

Programme Specification: Undergraduate

For Academic Year 2026/27

1. Course Summary

Names of programme and award title(s)	BSc (Hons) Psychology and Education BSc (Hons) Psychology and Education with International Year (see Annex for details) BSc (Hons) Psychology and Education with Work Placement Year (see Annex for details)
Award type	Single Honours
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	3 years; 4 years with either the International Year or Placement Year between years 2 and 3
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele 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 the section on Accreditation.
Regulator	Office for Students (OfS)
Tuition Fees	<p>UK students:</p> <p>Fee for 2025/26 is £9,535*</p> <p>International students:</p> <p>Fee for 2025/26 is £17,700**</p> <p>The fee for the international year abroad is calculated at 15% of the standard year fee</p> <p>The fee for the work placement year is calculated at 20% of the standard year fee</p>

Please note this document applies to Level 5 (Year 2) students in 2026/27. Level 6 (Year 3) students should refer instead to the document labelled '2024/25'.

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/>

** These fees are for new students. 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.

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 you 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. If you take an International Year, there are opportunities to learn about Psychology and Education in an international context. The optional Work Placement Year further develops you by providing substantial experience of work with a relevant placement provider, including familiarisation with the professional working environment and the opportunity to draw upon psychological principles, skills, theories or methods whilst in that role. Please note that you may not register for both an International Year and a Work Placement Year.

4. Aims of the programme

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

- develop systematic and scientific understanding of the core areas of psychology 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 authentic 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 authentic 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;
- reflect on dimensions of qualitative research design and demonstrate an ability to use a range of qualitative data collection techniques and analytical approaches;
- apply knowledge of ethical requirements to investigations;
- demonstrate an ability to use established techniques of analysis and enquiry accurately 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

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social, environmental and ethical responsibility**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

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:

Teaching sessions where the lecturer provides students with a framework for reading and independent study. Some classes may include video or audio presentations. Teaching sessions allow students to gain a systematic understanding of ideas and how they may be used to analyse a variety of contemporary issues.

Flipped learning where students are provided with materials in advance of a class to engage with and provide a thorough background on a topic. They can then go to a teaching session and engage with the material via discussions, debates, and other interactive opportunities to further their understanding of the background information. Flipped learning allows students to work through guided preparation work set by tutors in their own time and at their own pace. They will then have the opportunity to explore topics in greater depth in the classroom with tutor support. This approach means that the more challenging aspect of learning, applying knowledge, is done with the support of a tutor.

Asynchronous learning our teaching sessions are supported by asynchronous learning activities. Tutors will provide

students with activities to complete outside of class, these are designed to prepare them for class or cement their learning from class. Some modules will provide detailed online materials (i.e., a "flipped" classroom outlined above) in which students work through materials at their own pace and apply that learning to problems in class supported by their tutor. Other modules might provide smaller activities such as quizzes, ask students to read and respond to questions on a particular journal article, amongst many other things. Asynchronous learning will be hosted on our virtual learning environment, the KLE, using Sways or other online methods. Asynchronous learning allows students to take responsibility for their learning and its development, by engaging with content and activities designed to encourage students to learn and think.

Tutorials and seminars in small groups e.g. of 30 or less students where key skills can be developed and issues central to the programme can be discussed in more depth. Students are expected to play a full part, and occasionally to lead, these discussions. Some seminars consist largely of student presentations. These types of classes provide opportunities for students to ask questions about and discuss issues in psychology and to present their own ideas to members of staff and other students using an appropriate medium of communication.

Laboratory classes and workshops involving larger classes in which students develop the basic practical skills necessary to conduct psychological research and explore ideas presented in teaching sessions. In these sessions students will have the opportunity to work together in smaller groups, interact with the lecturer and reflect on their own learning. Practical sessions such as these allow students to develop their knowledge of how ideas in psychology can be researched and to apply the skills they have learned in order investigate psychological questions in a systematic and rigorous manner.

Independent study based on directed reading from textbooks, academic journals, and coursework materials. This encourages students to reflect on their own learning and take responsibility for its development.

In the final year students will have the opportunity to undertake a piece of independent research supervised and supported by a member of staff. Undertaking a research dissertation with the support of an experienced and active researcher allows students to formulate relevant research questions and devise a feasible and ethically sound strategy for answering them.

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

7. Teaching Staff

This course brings together academics from both Psychology and Education, many colleagues from both disciplines hold PhD's and have published books or research in academic journals. Many of the staff involved in the delivery of this course are Associate Fellows, Fellows or Senior Fellows of the Higher Education Academy. The team have a wealth of experience across a diverse range of programmes and an extensive track record of teaching at undergraduate and postgraduate level in universities in the UK, Greece, Algeria, Egypt, Bahrain and Italy. Many of the teach staff are research active, this means that we are teaching cutting edge knowledge, with staff often actively researching in that area, meaning students can talk to the people generating the knowledge they are learning. Additionally, some of our staff actively research teaching and learning within higher education, so how we teach is also at the forefront of higher education practice.

More information about Psychology Staff Members is available on the School website [<http://www.keele.ac.uk/psychology/people/>].

And

More information about Education Staff Members is available on the School website [<https://www.keele.ac.uk/socialsciences/staff/>]

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

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

8. What is the structure of the Programme?

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

Modern Language modules: You are able to take up to 60 credits across your degree programme as Faculty Funded additional Modern Language modules in order to graduate with the Enhanced Degree Title. [Please see [link](#) for more information on Enhanced degree titles.]

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.

For further information on the content of modules currently offered, including the list of elective modules, please visit: <https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

Year	Compulsory	Optional	
		Min	Max
Level 4	120	0	0
Level 5	120	0	0
Level 6	120	0	0

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Understanding Learning in the Classroom	EDU-10084	30	Semester 1
Understanding people	PSY-10052	30	Semester 1-2
First Steps in Becoming a Psychology Researcher	PSY-10056	30	Semester 1-2
Education Identities and Spaces	EDU-10082	30	Semester 2

Level 5

Compulsory modules	Module Code	Credits	Period
Educational Inequalities	EDU-20050	30	Semester 1
Next Steps to becoming a Psychology Researcher	PSY-20074	30	Semester 1-2
Understanding People in Depth	PSY-20076	30	Semester 1-2
Diversity and Inclusion in Education	EDU-20054	30	Semester 2

Level 6

Compulsory modules	Module Code	Credits	Period
Psychology in Education	PSY-30127	15	Semester 1
Professional Skills for Researchers	PSY-30196	15	Semester 1
What is Education For?	EDU-30136	15	Semester 1-2
Being a Psychology Researcher	PSY-30194	30	Semester 1-2
Educational Policy: Making Change	EDU-30132	30	Semester 2
Grand Challenges in Psychology	PSY-30140	15	Semester 2

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 4

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
the scientific basis for the discipline of psychology	Understanding people - PSY-10052 First Steps in Becoming a Psychology Researcher - PSY-10056
the core areas of biological psychology, cognitive psychology, personality and individual differences, developmental psychology, social psychology and research methods	Understanding people - PSY-10052 First Steps in Becoming a Psychology Researcher - PSY-10056
the inherent variability and diversity of psychological functioning	Understanding people - PSY-10052
a range of influences on psychological functioning and a critical understanding of these influences along with their significance	Understanding people - PSY-10052
several specialised areas of psychology in detail	Understanding people - PSY-10052
application of psychological concepts to selected authentic problems	Understanding people - PSY-10052 First Steps in Becoming a Psychology Researcher - PSY-10056
a range of research paradigms, methods and analyses	First Steps in Becoming a Psychology Researcher - PSY-10056
the ethical responsibilities of psychologists	First Steps in Becoming a Psychology Researcher - PSY-10056
Demonstrate an understanding of key concepts, theories and principles in education.	Education Identities and Spaces - EDU-10082 Understanding Learning in the Classroom - EDU-10084
Evaluate historical and contemporary education practices within local and national contexts.	Education Identities and Spaces - EDU-10082 Understanding Learning in the Classroom - EDU-10084
Understand the role of education in promoting social justice, equity and inclusion.	Education Identities and Spaces - EDU-10082 Understanding Learning in the Classroom - EDU-10084
Synthesize information from a variety of sources to construct coherent arguments in response to educational issues.	Education Identities and Spaces - EDU-10082 Understanding Learning in the Classroom - EDU-10084
Apply theoretical knowledge and concepts to real-world scenarios and challenges.	Education Identities and Spaces - EDU-10082 Understanding Learning in the Classroom - EDU-10084
Appreciate a broad range of educationally focused contexts and explore these in relation to individual careers.	Education Identities and Spaces - EDU-10082 Understanding Learning in the Classroom - EDU-10084

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
reason scientifically and critically about psychological theories, findings and research hypotheses	Understanding people - PSY-10052 First Steps in Becoming a Psychology Researcher - PSY-10056
critically evaluate research literature in psychology and relate research issues to authentic problems	Understanding people - PSY-10052 First Steps in Becoming a Psychology Researcher - PSY-10056
detect meaningful patterns in behaviour and experience through the use of suitable research methods	First Steps in Becoming a Psychology Researcher - PSY-10056
pose, operationalise and critique psychological research questions	First Steps in Becoming a Psychology Researcher - PSY-10056
reason statistically and demonstrate competence using a range of statistical techniques	First Steps in Becoming a Psychology Researcher - PSY-10056
reflect on dimensions of qualitative research design and demonstrate an ability to use a range of qualitative data collection techniques and analytical approaches	First Steps in Becoming a Psychology Researcher - PSY-10056
apply knowledge of ethical requirements to investigations	First Steps in Becoming a Psychology Researcher - PSY-10056
demonstrate an ability to use established techniques of analysis and enquiry accurately within psychology	First Steps in Becoming a Psychology Researcher - PSY-10056
communicate information to a specialist audience	Understanding people - PSY-10052 First Steps in Becoming a Psychology Researcher - PSY-10056
Communicate effectively in written and oral forms to a variety of audiences.	Education Identities and Spaces - EDU-10082 Understanding Learning in the Classroom - EDU-10084
Manage time effectively and undertake self-directed learning to achieve academic goals.	Education Identities and Spaces - EDU-10082 Understanding Learning in the Classroom - EDU-10084
Active listening and engagement with a diverse range of people.	Education Identities and Spaces - EDU-10082 Understanding Learning in the Classroom - EDU-10084
Reflect critically on the range of individual learning experiences and opportunities.	Education Identities and Spaces - EDU-10082

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
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	Understanding people - PSY-10052 First Steps in Becoming a Psychology Researcher - PSY-10056
assess the merit of contrasting theories and opinions making critical interpretations of data and text;	Understanding people - PSY-10052 First Steps in Becoming a Psychology Researcher - PSY-10056
critique the uncertainty, ambiguity and limits of psychological knowledge	Understanding people - PSY-10052
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	Understanding people - PSY-10052 First Steps in Becoming a Psychology Researcher - PSY-10056
apply their knowledge of a topic to identify a research question, initiate and carry out a project	First Steps in Becoming a Psychology Researcher - PSY-10056

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
effectively communicate ideas and research findings by written, oral and visual means	Understanding people - PSY-10052 First Steps in Becoming a Psychology Researcher - PSY-10056
comprehend and use data effectively by interpreting complex sets of numerical, statistical and qualitative data	First Steps in Becoming a Psychology Researcher - PSY-10056
confidently demonstrate computer literacy by being able to word process, use the Internet, use databases and statistical software	Understanding people - PSY-10052 First Steps in Becoming a Psychology Researcher - PSY-10056
solve problems by clarifying questions, considering alternatives and evaluating outcomes	First Steps in Becoming a Psychology Researcher - PSY-10056
work effectively within a group setting to achieve an end goal through pooled effort which involves recognizing and using appropriate material from others	Understanding people - PSY-10052
undertake self-directed study and project management	Understanding people - PSY-10052 First Steps in Becoming a Psychology Researcher - PSY-10056
take responsibility for their own learning by reflecting on their strengths and weaknesses, and identifying appropriate courses of action, in order to fulfil long-term ambitions	Understanding people - PSY-10052 First Steps in Becoming a Psychology Researcher - PSY-10056
Effective time-management and organizational skills to meet deadlines and prioritize tasks.	Education Identities and Spaces - EDU-10082 Understanding Learning in the Classroom - EDU-10084
Written communication skills through the preparation of structured and coherent essays, reports, and other written assignments.	Education Identities and Spaces - EDU-10082 Understanding Learning in the Classroom - EDU-10084
Active listening and note-taking abilities during lectures, seminars, and group discussions.	Education Identities and Spaces - EDU-10082 Understanding Learning in the Classroom - EDU-10084
Collaborate effectively with peers in group discussions or group activities, demonstrating interpersonal and teamwork skills.	Education Identities and Spaces - EDU-10082 Understanding Learning in the Classroom - EDU-10084
Basic information and digital literacy skills to locate, evaluate, and ethically use online resources and digital tools for research and assignments.	Education Identities and Spaces - EDU-10082 Understanding Learning in the Classroom - EDU-10084
Reflect on personal skills attributes, identify where there may be gaps, and recognize how these might be addressed.	Education Identities and Spaces - EDU-10082 Understanding Learning in the Classroom - EDU-10084

Level 5

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
the scientific basis for the discipline of psychology	Next Steps to becoming a Psychology Researcher - PSY-20074 Understanding People in Depth - PSY-20076
the core areas of biological psychology, cognitive psychology, personality and individual differences, developmental psychology, social psychology and research methods	Next Steps to becoming a Psychology Researcher - PSY-20074 Understanding People in Depth - PSY-20076
the inherent variability and diversity of psychological functioning	Understanding People in Depth - PSY-20076
a range of influences on psychological functioning and a critical understanding of these influences along with their significance	Understanding People in Depth - PSY-20076
several specialised areas of psychology in detail	Understanding People in Depth - PSY-20076
application of psychological concepts to selected authentic problems	Understanding People in Depth - PSY-20076
a range of research paradigms, methods and analyses	Next Steps to becoming a Psychology Researcher - PSY-20074
the ethical responsibilities of psychologists	Next Steps to becoming a Psychology Researcher - PSY-20074
Critically evaluate historical and contemporary education policies and practices within local, national and global contexts	Educational Inequalities - EDU-20050 Diversity and Inclusion in Education - EDU-20054
Understand and evaluate the importance of the historical, social, political and cultural contexts in which education occurs	Educational Inequalities - EDU-20050 Diversity and Inclusion in Education - EDU-20054
Foster a positive and inclusive learning environment that supports the well-being and development of all learners	Educational Inequalities - EDU-20050 Diversity and Inclusion in Education - EDU-20054

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
reason scientifically and critically about psychological theories, findings and research hypotheses	Next Steps to becoming a Psychology Researcher - PSY-20074 Understanding People in Depth - PSY-20076
critically evaluate research literature in psychology and relate research issues to authentic problems	Next Steps to becoming a Psychology Researcher - PSY-20074 Understanding People in Depth - PSY-20076
detect meaningful patterns in behaviour and experience through the use of suitable research methods	Next Steps to becoming a Psychology Researcher - PSY-20074
pose, operationalise and critique psychological research questions	Next Steps to becoming a Psychology Researcher - PSY-20074
reason statistically and demonstrate competence using a range of statistical techniques	Next Steps to becoming a Psychology Researcher - PSY-20074
reflect on dimensions of qualitative research design and demonstrate an ability to use a range of qualitative data collection techniques and analytical approaches	Next Steps to becoming a Psychology Researcher - PSY-20074
apply knowledge of ethical requirements to investigations	Next Steps to becoming a Psychology Researcher - PSY-20074
demonstrate an ability to use established techniques of analysis and enquiry accurately within psychology	Next Steps to becoming a Psychology Researcher - PSY-20074
communicate information to a specialist audience	Next Steps to becoming a Psychology Researcher - PSY-20074 Understanding People in Depth - PSY-20076
Develop and adapt curricula to meet the diverse needs of learners and educational standards	Educational Inequalities - EDU-20050 Diversity and Inclusion in Education - EDU-20054
Conform to academic conventions, reflect on own performance, and present materials in a coherent and professional fashion.	Educational Inequalities - EDU-20050 Diversity and Inclusion in Education - EDU-20054
Demonstrate a critical appreciation for how educational ideas, theories, and concepts can be applied to real-world examples and case studies to illustrate their relevance and implications.	Educational Inequalities - EDU-20050 Diversity and Inclusion in Education - EDU-20054
Interpret, analyze and explain patterns of data relating to international systems of schooling outside of the 'Global North'.	Diversity and Inclusion in Education - EDU-20054

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
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	Next Steps to becoming a Psychology Researcher - PSY-20074 Understanding People in Depth - PSY-20076
assess the merit of contrasting theories and opinions making critical interpretations of data and text;	Next Steps to becoming a Psychology Researcher - PSY-20074 Understanding People in Depth - PSY-20076
critique the uncertainty, ambiguity and limits of psychological knowledge	Next Steps to becoming a Psychology Researcher - PSY-20074 Understanding People in Depth - PSY-20076
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	Next Steps to becoming a Psychology Researcher - PSY-20074 Understanding People in Depth - PSY-20076
apply their knowledge of a topic to identify a research question, initiate and carry out a project	Next Steps to becoming a Psychology Researcher - PSY-20074
effectively communicate ideas and research findings by written, oral and visual means	Next Steps to becoming a Psychology Researcher - PSY-20074 Understanding People in Depth - PSY-20076
comprehend and use data effectively by interpreting complex sets of numerical, statistical and qualitative data	Next Steps to becoming a Psychology Researcher - PSY-20074
confidently demonstrate computer literacy by being able to word process, use the Internet, use databases and statistical software	Next Steps to becoming a Psychology Researcher - PSY-20074 Understanding People in Depth - PSY-20076
solve problems by clarifying questions, considering alternatives and evaluating outcomes	Next Steps to becoming a Psychology Researcher - PSY-20074
work effectively within a group setting to achieve an end goal through pooled effort which involves recognizing and using appropriate material from others	Next Steps to becoming a Psychology Researcher - PSY-20074 Understanding People in Depth - PSY-20076
undertake self-directed study and project management	Next Steps to becoming a Psychology Researcher - PSY-20074 Understanding People in Depth - PSY-20076
take responsibility for their own learning by reflecting on their strengths and weaknesses, and identifying appropriate courses of action, in order to fulfil long-term ambitions	Next Steps to becoming a Psychology Researcher - PSY-20074 Understanding People in Depth - PSY-20076
Advanced time-management and organizational skills to work to meet deadlines and prioritise tasks.	Educational Inequalities - EDU-20050 Diversity and Inclusion in Education - EDU-20054
Preparation of well-structured and coherent written assignments for the exposition of complex information and data.	Educational Inequalities - EDU-20050 Diversity and Inclusion in Education - EDU-20054

Level 6

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. 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
the scientific basis for the discipline of psychology	Grand Challenges in Psychology - PSY-30140 Being a Psychology Researcher - PSY-30194
the core areas of biological psychology, cognitive psychology, personality and individual differences, developmental psychology, social psychology and research methods	Grand Challenges in Psychology - PSY-30140 Being a Psychology Researcher - PSY-30194
the inherent variability and diversity of psychological functioning	Grand Challenges in Psychology - PSY-30140
a range of influences on psychological functioning and a critical understanding of these influences along with their significance	Grand Challenges in Psychology - PSY-30140
several specialised areas of psychology in detail	Grand Challenges in Psychology - PSY-30140
application of psychological concepts to selected authentic problems	Grand Challenges in Psychology - PSY-30140
a range of research paradigms, methods and analyses	Grand Challenges in Psychology - PSY-30140
the ethical responsibilities of psychologists	Being a Psychology Researcher - PSY-30194 Professional Skills for Researchers - PSY-30196
Apply educational theories to address real-world challenges in educational settings	Educational Policy: Making Change - EDU-30132
Critically analyse educational literature or a practice-based issue to address a specific problem/issue.	Educational Policy: Making Change - EDU-30132 Psychology in Education - PSY-30127
Develop a personal and professional roadmap for navigating future educational change and propose alternatives for the future.	Educational Policy: Making Change - EDU-30132 Psychology in Education - PSY-30127

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
reason scientifically and critically about psychological theories, findings and research hypotheses	Grand Challenges in Psychology - PSY-30140 Being a Psychology Researcher - PSY-30194
critically evaluate research literature in psychology and relate research issues to authentic problems	Grand Challenges in Psychology - PSY-30140 Being a Psychology Researcher - PSY-30194
detect meaningful patterns in behaviour and experience through the use of suitable research methods	Being a Psychology Researcher - PSY-30194
pose, operationalise and critique psychological research questions	Being a Psychology Researcher - PSY-30194
apply knowledge of ethical requirements to investigations	Being a Psychology Researcher - PSY-30194
demonstrate an ability to use established techniques of analysis and enquiry accurately within psychology	Being a Psychology Researcher - PSY-30194
communicate information to a specialist audience	Grand Challenges in Psychology - PSY-30140 Being a Psychology Researcher - PSY-30194 Professional Skills for Researchers - PSY-30196
produce a final year dissertation that follows the conventions of scientific report writing used by psychologists	Being a Psychology Researcher - PSY-30194
Reflect on own practice to identify areas for improvement and professional development;	Educational Policy: Making Change - EDU-30132 Psychology in Education - PSY-30127
Assess complex education texts and identify possible directions for further theoretical and empirical research in education based on a broadening knowledge of future challenges.	Educational Policy: Making Change - EDU-30132 Psychology in Education - PSY-30127
Evaluate the increasing complexity of educational and pedagogic knowledge.	Educational Policy: Making Change - EDU-30132 Psychology in Education - PSY-30127
Critically evaluate primary and secondary source material, synthesise arguments, and present discussions in written form.	Educational Policy: Making Change - EDU-30132 Psychology in Education - PSY-30127

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
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	Psychology in Education - PSY-30127 Grand Challenges in Psychology - PSY-30140 Being a Psychology Researcher - PSY-30194 Professional Skills for Researchers - PSY-30196
assess the merit of contrasting theories and opinions making critical interpretations of data and text;	Psychology in Education - PSY-30127 Grand Challenges in Psychology - PSY-30140 Being a Psychology Researcher - PSY-30194 Professional Skills for Researchers - PSY-30196
critique the uncertainty, ambiguity and limits of psychological knowledge	Grand Challenges in Psychology - PSY-30140 Being a Psychology Researcher - PSY-30194 Professional Skills for Researchers - PSY-30196
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	Psychology in Education - PSY-30127 Grand Challenges in Psychology - PSY-30140 Being a Psychology Researcher - PSY-30194 Professional Skills for Researchers - PSY-30196
apply their knowledge of a topic to identify a research question, initiate and carry out a project	Being a Psychology Researcher - PSY-30194
effectively communicate ideas and research findings by written, oral and visual means	Psychology in Education - PSY-30127 Grand Challenges in Psychology - PSY-30140 Being a Psychology Researcher - PSY-30194 Professional Skills for Researchers - PSY-30196
comprehend and use data effectively by interpreting complex sets of numerical, statistical and qualitative data	Being a Psychology Researcher - PSY-30194
confidently demonstrate computer literacy by being able to word process, use the Internet, use databases and statistical software	Psychology in Education - PSY-30127 Grand Challenges in Psychology - PSY-30140 Being a Psychology Researcher - PSY-30194 Professional Skills for Researchers - PSY-30196
solve problems by clarifying questions, considering alternatives and evaluating outcomes	Psychology in Education - PSY-30127 Grand Challenges in Psychology - PSY-30140 Being a Psychology Researcher - PSY-30194 Professional Skills for Researchers - PSY-30196
work effectively within a group setting to achieve an end goal through pooled effort which involves recognizing and using appropriate material from others	Being a Psychology Researcher - PSY-30194
undertake self-directed study and project management	Psychology in Education - PSY-30127 Grand Challenges in Psychology - PSY-30140 Being a Psychology Researcher - PSY-30194 Professional Skills for Researchers - PSY-30196
take responsibility for their own learning by reflecting on their strengths and weaknesses, and identifying appropriate courses of action, in order to fulfil long-term ambitions	Grand Challenges in Psychology - PSY-30140 Being a Psychology Researcher - PSY-30194 Professional Skills for Researchers - PSY-30196
Construct a range of strategies and methods for answering research questions and testing hypothesis	Educational Policy: Making Change - EDU-30132 Psychology in Education - PSY-30127
Locate, review, evaluate and analyse literature and empirical data on a research topic.	Educational Policy: Making Change - EDU-30132 Psychology in Education - PSY-30127
Mobilize advanced written and oral skills into different personal and professional settings.	Educational Policy: Making Change - EDU-30132 Psychology in Education - PSY-30127
Understand the ways in which pedagogic knowledge can be transformative for the lives of children and young people and how that can be mobilized in practice.	Educational Policy: Making Change - EDU-30132 Psychology in Education - PSY-30127

9. Final and intermediate awards

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

Honours Degree BSc (Hons) Psychology and Education	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

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

Work Placement Year option: in addition to the above students must pass a non-credit bearing module covering the work placement year in order to graduate with a named degree including the 'work placement year' wording. Students who do not complete, or fail the placement year, will be transferred to the three-year version of the programme.

10. How is the Programme Assessed?

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

- **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: teaching sessions, 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

	Active Learning hours	Independent Study	Placements
Year 1 (Level 4)	27.3%	72.7%	0%
Year 2 (Level 5)	26.8%	73.2%	0%
Year 3 (Level 6)	17.7%	82.3%	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 'Being a Psychology Researcher'(PSY-30194) is passed and that students achieve a minimum standard of Second Class Honours for GBC. In the event you do not achieve second class honours or do not pass PSY-30194 you will still receive an undergraduate degree but it would not be accredited by the BPS.

13. University Regulations

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

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

A student is not allowed to study both the International Year option and the Placement Year option.

14. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme: <https://www.keele.ac.uk/study/>

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.

English for Academic Purposes

Please note: All new international students entering the university will provide a sample of Academic English during their registration. Using this sample, the Language Centre may allocate you to an English language module which will become compulsory. This will replace any GCP modules. *NB:* students can take an EAP module only with the approval of the English Language Programme Director and are not able to take any other Language modules in the same academic year.

English Language Modules at Level 4:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

English Language Modules at Level 5:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)
- Science - ENL-90013 Academic English for Science Students

- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

English Language Modules at Level 6:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2); ENL-90005 Advanced Business English Communication
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here:

<https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

15. How are students supported on the programme?

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

- The Programme Directors are responsible for overseeing the general operation of the programme, representing the programme at committees, resources and facilities, giving general advice to students during the programme.
- The Programme Lead is responsible for overseeing this specific programme. Each specialist programme has a dedicated Programme Lead, who will represent this programme at committees and feed up to the Programmes Director. The Programme Lead will be able to give more specific advice around their programme.
- Module leaders are responsible for providing support for learning on the modules and in the seminar groups for which they are responsible. They are also responsible for organising feedback and being available for one-to-one meetings.
- Every student is allocated to an Academic Mentor who usually retains this role throughout their mentees' time at university. The Mentor is responsible for reviewing and advising on students' academic progress. Students have regular meetings with their Academic Mentor during their first year and are invited for individual progression reviews in their second and third years of study.
- The Student Experience and Support Officers (SESO) are responsible for supporting students with 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 the University's Student Services. There is a SESO based within each school, so students get consistent support from someone they are familiar with.
- In addition to the University's central careers service there is a designated School of Psychology careers tutor. Students are encouraged to consult with the careers tutor for any assistance in deciding upon career options and for assistance in applying for jobs. The Psychology Noticeboard on the KLE also contains a 'Careers' folder with a range of resources for students.
- Students with disabilities or medical problems will meet with a member of the University's Disability Support and Inclusion service and the School of Psychology Disability Inclusion Tutor where appropriate, at the start of the programme to discuss any special requirements they may have. Procedures will then be implemented according to the nature of the student's disability or medical problem. These procedures can range, for example, from allowing extra time in examinations to allocating additional support staff in classes.

All members of teaching staff on the Psychology and Education Programme are available to see students during advertised weekly office hours or via appointment booking systems.

Academic Support Tutors run psychology-specific learning support workshops (e.g. essay-writing, statistics support, revision sessions) outside of the planned curriculum. Our Academic Support Tutors are also available by appointment to provide students with one-to-one support.

16. Learning Resources

Most of the teaching in Psychology is carried out in the same building, which contains five 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 and electronic whiteboards or projection equipment. There is a psychology 'Learning Resources' room with computers which is available to undergraduate and postgraduate students for independent study, some of our teaching spaces are open for students to study in (when not in use for teaching), and also a number of student project rooms that are available to be used by undergraduate students to carry out project work.

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.

17. Other Learning Opportunities

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 in the Annex for the International Year.

Work Placement Year

Students have the opportunity to apply directly for the 4-year 'with Work Placement Year' degree programme or to transfer onto the 4-year degree programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking their year-long placement. Eligibility for the Work Placement Year is covered in the Annex.

Students wishing to take the work placement year should meet with the Programme Director to obtain their signature to confirm agreement before they will be allowed to commence their placement.

International students who require a Tier 4 visa must check with the Immigration Compliance Team prior to commencing any form of placement.

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

18. Additional Costs

Optional costs

There may be optional costs that students can choose to incur to enhance their learning experience. These are not required to complete the course. Details of these optional costs are outlined below to help you plan accordingly.

Student membership of the British Psychological Society: £33

Optional Field Trip for Cognitive Development to Trentham Monkey Forest: £13.90 (student concession rate at the time of writing), plus travel costs.

It may be possible for a student to design a dissertation (PSY-30194) that requires off-campus travel, which will vary depending on specific activity required.

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%.

Students may also incur general expenses related to university study, such as for printing, textbooks and other materials. Students who undertake a placement may be responsible for additional costs, such as travel, accommodation, and subsistence costs. For further information, please refer to the [additional costs](#) information.

19. Quality management and enhancement

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

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual 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 programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

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

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

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

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

20. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- b. QAA Subject Benchmark Statement: Psychology (September 2023): https://www.qaa.ac.uk/docs/qaa/sbs/sbs-psychology-23.pdf?sfvrsn=5b58ae81_3
- c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>
- d. BPS 2019: Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology January 2019: [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)

21. Annex - International Year

Psychology and Education with International Year

<p>International Year Programme</p> <p>Students registered for this Single Honours programme may either be admitted for or apply to transfer during their period of study at Level 5 to the International Year option. Students accepted onto this option 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.</p> <p>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 standard programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.</p> <p>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 the International Year option.</p>
<p>International Year Programme Aims</p> <p>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:</p> <ol style="list-style-type: none">1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject2. Experience of a different culture, academically, professionally and socially
<p>Entry Requirements for the International Year</p> <p>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.</p> <p>The criteria to be applied are:</p> <ul style="list-style-type: none">• Academic Performance (an average of 55% across all modules in Semester 1 at Level 5 is normally required. Places on the International Year are then conditional on achieving an average mark of 55% across all Level 5 modules. Students with up to 15 credits of re-assessment who meet the 55% requirement may progress to the International Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)• 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 Academic Mentor, 1st and 2nd year tutors and programme director) <p>Students may not register for both an International Year and a Placement Year.</p>
<p>Student Support</p> <p>Students will be supported whilst on the International Year via the following methods:</p> <ul style="list-style-type: none">• Phone or Skype conversations with Study Abroad tutor, in line with recommended Academic Mentoring meeting points.• Support from the University's Global Education Team
<p>Learning Outcomes</p>

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:

1. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
2. Discuss the benefits and challenges of global citizenship and internationalisation
3. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.
4. Communicate effectively in an international setting;
5. 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.

Regulations

Students registered for the International Year are subject to the programme-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 module with significant overlap to the Level 6 modules they will study 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 who meet external eligibility criteria 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.

22. Annex - Work Placement Year

Psychology and Education with Work Placement Year

Work Placement Year summary

Students registered for this programme may either be admitted for or apply to transfer during their studies to the 'with Work Placement Year' option (NB: for Combined Honours students the rules relating to the work placement year in the subject where the placement is organised are to be followed). Students accepted onto this programme will have an extra year of study (the Work Placement Year) with a relevant placement provider after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the Work Placement Year will be permitted to progress to Level 6. Students who fail to satisfactorily complete the Work Placement Year will normally revert to the 3-year programme 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 the Work Placement Year option.

Work Placement Year Programme Aims

In addition to the programme aims specified in the main body of this document, the Work Placement Year aims to provide students with:

1. Substantial experience of work with a relevant placement provider, including familiarisation with the professional working environment.
2. The opportunity to reflect upon how work with a relevant placement provider draws upon psychological principles, skills, theories or methods

Entry Requirements for the Work Placement Year

Admission to the Work Placement Year is subject to successful application, interview and references from appropriate staff. Students have the opportunity to apply directly for the 4-year 'with work placement year' degree programme, or to transfer onto the 4-year programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking the year-long work placement. Students who fail to pass the work placement year, and those who fail to meet the minimum requirements of the work placement year module, (* or equivalent, work placement), will be automatically transferred onto the 3- year degree programme.

* We recommend where possible students undertake a placement of between 9 - 12 months on a full-time basis to maximize academic and personal growth. However, the Faculty of Natural Sciences Work / Professional Placement Year mandates a minimum of 24 weeks in duration, ideally on a full-time basis, but no less than 21 hours per week. This enables those undertaking an unpaid placement to work on a part-time basis alongside their placement.

The criteria to be applied are:

- A good University attendance record and be in 'good academic standing'.
- Academic Performance (an average of 50% across all modules in Semester 1 at Level 5 is normally required. Places on the Work Placement Year are then conditional on achieving an average mark of 50% across all Level 5 modules. Students with up to 15 credits of re-assessment who meet the 50% requirement may progress to the Work Placement Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)
- General Aptitude (to be demonstrated by application(s) to relevant placement providers with prior agreement from the Programme Lead, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's Academic Mentor, 1st and 2nd year tutors and Programme Lead)
- Students undertaking work placements will be expected to complete a Health and Safety checklist prior to commencing their work experience and will be required to satisfy the Health and Safety regulations of the company or organisation at which they are based.
- (*International students only*) Due to visa requirements, it is not possible for international students who require a Tier 4 Visa to apply for direct entry onto the 4-year with Work Placement Year degree programme. Students wishing to transfer onto this programme should discuss this with student support, the academic tutor for the work placement year, and the Programme Lead. Students should be aware that there are visa implications for this transfer, and it is the student's responsibility to complete any and all necessary processes to be eligible for this programme. There may be additional costs, including applying for a new Visa from outside of the UK for international students associated with a transfer to the work placement programme.

Students may not register for both an International Year and a Work Placement Year.

Student Support

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

Regular contact between the student and a named member of staff who will be assigned to the student as their University supervisor. The University supervisor will be on hand to provide advice (pastoral or academic) and liaise with the Placement supervisor on the student's behalf if required.

Two formal contacts with the student during the placement year: the University supervisor will meet with (or visit) the student at approximately half way through semester 1, and then again during the second semester. Meetings may take place virtually.

Regular supervision sessions will take place with the placement supervisor (or their nominee) throughout the duration of the placement.

Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete the 'with Work Placement Year' option will be able to:

1. communicate effectively and professionally in a work setting;
2. reflect on previous learning within a work context;
3. evaluate their own employability skills and develop these through practice in the work place;
4. apply psychological theory learnt as part of the taught degree to real situations in the work place;
5. reflect on their work placement activities and experiences and evaluate the impact on their employability skills;
6. explain the role of the placement provider from a psychological perspective with reference to their own role, experience and relevant psychological theory.

These learning outcomes will be assessed through the non-credit bearing Work Placement Year module which involves:

1. the submission of a reflective diary to the University supervisor;
2. a presentation about their placement experience to an audience of other students coming off placement and those about to go out on placements. The audience is also likely to contain academic supervisors and other interested staff from the School of Psychology;
3. a placement supervisor's report.

Regulations

Students registered for the 'with Work Placement Year' option are subject to programme-specific regulations (if any) and the University regulations. In addition, during the Work Placement Year, the following regulations will apply:

Students undertaking the Work Placement Year must successfully complete the zero-credit rated 'Work Placement Year' (NAT-30010) module

In order to ensure a high quality placement experience, each placement agency will sign up to a placement contract (analogous to a service level agreement).

Once a student has been accepted by a placement organisation, the student will make a pre-placement visit and a member of staff identified within the placement contract will be assigned as the placement supervisor. The placement supervisor will be responsible for ensuring that the placement experience meets the agreed contract agreed with the University.

The placement student will also sign an agreement outlining their responsibilities in relation to the requirements of each organisation.

Students will be expected to behave professionally in terms of:

- (i) conforming to the work practices of the organisation; and
- (ii) remembering that they are representatives of the University and their actions will reflect on the School and have an impact on that organisation's willingness (or otherwise) to remain engaged with the placement.

Additional costs for the Work Placement Year

Tuition fees for students on the Work Placement Year will be charged at 20% of the annual tuition fees for that year of study, as set out in Section 1. The Work Placement 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 placement provider, accommodation, food and personal costs. Depending on the placement provider additional costs may include parking permits, travel and transport, suitable clothing, DBS checks, and compulsory health checks.

Occasionally, a small stipend may be available to students from the placement provider during the placement but this will need to be explored on a placement-by-placement basis as some organisations, such as charities, may not have any extra money available. Students should budget with the assumption that their placement will be unpaid.

Eligibility for student finance will depend on the type of placement and whether it is paid or not. If it is paid, this is likely to affect student finance eligibility, however if it is voluntary and therefore unpaid, this should not affect student finance eligibility. Students are required to confirm eligibility with their student finance provider.

International students who require a Tier 4 visa should check with the Immigration Compliance team prior to commencing any type of paid placement to ensure that they are not contravening their visa requirements.

23. Annex - Programme-specific regulations

Programme Regulations: Psychology and Education

Final Award and Award Titles	BSc (Hons) Psychology and Education
Intermediate Award(s)	Diploma of Higher Education Certificate of Higher Education
Last modified	July 2024
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

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

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

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

A) EXEMPTIONS

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

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

- **No exemptions apply.**

B) VARIATIONS

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

Variation 1: Admission with advanced standing and module exemptions

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

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

Variation 2: Re-assessments

2.1 Students are not permitted to undertake empirical work for the re-assessment of a 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.

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

Version History

This document

Date Approved: 01 April 2026

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2025/26	LUCY JAMES	01 April 2025	
1.2	2024/25	LUCY JAMES	01 April 2026	No changes for 2026/27
1.1	2024/25	LUCY JAMES	05 September 2025	Sent back for changes to L5 and 6
1	2024/25	NICOLA MARSH	04 June 2024	
1	2023/24	LUCY JAMES	09 February 2023	
1.3	2022/23	LUCY JAMES		No longer needed (confirmed by Nick Garnett, October 2023)
1.2	2022/23	LUCY JAMES	06 June 2023	EDU-30124 added as an additional optional module at Level 6. Psychology in Education students at level 6 only had 2 optional Education modules to choose from. As the module rule in place states that students must take at least one of their optional modules in education, in the past students have indicated they would prefer to have a greater level of optionality, particularly for their final year. The addition of EDU-30124 as an optional module for Psychology and Education is particularly relevant due to its global focus and consideration of political, social and cultural basis of education. Previous compulsory education modules taken by Psychology and Education students will prepare students very well for this module.
1.1	2022/23	NICOLA MARSH	05 April 2023	Work placement annex updated for accuracy. Minimum required hours corrected and wording of criteria for entry changed from a minimum of 60% grade average to be more inclusive.
1	2022/23	LUCY JAMES	01 February 2022	
1.1	2021/22	LUCY JAMES		Redundant version - changes rejected
1	2021/22	LUCY JAMES	27 April 2021	
1	2020/21	RICHARD STEPHENS	04 February 2020	
1	2019/20	EDWARD MCCAULEY	23 August 2019	