Masters, Postgraduate Diploma, Postgraduate Certificate in Cognition and Cognitive Neuroscience

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 Cognition and Cognitive Neuroscience
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 Cognition and Cognitive Neuroscience will help you to specialise in the area of cognition and cognitive neuroscience specifically, learning about how the brain and nervous system are related to human (and sometimes non-human) thinking, attention, perception, decision making, and much more. You will engage in research methods training, learning to design experiments, collect data using neuroscience methods (such as EEG), and analyse it using appropriate statistical methods. The course will enable you to become familiar with contemporary issues in Cognition and Cognitive Neuroscience, and to apply your learning either in future research projects, to progress to further study (such as Clinical Psychology training or a PhD), or within a professional role (such as a data analyst or technical consultant).

The programme contains modules focused on specialist content in Cognition and Cognitive Neuroscience. 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 areas of expertise, and apply and extend these research methods to clinical and applied contexts. 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 cognition or cognitive neuroscience,

usually related to their interests, in their Dissertation and Apprenticeship, in negotiation with supervisors (from the School of Psychology, the School of Computing and Maths, or the School of Life Sciences). Additionally, students will have two optional modules to complete; these will be from other relevant Schools across the university (such as the School of Computing and Maths) or from within Psychology. Students will also have the option of taking the PSY-40089 Placement module, to gain authentic experience within a working cognition or cognitive neuroscience environment.

Specialist psychological training provided by research-active tutors is a defining feature of our Cognition and Cognitive Neuroscience 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 cognition and cognitive neuroscience 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-40103 Advanced Computational and Statistical Approaches to Behaviour (15 credits)** will extend your abilities to employ a variety of computational and statistical approaches to predict behaviour and test scientific theories. Explore, for example, multivariate methods, machine learning, cognitive modelling, Bayesian analysis, and agent-based modelling—all important skills that will enhance your employability and research skills.
- **PSY-40097 Topics in Cognition and Cognitive Neuroscience (15 credits)** is designed to give you an advanced theoretical understanding of a variety of topics in Cognition and Cognitive Neuroscience, drawing from psychology and life sciences.
- **PSY-40093 Clinical Neuropsychology and Applied Cognition (15 credits)** will engage you with the applications of cognition and cognitive neuroscience in everyday life and clinical settings. You will study topics such as clinical neuropsychology, neurotoxicology, and performance enhancement through brain stimulation.
- **PSY-40053 Advanced Cognitive Neuroscience Research Methods (15 credits)** will deepen your knowledge, understanding, and practical skills around key concepts, theories, and research evidence relating to cutting-edge cognitive psychology and cognitive neuroscience.
- **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 Cognition and Cognitive Neuroscience.
- **PSY-40045 Dissertation (60 credits)** will provide students an opportunity to engage in designing, developing, conducting, and reporting research in the area of Cognition and Cognitive Neuroscience 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 mainly by members of the School of Psychology. 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 Cognition and Cognitive Neuroscience.
- To develop your knowledge of different methodological approaches to Cognition and Cognitive Neuroscience.
- To equip you to formulate and conduct psychological research projects within Cognition and Cognitive Neuroscience.
- 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 within Cognition and Cognitive Neuroscience.
- 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 research and data analysis techniques broadly and applied to Cognition and Cognitive Neuroscience.
- To provide you with a range of opportunities to engage with advanced research in Cognition and Cognitive Neuroscience.
- 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 Cognition and Cognitive Neuroscience programme is intended to facilitate learning and development across four broad categories: knowledge and understanding of psychological and neuroscientific research in the related fields of Cognition and Cognitive Neuroscience; knowledge and understanding of Cognition and Cognitive Neuroscience; 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 cognitive psychological and cognitive neuroscience research
A2. Empirical methodologies used to explore key issues in psychological research
A3. Core concerns of contemporary researchers in Cognition and Cognitive Neuroscience
A4. The research evidence relevant to advanced scholarship in Cognition and Cognitive Neuroscience research and practice

B. Knowledge and understanding of Cognition and Cognitive Neuroscience

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 Cognition and Cognitive Neuroscience
B3. To develop a set of research questions or hypotheses for researching Cognition and Cognitive Neuroscience
B4. To design appropriate methods for addressing a set of research questions or hypotheses
B5. To carry out an empirical study in Cognition and Cognitive Neuroscience
B6. To apply appropriate analysis of data collected in Cognition and Cognitive Neuroscience 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 Cognition and Cognitive Neuroscience

C. Intellectual skills

C1. To identify and evaluate different theoretical approaches to practical problems in cognitive psychology and cognitive neuroscience literature
C2. To critically evaluate research literature in Cognition and Cognitive Neuroscience, and relate research issues to authentic 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 MSc Cognition and Cognitive Neuroscience 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 Advanced Cognitive Neuroscience Methods, students will attend small-group sessions expanding upon content learned in Advanced Research Skills, Design and Analysis and applying these in a more practical way in a cognitive and cognitive neuroscience context. 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 Cognition and Cognitive Neuroscience 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 Topics in Cognition and Cognitive Neuroscience, 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 studying cognition and cognitive neuroscience. 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 will 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 of 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 Cognition and Cognitive Neuroscience students complete the Topics in Cognition and Cognitive Neuroscience, Advanced Cognitive Neuroscience Research Methods, Clinical and Applied Cognitive Science, and Advanced Computational and Statistical Approaches to Behaviour modules. They also complete further modules shared with other programmes; including the Advanced Research Skills, Design and Analysis. 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 Cognition and Cognitive Neuroscience. For example, assessments in the following modules all provide students flexibility around the topics of their assessments Dissertation; Advanced Research Skills, Design and Analysis; and Research Apprenticeship

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.

Semester 1 - Sept to Jan	*Semester 2 - Feb to May*	*June to Sept*
PSY-40045 Dissertation (60 credits)		
PSY-40095 Advanced Research Skills, Design and Analysis (15 credits) + PSY-40053 Advanced Cognitive Neuroscience Research Methods + PSY-40097 Topics in Cognition and Cognitive Neuroscience (15 credits) + Option module (15 credits)	PSY-40038 Research Apprenticeship (15 credits) + PSY-40093 Clinical and Applied Cognitive Science (15 credits) + PSY-40103 Advanced Computational and Statistical Approaches (15 credits) + Option module (15 credits)	

Example optional modules may include:

PSY-40089 MSc Placement (Semester 1 or Semester 2)
PSY-40107 Enhancing Reproducibility in Research (Semester 1)
PSY-40083 Using Research to Influence Policy and Practice
Selected modules from the School of Computing and Maths, e.g., Systems Design and Programming; Data Analytics and Databases.

Part time: 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 Skills, Design and Analysis (Semester 1)
PSY-40053 Advanced Cognitive Neuroscience Research Methods (Semester 1)
PSY-40097 Topics in Cognition and Cognitive Neuroscience (Semester 1)

PSY-40093 Clinical and Applied Cognitive Science (Semester 2)
PSY-40038 Research Apprenticeship (Semester 2)
PSY-40103 Advanced Computational and Statistical Approaches (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 cognitive psychological and cognitive neuroscience research	PSY-40097 Topics in Cognition and Cognitive Neuroscience PSY-40093 Clinical Neuropsychology and Applied Cognition PSY-40045 Dissertation	Portfolio Essay Case study Dissertation
Empirical methodologies used to explore key issues in psychological research	PSY-40095 Advanced Research Skills, Design and Analysis PSY-40053 Advanced Cognitive Neuroscience Research Methods PSY-40045 Dissertation PSY-40038 Research Apprenticeship	Lab report Technical assessment Research proposal Dissertation #Apprenticeship report
Core concerns of contemporary researchers in Cognition and Cognitive Neuroscience	PSY-40093 Clinical Neuropsychology and Applied Cognition PSY-40097 Topics in Cognition and Cognitive Neuroscience PSY-40103 Advanced Computational and Statistical Approaches	Portfolio Essay Case study Critical appraisal
The research evidence relevant to advanced scholarship in Cognition and Cognitive Neuroscience research and practice	PSY-40045 Dissertation PSY-40097 Topics in Cognition and Cognitive Neuroscience PSY-40093 Clinical Neuropsychology and Applied Cognition	Dissertation Portfolio Essay Case study
B. Subject-specific skills		
Evaluate particular methodologies in relation to research questions	PSY-40095 Advanced Research Skills, Design and Analysis	Lab report Technical assessment Research proposal

	PSY-40053 Advanced Cognitive Neuroscience Research Methods	
To conduct a literature review of a chosen topic within the specialist field of Cognition and Cognitive Neuroscience	PSY-40038 Research Apprenticeship in Psychology PSY-40045 Dissertation PSY-40093 Clinical Neuropsychology and Applied Cognition PSY-40097 Topics in Cognition and Cognitive Neuroscience	#Apprenticeship report Dissertation Portfolio Essay Case study
Develop a set of research questions or hypotheses for researching cognition and cognitive neuroscience	PSY-40038 Research Apprenticeship in Psychology PSY-40045 Dissertation PSY-40095 Advanced Research Skills, Design and Analysis PSY-40053 Advanced Cognitive Neuroscience Research Methods PSY-40103 Advanced Computational and Statistical Approaches PSY-40093 Clinical Neuropsychology and Applied Cognition	#Apprenticeship report Dissertation Lab report Research proposal Critical appraisal Case study
Apply appropriate analysis of data collected in Cognition and Cognitive Neuroscience contexts	PSY-40045 Dissertation PSY-40038 Research apprenticeship PSY-40053 Advanced Cognitive Neuroscience Research Methods	Technical assessment Dissertation #Apprenticeship report
Report the results of an empirical study, applying skills of presentation, interpretation and discussion of findings that are appropriate within the field of Cognition and Cognitive Neuroscience	PSY-40038 Research Apprenticeship in Psychology PSY-40045 Dissertation PSY-40053 Advanced Cognitive Neuroscience Research Methods	#Apprenticeship report Dissertation Technical assessment
C. Intellectual skills		
To identify and evaluate different theoretical approaches to practical problems in cognitive psychology and cognitive neuroscience literature	PSY-40097 Topics in Cognition and Cognitive Neuroscience PSY-40093 Clinical Neuropsychology and Applied Cognition	Portfolio Essay Case study
Critically evaluate research literature in cognitive psychology and cognitive neuroscience, and relate research issues to authentic problems	PSY-40038 Research Apprenticeship in Psychology PSY-40045 Dissertation PSY-40093 Clinical Neuropsychology and Applied Cognition	#Apprenticeship report Dissertation Case study Essay

Use scientific research principles to develop appropriate research questions or hypotheses	PSY-40045 Dissertation PSY-40095 Advanced Research Skills, Design and Analysis PSY-40053 Advanced Cognitive Neuroscience Research Methods PSY-40038 Research Apprenticeship PSY-40093 Clinical Neuropsychology and Applied Cognition	#Apprenticeship report Lab report Dissertation Research proposal Case study
Use scientific research principles to select appropriate techniques of experimental design and analysis to research questions or hypotheses	PSY-40045 Dissertation PSY-40103 Advanced Computational and Statistical Approaches PSY-40095 Advanced Research Skills, Design and Analysis PSY-40053 Advanced Cognitive Neuroscience Research Methods PSY-40038 Research Apprenticeship	Dissertation Critical evaluation Lab report Research proposal #Apprenticeship 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-40103 Advanced Computational and Statistical Approaches	Apprenticeship report Critical evaluation
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-40097 Topics in Cognition and Cognitive Neuroscience PSY-40095 Advanced Research Skills, Design and Analysis PSY-40045 Dissertation PSY-40093 Clinical Neuropsychology and Applied Cognition	Portfolio Essay Lab report Dissertation Case study
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	Apprenticeship report
Employ scientific methods and the analysis of evidence in the solution of problems	PSY-40038 Research Apprenticeship in Psychology PSY-40045 Dissertation	#Apprenticeship report Dissertation Essay Lab report

	PSY-40095 Advanced Research Skills, Design and Analysis PSY-40053 Advanced Cognitive Neuroscience Research Methods PSY-40093 Clinical Neuropsychology and Applied Cognition	Research proposal Technical assessment Case study
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-40053 Advanced Cognitive Neuroscience Research Methods PSY-40045 Dissertation PSY-40095 Advanced Research Skills, Design and Analysis	Technical assessment Dissertation Lab report
Present data in a variety of ways	PSY-40038 Research Apprenticeship in Psychology PSY-40045 Dissertation PSY-40053 Advanced Cognitive Neuroscience Research Methods PSY-40095 Advanced Research Skills, Design and Analysis	#Apprenticeship report Dissertation Technical assessment 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 in order to ensure that students get the opportunity to develop skills across the board within the MSc Cognition and Cognitive Neuroscience. 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:

- Research proposals (e.g. PSY-40053, Advanced Cognitive Neuroscience Research Methods)
- Technical assessments (e.g. PSY-40053, Advanced Cognitive Neuroscience Research Methods)
- Research reports (e.g. PSY-40095 Advanced Research Skills, Design and Analysis; PSY-40045, Dissertation; PSY-40038, Research Apprenticeship)
- Critical evaluation (e.g. PSY-40103, Advanced Computational and Statistical Approaches)
- Portfolio (e.g. PSY-40097, Topics in Cognition and Cognitive Neuroscience)

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 (except the discussion) are read, 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 Cognition and Cognitive Neuroscience is open to students with a background in Neuroscience, Data Science, Machine Learning, and Artificial Intelligence (this is a non-exhaustive list, applicants from other similar backgrounds will be considered). If students have a background in practice (e.g. in a clinical or cognitive setting) 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 who 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 Cognition and Cognitive Neuroscience is responsible for:

- Handling admissions and enquiries for MSc Cognition and Cognitive Neuroscience;
- The overall operation and coherence of MSc Cognition and Cognitive Neuroscience;
- 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 in order 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 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)	29th July 2021	Portfolio Review 2020/21 – refresh all Psychology MScs.
Date last reviewed / revised		
Last reviewed by ?		
Date last approved at SEC	12th August 2021	
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