

Programme Specification: Undergraduate

For students starting in Academic Year 2019/2020

1. Course Summary

Names of programme(s) and award title(s)	BSc (Hons) Psychology and Education BSc (Hons) Psychology and Education with International Year (see Annex A for details)
Award type	Single Honours
Mode of study	Full time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Duration	3 years 4 years with the International Year between years 2 and 3
Location of study	Keele University – main campus
Accreditation (if applicable)	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. Please note the following: Module Selection: It is a requirement of the BPS that the Final Year compulsory module PSY-30061 (Final Year Project) is passed and that students achieve a minimum standard of Second Class Honours for GBC.
Regulator	Office for Students (OfS)
Tuition Fees	UK/EU students: Fee for 2019/20 is £9,250* International students: Fee for 2019/20 is £14,690** The fee for the international year abroad is calculated at 15% of the standard year fee
Additional Costs	Please refer to the Additional costs section

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.

* 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 exclusively on Psychology and Education. In the first two years, all modules are compulsory modules in Psychology or Education. A choice of optional modules is available in the third year. The psychology modules studied on this programme are accredited by the British Psychological Society (BPS) as providing the Graduate Basis for Chartered Membership [GBC] provided that the Final Year compulsory module PSY-30061 (Final Year Project) is passed and that students achieve a minimum standard of Second Class Honours. This is the first step towards becoming a Chartered Psychologist. For further details see section 12.

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 and Education 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. The Education component has a strong focus on contemporary issues in education and policy making. Studying education means considering its relationship to the economy, its historical evolution, its impact on people's life chances and identities, how education is organised, and how learners learn. For students taking an International Year, there are opportunities to learn about Psychology and Education 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 education, 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 education 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 education;
- the core areas of biological psychology, cognitive psychology, personality and individual differences, developmental psychology, social psychology and research methods;
- key concepts such as equality of opportunity, class, gender, marketization and social exclusion;
- the main phases of education policy in Britain in the period 1870 – 2015;
- the central contribution of a number of theorists to an understanding of the learning process and some

- of the limitations and reservations to which they are subject;
- 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 educationalists.

Subject specific skills

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

- reason scientifically and critically about psychological and educational theories, findings and research hypotheses;
- critically evaluate research literature in psychology and education 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;
- define and describe the process of learning including some of the key paradigms and their impact on educational practices;
- read, analyse and evaluate key texts in the form of policy documents, speeches or reports for the purpose of engaging in debates about educational issues;
- define, describe and work with key concepts such as equality of opportunity, class, gender, marketization and social exclusion;
- relate contemporary education policy to wider processes of economic, cultural and social change;
- reflectively apply their knowledge to some substantial areas related to learning and education including their own learning;
- recognise and contribute to debates about formal and informal contexts for learning;
- identify and apply key principles across educational environments and contexts.

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 education;
- read, analyse and evaluate key texts in the form of policy documents, speeches or reports;
- 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.

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 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 and educational 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.
- **Group work**, carried out both independently and under supervision/in class, involving group analysis and discussion of films, books and public policy documents.
- **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.
- 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.

7. Teaching Staff

Our current core teaching staff comprises highly qualified staff with specialist qualifications in Psychology and/or Education. Most academic staff have doctorates (PhDs or the equivalent) in psychology or education and most hold (or are completing) qualifications in teaching and learning in higher education. Several members of current staff are Fellows, Senior Fellows or Principal Fellows of the Higher Education Academy. 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/>]. More information about Education Staff Members is available on the School website [<https://www.keele.ac.uk/sspp/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 two 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.

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	120	0	0	0	0
3	90	30	30	0	0

Module lists

Year 1 (Level 4)

Compulsory modules	Module Code	Credits	Semester
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Introduction to Developmental and Social Psychology	PSY-10033	15	1
Introduction to Research Design for Psychology	PSY-10036	15	1
Introduction to Biological & Cognitive Psychology	PSY-10034	15	2
Introduction to Statistics for Psychology	PSY-10031	15	2
Understanding Learning	EDU-10033	15	1
Childhood, Policy & Education	EDU-10029	15	1
Education in Britain: past, present, future	EDU-10030	15	2
Digital Technologies: Rethinking Learning and Teaching	EDU-10068	15	2
Optional modules	Module Code	Credits	Semester
None			

Year 2 (Level 5)

Compulsory modules	Module Code	Credits	Semester
Developmental & Social Psychology	PSY-20012	15	1
Qualitative and Survey Research Design	PSY-20043	15	1
Biological and Cognitive Psychology	PSY-20045	15	2
Statistics for Psychology	PSY-20044	15	2
Education Matters: Contemporary Issues and Debates in Education	EDU-20024	15	1
Play, Power and Pedagogy	EDU-20023	15	1
Research Strategies and Methods in Education	EDU-20020	15	2
Special Education: Introduction to theory and practice	EDU-20019	15	2
Optional modules	Module Code	Credits	Semester
None			

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

Year 3 (Level 6)

Compulsory modules	Module Code	Credits	Semester
Final Year Project	PSY-30061	30	1-2
Individual Differences and Conceptual Issues	PSY-30067	15	2
Psychology in Education	PSY-30127	15	1
Inclusive Education	EDU-30093	15	1
Education, Work and Identity	EDU-30073	15	2
Optional modules	Module Code	Credits	Semester
The Making of Professionals; Education, Health and Social Work	EDU-30064	15	1
School Engagement and Outreach	EDU-30106	15	2
Educating for Global Citizenship	EDU-30082	15	2
Race, Politics and Education	EDU-30071	15	2
Higher Education: Policy and the Student Experience	EDU-30074	15	1

Students who take semester-long Study Abroad in Year 2 can take ‘Research Methods in Social and Developmental Psychology for Third Year Study Abroad Students’ in Year 3 as a Psychology Elective module if required in order to fulfil BPS accreditation requirements.

For further information on the content of modules currently offered, including the list of elective modules, please visit: 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 & understanding of:</i>		
the scientific basis for the discipline of psychology;	All modules	All assessments
the theoretical basis for a range of approaches to education;	All modules	All assessments
the core areas of biological psychology, cognitive psychology, personality and individual differences, developmental psychology, social psychology and research methods;	All compulsory psychology modules offered at levels 4, 5 and 6	All assessments
key concepts such as equality of opportunity, class, gender, marketization and social exclusion;	Education Matters, Education in Britain, Education Work and Identity, Inclusive Education	Textual analysis, Seen and unseen exams, Essay, Critical policy review,
the main phases of education policy in Britain in the period 1870 – 2015;	Education Matters, Education in Britain	Seen and unseen exams, Textual analysis, Critical policy review
the central contribution of a number of theorists to an understanding of the learning process and some of the limitations and reservations to which they are subject;	Childhood, Play Power and Pedagogy, Understanding Learning, Special Education, Inclusive Education, Digital Technologies	Essay, Presentation, Reflective commentary, Reflective ePortfolio
the inherent variability and diversity of psychological functioning;	All compulsory psychology modules, particularly Introduction to Developmental & Social Psychology, Individual Differences and Conceptual Issues, research methods 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	All compulsory psychology modules, particularly the	Multiple choice class test, Seen and unseen examinations, Open

critical understanding of these influences along with their significance;	individual research projects at level 6	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;	Social and cognitive psychology modules at level 5, Psychology in Education module at level 6, individual research projects at level 6	Essay, Fortnightly tests, Problem-based assignment, Poster presentation, Research project
application of psychological concepts to selected real-life problems;	Individual Differences and Conceptual Issues, Psychology in Education, individual research projects at level 6	Unseen exam, Problem-based assignment, 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	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 educationalists.	Research methods modules at levels 4 and 5, level 6 research project, education modules	Individual and group lab reports, Fortnightly tests, Problem-based assignment, Research ethics checklist, Poster, project, Research paper in style of journal article, counselling practice assessment, essays

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
reason scientifically and critically about psychological and educational theories, findings and research hypotheses;	All modules	All assessments
critically evaluate research literature in psychology and education 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, Problem-based assignment, 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	Individual and Group laboratory reports, examination, Research participation, Fortnightly tests, Multiple choice examination, Group and Individual research

		report, Poster presentation, Research proposal
pose, operationalise and critique psychological research questions;	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, Poster 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, Poster 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
define and describe the processes of learning including some of the key paradigms and their impact on educational practices;	Understanding Learning, Childhood policy and education, Education Matters, Digital Technologies	Reflective commentary, Essay, Seen exam, Critical policy review, ePortfolio
read, analyse and evaluate key texts in the form of policy documents, speeches or reports for the purpose of engaging in debates about educational issues;	Education in Britain and all level 6 modules	Textual analysis, Unseen exam, Presentation, Essay, Critical policy review
define, describe and work with key concepts such as equality of opportunity, class, gender, marketization and social exclusion;	All modules in Education	All assessments
relate contemporary education policy to wider processes of economic, cultural and social change;	Education in Britain, Education Matters, Childhood Policy and Education, Inclusive Education	Textual analysis, Unseen exam, Essay, Seen exam, Critical policy review
reflectively apply their knowledge to some substantial areas related to learning and education	Understanding Learning, Education in Britain, Digital Technologies	Essay, Reflective commentary, Textual analysis, Unseen exam, ePortfolio

including their own learning;		
recognise and contribute to debates about formal and informal contexts for learning;	Understanding Learning, Digital technologies	Essay, Reflective commentary, ePortfolio
identify and apply key principles across educational environments and contexts.	Understanding Learning, Education in Britain	Essay, Reflective commentary, Textual analysis, Unseen exam

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will have the opportunity to develop:</i>		
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 education;	All modules, particularly level 6 modules	All assessments
read, analyse and evaluate key texts in the form of policy documents, speeches or reports;	Education in Britain and all level 6 modules	Textual analysis, Unseen exam, Presentation, Essay, Critical policy review
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, Poster 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	Research methods modules at levels 4 and 5, level 6 project	Individual and Group laboratory reports, Open book examination, Research participation, Fortnightly

qualitative data;		tests, Multiple choice examination, Group and Individual research report, Poster 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, Poster 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;	Introduction to Developmental and Social Psychology, Introduction to Biological and Cognitive Psychology, Research methods modules at levels 4 and 5.	Seminar Presentations, Group laboratory reports, Group research reports
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, Poster 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	All assessments

9. Final and intermediate awards

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

Honours Degree	360 credits	You will require at least 120 credits at levels 4, 5 and 6 You must accumulate 360 credits in Psychology and Education to graduate with this named Single Honours degree in Psychology and Education.
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at

		least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

Psychology and Education 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 and Education with International Year. Students who do not complete, or fail the international year, will be transferred to the three-year Psychology and Education programme.

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

10. How is the Programme assessed?

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

- **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.
- **Fortnightly Tests** assess knowledge and skills soon after learning with the aim of providing students with rapid feedback as to the extent of learning that has been achieved and as a means of guiding student learning appropriately.
- **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 an appropriate 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 these 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.

Problem-based assignments invite students to design a research-based intervention to solve a real world problem, providing additional motivation and the opportunity to learn about the importance of impact.

- **Critical reviews** of public policies relating to education, or of films and books that showcase specific theories and issues explored in class.
- **Portfolios including both ePortfolios and reflective portfolios**, where students compile material that shows how the various processes of learning discussed in class happen in practice (including students' own experience), and on which students provide a reflective commentary.
- **Textual/document analysis** of policy documents in relation to bodies of theory and critical policy issues.

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	19%	17%	11%
Guided independent Study	81%	83%	85%
Placements	0%	0%	4%

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 'Final Year Project' is passed and that students achieve a minimum standard of Second Class Honours for GBC.
- **Semester-long Study abroad:** Because studying abroad has potential implications for BPS accreditation students wishing to Study Abroad must discuss this in advance with the School of Psychology 'Study Abroad tutor' to identify that the modules studied at the partner institution cover material equivalent to that which would have been studied at Keele during their period of Study Abroad. Study Abroad can only take place in semester one.

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

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 education 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 University 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).

Study Abroad

Students may take a semester abroad (“Study Abroad”) in their second year in a partner university. The Study Abroad programme is overseen and regulated by the Keele Global Education Team, in collaboration with the Study Abroad tutor in the School of Psychology.

The British Psychological Society has given approval for “Study Abroad” as a component of the Single Honours Psychology Award. Providing that modules studied at the partner institution cover material equivalent to that which would have been studied at Keele during their period of “Study Abroad”, students will be eligible for GBC.

Where modules taken at the partner institution do not cover material equivalent to that which would have been studied at Keele during their period of “Study Abroad”, students wishing to work towards receiving the GBC of the British Psychological Society must take the required Keele Psychology modules (PSY-30122) in their final year.

Psychology students who study abroad cannot be guaranteed accreditation for GBC by the BPS. The BPS make accreditation decisions on such students on a case-by-case basis after students have graduated.

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

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 and Education	BBB/ABC	None	32 points	DDM	Obtain Access to Higher Education	Maths at C (or 4) English

					Diploma with 122 UCAS Tariff points including a minimum of 15 Level 3 credits at Distinction.	Language at C (or 4)
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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/> Please note the programme-specific regulations relating to APL set-out in section 13.

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 co-ordinated by Student Services.

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

16. Learning Resources

There are a range of teaching spaces available including lecture theatres, teaching laboratories and seminar rooms. These rooms may be arranged either in traditional lecture format or more informally to allow students to work together in small groups. Teaching spaces are equipped with internet access, whiteboards and projection equipment. Students have access to a '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)

Students on the Psychology and Education programme have the potential opportunity to spend a semester abroad in their second year studying at one of Keele's international partner universities. Exactly which countries are available depends on the student's choice of degree subjects. An indicative list of countries is on the website (<http://www.keele.ac.uk/studyabroad/partneruniversities/>); however this does not guarantee the availability of study in a specific country as this is subject to the University's application process for studying abroad.

No additional tuition fees are payable for a single semester studying abroad but students do 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 to 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

Whilst students are studying abroad any Student Finance eligibility will continue, where applicable students may be eligible for specific travel or disability grants. Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible for 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.

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 Schools of both Psychology and Social Science and Public Policy (where Education is located) to present the findings from up-to-date research they are currently carrying out in their own areas of work.

18. Additional costs

Additional costs may be incurred where a student elects to take a module requiring off-campus travel, for example, some students 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 Education 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 of Psychology.
- Individual modules and the Psychology and Education 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 programme is run in accordance with the University's Quality Assurance procedures and is subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every Psychology and Education 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 and Education 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 and Education Programme is considered and acted on at regular meetings of the Psychology Programmes Staff Student 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 and Education 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> [Date accessed: 19.10.18]
- b. QAA Subject Benchmark Statement, Psychology, QAA, 2016: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-psychology-16.pdf?sfvrsn=af95f781_8 [Date accessed: 19.10.18]
- c. BPS 2017: Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology October 2017: [https://www.bps.org.uk/sites/bps.org.uk/files/Accreditation/Undergraduate%20Accreditation%20Handbook%20\(2017\).pdf](https://www.bps.org.uk/sites/bps.org.uk/files/Accreditation/Undergraduate%20Accreditation%20Handbook%20(2017).pdf) [Date accessed: 19.10.18]
- d. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations> [Date accessed: 19.10.18]

21. Document Version History

Date of first approved version (v1.0): 5th October 2018

[Revision history](#)

Version number¹	Author	Date	Summary of and rationale for changes

¹ 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 and Education with International Year

International Year Programme

Students registered for Single Honours Psychology and Education may either be admitted for or apply to transfer during their period of study at Level 5 to the Single Honours 'Psychology and Education 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) and Education 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 document. The additional detail contained in this annex will pertain solely to students registered for 'BSc (Hons) Psychology and Education with International Year'.

International Year Programme Aims

In addition to the programme aims specified in the main body of this document, 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 2nd semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1st and 2nd 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 and Education with International Year' will be able to:

- iv) be able to communicate effectively in an international setting;
v) 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 and Education 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 and Education 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

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.