

Masters, Postgraduate Diploma, Postgraduate Certificate in Applied Child Psychology

Programme Specification: Postgraduate

Information for students: the programme specification is the definitive document summarising the structure and content of your degree programme. It is reviewed and updated every year as part of Keele's Annual Programme Review process. The document aims to clarify to potential and current students what you can expect from the study of the subject over the course of your programme.

Names of programme(s):	MSc Applied Child Psychology
Mode of study:	Full time / part time
Framework of Higher Education Qualification (FHEQ) level of final award:	7
Duration:	One year full time / two years part time / up to five years modular

Details of professional, statutory and regulatory body (PSRB) (If appropriate):

<https://www.keele.ac.uk/qa/programmesandmodules/professionalstatutoryandregulatorybodies/>

This course is not part of a system of professional accreditation.

External Examiner(s) names: <http://www.keele.ac.uk/qa/externalexaminers/>

1. What is the philosophy of the Programme?

All our psychology MSc programmes are designed to prepare you for a psychology-related career or a PhD in Psychology. Studying the MSc Applied Child Psychology will help you to specialise in the psychology of child development, thinking about how psychology can be applied in various settings, including educational settings such as schools, or forensic settings, such as courts (among others), and to engage in research methods training. The course will enable you to become familiar with contemporary issues in Applied Child Psychology, and to apply your learning either in future research projects, or within a professional role with children.

The programme contains modules focused on specialist content in Applied Child Psychology. Students will complete PSY-40095 Advanced Research Skills, Design and Analysis to get a broad overview of advanced research methods. This will be complemented in the specialist modules, where staff will introduce theoretical issues, share cutting edge research from their own fields, and apply and extend these research methods to a child psychology context. Students will also complete the PSY-40045 Dissertation and the PSY-40038 Research Apprenticeship, allowing them to put their understanding of research methods into practice. Students will work on an area of Child Psychology, usually related to their interests, in their Dissertation and Apprenticeship, in negotiation with supervisors. Additionally, students will have two optional modules to complete; these will be from other relevant Schools across the university (such as the

School of Social, Political and Global Studies) or from within Psychology. Students will also have the option of taking the PSY-40089 Placement module, to gain authentic experience within a working educational or broader child-focused environment.

Specialist psychological training provided by research-active tutors is a defining feature of our Applied Child Psychology MSc. The new structure for the MSc was launched in 2022/23 and provides students with more specialism than ever before. This structure has core modules in Child Psychology to ensure students engage with the appropriate content, as well as optional modules to give students some flexibility in their course, to allow them to choose topics that match their future study or employment aspirations.

The programme has been designed to ensure students can focus on their specialist interests and tailor their studies to suit their research interests and development goals in as many modules as possible:

- **PSY-40091 Childhood Relationships** (15 credits) is dedicated to exploring social development, such as relationships with caregivers, siblings, peers, teachers, and parasocial relationships too – such as with imaginary friends. You will be asked to think critically about research methods, and how our understanding of relationships can inform practice in applied practice settings, such as schools.
- **PSY-40101 Applications and Research Methods in Child Psychology** (15 credits) is focused on applying research methods and analysis to a child development context. This module will explore both research design and research execution considerations that need to be made when working with children, as well as ethical and pragmatic considerations associated with working with children.
- **PSY-40083 Using Research to Influence Policy and Practice** (15 credits) will explore how research can be used to influence policy and practice, a common area when working with children. This module will be shared with students on the Psychology and Health Inequalities course with some content for students on both courses, to allow students to focus specifically on policies that relate to children and young people, if they choose. You will gain experience of writing for a policy setting in the assessment for this module.
- **PSY-40087 Action Research: Co-Creating Research to make a Difference** (15 credits) will develop students' approaches to research and how research can be carried out with children and those who work with children as partners. This module will be shared with students on the Applied Social and Political Psychology course with some bespoke content for students on both courses, to allow students to focus specifically on issues that relate to children and young people.
- **PSY-40095 Advanced Research Skills, Design and Analysis** (15 credits) will provide students with an overview of advanced methodologies, including both quantitative and qualitative. In addition to covering content that is core for all psychology students, students can specialise within this module so they focus on methods, design and analysis that is most useful for them in the context of the MSc Applied Child Psychology.
- **PSY-40045 Dissertation** (60 credits) will provide students an opportunity to engage in designing, developing, conducting, and reporting developmental research under the supervision of staff with expertise in this area.
- **PSY-40038 Research Apprenticeship in Psychology** (15 credits) students work with members of staff as part of their research teams on active research projects. These will complement and extend their areas of specialist knowledge and interest.
- **PSY-40089 Psychology Placement** – this is an optional module to facilitate you in gaining work experience and reflecting on the applications of psychology within your chosen professional setting. We encourage all students to take this module if possible, but if for any reason you prefer not to, you are able to choose another option module (see below) instead.
- **Optional modules** – optional modules will be selected at the beginning of the academic year. Students will be able to choose from more content-based options or engage with more research

methods modules offered from within the School of Psychology or from other relevant Schools across the university (choosing from a list of selected modules).

The programmes are taught by specialist members of the School of Psychology, and where appropriate, by experts from relevant supporting disciplines. Students are trained in research methodologies and in transferable employment-related skills. The overall aims of the programme are as follows:

- To develop your knowledge of different theoretical perspectives in Applied Child Psychology;
- To develop your knowledge of different methodological approaches to Applied Child Psychology;
- To equip you to formulate and conduct psychological research projects with children;
- To enable you to understand the strengths and weaknesses of different research methods and different forms of data, and to evaluate their appropriateness for research with children;
- To enable you to define and formulate research questions and testable hypotheses, and to design appropriate research to answer these questions using relevant methods of data collection, consistent with British Psychological Society principles of ethics and research governance;
- To provide you with knowledge of quantitative and qualitative approaches to research and data analysis techniques broadly and applied to children;
- To provide you with a range of opportunities to engage with advanced research in Applied Child Psychology;
- To provide you with opportunities to enhance and develop your written and communication skills, independent learning skills, and critical reflection and evaluation skills.

Intended Learning Outcomes

This MSc Applied Child Psychology programme is intended to facilitate learning and development across four broad categories: knowledge and understanding of applied psychological research with children; knowledge and understanding of Applied Child Psychology; more general intellectual skills commensurate with a higher university degree; and transferable skills such as would be required across a broad range of careers. Specific intended learning outcomes are listed below.

A. Knowledge and understanding of psychological research

- A1. Key theoretical issues in applied child psychological research
- A2. Empirical methodologies used to explore key issues in psychological research
- A3. Core concerns of contemporary researchers in applied child psychology
- A4. The research evidence relevant to advanced scholarship in applied child psychology research and practice

B. Knowledge and understanding of Applied Child Psychology

- B1. To evaluate particular methodologies in relation to research questions
- B2. To conduct a literature review of a chosen topic within the specialist field of applied child psychology
- B3. To develop a set of research questions or hypotheses for researching developmental topics
- B4. To design a child-appropriate method for addressing a set of research questions or hypotheses
- B5. To carry out an empirical study in applied child psychology
- B6. To apply appropriate analysis of data collected in applied child psychology contexts
- B7. To report the results of an empirical study, applying skills of presentation, interpretation and discussion of findings that are appropriate within the field of applied child psychology

C. Intellectual skills

- C1. To identify and evaluate different theoretical approaches to practical problems in developmental psychology literature
- C2. To critically evaluate research literature in developmental psychology and relate research issues to developmental problems
- C3. To use scientific research principles to develop appropriate research questions or hypotheses
- C4. To use scientific research principles to select appropriate techniques of experimental design and analysis to research questions or hypotheses
- C5. To show appropriate intellectual and personal reflexivity through the evaluation of research experiences and by identifying strengths and weaknesses for future development

D. Transferable skills

- D1. Communicate effectively using appropriate verbal, visual, graphic, IT and written means depending on the audience
- D2. Demonstrate the ability to learn independently, using a range of information sources and approaches
- D3. Manage time effectively and work to deadlines
- D4. Use digital and electronic communication techniques, hardware and software, including word-processing, spreadsheets, email and internet
- D5. Work in teams, either as a leader or as a member of a team
- D6. Employ scientific methods and the analysis of evidence in the solution of problems
- D7. Learn to improve work based on written feedback from tutors on drafts
- D8. Sort and manipulate data
- D9. Present data in a variety of ways

Our programmes are all designed to support you to develop a unique combination of skills, related to citizenship and employability, that you can apply to your personal, professional and societal lives beyond graduation. You can find more information on the difference that we make to students and their communities through our educational practices here:

<https://www.keele.ac.uk/kiite/visionforeducation/difference/>.

2. How is the Programme taught?

Across the Applied Child Psychology programme, students experience a range of different learning and teaching methods. Each module has different prescribed learning activities, including taught classes and seminars, discussion and consultation with staff, and laboratory and practical work. Full time and part time students all study together for the taught/seminar/class discussion elements of the programmes. Attendance is expected at all teaching sessions. Students will also be encouraged to complete work asynchronously online (for example, directed reading, quizzes, videos) as well as carrying out their own further independent study.

The most common form of teaching and learning is classroom-based teaching. Across most modules, students will attend tutor-led classes or seminars. In these classes, students gain valuable hands-on expertise of design, critical reviewing, planning, analysis and interpretation under the guidance of expert tutors. These sessions will be a mix of taught classes, discussion, practical activities, and feedback. Another common form of teaching and learning is one-to-one supervision, which forms the basis of the Dissertation module and is involved in other modules; for example, the research apprenticeships involve students working either one-to-one or in small groups with a staff member, perhaps as part of a wider research team which might include other Psychology staff, staff from elsewhere in the university or external collaborators, research assistants, research students and undergraduate students. The range of different teaching and learning contexts will ensure that students can benefit from different types of teaching.

Our students gain valuable hands-on expertise of design, critical reviewing, planning, analysis and interpretation with a combination of tutor-led lectures, group discussions, practical activities and individual feedback. For example, in Applications and Research Methods in Child Psychology, students will attend small-group sessions expanding upon content learned in Advanced Research Skills, Design and Analysis and applying these in a child-focused way. Students will engage with both specialist theory and research in this module. We see students as a valuable resource for one another so teaching and learning involve discussing, working closely with and listening to other students in many modules. Students will also be involved in independent study involving identifying and reading literature and published research from textbooks, academic journals, and other relevant sources.

The philosophy of the Applied Child Psychology MSc is to encourage students to develop independent and critical thinking skills that can be applied flexibly to a range of situations, culminating in their independent research for their Dissertation. The programme begins with more structured modules such as Childhood Relationships and Applications and Research Methods with Children where regular meetings encourage ongoing processes of reflection and expose students to a range of material such that they are able to identify and evaluate different approaches to child development problems. Group work fosters students' abilities to work in teams, manage their time effectively and communicate effectively. Teaching will enable students to focus on core topics in depth, and workshop activities in the methods modules provide the subject specific skills identified in section A of the Intended Learning Outcomes above which students then apply in the Dissertation module.

The programmes are taught by highly qualified staff with specialist qualifications in Psychology, and Academic Skills Tutors who provide learning support. All current members of academic staff have doctorates (PhDs or the equivalent) in psychology or closely related areas and most hold (or are completing) qualifications in Teaching and Learning in Higher Education. Membership of the Higher Education Academy (HEA) is encouraged in the School; most members of staff are currently either Fellows or Senior Fellows of the HEA and one staff member is currently a Principal Fellow.

All Psychology 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. More information about Psychology Staff Members is available on the School website <http://www.keele.ac.uk/psychology/people/>

3. What is the Structure of the Programme?

All the Psychology MSc programmes follow a modular structure. Part-time and full-time students will complete the same modules, but over a different time period.

The programme has a mix of exclusive and shared modules; all MSc Applied Child Psychology students complete the Childhood Relationships and Applications and Research Methods in Child Psychology modules. They also complete two further modules shared with other programmes; Using Research to Influence Policy and Practice (shared with Psychology and Health Inequalities students) and Action Research: Co-Creating Research to make a Difference (shared with Applied Social and Political Psychology students). This structure is designed to foster a vibrant and heterogeneous peer culture amongst our MSc students. It enables students to engage with the pluralistic nature of the psychology and the wide range of specialisms found in most academic Psychology departments. However, we also recognise the importance of helping our students develop the advanced specialised skills they will need to pursue careers in their chosen fields. Within the shared modules, students on this programme will be supported and encouraged to focus their work to help them conduct in-depth explorations of Applied Child Psychology. For example, assessments in the following modules all provide students flexibility around the topics of their

assessments: Dissertation; Advanced Research Skills, Design and Analysis; Policy and Practice; and Action Research.

Full time: In order to obtain an MSc degree, students are required to obtain 180 Level 7 credits, including a 60-credit dissertation. Full time students complete the course in 1 year (51 weeks). Credit value for each module is given in brackets.

<i>Semester 1 - Sept to Jan</i>	<i>Semester 2 - Feb to May</i>	<i>June to Sept</i>
PSY-40045 Dissertation (60 credits)		
PSY-40095 Advanced Research Skills, Design and Analysis (15 credits)	PSY-40038 Research Apprenticeship (15 credits)	
+	+	
PSY-40101 Applications and Research Methods in Child Psychology (15 credits)	PSY-40083 Using Research to Influence Policy and Practice (15 credits)	
+	+	
PSY-40091 Childhood Relationships (15 credits)	PSY-40087 Action Research: Co-Creating Research to make a Difference (15 credits)	
+	+	
Option module (15 credits)	Option module (15 credits)	

Example optional modules may include:

PSY-40089 MSc Placement (can be taken in semester 1 or semester 2)

PSY-40107 Enhancing reproducibility in research (semester 1)

PSY-40085 Critical approaches to health, social and political psychology

Selected modules from the MA Education (e.g. Issues in Inclusive Education; Global Education Issues; Education, Employment and Professional Identity; Global Citizenship Education).

Part time study

In order to obtain an MSc degree, students are required to obtain 180 Level 7 credits, including a 60-credit dissertation. Part-time students complete the course in 2 years (103 weeks), taking 90 credits in each year within the modular structure.

Year 1 – 90 credits

PSY-40095 Advanced Research Methods, Design and Analysis (Semester 1)

PSY-40101 Applications and Research Methods in Child Psychology (Semester 1)

PSY-40091 Childhood Relationships (Semester 1)

PSY-40087 Action Research (Semester 2)

PSY-40038 Research Apprenticeship (Semester 2)

PSY-40083 Using Research to Influence Policy and Practice (Semester 2)

Year 2 – 90 credits

PSY-40045 Dissertation (Semester 1, Semester 2, Summer Term)

2 x 15 credit option modules (one in each semester)

Modular registration is also available, spread over a maximum of 5 years with students taking modules as and when availability permits. A Postgraduate Certificate is available for students who have completed 60 credits of their programme and a Postgraduate Diploma is available for students who have completed 120 credits of their programme. There are no restrictions on which modules need to be passed.

The table below details how the Intended Learning Outcomes for the MSc programmes map onto the different modules that are available.

- Learning outcome addressed in full or in part depending on the nature of the apprenticeship undertaken

Learning Outcome	Module in which this is delivered	Principal forms of assessment used to assess ILO
A. Knowledge and understanding of psychological research		
Key theoretical issues in applied child psychological research	PSY-40091 Childhood Relationships PSY-40045 Dissertation	Essay Presentation Dissertation
Empirical methodologies used to explore key issues in psychological research	PSY-40095 Advanced Research Skills, Design and Analysis PSY-40101 Applications and Research Methods in Child Psychology PSY-40045 Dissertation PSY-40038 Research Apprenticeship	Lab report Pre-registration report Dissertation #Apprenticeship report
Core concerns of contemporary researchers in applied child psychology	PSY-40095 Advanced Research Skills, Design and Analysis PSY-40101 Applications and Research Methods in Child Psychology PSY-40087 Action Research	Lab report Pre-registration report Reflective essay
The research evidence relevant to advanced scholarship in applied child psychology research and practice	PSY-40045 Dissertation PSY-40091 Childhood Relationships PSY-40087 Action Research PSY-40083 Using Research to Influence Policy and Practice	Dissertation Essay Presentation Reflective essay Policy brief
B. Subject-specific skills		
Evaluate particular methodologies in relation to research questions	PSY-40095 Advanced Research Skills, Design and Analysis PSY-40101 Applications and Research Methods in Child Psychology	Essay Pre-registration report
To conduct a literature review of a chosen topic within the specialist field of applied child psychology	PSY-40038 Research Apprenticeship in Psychology PSY-40045 Dissertation PSY-40095 Advanced Research Skills, Design and Analysis	Research report Dissertation Lab report Presentation Reflective essay

	PSY-40091 Childhood Relationships PSY-40087 Action Research PSY-40083 Using Research to Influence Policy and Practice	Policy brief
Develop a set of research questions or hypotheses for researching children	PSY-40038 Research Apprenticeship in Psychology PSY-40045 Dissertation PSY-40087 Action Research PSY-40095 Advanced Research Skills, Design and Analysis PSY-40101 Applications and Research Methods in Child Psychology	Research report Dissertation Reflective essay Lab report Pre-registration report
Apply appropriate analysis of data collected in applied child psychology contexts	PSY-40045 Dissertation PSY-40087 Action Research PSY-40038 Research Apprenticeship in Psychology PSY-40095 Advanced Research Skills, Design and Analysis	Dissertation # Apprenticeship report Reflective essay Lab report
Report the results of an empirical study, applying skills of presentation, interpretation and discussion of findings that are appropriate within the field of applied child psychology	PSY-40038 Research Apprenticeship in Psychology PSY-40045 Dissertation PSY-40095 Advanced Research Skills, Design and Analysis	# Apprenticeship report Dissertation Lab report
C. Intellectual skills		
Identify and evaluate different theoretical approaches to practical problems in developmental literature	PSY-40091 Childhood Relationships PSY-40083 Using Research to Influence Policy and Practice	Essay Presentation Policy briefing
Critically evaluate research literature in developmental psychology and relate research issues to developmental problems	PSY-40038 Research Apprenticeship in Psychology PSY-40091 Childhood Relationships PSY-40101 Applications and Research Methods in Child Psychology PSY-40087 Action Research PSY-40083 Using Research to Influence Policy and Practice PSY-40045 Dissertation	# Apprenticeship report Dissertation Essay Presentation Reflective essay Policy brief
Use scientific research principles to develop appropriate research questions or hypotheses	PSY-40045 Dissertation PSY-40101 Applications and Research Methods in Child Psychology PSY-40087 Action Research PSY-40095 Advanced Research Skills, Design and Analysis PSY-40038 Research Apprenticeship	Pre-registration report Dissertation Reflective essay Lab report # Apprenticeship report
Use scientific research principles to select appropriate techniques of experimental design and	PSY-40045 Dissertation PSY-40101 Applications and Research Methods in Child Psychology	Dissertation Pre-registration brief

analysis to research questions or hypotheses	PSY-40095 Advanced Research Skills, Design and Analysis	Lab report
Show appropriate intellectual and personal reflexivity through the evaluation of research experiences and by identifying strengths and weaknesses for future development	PSY-40038 Research Apprenticeship in Psychology PSY-40087 Action Research PSY-40095 Advanced Research Skills, Design and Analysis	# Apprenticeship report Reflective essay Lab report
D. Transferable skills		
Communicate effectively using appropriate verbal, visual, graphic, IT and written means depending on the audience	All modules	Every assessment type
Demonstrate the ability to learn independently, using a range of information sources and approaches	PSY-40091 Childhood Relationships PSY-40101 Applications and Research Methods in Child Psychology PSY-40087 Action Research PSY-40045 Dissertation	Essay Pre-registration report Reflective essay Dissertation
Manage time effectively and work to deadlines	All modules	Every assessment type
Use digital and electronic communication techniques, hardware and software, including word-processing, spreadsheets, email and internet	All modules	Every assessment type
Work in teams, either as a leader or as a member of a team	PSY-40038 Research Apprenticeship in Psychology PSY-40087 Action Research	# Apprenticeship report Reflective essay
Employ scientific methods and the analysis of evidence in the solution of problems	PSY-40038 Research Apprenticeship in Psychology PSY-40045 Dissertation PSY-40101 Applications and Research Methods in Child Psychology PSY-40087 Action Research PSY-40095 Advanced Research Skills, Design and Analysis	# Apprenticeship report Pre-registration report Reflective essay Lab report Dissertation
Learn to improve work based on written feedback from tutors on drafts	PSY-40038 Research Apprenticeship in Psychology PSY-40045 Dissertation Where possible, we will endeavour to incorporate these opportunities into all modules. Note that feedback from semester 1 modules will also facilitate development for semester 2 modules.	Apprenticeship report Dissertation

Sort and manipulate data	PSY-40038 Research Apprenticeship in Psychology PSY-40045 Dissertation	Dissertation
Present data in a variety of ways	PSY-40038 Research Apprenticeship in Psychology PSY-40045 Dissertation PSY-40087 Action Research PSY-40095 Advanced Research Skills, Design and Analysis	#Apprenticeship report Dissertation Reflective essay Lab report

The university regulations on taught postgraduate masters degrees are given as:
<http://www.keele.ac.uk/regulations/regulationc7/>

4. How is the Programme assessed?

The diversity of assessment is included to ensure that students get the opportunity to develop skills across the board within the MSc Applied Child Psychology. Most modules have at least one substantial piece of assessment to enable focus and concentration rather than spreading effort thinly. For example, students generate a research report for their Research Apprenticeship and Dissertation modules. However, the variety of assessments used across the programmes is extensive:

- Essays and reflective essays (e.g. PSY-40087, Action Research)
- Pre-registration of research (e.g. PSY-40101, Applications and Research Methods in Child Psychology)
- Presentations (e.g. PSY-40091, Childhood Relationships)
- Research reports (e.g. PSY-40045, Dissertation; PSY-40038, Research Apprenticeship; PSY-40095 Advanced Research Skills, Design and Analysis)
- Policy brief (e.g. PSY-40083, Using Research to Influence Policy and Practice).

For the first piece of work assessed at Level 7 and for any unfamiliar or novel forms of assessment in the programmes, students are given a formative attempt at the work or the opportunity to seek feedback on drafts. In addition to formal formative assignments, students are encouraged to seek staff input on student work at earlier stages of completion and drafts of dissertations are read in their entirety (except Discussion section) and formative feedback given, to agreed deadlines.

5. What are the typical admission requirements for the programmes?

This programme is open to graduates with a first or upper second-class degree in psychology (or a relevant discipline) or equivalent. The MSc Applied Child Psychology is open to students with a background in Education, Childhood and Family Studies, Working with Children and Families, Child and Youth Studies, Early Years and Childhood Studies (this is a non-exhaustive list, applicants from other similar backgrounds will be considered). If students have a background in practice (e.g. as a teacher) we would encourage you to apply. International students are very welcome. We accept IELTS 6.5 overall with 6.0 in each subtest. This ensures that students have the requisite skills in basic research, including design, analysis, and interpretation as well as the breadth of knowledge in the discipline to inform the more advanced work they do in the Masters. For students who may lack these basic research skills, or who feel that a refresher would be useful, we offer a free online summer course on basic research skills, covering ethics and basic

quantitative and qualitative analysis, which is available on an optional basis to all students. If applications are received from students who have never studied these elements, we may request them to take this course as a condition of entry. All applications are carefully considered; if you are not sure if you meet the admissions requirements, please do contact us for a discussion (email: psychology@keele.ac.uk).

Recognition of Prior Learning (RPL) applications are considered on a case-by-case basis for students that have already studied at Level 7, depending on the ability of the applicant to demonstrate that they have already met specific learning outcomes at an appropriate level. The Programmes Director reviews such cases. As the programmes are academic in nature it is extremely unlikely that students would have gained relevant experience appropriate to be accredited towards their MSc outside a university setting. Further information can be found at <https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

6. How are students supported on the programmes?

The MSc Programmes Director is responsible for the following:

- Overseeing the general operation of all the programmes and chairing the Programmes Committee, preparing the Examination Boards;
- Representing the MSc programmes at other School committees such as the School Education Committee;
- Strategic issues to do with the programmes, resources, facilities and so on;
- Giving general advice on problems or personal difficulties at any point during the programme;

Constructive suggestions on any aspect of the course are also welcome.

The programme lead for MSc Applied Child Psychology is responsible for:

- Handling admissions and enquiries for MSc Applied Child Psychology;
- The overall operation and coherence of MSc Applied Child Psychology;
- Giving guidance and general advice on any aspect of the programme overall (with the exception of module-specific information where the module leader should be consulted);

The module leaders are responsible for:

- Organisation, delivery and assessment of the module;
- Ensuring that feedback is given on assessed work (and informal verbal feedback if required);
- Being available for student consultations.

All staff are available to see students during advertised weekly student appointment slots.

Students will be allocated a Personal Tutor, normally their Programme Lead or the Programmes Director. The Personal Tutor is available to discuss academic progress in the MSc and to deal with matters of general welfare advice and guidance.

All modules are supported by learning materials that are accessible to students online via the Keele Learning Environment (KLE). The School supports the University's policy on module support on the KLE. In addition, the School Academic Skills Tutors design and run study support workshops in each semester and are available to students by appointment for one-to-one advice. Additionally, all modules also utilise Microsoft Teams as a platform for any online sessions and communication between tutors and students outside of the classroom.

Students with disabilities or medical problems will meet with a member of the University's Disability Services Department and the School of Psychology Disability Liaison Officer 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 in examinations to allocating additional support staff in classes.

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 postgraduate research, funding opportunities, career options and for assistance in applying for jobs and placements. Briefing sessions are organized for students interested in continuing to a PhD or a doctorate in clinical psychology. The Psychology Noticeboard on the KLE also contains a 'Careers' folder with a range of resources for students.

7. Learning Resources

Almost all of the teaching in Psychology is carried out in the same building, which contains three lecture rooms, two teaching laboratories and a number of seminar rooms. These rooms may be arranged either in traditional lecture format or more informally to allow students to work together in small groups. All of the rooms are equipped with computers, internet access and electronic whiteboards or projection equipment. There is a psychology Learning Resources room with computers and internet access which is available to postgraduate students for independent study and also a number of student project rooms and research laboratories that are available to be used to carry out project work.

Other learning resources available to students on the MSc Psychology programmes include:

- Academic Skills Tutors who run learning support workshops (e.g. essay-writing, literature searching, APA referencing sessions) outside of the planned curriculum. The Academic Skills Tutors are also available by appointment to provide students with one-to-one support.
- Technical support is available from technicians and university IT services in terms of access to equipment that might be required for research (e.g. audio and video recording) and access to software.
- Students can access the undergraduate Research Participation (RPT) Scheme if they need undergraduate student participants for their research (for research apprenticeship and dissertation). This is a scheme where all undergraduates are required to participate in a certain amount of research to gain experience of different approaches. There is an RPT co-ordinator who has to approve access to the scheme, and full information is provided on how to access this in the Programmes Handbook.
- The Keele Learning Environment (KLE), which provides easy access to a wide range of learning resources and support materials in electronic format. In accordance with the Keele Education Principles, students will be provided with asynchronous materials (such as short videos, quizzes, reading, etc.) for them to engage with in their own time to enhance learning that takes place in the classroom.
- Microsoft Teams is used to complement teaching and facilitating the development of a learning community, with online sessions, question and answer threads, peer-to-peer communication, and resource sharing.

Students also have the opportunity to hear from, and talk to, a range of guest speakers who are invited by the School to present the findings from up-to-date research they are currently carrying out in their own area of psychology. Students will be invited to join the research group for their route which will hold

informal research meetings at which they can hear about other staff and student research and give presentations of their own work.

8. Other learning opportunities

All MSc Psychology students have extensive opportunities to engage with the research life of the School of Psychology. For example, many of our Research Apprenticeships are also offered as extra-curricular volunteering opportunities, students can attend research groups meetings relevant to their interests, and staff are always keen to support students to write the research up for publication where appropriate.

We are also keen to help our MSc students integrate with our postgraduate research students and students from other schools. We encourage joint social events between postgraduate taught students and postgraduate research students.

9. Quality management and enhancement

There is an MSc programmes committee, chaired by the Programmes Director and including all staff teaching on the MSc programmes as well as student voice representatives. This committee discusses issues relating to course design and delivery, future course directions, strategic and practical issues.

The MSc Student Staff Voice Committee provides a forum for discussion between student representatives and staff about programme issues, and is held three times in the academic year. The meetings are chaired by one of the student representatives and act as the principal means for staff to be made aware of the collective opinion of students. The Senior Personal Tutor attends these meetings and reports back to the Programmes Director.

Every module on the MSc is evaluated every year as part of an ongoing process of reflection. A summary of formal feedback is discussed at the Student Staff Voice Committee and at the Programmes Committee. We also welcome informal feedback on any module at any stage, which should be directed to the module leader or the Programmes Director. All forms of evaluation and feedback are carefully discussed at the Programmes Committee and feed through into our internal quality audit procedures. The Programmes Committee and the Student Staff Voice Committee provide the main formal mechanism for considering module evaluations and actions taken as a result of them and guarantee a constant process of reflection and accountability.

10. The principles of programme design

The MSc programmes have been developed with reference to the following benchmarks and statements:

UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:
<http://www.qaa.ac.uk/assuringstandardsandquality/quality-code/Pages/default.aspx>

QAA Subject benchmark statement: Psychology, QAA, 2019:
<https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-psychology.pdf>

Keele University Learning and Teaching Strategy to 2020:
<https://www.keele.ac.uk/aboutus/strategicplan/learningandteachingstrategy/>

11. Programme Version History

Version History	Date	CHANGES / NOTES
Date first created (if known)	29 th July 2021	Portfolio Review 2020/21 – refresh all Psychology MScs.
Date last reviewed / revised		
Last reviewed by ?		
Date last approved at SEC	12 th August 2021	
Date last approved at FEC		