Programme Specification: Post Graduate Taught

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	MSc Cognition and Cognitive Neuroscience
Award type	Taught Masters
Mode of study	Full-time Modular Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	One year full time / two years part time / up to five years modular
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	**UK students:** Full-time fee for 2025/26 is £11,400 Part-time fee for 2025/26 is £6,300 per year* **International students:** Full-time fee for 2025/26 is £17,700

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.*

** We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at http://www.keele.ac.uk/studentfunding/tuitionfees/*

2. Overview 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. You will learn about how the brain and nervous system are related to thinking, memory, attention, perception, decision making, and much more. You will engage in research methods training, learn to design experiments, collect data using cognitive neuroscience methods (such as EEG), and analyse it using appropriate statistical methods. The course will enable you to become familiar with the most recent topics in the fields of 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. You

will complete **Advanced Cognition and Cognitive Neuroscience Theory and Techniques** to acquire a strong foundation in core research methods like EEG, fMRI, eye-tracking and more. In **Advancing our Understanding of Cognition and Cognitive Neuroscience**, 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. Finally, you will become a well-rounded researcher through the **Applied Psychological Research Methods** module, in which you will learn foundational principles of research design and analysis.

A defining feature of our Cognition and Cognitive Neuroscience programme is that you will have multiple opportunites to directly conduct your own research and engage with staff members' research. You will engage with research through your **Dissertation** and a **Professional Practice in Psychology** module, through which you will put your knowledge and skills into practice. Your research will focus on an area of cognition or cognitive neuroscience on a topic of your interests, in negotiation with supervisors (from the School of Psychology, the School of Computing and Maths, or the School of Life Sciences). In the professional practice module, you will also have the opportunity to complete a research apprenticeship and to also complete a work placement in a working cognition or cognitive neuroscience professional setting.

- **Advancing our Understanding of Cognition and Cognitive Neuroscience (30 credits)** is designed to give you an advanced theoretical understanding of a variety of contemporary topics in Cognition and Cognitive Neuroscience. You will study topics along a continuum from cognition, like consciousness and attention, to neuroscience, like brain mechanisms underlying psychiatric disorders.
- **Advanced Cognition and Cognitive Neuroscience Theory and Techniques (30 credits)** will deepen your knowledge, understanding, and practical skills around key theories, and research techniques in cognitive psychology and cognitive neuroscience. For instance, you will learn how to collect and analyse EEG data, while also learning about the theories underlying this core research method. You will acquire theoretical knowledge about and hands-on skills in fMRI, eye-tracking, brain stimulation, neural tissue engineering, and stem cells.
- **Applied Psychological Research Methods (30 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.
- **Professional Practice in Psychology (30 credits):** This module will offer the chance to engage in a research apprenticeship and a work placement. In the apprenticeship, you will work with members of staff as part of their research team on an active research project. Through the placement component, you will gain work experience in a chosen professional setting.
- **Applied Research Dissertation (60 credits)** will provide you with an opportunity to engage in designing, developing, conducting, and reporting research in the area of Cognition and Cognitive Neuroscience under the supervision of a staff member with expertise in this area.

3. Aims of the programme

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.

4. What you will learn

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.

Subject 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

Subject B. Knowledge and understanding of Cognition and Cognitive Neuroscience

Successful students will be able to:

- B1. evaluate particular methodologies in relation to research questions
- B2. conduct a literature review of a chosen topic within the specialist field of Cognition and Cognitive Neuroscience
- B3. develop a set of research questions or hypotheses for researching Cognition and Cognitive Neuroscience
- B4. design appropriate methods for addressing a set of research questions or hypotheses
- B5. carry out an empirical study in Cognition and Cognitive Neuroscience
- B6. apply appropriate analysis of data collected in Cognition and Cognitive Neuroscience contexts
- B7. 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

Subject C. Intellectual skills

Successful students will be able to:

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

Subject D. Key or transferable skills (including employability skills)

Successful students will be able to:

- 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

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 responsibility.** 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.

5. 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 Cognition and Cognitive Neuroscience Theory and Techniques, students will attend small-group sessions expanding upon content learned in Applied Psychological Research Methods 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 Advancing our Understanding 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.

6. Teaching Staff

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/

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.

7. 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 Advancing our Understanding in Cognition and Cognitive Neuroscience and Advanced Cognition and Cognitive Neuroscience Theory and Techniques. They also complete Applied Psychological Research Methods, which is shared with other programmes. 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, most assessments provide students flexibility around the topics of their assessments.

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.

Year	Compulsory	Optional	
		Min	Max
Level 7	180	0	0

Module Lists

Level 7

Compulsory modules	Module Code	Credits	Period
Applied Psychological Research Methods	PSY-40163	30	Semester 1
Advanced Cognition and Cognitive Neuroscience Theory and Techniques	PSY-40187	30	Semester 1
Applied Research Dissertation	PSY-40169	60	Semester 1-3
Professional Practice in Psychology	PSY-40179	30	Semester 1-3
Advancing our Understanding in Cognition and Cognitive Neuroscience	PSY-40189	30	Semester 2

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-40187 Advanced Cognition and Cognitive Neuroscience Theory and Techniques (Semester 1)

PSY-40163 Applied Psychological Research Methods (Semester 1)

PSY-40189 Advancing our Understanding in Cognition and Cognitive Neuroscience (Semester 2)

Year 2 - 90 credits

PSY-40169 Applied Research Dissertation (Semester 1, Semester 2, Summer Term)

PSY-40179 Professional Practice in Psychology (Semester 1, Semester 2, Summer Term)

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.

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.

Level 7

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Key theoretical issues in cognitive psychological and cognitive neuroscience research	Applied Research Dissertation - PSY-40169 Advancing our Understanding in Cognition and Cognitive Neuroscience - PSY-40189
Empirical methodologies used to explore key issues in psychological research	Applied Research Dissertation - PSY-40169 Advancing our Understanding in Cognition and Cognitive Neuroscience - PSY-40189
Core concerns of contemporary researchers in Cognition and Cognitive Neuroscience	Advancing our Understanding in Cognition and Cognitive Neuroscience - PSY-40189
Understand the research evidence relevant to advanced scholarship in Cognition and Cognitive Neuroscience research and practice	Applied Research Dissertation - PSY-40169 Advancing our Understanding in Cognition and Cognitive Neuroscience - PSY-40189

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
Evaluate particular methodologies in relation to research questions	Advanced Cognition and Cognitive Neuroscience Theory and Techniques - PSY-40187 Advanced Cognition and Cognitive Neuroscience Theory and Techniques
To write a critical essay of a chosen topic within the specialist field of Cognition and Cognitive Neuroscience	Advanced Cognition and Cognitive Neuroscience Theory and Techniques - PSY-40187
Develop a set of research questions or hypotheses for researching cognition and cognitive neuroscience	All modules
Apply appropriate analysis of data collected in Cognition and Cognitive Neuroscience contexts	Applied Research Dissertation - PSY-40169 Advanced Cognition and Cognitive Neuroscience Theory and Techniques - PSY-40187
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	Applied Research Dissertation - PSY-40169 Advanced Cognition and Cognitive Neuroscience Theory and Techniques - PSY-40187

Intellectual skills	
Learning Outcome	**Module in which this is delivered**
To identify and evaluate different theoretical approaches to practical problems in cognitive psychology and cognitive neuroscience literature	Professional Practice in Psychology - PSY-40179 Advanced Cognition and Cognitive Neuroscience Theory and Techniques - PSY-40187 Advancing our Understanding in Cognition and Cognitive Neuroscience - PSY-40189
Critically evaluate research literature in cognitive psychology and cognitive neuroscience, and relate research issues to authentic problems	Applied Research Dissertation - PSY-40169 Professional Practice in Psychology - PSY-40179 Advanced Cognition and Cognitive Neuroscience Theory and Techniques - PSY-40187
Use scientific research principles to develop appropriate research questions or hypotheses	Applied Research Dissertation - PSY-40169 Advanced Cognition and Cognitive Neuroscience Theory and Techniques - PSY-40187
Use scientific research principles to select appropriate techniques of experimental design and analysis to research questions or hypotheses	Applied Psychological Research Methods - PSY-40163 Applied Research Dissertation - PSY-40169
Show appropriate intellectual and personal reflexivity through the evaluation of research experiences and by identifying strengths and weaknesses for future development	Applied Research Dissertation - PSY-40169 Professional Practice in Psychology - PSY-40179

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Communicate effectively using appropriate verbal, visual, graphic, IT and written means depending on the audience	All modules
Demonstrate the ability to learn independently, using a range of information sources and approaches	All modules
Manage time effectively and work to deadlines	All modules
Use digital and electronic communication techniques, hardware and software, including word-processing, spreadsheets, email and internet	All modules
Work in teams, either as a leader or as a member of a team	Professional Practice in Psychology - PSY-40179 Professional Practice in Psychology
Employ scientific methods and the analysis of evidence in the solution of problems	All modules
Learn to improve work based on written feedback from tutors on drafts	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.
Sort and manipulate data	Applied Research Dissertation - PSY-40169 Advanced Cognition and Cognitive Neuroscience Theory and Techniques - PSY-40187 Advanced Cognition and Cognitive Neuroscience Theory and Techniques, Applied Research Dissertation
Present data in a variety of ways	Applied Research Dissertation - PSY-40169 Advanced Cognition and Cognitive Neuroscience Theory and Techniques - PSY-40187 Advanced Cognition and Cognitive Neuroscience Theory and Techniques, Applied Research Dissertation

8. Final and intermediate awards

Master's Degree **MSc Cognition and Cognitive Neuroscience**	180 credits	You will require at least 150 credits at Level 7
Postgraduate Diploma	120 credits	You will require at least 90 credits at Level 7
Postgraduate Certificate	60 credits	You will require at least 40 credits at Level 7

9. 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 Dissertation module. However the variety of assessments used across the programmes is extensive:

- Research proposal (Advanced Cognition and Cognitive Neuroscience Theory and Techniques)

- Technical skills report (Advanced Cognition and Cognitive Neuroscience Theory and Techniques)
- Research report (Dissertation)
- Laboratory report (Applied Psychological Research Methods)
- Reflective writing (Professional Practice in Psychology)
- Essay (Advancing our Understanding in Cognition and Cognitive Neuroscience)
- Poster presentation (Advancing our Understanding 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.

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.

10. Accreditation

This programme does not have accreditation from an external body.

11. 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'.

12. 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/

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.

The majority of research conducted within cognitive sciences is quantitative, therefore, the programme offers advanced masters level training in quantitative research methods. Whilst we welcome students from a variety of backgrounds, in order to be able to fully engage with the masters level research training provided we require students wishing to pursue the quantitative research methods stream to have a working knowledge of: descriptive statistics, t-tests, ANOVA, correlation, and simple regression.

If you did not study a British Psychological Society accredited undergraduate degree, we may request to see a sample of your academic writing as part of the application process. 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) 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/

13. How are students supported on the programme?

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 an Academic Mentor, normally their Programme Lead or the Programmes Director. The Academic Mentor 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.

14. 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.

15. Other Learning Opportunities

All MSc Psychology students have extensive opportunities to engage with the research life of the School of Psychology. For example, there are many 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.

16. Additional Costs

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.

17. 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 Postgraduate Taught Experience Survey (PTES), 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 on 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/

18. 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*, QAA, 2019: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-psychology.pdf
c. Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations

Version History

This document

Date Approved: 29 September 2025

What's Changed

PSY-40045 MSc Dissertation superseded by PSY-40169 Applied Research Dissertation

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2025/26	CHRIS STREET	26 September 2025	
1	2024/25	CHRIS STREET	11 June 2024	
1	2023/24	NICK GARNETT	18 April 2023	
1	2022/23	CHRIS STREET	02 September 2022	