Course Information Document: Undergraduate

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	BSc (Hons) Psychology with Neuroscience
Award type	Single Honours
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	4 years
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele University, Greece - University Legal Entity Metropolitan College, Greece
Accreditation (if applicable)	n/a
Regulator	Office for Students (OfS)
Tuition Fees	Please refer to the Keele University, Greece - University Legal Entity and Metropolitan College, Greece webpages for information in relation to Tuition Fees.

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.*

2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus exclusively on this subject as part of a 480-credit Honours degree. It enables you to gain, and be able to demonstrate, a distinctive range of graduate attributes.

3. Overview of the Programme

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

4. Aims of the programme

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

- develop systematic and scientific understanding of the core areas of psychology, as well as specialised

knowledge in certain areas of psychology, a broad understanding of neuroscience, and to afford competence in subject specific and graduate level intellectual skills;
- facilitate the progressive development of your critical thinking and independent learning and to systematically apply these skills to your specialist subject area of psychology developing both your attributes as a potential future practitioner and in devising and answering empirical research questions;
- develop a range of graduate attributes that transfer across different disciplines and provide a solid foundation for both further study after graduation and a range of careers.

5. What you will learn

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

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

Subject knowledge and understanding

Successful students will be able to understand:

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

Subject specific skills

Successful students will acquire skills in:

- acquire, evaluate and synthesise psychology and neuroscience research from a range of sources
- reason scientifically and critically about psychological and neuroscience theories, findings and research hypotheses
- detect meaningful patterns in behaviour and experience through the use of suitable research methods
- pose, operationalise and critique psychological and neuroscience research questions, including those in real-world contexts.
- reason statistically and demonstrate competence using a range of statistical techniques
- reflect on dimensions of qualitative research design and demonstrate an ability to use a range of qualitative data collection techniques and analytical approaches
- apply knowledge of ethical requirements to investigations
- demonstrate an ability to use established techniques of analysis and enquiry accurately
- communicate information to a specialist audience
- produce a final year dissertation that follows the conventions of scientific report writing used by psychologists

Key or transferable skills (including employability skills)

Successful students will be able to:

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

- undertake self-directed study and project management
- take responsibility for their own learning by reflecting on their strengths and weaknesses, and identifying appropriate courses of action, in order to fulfil long-term ambitions

Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: http://www.keele.ac.uk/journey/

6. How is the programme taught?

Our programme is delivered in Greek with an emphasis on live, in-person, interactive sessions, supported by online materials on the KLE allowing flexible engagement. The mission of Metropolitan College is to provide transformative education to its students in order to transfer important academic skills and discipline, build professional ethos and create a lifelong passion. The core mission of the College is to provide you with the knowledge, habits and leadership characteristics that will enable you to become happy people, successful professionals and productive citizens in a globalized environment. Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

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

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

7. Teaching Staff

Our current core teaching staff comprises highly qualified staff with specialist qualifications in Psychology. Most academic staff have doctorates (PhDs or equivalent) in psychology. All academic staff are active researchers and scholars whose work has been widely published in books, research monographs, and leading international journals. This research and scholarship informs the teaching that takes place in the School. This means that we are teaching cutting edge knowledge, with staff often actively researching in that area, meaning students can talk to the people generating the knowledge they are learning. Additionally, some of our staff actively conduct research on teaching and learning within higher education, so how we teach is also at the forefront of higher education practice.

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

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

8. What is the structure of the Programme?

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

All modules on this programme are compulsory modules, which are modules that you are required to study on this course.

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Introduction to Neuroscience	LSC-10047	30	Year 1
Human Physiology and Anatomy	LSC-10101	30	Year 1
Practical and Academic Skills in Bioscience	LSC-10103	0	Year 1
Understanding people	PSY-10052	30	Year 1
First Steps in Becoming a Psychology Researcher	PSY-10056	30	Year 1

Level 5

Year 2 Module List

Compulsory modules	Module Code	Credits	Period
Neurodevelopment	LSC-20077	15	Semester 1
Cyberpsychology - the psychology of technology and the Internet	PSY-20048	15	Semester 1
Next Steps in becoming a Psychology Researcher	PSY-20074	30	Semester 1-2
Understanding People in Depth	PSY-20076	30	Semester 1-2
Learning & Memory	LSC-20076	15	Semester 2
Health Psychology	PSY-20054	15	Semester 2

Year 3 Module List

Compulsory modules	Module code	Credits	Period
Neurophysiology	LSC-20135	15	Semester 1
Psychopathology	PSY-20033	15	Semester 1
Behavioural Neuroscience	LSC-20151	15	Semester 1
Gender and Sexualities	PSY-20082	15	Semester 1
Neuropharmacology	LSC-20061	15	Semester 2
Child Psychology in Practice	PSY-20058	15	Semester 2
Current Research Topics in Neuroscience	LSC-20153	15	Semester 2
Morality, Justice, and Society: Perspectives from Moral and Social Psychology	PSY-20084	15	Semester 2

Level 6

Compulsory modules	Module Code	Credits	Period
Neuropathology	LSC-30118	15	Semester 1
Psychology in Education	PSY-30127	15	Semester 1
Investigative Forensic Psychology	PSY-30168	15	Semester 1
Final Year Project (Double) - ISP	PSY-30061	30	Semester 1-2
Employability and Communication Skills in Bioscience	LSC-30106	15	Semester 2
Grand Challenges in Psychology	PSY-30140	15	Semester 2
Neurodiversity in Society	PSY-30162	15	Semester 2

9. Final and intermediate awards

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

Honours Degree	480 credits	You will require at least 480 credits across years 1, 2, 3, and 4. You must accumulate at least 120 credits in each of the four years of study, to graduate with a named single honours degree in this subject.
Diploma in Higher Education	240 credits	You will require at least 120 credits at year 1 or higher and at least 120 credits at year 2 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at year 1 or higher

10. How is the Programme Assessed?

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

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

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

11. Contact Time and Expected Workload

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

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

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	43.6%	56.4%	0%
Year 2 (Level 5)	33.2%	66.8%	0%
Year 3 (Level 5)	27.9%	72.1%	0%
Year 4 (Level 6)	24.3%	75.7%	0%

12. Accreditation

This programme does not have accreditation from an external body.

13. University Regulations

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

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

14. 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.

15. Annex - Programme-specific regulations

Programme Regulations: Psychology with Neuroscience

Final Award and Award Titles	BSc (Hons) Psychology with Neuroscience
Intermediate Award(s)	Diploma of Higher Education Certificate of Higher Education
Last modified	June 2025
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

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

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

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

A) EXEMPTIONS

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

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

- **No exemptions apply**

B) VARIATIONS

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

Variation 1: Admission with advanced standing and module exemptions

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

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

Variation 2: Re-assessments

2.1 Students are not permitted to undertake empirical work for the re-assessment of a module requiring supervision if they cannot be supervised. There will be no consideration of seminar presentations in the reassessment of modules in which these activities are used in the initial assessment of the module.

Variation 3: Progression from Year 2 to Year 3

This programme varies from Regulation D2.

3.1 To apply a progression rule from Year 2 ('Level 5a') to Year 3 ('Level '5b') aligned with clause 1.2; i.e.:

- You can progress to Level 5b if you meet one of the following credit thresholds:
  - **(a)** You are awarded 120 credits at Level 4 and 120 credits at Level 5a; or
  - **(b)** You are awarded 120 credits at Level 4 and a minimum of 105 credits at Level 5a, provided you still have an assessment attempt remaining on any compulsory or optional module you have failed.
- You must be awarded credit for the module you have failed at Level 5a either over the summer reassessment period or whilst studying at Level 5b.

3.2 The remaining clauses in section 1.2 of Regulation D2 will apply with 'Level 5' relating to Level 5a (Year 2).

Variation 4: Condonement

This programme varies from Regulation D5.

4.1 Condonement can be applied to a maximum of 75 credits of modules, subject to the following rules:

- A maximum of 45 credits across Level 4 and Level 5 (i.e. Years 1-3), provided that no other modules have been failed at those levels of study
- A maximum of 30 credits of Level 6, provided that no other modules have been failed at that level of study.

Note: Award calculation

5.1 In accordance with Regulation D2, 1.3.1, it should be noted that the 120 Level 5 credits with the highest module marks across Years 2 and 3 will be used in the calculation process.

5.2 The 120 Level 5 credits constitute one third of the weighted average module mark with the remaining two thirds coming from the Level 6 average module mark.

Additional requirement 1: Attendance requirements

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

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

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

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

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

Version History

This document

Date Approved: 18 June 2025

Previous documents

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