supported by asynchronous learning activities. Tutors will provide students with activities to complete outside of class, these are designed to prepare them for class or cement their learning from class. Some modules will provide detailed online materials (I.e., a "flipped" classroom outlined above) in which students work through materials at their own pace and apply that learning to problems in class supported by their tutor. Other modules might provide smaller activities such as quizzes, ask students to read and respond to questions on a particular journal article, amongst many other things. Asynchronous learning will be hosted on our virtual learning environment, the KLE, using Sways or other online methods. Asynchronous learning allows students to take responsibility for their learning and its development, by engaging with content and activities designed to encourage students to learn and think.
- **Tutorials and seminars** in small groups of 30 or less students where key skills can be developed and issues central to the programme can be discussed in more depth. Students are expected to play a full part, and occasionally to lead, these discussions. Some seminars consist largely of student presentations. These types of classes provide opportunities for students to ask questions about and discuss issues in psychology and to present their own ideas to members of staff and other students using an appropriate medium of communication
- **Laboratory classes and workshops** involving larger classes in which students develop the basic practical skills necessary to conduct psychological research and explore ideas presented in teaching sessions. In these sessions students will have the opportunity to work together in smaller groups, interact with the lecturer and reflect on their own learning. Practical sessions such as these allow students to develop their knowledge of how ideas in psychology can be researched and to apply the skills they have learned in order investigate psychological questions in a systematic and rigorous manner
- **Independent study** based on directed reading from textbooks, academic journals, and coursework materials. This encourages students to reflect on their own learning and take responsibility for its development.
- In the final year students will have the opportunity to undertake a piece of **independent research** supervised and

supported by a member of staff. Undertaking a **research dissertation** with the support of an experienced and active researcher allows students to formulate relevant research questions and devise a feasible and ethically sound strategy for answering them.
- Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Academic Mentors or module lecturers on a one-to-one basis.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Academic Mentors or module lecturers on a one-to-one basis.

7. Teaching Staff

Our current core teaching staff comprises highly qualified staff with specialist qualifications in Psychology. Most academic staff have doctorates (PhDs or equivalent) in psychology and most hold (or are completing) post-graduate qualifications in Teaching and Learning in Higher Education. The majority of our staff are Associate Fellows, Fellows, or Senior Fellows of the Higher Education Academy. All academic staff are active researchers and scholars whose work has been widely published in books, research monographs, and leading international journals. This research and scholarship informs the teaching that takes place in the School. This means that we are teaching cutting edge knowledge, with staff often actively researching in that area, meaning students can talk to the people generating the knowledge they are learning. Additionally, some of our staff actively research teaching and learning within higher education, so how we teach is also at the forefront of higher education practice. More information about Psychology Staff Members is available on the School website [http://www.keele.ac.uk/psychology/people/].

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from programme to programme, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April. Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

There are two types of module delivered as part of your programme. They are:

- Compulsory modules - a module that you are required to study on this course;
- Optional modules - these allow you some limited choice of what to study from a list of modules;

Optional modules include Global Challenge Pathways - a choice of modules from different subject areas that count towards the overall credit requirement but not the number of subject-related credits.

Global Challenge Pathways can be taken as one 15-credit module at Levels 5 and 6. Information about Global Challenge Pathways can be found after the module lists for Level 6.

Language modules

Students on this programme will also be able to study language modules offered by the Language Centre, as part of a Global Challenge Pathway. You can enrol on either a Modern Language module [more information available at this link] (Semester 1 only) Teaching English to Speakers of Other Languages (TESOL) (Semesters 1 and 2) module (ENL-10053), or the Intercultural Explorer pathway (ENL-10057). See the Global Challenges Pathway information under the module lists for more details.

If you choose the Language Specialist pathway, you will automatically be enrolled on a Semester 2 Modern Language module as a continuation of your language of choice as a faculty funded 'additional' module. Undertaking a Modern Languages module in Semester 2 is compulsory if you wish to continue to the Language Specialist Global Challenge Pathway the following academic year.

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The programme has been designed to provide students with the foundational knowledge, as required by the British Psychological Society, which is covered by the compulsory modules outlined below. On this Integrated Single Honours programme, first year is shared equally with the School of Life Sciences where you will study Neuroscience. In second year, you will have 30 optional credits from Neuroscience, and in third year you will have 15 optional credits from Neuroscience.

For further information on the content of modules currently offered, please visit:
https://www.keele.ac.uk/recordsandexams/modulecatalogue/

A summary of the credit requirements per year is as follows.

Year	Compulsory	Optional	
		Min	Max
Level 4	120	60	60
Level 5	60	60	60
Level 6	45	75	75

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Introduction to developmental and social psychology	PSY-10033	15	Semester 1
Answering Questions with Qualitative Data	PSY-10044	15	Semester 1
Introduction to Neuroscience	LSC-10047	30	Semester 1-2
Physiology and Anatomy	LSC-10074	30	Semester 1-2
Core Practical Skills	LSC-10087	0	Semester 1-2
Introduction to biological and cognitive psychology	PSY-10034	15	Semester 2
Answering Questions with Quantitative Data	PSY-10040	15	Semester 2

Level 5

Compulsory modules	Module Code	Credits	Period
Statistics for Psychology	PSY-20044	15	Semester 1
Biological and Cognitive Psychology	PSY-20045	15	Semester 1
Developmental and Social Psychology	PSY-20012	15	Semester 2
Qualitative Research Methods	PSY-20050	15	Semester 2

Optional modules	Module Code	Credits	Period
Neurone to Brain	LSC-20075	15	Semester 1
Neurodevelopment	LSC-20077	15	Semester 1
Neuroanatomy	LSC-20079	15	Semester 1
Psychopathology	PSY-20033	15	Semester 1
The Psychology of Crime, Investigation, and Punishment	PSY-20046	15	Semester 1
Cyberpsychology - the psychology of technology and the Internet	PSY-20048	15	Semester 1
Collective Action and Social Change	PSY-20052	15	Semester 1
Neuropharmacology	LSC-20061	15	Semester 2
Learning & Memory	LSC-20076	15	Semester 2
Foundations of Health Psychology	PSY-20054	15	Semester 2
Neuroimaging & Cognitive Neuroscience	PSY-20056	15	Semester 2
Child Psychology in Practice	PSY-20058	15	Semester 2

Level 5 Module Rules

Students must take a minimum of 15 credits and a maximum of 30 credits from Neuroscience (School of Life Sciences)

NB: Global Challenge Pathways (GCPs) - students have the option of taking a Global Challenge Pathway, can be taken as one 15-credit module at Levels 5 and 6. Information on GCPs is shown under the Level 6 modules below.

Level 6

Compulsory modules	Module Code	Credits	Period
Final Year Project (Double) - ISP	PSY-30061	30	Semester 1-2
Grand Challenges in Psychology	PSY-30140	15	Semester 2

Optional modules	Module Code	Credits	Period
Behavioural Neuroscience	LSC-30052	15	Semester 1
Brain Disease	LSC-30063	15	Semester 1
Psychology in Education	PSY-30127	15	Semester 1
Health and Disease	PSY-30150	15	Semester 1
Models of Cognition	PSY-30154	15	Semester 1
Psychology of Climate Change	PSY-30160	15	Semester 1
Gender and Sexualities	PSY-30166	15	Semester 1
Investigative Forensic Psychology	PSY-30168	15	Semester 1
Regeneration and Repair in the Nervous System	LSC-30039	15	Semester 2
Current Research Topics in Neuroscience	LSC-30042	15	Semester 2
Special Senses	LSC-30053	15	Semester 2
Cognitive Development	PSY-30146	15	Semester 2
Vulnerabilities in the Criminal Justice System	PSY-30156	15	Semester 2
Illness and Coping	PSY-30158	15	Semester 2
Neurodiversity in Society	PSY-30162	15	Semester 2
Morality, Justice, and Society: Perspectives from Moral and Social Psychology	PSY-30180	15	Semester 2

Level 6 Module Rules

Students who take semester-long Study Abroad in Year 2 can take 'Research Methods in Social and Developmental Psychology' for Third Year Study Abroad Students' in Year 3 as an Optional module if required in order to fulfil BPS accreditation requirements.

Students must take a minimum of 15 credits and a maximum of 30 credits from Neuroscience (School of Life Sciences)

Global Challenge Pathways (GCPs)

Students have the option of taking a Global Challenge Pathway, which includes one 15-credit module at Levels 5 and 6. Students joining Global Challenge Pathways at Level 5 can join any pathway (except TESOL). Students at Level 6 will continue with the same Global Challenge Pathway they studied at Level 5.

Global Challenge Pathways offer students the chance to fulfil an exciting, engaging route of interdisciplinary study. Choosing a pathway, students will be presented with a global issue or 'challenge' which directly relates to societal issues, needs and debates. They will be invited to take part in academic and external facing projects which address these issues, within an interdisciplinary community of students and staff. Students completing a Global Challenge Pathway will receive recognition on their degree certificate.

Digital Futures	The Digital Futures pathway offers you the opportunity to take an active role in current debates, cutting-edge research, and projects with external partners, addressing both the exciting potential and the challenges of disruptive digital transformation across all spheres of life. Part of a diverse and interdisciplinary pathway community, you will engage in exciting, impactful collaborative project work in innovative formats on areas that matter most to you. Engaged in real-world scenarios as digital citizens, you will expand, deepen, and mobilise knowledge and skills to drive inclusive, empowering, and sustainable change at local and global levels. **Level 5 Module: Digital World - People, Spaces, and Data (GCP-20005)** **Level 6 Module: Digital Citizenship and Sustainable Futures (GCP-30005)**

Climate Change & Sustainability	Through the Climate Change & Sustainability pathway you will develop the skills, understanding and drive to become agents of change to tackle climate change and wider sustainability challenges. You will hear from international partners to learn about climate change and sustainability in different international contexts; lead your own projects to drive real change in your communities; and be part of educating and supporting others to help achieve a more sustainable future. **Level 5 Module: Climate Change and Sustainability: Action and Activism (GCP-20009)** **Level 6 Module: Skills for Sustainability (GCP-30009)**
Social Justice	The Social Justice pathway is based upon a transformative methodology which centres the student's role as 'agents of change' to reflect upon decolonising and feminist, perspectives on social justice, to forge critical outputs to transform the Sustainable Development Goals. You will develop research and engagement skills with local, national, and international partners from Universities, NGOs, International Human Rights frameworks. You will engage with key societal challenges focused upon the Sustainable Development Goals, to develop an intersectional response from identity-based perspectives on race, gender, sexualities and disabilities. The pathway will allow you to monitor and critically evaluate policies and human rights treaties, and produce and disseminate digitally fluent, international and sustainable project findings. **Level 5 Module: Strategic Interventions for Social Justice (GCP-20003)** **Level 6 Module: Transforming Social Justice; Global Perspectives (GCP-30003)**
Enterprise & the Future of Work	In order to meet the challenges set out in the UN's Sustainable Development Goals we need to understand the power of enterprise and prepare for the future contexts of work, creativity and disruption. By providing you with the skills, knowledge and understanding of global challenges this pathway will prepare you to be part of future-facing solutions. This module will support you in developing creative, original thinking, allowing you to collaborate on projects that persuade and effect change, setting you up to thrive in future environments of work and innovation. **Level 5 Module: Enterprise and the Future of Work: Collaborate to Innovate (GCP-20007)** **Level 6 Module: Enterprise and the Future of Work: Designing Change (GCP-30007)**
Global Health Challenges	By taking the global health challenge pathway you will develop solutions to improve the health and quality of life for particular people and communities, engaging with these groups to co-design interventions. This pathway will provide you with skills that go beyond a focus on health and will allow you to develop your ability to work in a team and lead change in society. The knowledge, skills and work experience will complement your core degree and enhance your career opportunities and graduate aspirations. **Level 5 Module: Using Evidence to Improve Global Health (GCP-20001)** **Level 6 Module: Working to Improve Global Health (GCP-30001)**

	Communication within and across cultures is inseparable from language, and development of intercultural awareness can enable you to actively contribute to the shaping of an international future. The Language and Intercultural Awareness pathway allows you to engage in genuine interdisciplinary and international exchange and to understand and explore the link between language, culture and communication. Each of the strands we offer provides you with skills and direct experience for active engagement in working to face global challenges.
Languages & Intercultural Awareness	**The Language Specialist**: Become a specialist in one of our languages and graduate with a degree title that includes '... with competency in (Language)' or '... with advanced competency in (Language)'.
	The Language Taster: Explore a new language every year.
	The Intercultural Explorer: Through an interdisciplinary understanding of intercultural communication - as both an academic discipline and as a tool to promote and engage in global activity, you will explore the concept of culture. Module content and assessments allow you to examine in-depth the role of both culture and language in, for example, the UN sustainability goals.
	Modules available:
	The Language Specialist:
	Any Semester 1 Language Module (the level at which you enter will be determined by your previous language learning experiences).
	The Language Taster:
	Any Semester 1 Language Module (the level at which you enter will be determined by your previous language learning experiences)
	The Certificate in TESOL - not available on this programme
	The Intercultural Explorer:
	ENL-20009 Who do you think you are?

Information on Global Challenge Pathways can be found here:
https://www.keele.ac.uk/study/undergraduate/globalchallengepathways/

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
the scientific basis for the discipline of psychology	All modules
the core areas of biological psychology, cognitive psychology, personality and individual differences, developmental psychology, social psychology and research methods	All compulsory modules at levels 4, 5, and 6
the inherent variability and diversity of psychological functioning	All compulsory modules at levels 4, 5, and 6. Particularly Grand Challenges in Psychology in level 6
a range of influences on psychological functioning and a critical understanding of these influences along with their significance	All modules, particularly Neuroimaging & Cognitive Neuroscience, Psychopathology, Models of Cognition, Cognitive Development, and individual research projects in level 6
a range of research paradigms, methods and analyses	Research methods modules at levels 4 and 5, individual research project at level 6, as well as some optional modules, e.g. Neuroimaging & Cognitive Neuroscience, Child Psychology in Practice, Foundations of Health Psychology, Cognitive Development
the ethical responsibilities of psychologists specialised areas of psychology in detail	Research methods modules at levels 4 and 5, and individual research project at level 6
application of psychological concepts to selected authentic problems	All modules, particularly Child Psychology in Practice; Health and Disease; Morality, Justice and Social Psychology; Climate Change; Psychology in Education.
molecular, cellular and gross anatomical features of the adult and developing nervous system	All LSC modules
physiological mechanisms underpinning aspects of neurological function and development	All LSC modules

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
reason scientifically and critically about psychological theories, findings and research hypotheses	All modules
critically evaluate research literature in psychology and relate research issues to authentic problems	All compulsory modules offered at levels 5 and 6. All optional modules offered at levels 5 and 6.
detect meaningful patterns in behaviour and experience through the use of suitable research methods	Research methods modules at levels 4 and 5, individual research project at level 6. Optional modules in levels 5 and 6, e.g. Foundations of Health Psychology, Psychology of Climate Change, Collective Action and Social Change.
pose, operationalise and critique psychological research questions, including those in business or work contexts.	Research methods modules at levels 4 and 5, individual research project at level 6. Other compulsory and optional modules, e.g. Neuroimaging & Cognitive Neuroscience, Child Psychology in Practice, Foundations of Health Psychology, Psychosocial Engineering, Cognitive Development, Wellbeing and Mental Health at Work.
reason statistically and demonstrate competence using a range of statistical techniques	Research methods modules at levels 4 and 5, level 6 final year project
reflect on dimensions of qualitative research design and demonstrate an ability to use a range of qualitative data collection techniques and analytical approaches	Answering Questions with Qualitative Data, Qualitative Research Methods, individual project at level 6
apply knowledge of ethical requirements to investigations	Research methods modules at levels 4 and 5, level 6 final year project
demonstrate an ability to use established techniques of analysis and enquiry accurately within psychology	Research methods modules at levels 4 and 5, level 6 final year project
communicate information to a specialist audience	All modules
produce a final year dissertation that follows the conventions of scientific report writing used by psychologists	Final Year Project at Level 6.
evaluate and critically analyse current Neuroscience research	All LSC modules
make reasoned decisions and develop reasoned arguments based on Neuroscience research	All LSC modules

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
abstract information from a variety of primary and secondary sources and synthesise this information into a coherent understanding of the topic and practice within that topic area	All modules
assess the merit of contrasting theories and opinions making critical interpretations of data and text	All modules, particularly level 5 & 6 modules
critique the uncertainty, ambiguity and limits of psychological knowledge	All modules, particularly level 5 & 6 modules
develop a sufficient level of conceptual understanding to enable the development of arguments and analysis that comment on advanced scholarship at the forefront of some areas of psychology	All modules, particularly level 6 modules
apply their knowledge of a topic to identify a research question, initiate and carry out a project	Research methods modules at levels 4 and 5, level 6 final year project
effectively communicate ideas and research findings by written, oral and visual means	All modules
comprehend and use data effectively by interpreting complex sets of numerical, statistical and qualitative data	Research methods modules at levels 4 and 5, level 6 final year project
confidently demonstrate computer literacy by being able to word process, use email, the Internet, use databases and statistical software	All modules
solve problems by clarifying questions, considering alternatives and evaluating outcomes	Research methods modules at levels 4 and 5, individual project at level 6. Grand Challenges in Psychology. Optional modules at level 6. Specialist modules at level 5 and 6 such as Applications of Sports and Performance Psychology, Psychology in Education, Psychology of Climate Change.
work effectively within a group setting to achieve an end goal through pooled effort which involves recognizing and using appropriate material from others	Answering Questions with Quantitative Data, Statistics for Psychology, Qualitative Research Methods, Final Year Project.
undertake self-directed study and project management	All modules, particularly research methods modules at levels 4 and 5, level 6 final year project
take responsibility for their own learning by reflecting on their strengths and weaknesses, and identifying appropriate courses of action, in order to fulfil long-term ambitions	All modules
acquire, evaluate and synthesise Neuroscience research from a range of sources	All LSC modules
communicate Neuroscience concepts effectively to a variety of audiences	All LSC modules

9. Final and intermediate awards

Credits required for each level of academic award are as follows:

Honours Degree	360 credits	You will require at least 120 credits at levels 4, 5 and 6 You must accumulate at least 270 credits in your main subject (out of 360 credits overall), with at least 90 credits in each of the three years of study, to graduate with a named single honours degree in this subject.
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

International Year option: in addition to the above students must pass a module covering the international year in order to graduate with a named degree including the 'international year' wording. Students who do not complete, or fail the international year, will be transferred to the three-year version of the programme.

Work Placement Year option: in addition to the above students must pass a non-credit bearing module covering the work placement year in order to graduate with a named degree including the 'with Work Placement Year' wording. Students who do not complete, or fail the work placement year, will be transferred to the three-year version of the programme.

10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

- **Coursework and Lab Reports** test the quality and application of subject knowledge. In addition, they allow students to demonstrate their ability to carry out basic independent research and to communicate their ideas effectively by writing in an appropriate scholarly style using academic conventions in writing.
- **Research projects and reports** test student's knowledge of different research methodologies and the limits and provisional nature of psychological knowledge. They also enable students to demonstrate their ability to formulate research questions and to answer them using appropriate methods.
- **Oral and poster presentations and reports** assess individual students' subject knowledge and understanding. They also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development.
- **Designing interventions** which present students with a scenario (or selection) which describes a problem that would be found in the 'real world', e.g., how to engage low achieving students in education. They are required to produce a psychologically informed solution, including mechanisms of delivery and evaluation.
- **Critiques and Reviews** of other scholars' work test students' ability to identify and summarise the key points of a text and to evaluate the quality of arguments and the evidence used to support them. In the case of work based on empirical research, reviews also assess students' knowledge of research methodologies and their ability to make critical judgements about the appropriateness of different strategies for collecting and analysing data.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	39.1%	60.9%	0%
Year 2 (Level 5)	19.7%	80.3%	0%
Year 3 (Level 6)	14.3%	85.8%	0%

12. Accreditation

This programme will be accredited by the British Psychological Society (BPS) as providing the Graduate Basis for Chartered Membership [GBC]. Approval for accreditation is currently being sought. This is the first step towards becoming a Chartered Psychologist.

Please note the following:

Module Selection: It is a requirement of the BPS that the Final Year compulsory module 'Final Year Project (double)' (PSY-30061) is passed and that students achieve a minimum standard of Second Class Honours for GBC.

Semester-long Study abroad: Because studying abroad has potential implications for BPS accreditation students wishing to Study Abroad must discuss this in advance with the School of Psychology 'Study Abroad Tutor' to identify that the modules studied at the partner institution cover material equivalent to that which would have been studied at Keele during their period of Study Abroad. Study Abroad can only take place in semester one.

Psychology students who study abroad cannot be guaranteed accreditation for GBC, as the BPS make accreditation decisions for such students on a case-by-case basis after students have graduated.

13. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: http://www.keele.ac.uk/student-agreement/

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

14. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme: https://www.keele.ac.uk/study/

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

English for Academic Purposes

Please note: All new international students entering the university will provide a sample of Academic English during their registration Using this sample, the Language Centre may allocate you to an English language module which will become compulsory. This will replace any GCP modules. *NB:* students can take an EAP module only with the approval of the English Language Programme Director and are not able to take any other Language modules in the same academic year.

English Language Modules at Level 4:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

English Language Modules at Level 5:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)

- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

English Language Modules at Level 6:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2); ENL-90005 Advanced Business English Communication
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/

15. How are students supported on the programme?

Support for student learning on the Programme is provided in the following ways:

- The Programme Director is responsible for overseeing the general operation of all Psychology Undergraduate programmes, chairing the programmes committee, representing the programmes at other committees, resources and facilities, and giving general advice to students during the programme.
- The Programme Lead is responsible for overseeing this specific programme. Each specialist programme has a dedicated Programme Lead, who will represent this programme at committees and feed up to the Programme Director. The Programme Lead will be able to give more specific advice around their programme.
- Module leaders are responsible for providing support for learning on the modules for which they are responsible. They are also responsible for organising feedback and being available for one-to-one meetings.
- Every student is allocated to an Academic Mentor who usually retains this role throughout their mentees' time at university. The Mentor is responsible for reviewing and advising on students' academic progress. Students have regular meetings with their Academic Mentor during their first year and are invited for individual progression reviews in their second and third years of study.
- The Student Experience and Support Officers (SESO) are responsible for supporting students with non-academic issues which may affect their learning and can refer students on to a range of specialist health, welfare and financial services co- ordinated by the University's Student Services. There is a SESO based within each school, so students get consistent support from someone they are familiar with.
- In addition to the University's central careers service there is a designated School of Psychology careers tutor. Students are encouraged to consult with the careers tutor for any assistance in deciding upon career options and for assistance in applying for jobs.
- The Psychology Noticeboard on the KLE also contains a 'Careers' folder with a range of resources for students.
- Students with disabilities or medical problems will meet with a member of the University's Disability Support and Inclusion service and the School of Psychology Disability Inclusion Tutor where appropriate, at the start of the programme to discuss any special requirements they may have. Procedures will then be implemented according to the nature of the student's disability or medical problem. These procedures can range, for example, from allowing extra time for assessments to allocating additional support staff in classes.
- All members of teaching staff on the Psychology Programme are available to see students during advertised weekly office hours or via appointment booking systems.
- Academic Support Tutors who run psychology-specific learning support workshops (e.g. essay-writing, statistics support, revision sessions) outside of the planned curriculum. Our Academic Support Tutors are also available by appointment to provide students with one-to-one support.

16. Learning Resources

Most of the teaching in Psychology is carried out in the Dorothy Hodgkin building or the Central Sciences Laboratories. Dorothy Hodgkin is where smaller group teaching and lectures will take place and larger practical classes will be held in the CSL. All rooms have recording technology to allow recordings of taught sessions to be uploaded directly to the KLE. There is a psychology student study room, DH0.39, which students can use as a social learning space in between classes. There are desks and computers in this room for students to use for independent study. There are also student study rooms available in the Dorothy Hodgkin building, which are bookable and provide a smaller, private working space.

17. Other Learning Opportunities

Study abroad (semester)

Students on the programme have the potential opportunity to spend a semester abroad in their second year studying at one of Keele's international partner universities. Please note that students cannot take both a Global Challenge Pathway (GCP) and the semester abroad option.

Exactly which countries are available depends on the student's choice of degree subjects. An indicative list of countries is on the website (http://www.keele.ac.uk/studyabroad/partneruniversities/); however this does not guarantee the availability of study in a specific country as this is subject to the University's application process for studying abroad.

No additional tuition fees are payable for a single semester studying abroad but students do have to bear the costs of

travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad to be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Whilst students are studying abroad any Student Finance eligibility will continue, where applicable students may be eligible for specific travel or disability grants. Students who meet external eligibility criteria may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible for income dependent bursaries at Keele. Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

Study Abroad (International Year)

A summary of the International Year, which is a potential option for students after completion of year 2 (Level 5), is provided in the Annex for the International Year.

Work Placement Year

Students have the opportunity to apply directly for the 4-year 'with Work Placement Year' degree programme or to transfer onto the 4-year degree programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking their year-long placement. To be eligible for the placement year, students must have a good University attendance record. They must also have passed all Year 1 and Year 2 Semester 1 modules. Students must have met the progression requirements to proceed to their final year of study prior to commencing a placement.

Students wishing to take the work placement year should meet with the Programme Director to obtain their signature to confirm agreement before they will be allowed to commence their placement.

International students who require a Tier 4 visa must check with the Immigration Compliance Team prior to commencing any form of placement.

A summary of the Work Placement Year, which is a potential option for students after completion of year 2 (Level 5), is provided in the Annex for the Work Placement Year.

18. Additional Costs

Additional costs may be incurred where a student elects to take a module requiring off-campus travel. An example includes Cognitive Development (PSY-30146). It may also be possible for a student to design a final year project (PSY-30061) that requires off-campus travel, and occasionally final year projects incur additional expenses for students in other forms.

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

19. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:
http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

20. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: http://www.qaa.ac.uk/quality-code
b. QAA Subject Benchmark Statement: Psychology (September 2023): https://www.qaa.ac.uk/docs/qaa/sbs/sbs-psychology-23.pdf?sfvrsn=5b58ae81_3
c. Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations
d. BPS 2019: Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology, January 2019:
https://www.bps.org.uk/sites/bps.org.uk/files/Accreditation/Undergraduate%20Accreditation%20Handbook%20(2017).pdf

21. Annex - International Year

BSc (Hons) Psychology with Neuroscience with International Year

International Year Programme
Students registered for this Single Honours programme may either be admitted for or apply to transfer during their period of study at Level 5 to the International Year option. Students accepted onto this option will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.   Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the standard programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.   Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for the International Year option.
International Year Programme Aims
In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with: 1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject   2. Experience of a different culture, academically, professionally and socially
Entry Requirements for the International Year
Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.   The criteria to be applied are: - Academic Performance (an average of 55% across all modules in Semester 1 at Level 5 is normally required. Places on the International Year are then conditional on achieving an average mark of 55% across all Level 5 modules. Students with up to 15 credits of re-assessment who meet the 55% requirement may progress to the International Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)   - General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's Academic Mentor, 1st and 2nd year tutors and programme director)   Students may not register for both an International Year and a Placement Year.
Student Support

Students will be supported whilst on the International Year via the following methods:

- Phone or Skype conversations with Study Abroad tutor, in line with recommended Academic Mentoring meeting points.
- Support from the University's Global Education Team

Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete a Keele undergraduate programme with International Year will be able to:

1. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
2. Discuss the benefits and challenges of global citizenship and internationalisation
3. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.
4. Communicate effectively in an international setting;
5. Reflect on previous learning within an international context.

In addition, students who complete the International Year will be able to:

These learning outcomes will all be assessed by the submission of a satisfactory individual learning agreement, the successful completion of assessments at the partner institution and the submission of the reflective portfolio element of the international year module.

Regulations

Students registered for the International Year are subject to the programme-specific regulations (if any) and the University regulations. In addition, during the International Year, the following regulations will apply:

Students undertaking the International Year must complete 120 credits, which must comprise *at least 40%* in the student's discipline area.

This may impact on your choice of modules to study, for example you will have to choose certain modules to ensure you have the discipline specific credits required.

Students are barred from studying any module with significant overlap to the Level 6 modules they will study on their return. Significant overlap with Level 5 modules previously studied should also be avoided.

Additional costs for the International Year

Tuition fees for students on the International Year will be charged at 15% of the annual tuition fees for that year of study, as set out in Section 1. The International Year can be included in your Student Finance allocation, to find out more about your personal eligibility see: www.gov.uk

Students will have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Students who meet external eligibility criteria may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some Governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

22. Annex - Work Placement Year

BSc (Hons) Psychology with Neuroscience with Work Placement Year

Work Placement Year summary

Students registered for this programme may either be admitted for or apply to transfer during their studies to the 'with Work Placement Year' option (NB: for Combined Honours students the rules relating to the work placement year in the subject where the placement is organised are to be followed). Students accepted onto this programme will have an extra year of study (the Work Placement Year) with a relevant placement provider after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the Work Placement Year will be permitted to progress to Level 6. Students who fail to satisfactorily complete the Work Placement Year will normally revert to the 3-year programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for the Work Placement Year option.

Work Placement Year Programme Aims

In addition to the programme aims specified in the main body of this document, the Work Placement Year aims to provide students with:

1. Substantial experience of work with a relevant placement provider, including familiarisation with the professional working environment.
2. The opportunity to reflect upon how work with a relevant placement provider draws upon psychological principles, skills, theories or methods

Entry Requirements for the Work Placement Year

Admission to the Work Placement Year is subject to successful application, interview and references from appropriate staff. Students have the opportunity to apply directly for the 4-year 'with work placement year' degree programme, or to transfer onto the 4-year programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking the year-long work placement. Students who fail to pass the work placement year, and those who fail to meet the minimum requirements of the work placement year module*, or equivalent, work placement), will be automatically transferred onto the 3-year degree programme.

We recommend where possible students undertake a placement of between 9 - 12 months on a full-time basis to maximize academic and personal growth. However, the Faculty of Natural Sciences Work / Professional Placement Year mandates a minimum of 24 weeks in duration, ideally on a full-time basis, but no less than 21 hours per week. This enables those undertaking an unpaid placement to work on a part-time basis alongside their placement.

The criteria to be applied are:

- A good University attendance record and be in 'good academic standing'.
- Academic Performance (an average of 50% across all modules in Semester 1 at Level 5 is normally required. Places on the Work Placement Year are then conditional on achieving an average mark of 50% across all Level 5 modules. Students with up to 15 credits of re-assessment who meet the 50% requirement may progress to the Work Placement Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)
- Students undertaking work placements will be expected to complete a Health and Safety checklist prior to commencing their work experience and will be required to satisfy the Health and Safety regulations of the company or organisation at which they are based.
- *(International students only)* Due to visa requirements, it is not possible for international students who require a Tier 4 Visa to apply for direct entry onto the 4-year with Work Placement Year degree programme. Students wishing to transfer onto this programme should discuss this with student support, the academic tutor for the work placement year, and the Programme Lead. Students should be aware that there are visa implications for this transfer, and it is the student's responsibility to complete any and all necessary processes to be eligible for this programme. There may be additional costs, including applying for a new Visa from outside of the UK for international students associated with a transfer to the work placement programme.

Students may not register for both an International Year and a Work Placement Year.

Student Support

Students will be supported whilst on the Work Placement Year via the following methods:

- Regular contact between the student and a named member of staff who will be assigned to the student as their University supervisor. The University supervisor will be in regular contact with the student throughout the year, and be on hand to provide advice (pastoral or academic) and liaise with the Placement supervisor on the student's behalf if required.
- Two formal contacts with the student during the placement year: the University supervisor will visit the student in their placement organization at around 5 weeks after the placement has commenced, and then visit again (or conduct a telephone/video call tutorial) at around 15 weeks into the placement.
- Weekly supervision sessions will take place with the placement supervisor (or his/her nominee) throughout the duration of the placement.

Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete the 'with Work Placement Year' option will be able to:

1. communicate effectively and professionally in a work setting;
2. reflect on previous learning within a work context;
3. evaluate their own employability skills and develop these through practice in the work place;
4. apply psychological theory learnt as part of the taught degree to real situations in the work place;
5. reflect on their work placement activities and experiences and evaluate the impact on their employability skills;
6. explain the role of the placement provider from a psychological perspective with reference to their own role, experience and relevant psychological theory.

These learning outcomes will be assessed through the non-credit bearing Work Placement Year module (PSY-30131) which involves:

1. the submission of a reflective diary to the University supervisor;
2. a presentation about their placement experience to an audience of other students coming off placement and those about to go out on placements. The audience is also likely to contain academic supervisors and other interested staff from the School of Psychology;
3. a placement supervisor's report.

Regulations

Students registered for the 'with Work Placement Year' option are subject to programme-specific regulations (if any) and the University regulations. In addition, during the Work Placement Year, the following regulations will apply:

- Students undertaking the Work Placement Year must successfully complete the zero-credit rated 'Work Placement Year module ' module (PSY-30131)
- In order to ensure a high quality placement experience, each placement agency will sign up to a placement contract (analogous to a service level agreement).
- Once a student has been accepted by a placement organisation, the student will make a pre-placement visit and a member of staff identified within the placement contract will be assigned as the placement supervisor. The placement supervisor will be responsible for ensuring that the placement experience meets the agreed contract agreed with the University.
- The placement student will also sign up an agreement outlining his/her responsibilities in relation to the requirements of each organisation.

Students will be expected to behave professionally in terms of:

(i) conforming to the work practices of the organisation; and

(ii) remembering that they are representatives of the University and their actions will reflect on the School and have an impact on that organisation's willingness (or otherwise) to remain engaged with the placement.

Additional costs for the Work Placement Year

Tuition fees for students on the Work Placement Year will be charged at 20% of the annual tuition fees for that year of study, as set out in Section 1. The Work Placement Year can be included in your Student Finance allocation; to find out more about your personal eligibility see: www.gov.uk

Students will have to bear the costs of travelling to and from their placement provider, accommodation, food and personal costs. Depending on the placement provider additional costs may include parking permits, travel and transport, suitable clothing, DBS checks, and compulsory health checks.

A small stipend may be available to students from the placement provider during the placement but this will need to be explored on a placement-by-placement basis as some organisations, such as charities, may not have any extra money available. Students should budget with the assumption that their placement will be unpaid.

Eligibility for student finance will depend on the type of placement and whether it is paid or not. If it is paid, this is likely to affect student finance eligibility, however if it is voluntary and therefore unpaid, should not affect student finance eligibility. Students are required to confirm eligibility with their student finance provider.

International students who require a Tier 4 visa should check with the Immigration Compliance team prior to commencing any type of paid placement to ensure that they are not contravening their visa requirements.

23. Annex - Programme-specific regulations

Programme Regulations: Psychology with Neuroscience

Final Award and Award Titles	BSc (Hons) Psychology with Neuroscience
Intermediate Award(s)	Diploma of Higher Education Certificate of Higher Education
Last modified	June 2024
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (https://www.keele.ac.uk/regulations/)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

Variation 1: Admission with advanced standing and module exemptions

1.1 Applications for admission with advanced standing are considered on a case-by-case basis. Students may be accepted as direct entrants into the second year of the course if they have successfully covered the content of the Keele first year psychology course at another UK Higher Education Institution or overseas HEI (subject to appropriate university approval).

1.2 There is no provision for students to be granted exemption from individual psychology modules within a year of study. Students granted admission with advanced standing must take the full complement of modules for the year of study.

Variation 2: Re-assessments

2.1 Students are not permitted to undertake empirical work for the re-assessment of a methodology module if they cannot be supervised. There will be no consideration of seminar presentations in the reassessment of modules in which these activities are used in the initial assessment of the module (e.g. PSY-10042 Exploring Psychology Topics II).

B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

Variation 1: No variations apply

Additional Requirements

The programme requirements listed below are in addition to the University's Academic Regulations:

Additional requirement 1: Attendance requirements

1.1 Undergraduate psychology modules are designed on the assumption that all students will attend all scheduled sessions of the module. Modules develop and assess skills which often can only be exercised in group settings, through attendance at timetabled sessions. Ethical considerations for research methods modules, and training considerations for modules pertinent to the adoption of professional roles, also require regular personal oversight of student activity by staff members. Such oversight can only be accomplished in a face-to-face situation.

1.2 Accordingly the School lays the expectation on every student of full attendance at every timetabled session within a module. Where active student contribution to a group activity is an explicitly designed component of the session (as is the case in all seminars, laboratory classes, and workshops) then attendance is a formal requirement. The School reserves the right to monitor attendance at any timetabled (and/or formally pre- arranged) session of any module without prior notice.

1.3 Failure to attend compulsory classes across the entire academic year without good cause will result in a graded series of academic warnings to students. Subsequent absence without good cause may result in the issuing of formal warnings from the programme director. Further absence may result in a formal University warning in accordance with Regulations. Failure to comply may result in the student being withdrawn from the University.

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[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here https://www.keele.ac.uk/regulations/.

Version History

This document

Date Approved: 17 June 2024

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes