

## Programme Specification: Undergraduate

### For students starting in Academic Year 2018/2019

#### 1. Course Summary

<b>Names of programme(s) and award title(s)</b>	BSc (Hons) Psychology with Counselling BSc (Hons) Psychology with Counselling with International Year (see Annex A for details)
<b>Award type</b>	Single Honours
<b>Mode of study</b>	Full time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Duration</b>	3 years 4 years with International Year
<b>Location of study</b>	Keele University – main campus
<b>Accreditation (if applicable)</b>	This programme is accredited by the British Psychological Society (BPS) as providing the Graduate Basis for Chartered Membership [GBC] (subject to conditions). This is the first step towards becoming a Chartered Psychologist. For further details see section 12.
<b>Regulator</b>	Higher Education Funding Council for England (HEFCE)
<b>Tuition Fees</b>	<b>UK/EU students:</b> Fee for 2018/19 is £9,250*  <b>International students:</b> Fee for 2018/19 is £15,480**  The fee for the international year abroad is calculated at 15% of the standard year fee
<b>Additional Costs</b>	Refer to section 18

**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.

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

\*\* 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. What is a Single Honours programme?**

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

## **3. Overview of the Programme**

Psychology is a large and varied discipline concerned with the systematic study of mind, brain and behaviour. Researchers in Psychology utilise a wide range of techniques in order to understand how people think, feel, communicate, and act. The Psychology with Counselling Programme at Keele covers psychological topics such as the biological bases of behaviour, cognition, individual differences, human social interaction and lifespan development. It also provides students with training in the skills required to conduct quantitative and qualitative investigation in psychology. Counselling is a related discipline of study, looking at ways of working therapeutically with clients to enable them to talk about issues and experiences which are of concern and importance to them, from an emotional and psychological perspective. The Psychology with Counselling Programme at Keele covers a range of theoretical approaches within Counselling, with a particular focus on the person-centred approach, and introduces students to the basic skills required by Counselling practitioners. For students taking an International Year, there are opportunities to learn about Psychology and Counselling in an international context.

## **4. Aims of the Programme**

The broad aims of the programme are enable you to:

- develop systematic and scientific understanding of the core areas of psychology and counselling, and afford competence in subject-specific and graduate level intellectual skills that will meet the needs of students who wish to achieve accreditation by the British Psychological Society within the context of a Single Honours degree;
- facilitate the progressive development of critical thinking and independent learning and systematically apply these skills to specialist subject areas within the disciplines of psychology and counselling 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 demonstrate knowledge and understanding of:

- the scientific basis for the discipline of psychology;
- the theoretical basis for a range of approaches to counselling;
- the core areas of biological psychology, cognitive psychology, personality and individual differences, developmental psychology, social psychology and research methods;
- the inherent variability and diversity of psychological functioning;

- a range of influences on psychological functioning and a critical understanding of these influences along with their significance;
- several specialised areas of psychology in detail;
- application of psychological concepts to selected real-life problems;
- a range of research paradigms, methods and analyses;
- the ethical responsibilities of psychologists and counsellors.

### **Subject specific skills**

Successful students will be able to demonstrate the following subject-specific skills:

- reason scientifically and critically about psychological and counselling theories, findings and research hypotheses;
- critically evaluate research literature in psychology and counselling and relate research issues to real life problems;
- detect meaningful patterns in behaviour and experience through the use of suitable research methods;
- pose, operationalise and critique psychological research questions;
- reason statistically and demonstrate competence using a range of statistical techniques;
- apply knowledge of ethical requirements to investigations;
- demonstrate an ability to use established techniques of analysis and enquiry accurately within psychology;
- communicate information to a specialist audience;
- produce a final year project report that follows the conventions of scientific report writing used by psychologists;
- key person-centred therapeutic skills;
- the ability to manage the therapeutic process when engaged in counselling skills practice with student peers.

### **Key or transferable skills (including employability skills)**

Successful students will be able to demonstrate the following key/transferable skills:

- abstract information from a variety of primary and secondary sources and synthesise this information into a coherent understanding of the topic and practice within that topic area;
- assess the merit of contrasting theories and opinions making critical interpretations of data and text;
- critique the uncertainty, ambiguity and limits of psychological knowledge;
- develop a sufficient level of conceptual understanding to enable the development of arguments and analysis that comment on advanced scholarship at the forefront of some areas of psychology and counselling;
- 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 and personal development by reflecting on their strengths and weaknesses, and identifying appropriate courses of action, in order to fulfil long-term ambitions;
- demonstrate enhanced interpersonal skills, including active listening and empathic understanding.

### **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?

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

- **Traditional lectures** where the lecturer provides students with a framework for reading and independent study. Some lecture classes may include video or audio presentations.
- **Tutorials and seminars** in small groups of around 15 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.
- **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 lectures. In these sessions students will have the opportunity to work together in smaller groups, interact with the lecturer and reflect on their own learning.
- **Independent study** based on directed reading from textbooks, academic journals, and coursework materials.
- **Web-based learning** using the University's virtual learning environment (KLE). The KLE is used to give students easy access to a wide range of resources and research tools, and as a platform for online discussions, quizzes and blogs.
- **Experiential learning**, including practice counselling sessions with peers.
- In the final year students will have the opportunity to undertake a piece of **independent research** supervised and supported by a member of staff.

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 Personal Tutors or module lecturers on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- Lectures and independent study allows students to gain a systematic understanding of psychological ideas and how they may be used in the course of seminars and tutorials to analyse a variety of contemporary psychological issues.
- Tutorials and seminars 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 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 and web-based activities encourage students to reflect on their own learning and take responsibility for its development by addressing areas of difficulty, perhaps by discussing them with their fellow students or by getting additional help from a member of staff.
- Undertaking a research project 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.
- Experiential learning, including practice sessions with peers, allows students to develop counselling skills,

including active listening and empathic understanding.

## 7. Teaching Staff

Our current core teaching staff comprises highly qualified staff with specialist qualifications in Psychology and/or Counselling, plus Teaching Fellows. Most academic staff have doctorates (PhDs or the equivalent) in psychology and most hold (or are completing) qualifications in Teaching and Learning in Higher Education. Several members of current staff are Fellows of the Higher Education Academy, three are Senior Fellows and one is a Principal Fellow. All academic staff are active researchers and many have had work widely published. More information about Psychology Staff Members is available on the School website [<http://www.keele.ac.uk/psychology/people/>].

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

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

## 8. What is the Structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

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

- Compulsory modules – a module that you are required to study on this course;
- Optional modules – these allow you some limited choice of what to study from a list of modules;
- Elective modules – a free choice of modules that count towards the overall credit requirement but not the number of subject-related credits.

A summary of the credit requirements per year is as follows, with a minimum of 90 subject credits (compulsory plus optional) required for each year.

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
1	120	0	0	0	0
2	105	0	15	0	15
3	105	15	15	0	0

### Module lists

#### Year 1 (Level 4)

Compulsory modules	Credits	Optional modules	Credits
Introduction to Social and Developmental Psychology	15	None	
Introduction to Research Design	15		
Introduction to Biological & Cognitive Psychology	15		

Introduction to Statistics for Psychology	15		
Natural, unnatural, supernatural: the psychology of unusual phenomena	15		
Applied Psychology	15		
Understanding self and others better: an introduction to counselling theories	15		
Distress and Mental Health	15		

## Year 2 (Level 5)

Compulsory modules	Credits	Optional modules	Credits
Developmental & Social Psychology	15	Cognitive Development	15
Qualitative and Survey Research Design	15	Psychopathology	15
Biological and Cognitive Psychology	15	The Psychology of Advertising	15
Statistics for Psychology	15	The Psychology of Crime, Investigation and Punishment	15
Cognitive Neuroscience	15		
Person-centred counselling theory	15		
Issues and perspectives in counselling	15		

Students choosing the international year take the non-credit bearing compulsory module “PSY-20039 International Year”. This is a Level 5 module.

## Year 3 (Level 6)

Compulsory modules	Credits	Optional modules	Credits
Final Year Project	30	Psychology in Education	15
Key Readings in Cognitive Psychology	15	Making a Difference with Psychology	15
Individual Differences and Conceptual and Historical Issues in Psychology	15	The Psychology of Deviance	15
Culture and Psychology	15	Groups, Crowds and Conflict	15
Counselling skills and perspectives	15	Faces, Forgetting and Forensic Psychology	15
Personal and professional development in person-centred counselling	15	Health Psychology	15

For further information on the content of modules currently offered, including the list of elective modules, please visit: [www.keele.ac.uk/recordsandexams/az](http://www.keele.ac.uk/recordsandexams/az)

## Learning Outcomes

The table below sets out what students learn in each year of the Programme, the modules in which that learning takes place, and the main ways in which students are assessed on their learning. In Year 1 (Level 4) and Year 2 (Level 5) these learning outcomes are achieved in the compulsory modules which all students are required to take. Some of these outcomes may also be achieved or reinforced in elective modules together with other outcomes not stated here. In Year 3 (Level 6) the stated outcomes are achieved by taking any of the modules offered in each semester.

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to demonstrate knowledge &amp; understanding of:</i>		

the scientific basis for the discipline of psychology;	All modules	All assessments
the theoretical basis for a range of approaches to counselling;	All counselling modules	Multiple choice class tests, essays
the core areas of biological psychology, cognitive psychology, personality and individual differences, developmental psychology, social psychology and research methods;	All compulsory modules offered at levels 4, 5 and 6	All assessments
the inherent variability and diversity of psychological functioning;	All compulsory modules, particularly Introduction to Developmental & Social Psychology, Individual Differences and Conceptual Issues, research methods modules, counselling modules, individual research projects at level 6	Multiple choice class test, Seen and unseen examinations, Open book exam, Group online Blog, On-line presentations, Essay, Fortnightly tests, Individual and Group laboratory reports, Poster presentation, project, Research paper in style of journal article
a range of influences on psychological functioning and a critical understanding of these influences along with their significance;	All modules, particularly Cognitive Neuroscience, Psychopathology, Health Psychology, Culture and Psychology, counselling modules and individual research projects at level 6	Multiple choice class test, Seen and unseen examinations, Open book exam, Essay, Individual and group laboratory reports, Poster presentation, , Research paper in style of journal article, Seminar presentation, Research project
several specialised areas of psychology in detail;	Option topics taught at levels 5 & 6, individual research projects at level 6	Seminar presentation, Essay, Critique commentary, Poster presentation, Research project
application of psychological concepts to selected real-life problems;	Individual Differences and Conceptual Issues. Option modules, particularly, <i>Health Psychology, Everyday Memory and Amnesia</i> , individual research projects at level 6	Seminar presentation, Essay, Unseen exam, Poster presentation, Research project
a range of research paradigms, methods and analyses;	Research methods modules at levels 4 and 5, level 6 project, Individual Differences and Conceptual Issues, and particular option topics such as <i>Faces, forgetting and forensic psychology</i>	Individual and Group laboratory reports, Seen and unseen examination, Research participation, Fortnightly tests, Multiple choice examination, Group and Individual research report, Presentation, Research proposal
the ethical responsibilities of psychologists and counsellors.	Research methods modules at levels 4 and 5, level 6 research project, counselling modules	Individual and group lab reports, Fortnightly tests, Research ethics checklist, Poster, project, Research paper in style of journal article, counselling practice assessment, essays

### Subject Specific Skills

<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
Reason scientifically and critically about psychological and counselling theories, findings and research hypotheses;	All modules	All assessments
critically evaluate research literature in psychology and counselling and relate research issues to real life problems;	All compulsory modules offered at levels 5 and 6. Option modules at level 6.	Individual and Group laboratory reports, seen and unseen examinations, Essays, Research proposal, Research paper in style of journal article, project.
detect meaningful patterns in behaviour and experience through the use of suitable research methods;	Research methods modules at levels 4 and 5, level 6 project, and particular option topics such as <i>Health Psychology</i>	Individual and Group laboratory reports, examination, Research participation, Fortnightly tests, Multiple choice examination, Group and Individual research report, Presentation, Research proposal
pose, operationalise and critique psychological research questions;	Research methods modules at levels 4 and 5, level 6 project, and particular Option topics such as <i>Health Psychology</i>	Individual and Group laboratory reports, Open book examination, Research participation, Fortnightly tests, Multiple choice examination, Group and Individual research report, Presentation, Research proposal
reason statistically and demonstrate competence using a range of statistical techniques;	Research methods modules at levels 4 and 5, level 6 project	Individual and Group laboratory reports, Research participation, Fortnightly tests, Multiple choice examination, Group and Individual research report, Presentation, Research proposal
apply knowledge of ethical requirements to investigations;	Research methods modules at levels 4 and 5, level 6 research project	Individual and group lab reports, Fortnightly tests, Research ethics checklist, Poster, project, Research paper in style of journal article
demonstrate an ability to use established techniques of analysis and enquiry accurately within psychology;	Research methods modules at levels 4 and 5, level 6 research project	Individual and group lab reports, Fortnightly tests, Research ethics checklist, Poster, project, Research paper in style of journal article
communicate information to a specialist audience;	All modules	All assessments
produce a final year project that follows the conventions of scientific report writing used by psychologists.	Final year project module	Project report

<b>Key or Transferable Skills (graduate attributes)</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of</b>



<i>Successful students will have the opportunity to develop:</i>		<b>the Level Outcome) used</b>
abstract information from a variety of primary and secondary sources and synthesise this information into a coherent understanding of the topic and practice within that topic area;	All modules	All assessments
assess the merit of contrasting theories and opinions making critical interpretations of data and text;	All modules, particularly level 5 & 6 modules	All assessments
critique the uncertainty, ambiguity and limits of psychological knowledge;	All modules, particularly level 5 & 6 modules	All assessments
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 and counselling;	All modules, particularly level 6 modules	All assessments
apply their knowledge of a topic to identify a research question, initiate and carry out a project;	Research methods modules at levels 4 and 5, level 6 project	Individual and Group laboratory reports, Research participation, Multiple choice examination, Group and Individual research report, Presentation, Research proposal,
effectively communicate ideas and research findings by written, oral and visual means;	All modules	All assessments
comprehend and use data effectively by interpreting complex sets of numerical, statistical and qualitative data;	Research methods modules at levels 4 and 5, level 6 project	Individual and Group laboratory reports, Open book examination, Research participation, Fortnightly tests, Multiple choice examination, Group and Individual research report, Presentation, Research proposal, Research paper in style of journal article
confidently demonstrate computer literacy by being able to word process, use email, the internet, use databases and statistical software;	All modules	All assessments
solve problems by clarifying questions, considering alternatives and evaluating outcomes;	Research methods modules at levels 4 and 5, level 6 project. Individual Differences and Conceptual Issues	Individual and Group laboratory reports, Open book examination, Research participation, Fortnightly tests, Multiple choice examination, Group and Individual research report, Presentation, Research proposal, Research paper in style of

		journal article
work effectively within a group setting to achieve an end goal through pooled effort which involves recognizing and using appropriate material from others;	Level four modules Introduction to Developmental and Social Psychology, Introduction to Biological and Cognitive Psychology. Research methods modules at levels 4 and 5. Counselling modules at levels 5 and 6.	Seminar Presentations. Group laboratory reports, Group research report, essay, counselling practice assessment
undertake self-directed study and project management;	All modules, particularly research methods modules at levels 4 and 5, level 6 project, research apprenticeships	Individual and Group laboratory reports, Research participation, Fortnightly tests, Multiple choice examination, Group and Individual research report, Presentation, Research paper in style of journal article
take responsibility for their own learning and personal development by reflecting on their strengths and weaknesses, and identifying appropriate courses of action, in order to fulfil long-term ambitions;	All modules especially counselling modules at level 6	All assessments, especially reflective essay
demonstrate enhanced interpersonal skills, including active listening and empathic understanding	Counselling modules, particularly at levels 5 and 6	Counselling practice assessment

## 9. Final and intermediate awards

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

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

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

Note: The BPS requires that students undertake (and pass) an empirical study in order to qualify for GBC. This requirement is fulfilled by successfully achieving a 2:2 or better and passing the PSY-30061 Research Project module.

## 10. How is the Programme assessed?

The wide variety of assessment methods used within Psychology 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 within Psychology:

- **Unseen, seen and open book examinations** in different formats test students' knowledge of psychological theories and research, research methods and statistics. Examinations may consist of essay-based or multiple choice questions.
- **Essays 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 in writing in an appropriate scholarly style using the APA system of referencing.
- **Class tests** taken either conventionally or online via the Keele Learning Environment (KLE) assess students' subject knowledge and their ability to apply it in a more structured and focused way.
- **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.
- **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.
- **Practical assessments** in Counselling modules enable students to demonstrate their developing skills in communication, active listening, building rapport and empathy.

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	Year 1 (Level 4)	Year 2 (Level 5)	Year 3 (Level 6)
Scheduled learning and teaching activities	16%	21%	15%
Guided independent Study	84%	79%	85%
Placements	0%	0%	0%

## 12. Accreditation

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

Please note the following:

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

## 13. 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/>

### Course Regulations

A student who has completed a semester abroad will not normally be eligible to transfer onto the International Year option.

### **Specific requirements for admission with advanced standing and module exemptions**

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).

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.

### **Attendance requirements**

Undergraduate psychology and counselling 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.

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.

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.

### Re-assessments

Students are not permitted to undertake empirical work for the re-assessment of a methodology module if they cannot be supervised. There will be no consideration of seminar presentations in the reassessment of modules in which these activities are used in the initial assessment of the module (e.g. PSY-10034 Introduction to biological and cognitive psychology).

### 14. What are the typical admission requirements for the programme?

Subject	A-level	Subjects not included	International Baccalaureate	BTEC	Access to Higher Education Diploma	GCSE requirements
Psychology (Combined Honours)	ABC - BBB	None	32 points	DDM	Obtain Access to Higher Education Diploma with 30 Level 3 credits at Distinction	Maths @ C (or 4) English Language @ C (or 4)

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

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

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

Accreditation of Prior Learning (APL) 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:

<http://www.keele.ac.uk/qa/accreditationofpriorlearning/>

### 15. How are students supported on the programme?

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

- Module and seminar group leaders are responsible for providing support for learning on the modules and in the seminar groups for which they are responsible. They also give individual and general feedback on in-course assessments.
- Every student is allocated to a personal tutor who usually retains this role throughout their tutees' time at university. The tutor is responsible for reviewing and advising on students' academic progress. Students have regular meetings with their personal tutor during their first year and are invited for individual progression reviews in their second and third years of study.
- Personal tutors also act as a first point of contact for students on non-academic issues which may affect their learning and can refer students on to a range of specialist health, welfare and financial services coordinated by the University's Centre for Student and Learning Support.

All members of teaching staff on the Psychology Programme are available to see students during advertised weekly office hours and at other times by appointment.

### 16. 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 undergraduate and postgraduate students for independent study and also a number of student project rooms that are available to be used by undergraduate students to carry out project work.

Other learning resources available to students on the programme include:

- Teaching Fellows who run psychology-specific learning support workshops (e.g. essay-writing, statistics support, revision sessions) outside of the planned curriculum. The Teaching Fellows are also available by appointment to provide students with one-to-one support.
- Year-tutors who are assigned to each year-group to provide support and advice on general issues relevant to that year of study. These tutors are available for consultation should difficulties arise with attendance or late submission of work.

## **17. Other learning opportunities**

### **Study abroad (semester)**

Unfortunately, it is not possible to study abroad for a semester when taking this programme.

### **Study Abroad (International Year)**

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

### **Other opportunities**

During their time at Keele, 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.

## **18. Additional costs**

Additional costs may be incurred where a student elects to take a module requiring off-campus travel. An example includes Cognitive Development (PSY-20038). It may also be possible for a student to design a final year project (PSY-30061) that requires off-campus travel, and occasionally final year projects incur additional expenses for students in other forms.

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

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

We do not anticipate any further costs for this undergraduate programme.

## **19. Quality management and enhancement**

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

- The Learning and Teaching Committee of the School of Psychology is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.

- Individual modules and the Psychology with Counselling 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 and as part of the University's Curriculum Annual Review and Development (CARD) process.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every Psychology with Counselling 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 the Curriculum Annual Review and Development (CARD) process.
- Findings related to the Psychology Programme from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the Psychology Programme is considered and acted on at regular meetings of the Programme's Student Staff Voice Committee.

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

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

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

## 20. The principles of programme design

The Psychology 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/assuring-standards-and-quality/the-quality-code>
- b. BPS 2016: Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology October 2016:  
[http://www.bps.org.uk/system/files/Public%20files/PaCT/Undergraduate%20Accreditation%202016\\_WEB.pdf](http://www.bps.org.uk/system/files/Public%20files/PaCT/Undergraduate%20Accreditation%202016_WEB.pdf)
- c. QAA Subject Benchmark Statement: Psychology, QAA, 2016:  
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Psychology-16.pdf>
- d. QAA Subject Benchmark Statement for Counselling and Psychotherapy, 2013:  
<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-counselling-psychotherapy.pdf>
- e. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

## 21. Document Version History

Date of first approved version (v1.0): 3<sup>rd</sup> November 2017

Revision history

<b>Version number<sup>1</sup></b>	<b>Author</b>	<b>Date</b>	<b>Summary of and rationale for changes</b>
1.1	Richard Stephens	13.04.18	Additional year 2 optional module added
1.2	Richard Stephens	24.04.18	Corrected title of year 3 module on page 8

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<sup>1</sup> 1.1, 1.2 etc. are used for minor changes and 2.0, 3.0 etc. for major changes (as defined in the University's Guidance on processes supporting curriculum changes)



## Annex A

### BSc (Hons) Psychology with Counselling with International Year

#### International Year Programme

Students registered for Single Honours Psychology with Counselling may either be admitted for or apply to transfer during their period of study at Level 5 to the Single Honours 'Psychology with Counselling with International Year'. Students accepted onto this programme will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the BSc (Hons) Psychology and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this programme specification. The additional detail contained in this annex will pertain solely to students registered for 'BSc (Hons) Psychology with Counselling with International Year'.

#### International Year Programme Aims

In addition to the programme aims specified in the main body of the programme specification, the international year programme of study aims to provide students with:

1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject
2. Experience of a different culture, academically, professionally and socially

#### Entry Requirements for the International Year

Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.

The criteria to be applied are:

- Academic Performance (an average of 60% across all modules at Level 5 is normally required)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2<sup>nd</sup> semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1<sup>st</sup> and 2<sup>nd</sup> year tutors and programme director)

#### Student Support

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

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

#### Learning Outcomes

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

- i) Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments

- ii) Discuss the benefits and challenges of global citizenship and internationalisation
- iii) Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.

In addition, students who complete BSc (Hons) Psychology with Counselling with International Year' will be able to:

- i) be able to communicate effectively in an international setting;
- ii) be able to reflect on previous learning within an international context.

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

### **Course Regulations**

Students registered for the 'BSc (Hons) Psychology with Counselling with International Year' are subject to the course specific regulations (if any) and the University regulations. In addition, during the International Year, the following regulations will apply:

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

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

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

### **Additional costs for the International Year**

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

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

Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

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