



NCIUL

BSc PROGRAMME HANDBOOK

Faculty of Psychology



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1. About This Handbook

This guide has been designed provide you with basic information about what you should expect from your experience at NCIUL, and where to get support in case of need in order to make the most of your NCIUL experience. Be aware that in this Handbook we are providing you with a summary of our general regulations, and you should always refer to them to understand NCIUL policies and procedures. You will find links to our website within this Handbook, for you to use as a reference guide.

1.1. Information in alternative formats

This handbook can be found on online under Useful Documents.

If you have a disability which makes navigating the website difficult and you would like to receive information in an alternative format, please contact the Student Office.

We can supply sections from this publication as:

- A Word document with enlarged type sent by email or supplied on a CD or memory stick
- A printed copy with enlarged type
- A printed copy on non-white paper

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can about the information you require and include details of your disability.

1.2. Disclaimer

This Handbook does not replace NCIUL's regulations. All students will be required, as a condition of enrolment, to abide by and submit to the procedures of NCIUL, which are amended from time to time.

Every effort has been made to ensure the accuracy of the information contained within this Handbook, but it is subject to alteration without notice. NCIUL will use all reasonable endeavours to deliver programmes in accordance with the descriptions



set out in this Handbook. However, NCIUL reserves the right to make variations to the contents or methods of delivery of programmes, to discontinue programmes and to merge or combine programmes, if such action is reasonably considered to be necessary by NCIUL. If NCIUL discontinues any programme it will use its reasonable endeavours to provide a suitable alternative programme.

2. Welcome from the Board of Directors

Welcome to NCIUL, an institution with International style of education. Our distinguished faculty, with an almost limitless breadth of academic and business experience, offers our students a challenging, inspiring, and practical foundation for their future endeavours.

NCIUL seeks to deliver educational programs and high value services grounded upon the principles of truth, established practice and founded science for the end goal of producing a new breed of self-directed, competent leaders. With the help of technology, it is now possible for educational institutions, such as NCIUL, to fulfil this thrust. Education does not need to be confined to traditional settings because people who want to obtain their degrees or expand their educational qualifications can do so through alternative means. In light of these, NCIUL's programs and curricula are comprehensive and at the same time, adhere with exemplary international standards. This means that the Institution has received accreditation from ASIC after passing their reviews and after completing various requirements.

NCIUL, in its thrust to promote and accelerate leadership as well as professional development not only among its student body but also its faculty and other employees, harnesses current research, relevant curricular offerings and responsive support services. By taking this stance, NCIUL is assured that it plays a significant role in the creation and delivery of relevant knowledge and skill, thereby contributing to society in general. In its aim to serve as centre of knowledge and be part of the global education and science community, NCIUL also assumes responsibility for ongoing enhancement of a well-rounded, research oriented academe. NCIUL takes



pride in the opportunities and knowledge it offers to the international education landscape, and values each student as they contribute to this legacy.

We are proud of our academic challenge and excellence, and we believe that every incoming student adds to our legacy. Our faculty members are encouraged to provide our students with the fundamentals that they will use for the rest of their careers, while imparting learning experiences and lessons that will serve them personally and professionally.

I am confident that NCIUL can meet and exceed your expectations. We are proud of the opportunities and experiences that NCIUL offers every day, and we hope you will become part of our community.

Kind Regards,

Stefano Bandecchi
Director

2.1. A Message from the Dean of the Faculty of Psychology and Social Science

Welcome to the Department of Psychology at NCIUL. As Dean of Psychology, I lead our education agenda, developing an academic vision for undergraduate, postgraduate taught and postgraduate research programmes. This vision blends world class teaching with internationally leading, society-changing research.

Located in the heart of one of the world's greatest cities, our Institution will provide you with an amazing community of tutors, teachers and other staff members dedicated to providing exceptional education and real-world experiences for our students.

Our focus is on equipping our students to be able to rise to the challenges of the modern world. Therefore, our programmes aim to provide a stimulating and rewarding experience, which enhances employability and supports career development prospects.

Our staff members are not only experienced and committed teachers, but also engage in research within their disciplines that deeply inform the syllabus of each



module we offer to our students. Research within the faculty covers a wide range of topics, which broadly fall under four sub-disciplinary groupings, namely forensic, social, developmental, clinical psychology and so on.

We believe in encouraging our students to actively participate in workshops, research and networking activities and our London location puts us at the heart of the UK's health, clinical and psychological community. This vibrant city will allow you to combine your studies with an interesting social and cultural life.

I am sure your career with us at NCIUL will be an enriching, rewarding and enjoyable one.

I wish you every success with your studies here.

**Dr Franco Orsucci,
Provost and Dean of the Faculty of Psychology**

2.2. Welcome message from our programme leader for the BSc

We are delighted to welcome you as a student to The Faculty of Psychology. We aim to give our students the best education and training opportunities by offering the highest standards of teaching in a friendly and professional environment.

We hope you will enjoy the course and will get a lot out of it. Psychology influences every aspect of life; therefore, by studying the brain, assessing people, behaviour and social dynamics we can use this knowledge to help humanities in several settings: mental health, societal safety, education, marketing, working environment, business, sport, etc. The study of Psychology will allow you to think critically, carry out research and to express yourself clearly, providing you with key skills that can be applied to a variety of working environments.

We hope you will find your time at NCIUL enjoyable and rewarding. We wish you every success with your studies.

**Dr Massimiliano Papera and Dr Sara Parsi di Landrone
Acting Co-Associate-Deans of the Faculty of Psychology and Social Sciences**



3. Programme Specification

3.1. Overview

Psychology is the study of people, their thoughts, feelings, motivations and behaviours, and in trying to understand these processes we can develop a greater appreciation for human development at all stages of life. Students who complete psychology degrees, are well prepared for a career in almost any profession; studying psychology leads to the acquisition of transferable abilities such as skills in communication, numeracy, teamwork, critical thinking, computing and independent learning

This undergraduate psychology degree programme has been designed for anyone interested in understanding and developing psychological skills and, who is from any academic background.

More specifically, the aims of this proposed programme are to:

1. Equip you with an understanding of the multiple perspectives in psychology, including a scientific understanding of the mind, brain and behaviour,
2. Develop knowledge and abilities in various transferable areas, such as critical thinking and research and communication skills.
3. Prepare you for a career in psychology and other associated professions.
4. Prepare you for higher levels of academic study.

On completing the programme, you will:

1. Have knowledge of a range of psychological theories and apply them to everyday life.
2. Critically evaluate theories, ideas and research and assess their strengths and weaknesses.
3. Complete and write-up a research project

You can complete courses either face-to-face or by distance learning, either part-time or full-time and begin either in January or in September.

The programme for distance learners follows a traditional term structure; you will be required to download and watch lectures each week and attend online seminars at least bi-monthly (see module specifications for more details on individual modules).

3.2. Educational Aims and Objectives

NCIUL offers an undergraduate psychology degree programme designed for anyone interested in understanding and developing psychological skills and, who is from any academic background.

More specifically, the aims of this proposed programme are to:

1. Equip students with an understanding of the multiple perspectives in psychology, including a scientific understanding of the mind, brain and behaviour,
2. To develop knowledge and abilities in various transferable areas, such as critical thinking and research and communication skills.
3. To prepare students for a career in psychology and other associated professions.
4. To prepare students for higher levels of academic study.

3.3. Programme Learning Outcomes

According to QAA, learning outcomes can be defined as “what a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning”. Learning outcomes have a very important function when it comes to assessment, and must be aligned to the related programme assessment and award. Learning outcomes for the BSc (Hons) Psychology have been designed to progress within the whole programme, in relation to the level of knowledge/skills students are expected to achieve.

These have been adopted from the Quality Assurance Agency for Higher Education Subject Benchmark Statement for Psychology, 2016.

In this programme students will:

- Learn about the scientific underpinnings of Psychology as a discipline, its historical origins, development and limitations



- Learn about the different areas of psychology including: biological, cognitive, developmental and social psychology and how they interrelate with each other
- Learn about the role of individual differences in psychological functioning
- Develop detailed knowledge of several specialised areas
- Learn and be able to use, a wide range of research paradigms, research methods, measurement techniques, statistics, probability and qualitative research methods.
- Learn and be able to design, conduct and write-up an independent research project.
- Learn to reason scientifically, make critical judgements and critically evaluate evidence
- Develop skills in communicating ideas and research findings by written, oral and visual means.
- Be able to apply psychological theory in the understanding of real-world questions.

Knowledge

At the end of the programme, learners will be expected to:

A1: Understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology

A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

A4: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the



core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology. Understand how these core areas relate to one another.

A5: Develop detailed knowledge of several specialised areas. Demonstrate a systematic and critical knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

Cognitive skills

At the end of the programme, learners will be expected to:

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience.

B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

B4: Adopt multiple perspectives, reflect and systematically analyse the relationships between them. Detect meaningful patterns in behaviour and evaluate their significance.

B5: Critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

Psychological and Professional Skills

At the end of the programme, learners will be expected to:

C1: Demonstrate an understanding of research skills of quantitative and qualitative methods.

C2: Develop some understanding into the importance of ethical decision making.

C3: Under limited supervision is able to competently initiate, design, conduct and report on an empirically-based research project.



C4: Competently initiate, design, conduct and report on an empirically-based research project under appropriate supervision. Recognise its theoretical, practical and methodological implications or limitations.

C5: Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly regarding a research project. Be aware of the ethical context of Psychology as a discipline.

Key Transferable Skills

At the end of the programme, learners will be expected to:

D1: Communicate ideas and research findings effectively by written, oral and visual means.

D2: Interpret and use numerical, textual and other forms of data.

D3: Be computer literate, for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.

D5: Be sensitive to, and take account of, contextual and interpersonal factors in groups and teams and collaborate with others in the pursuit of agreed goals.

D6: Undertake self-directed study and project management, in order to meet desired objectives.

D7: Take charge of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.

Learning Outcomes achieved in relation to exit awards

Award	Learning outcomes achieved
Certificate of Higher Education in Psychology	At least: A1, A2, A3, B1, B2, B3, C1, C2, D1, D2, D3, D4, D5, D6.



Diploma of Higher Education in Psychology	At least: A1, A2, A3, A4, B1, B2, B3, B4, C1, C2, C3, D1, D2, D3, D4, D5, D6, D7.
BSc (Hons) Psychology	A1 -A5 B1-B5 C1-C5 D1-D7



Learning Outcomes and Curriculum Map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

L e v el	Study module /unit	A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 3	D 4	D 5	D 6	D 7
4	Conceptual and Historical Issues in Psychology	✓	✓	✓			✓	✓	✓				✓				✓	✓	✓	✓	✓	✓	
	Introduction to Research Methods	✓	✓	✓			✓	✓	✓			✓	✓				✓	✓	✓	✓	✓		
	Philosophical Foundations of Psychology	✓	✓				✓	✓					✓				✓	✓	✓	✓	✓	✓	
	Biological psychology	✓	✓	✓			✓	✓	✓			✓	✓				✓	✓	✓	✓	✓	✓	
	Clinical Psychology	✓	✓	✓			✓	✓	✓				✓				✓	✓	✓	✓	✓	✓	
	Developmental Psychology	✓	✓				✓	✓	✓				✓				✓	✓	✓	✓	✓	✓	



L	Stud	A	A	A	A	A	B	B	B	B	B	C	C	C	C	C	D	D	D	D	D	D	D
e	y	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7
v	mod																						
el	ule/																						
	unit																						
5	Interm ediate Resea rch Metho ds	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
	Individ ual differe nces	✓	✓	✓	✓		✓	✓	✓	✓			✓				✓	✓	✓	✓	✓	✓	✓
	Qualita tive Resea rch Metho ds	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
	Psych ology of Sexual ity and Gende r	✓	✓		✓		✓	✓		✓			✓				✓	✓	✓	✓	✓	✓	✓
	Cogniti ve Psych ology	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓				✓	✓	✓	✓	✓	✓	✓



Consciousness and language sciences	✓	✓		✓		✓	✓					✓				✓	✓	✓	✓	✓	✓	✓	✓
Group dynamics	✓	✓		✓		✓	✓	✓	✓		✓						✓	✓	✓	✓	✓	✓	✓
Health psychology	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓					✓	✓	✓	✓	✓	✓	

L	Study module /unit	A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 3	D 4	D 5	D 6	D 7
6	Research Project	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Occupational Psychology	✓	✓	✓	✓		✓	✓		✓			✓			✓	✓	✓	✓	✓	✓	✓	✓
	Forensic Psychology	✓	✓	✓	✓		✓	✓	✓	✓			✓				✓	✓	✓	✓	✓	✓	✓
	Social Psychology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Advanced Research Methods	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Advanced psychobiology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Individual difference s in attention, memory and awarenes s	✓	✓		✓		✓	✓	✓	✓		✓				✓	✓	✓	✓	✓	✓	✓
Psychody namic Psycholo gy	✓	✓				✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

3.4. Learning and Teaching strategy/Assessment methods

3.4.1. Programme learning and teaching strategy

The BSc (Hons) Psychology programme's learning and teaching strategy is developed in accordance with the overall NCIUL Learning, Teaching and Assessment Strategy 2017-23 which follows five key themes; (1) student engagement in learning, (2) enhancing learning resources, (3) assessment for learning, (4) work-based and problem-based approaches as well as placement opportunities as mean to enhance employability skills, and (5) students as partners and change agents.

In that sense, the Programme follows some core principles that can be summarised as follows:

- Learning experience should be varied and up to date, to engage and motivate the students.
- The learning experience provided aims to be challenging, globally oriented, and intellectually stimulating in ways that develop critical thinking in a lifelong learning attitude.
- Learning should be personalised, and facilitated by personal tutoring and support.

- Using a work-based and problem-based approach to learning, students' employability skills are enhanced in a natural way, to facilitate placement opportunities.
- Staff is encouraged to link theoretical knowledge to research findings, to implement learning.
- Assessment is designed for learning, not simply of learning. In that sense, a continuous assessment scheme is put in place to ensure theoretical and practical learning that is assessed in a reliable, fair and consistent way.
- Assessment should always include timing and effective feedback.
- Assessment is designed to be manageable for both students and staff, to ensure its quality.
- Both students and staff are encouraged to develop personally and professionally through reflective processes.

3.4.2 Implementation of the programme learning and teaching strategy

Currently a wide range of curriculum delivery methods are used on the Programme including; lectures, seminars, role playing, case studies, external guest speakers, e-learning via VLE, field trips, experiences at another specialist location, seen and unseen examinations, presentations, written assignments, portfolio building, group work, simulations, peer assessments and workshops. Considerable emphasis is placed on self-directed personal development through assessments and module curricula.

These teaching and learning strategies are available both for students in presence and distance learners.

This is a sample of types of assignment designed to help students achieving Learning Outcomes and providing them with a good range of teaching and learning methods.

Highlighted in the last column, the alternatives designed for distance learners, in order to promote equality and fairness of the student experience in both pathways.



Types of assignment as designed		Distance learning students
Formative assignments	Online quizzes	online quizzes
	Online activities	online activities
Summative assignments	Learning journal	submitted online through VLE Personal Page
	Oral presentation	possibility to arrange a Skype appointment
	Final exam	London Campus
	Team presentation	Distance learning students have access to platform and related blog with peers that are in the same course. If an impossibility arises for the e-learning student to complete the team assignment, the lecturer will provide a similar assignment on individual base.
	Case study analysis	submitted online through VLE Personal Page
	Essay	submitted online through VLE Personal Page
	Reflective portfolio	submitted online through VLE Personal Page



Types of assignment as designed		Distance learning students
	Team poster	E-learning students have access to platform and related blog with peers that are in the same course. If an impossibility arises for the e-learning student to complete the team assignment, the lecturer will provide a similar assignment on individual base.
	Team challenge role play	E-learning students have access to platform and related blog with peers that are in the same course. If an impossibility arises for the e-learning student to complete the team assignment, the lecturer will provide a similar assignment on individual base.
	Activities (exercises, problems, tests, etc.)	submitted online through VLE Personal Page
	Project work	submitted online through VLE Personal Page

The BSc (Hons) Psychology Programme is designed to for full-time and part-time students.

In case of full-time attendance, students are expected to attend the whole modules according to the Programme structure.

In case of part-time attendance, students will be expected to attend to and complete half the number of modules designed per semester, according to the Programme structure. Please refer to your Personal Schedule, found in your VLE Personal Page.



3.4.3. Programme assessment strategy

Assessment principles are underpinned by the Institution's Assessment and Examination Handbook.

In general, modules are designed to have formative and summative components. No more than 3 summative assessment components should be designed within each module. In order to be granted a pass, each summative assessment assignment must be granted a pass.

NCIUL adheres to QAA definitions of formative and summative assessment that are:

“Formative assessment has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment.

Summative assessment is used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme”.

Module leaders design assessment strategies in relation to the module's aims and objectives, and that apply also to the choice of what is formative and what is summative assessment. It is important to understand that both formative and summative assessment are designed to help students achieving the intended learning outcomes for the module, to which they are strictly linked to.

In general terms, the BSc (Hons) Psychology Programme follows guidelines in relation to formative and summative assessment:

- Formative and summative submissions are designed as part of the continuous assessment scheme that the Programme has in place.
- Formative assessment is designed to support students with a clear understanding of their progression in terms of knowledge acquisition, and prepare them for summative assessment.

- Both formative and summative assessment provide students with timing and effective feedback, whether through online or paper comments. The role of feedback is to provide students with a clear understanding of what they are doing right, what requires improvement and how/where to find the right tools to improve. It also explains the mark given, however its main function is to support and guide students through further development, rather than assigning them with a mark.
- In general, module leaders/tutors design formative and summative assessment in a way that considers the need for balance between the two components, and allows students enough time to understand the feedback given and put it into practice.
- Formative assessment does not carry any grades, to enable trial and error approach.
- Formative and summative assessments are explained by module leader/tutor at the beginning of each module, and the link between the two is made clear to students.

In order to pass an exam, students must achieve at least 40 out of 100 to pass undergraduate (level 4-6) units.

For students to receive a pass they need to achieve a Total Module Mark (TMM) of 40%, credit obtained from the average of the grades achieved for all assessment tasks. Students who have passed a module are not allowed to retake it in order to achieve a higher mark. For more information, please refer to the Assessment and Examination Handbook in your MyNCU page.

There are measures in place, if students are falling behind. More meetings with their personal tutors, or even module leaders can be arranged. Students will be given opportunities to discuss reasons behind difficulties and remedies will be offered by the Faculty.

NCIUL takes very seriously academic misconduct such as plagiarism, cheating and fraud. Students who are found to have committed any academic misconduct, will be subject to NCIUL disciplinary procedures.

3.4.4. Assessment Framework

We understand that the amount of study, altogether, can be challenging for a student, especially in case there are other commitments such as family and/or work. For this reason, we design our modules and overall programmes to fit our students' different lives and commitments, meaning that with a good time management plan, students will be able to successfully complete their program of study without too many personal sacrifices. In case of difficulties or for guidance, students are encouraged to see their tutors or make an appointment with a specific lecturer(s) if they feel they are falling behind.

Table 1. Assessment methods and student hours

This is a non-exhaustive list of assessment types that can be found as mean of assessment within the BSc in Psychology.

Assessment method	Length	Learning hours
Level 4 assignment	1,500 words	20 hours
Level 5 assignment	2,000 words	30 hours
Level 6 assignment	2,500 words	40 hours
Oral assessment	20 min	20 hours
Exam	1-3 hours	20-40 hours
Presentation	8-45 minutes	20-40 hours
Team Project	20-20 minutes	20-40 hours

Typical assessments include essays, presentations and examinations, but other forms of assessment can be used. Assessment is linked to learning outcomes to achieve at the end of the module. Please refer to this tables as examples.

Following a map of our teaching strategy according to our BSc programme:

Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods

Knowledge and understanding	
<p>A1: Understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.</p> <p>A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology</p> <p>A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.</p> <p>A4: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology. Understand how these</p>	<p><u>Learning and teaching strategy</u></p> <p>First year modules will cover the fundamental basics of psychology and will be introductory in nature (level 4). Second and third year modules will be equivalent to levels 5 and 6.</p> <p>Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes.</p> <ol style="list-style-type: none"> 1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula. 2. Teaching challenges stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies. 3. Teaching uses technology to enhance learning (for example by making the best use of our VLE). 4. Teaching is aimed at developing employability and graduate skills.



Knowledge and understanding	
	<p><u>Students gain skills through:</u></p> <ol style="list-style-type: none">1. Lectures, seminars, tutorials and workshops2. Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, practice exam and test papers.3. Use of variety of multi-media sources4. Use of institutional subscription to e-books, online journals and databases5. Access to VLE forums featuring tutor and student led discussions6. Regular opportunities to work and collaborate with peers. For example, in group tasks or other team based projects7. Regular opportunities to work individually. For example, when completing assignments or in self-directed reading.8. Access to occasional guest lecturers from specialist



Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.</p> <p>B2: Develop the ability to recognise the subjective and variable nature of individual experience</p> <p>B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.</p> <p>B4: Adopt multiple perspectives, reflect and systematically analyse the relationships between them. Detect meaningful patterns in behaviour and evaluate their significance</p> <p>B5: Critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.</p>	<p><u>Learning and teaching strategy</u></p> <p>Detailed in Knowledge and Understanding section.</p> <p><u>Development of skills detailed in Knowledge and Understanding section.</u></p> <p><u>Assessment Methods</u></p> <p>Detailed in Knowledge and Understanding section.</p>



Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Demonstrate an understanding of research skills of quantitative and qualitative methods.</p> <p>C2: Develop some understanding into the importance of ethical decision making</p> <p>C3: Under limited supervision is able to competently initiate, design, conduct and report on an empirically-based research project.</p> <p>C4: Competently initiate, design, conduct and report on an empirically-based research project under appropriate supervision. Recognise its theoretical, practical and methodological implications or limitations.</p> <p>C5: Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly regarding a research project. Be aware of the ethical context of Psychology as a discipline.</p>	<p><u>Learning and teaching strategy</u></p> <p>Detailed in Knowledge and Understanding section.</p> <p><u>Development of skills detailed in Knowledge and Understanding section.</u></p> <p><u>Assessment Methods</u></p> <p>Detailed in Knowledge and Understanding section.</p>



Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.</p> <p>D2: Develop the ability to interpret and use numerical, textual and other forms of data.</p> <p>D3: Develop computer literacy skills and is able under limited supervision, to use technology in completion of non-routine performance tasks.</p> <p>D4: Develop the ability to solve problems and reflecting on outcomes</p> <p>D5: Develop the ability to work in groups and teams and collaborate with others in the pursuit of agreed goals.</p> <p>D6: Under limited supervision is able to take self-directed study and project management, in order to meet desired objectives.</p> <p>D7: Under limited supervision develops skills in self-directed study, developing skills in reflecting and evaluating personal strengths and weaknesses for future learning.</p>	<p><u>Learning and teaching strategy</u></p> <p>Detailed in Knowledge and Understanding section.</p> <p><u>Development of skills detailed in Knowledge and Understanding section.</u></p> <p><u>Assessment Methods</u></p> <p>Detailed in Knowledge and Understanding section.</p>

3.4.5. Assessment Requirements

In order to be eligible for the GBC, students must pass the empirical psychology project, and gain at least a Lower Second Class Honours degree (Minimum 2ii), or its equivalent (an overall pass mark of at least 50%).

3.5. Programme structure

The BSc (Hons) Psychology is structured among three years (four, in case of Foundation Year), to provide students with a deep understanding of contemporary Psychology issues in a global perspective. Subjects are variegated and designed to engage students while offering them the opportunity to have a flavour for different possible career paths.

Compulsory modules	Credit points	Optional modules (students to choose 3)	Credit points
Conceptual and Historical Issues in Psychology	20	None	
Introduction to Research Methods	20		
Philosophical Foundations of Psychology	20		
Biological Psychology	20		
Developmental Psychology	20		
Clinical Psychopathology	20		

Level 4 total= 120 credits (120 from compulsory and 0 from optional modules)

Exit award: Certificate of Higher Education in Psychology (overall total of 120 credits)

Programme Structure – Level 5			
Compulsory modules	Credit points	Optional modules (students to choose 2)	Credit points
Intermediate Research Methods	20	Psychology of Sexuality and Gender	20
Individual Differences	20	Consciousness and Language Sciences	20
Qualitative Research Methods	20	Group Dynamics	20
Cognitive Psychology		Health Psychology	

Total 120 credits (80 from compulsory and 40 from optional modules)

Exit award: Diploma of Higher Education in Psychology (overall total of 240 credits from level 5 and 6)

Programme Structure – Level 6			
Compulsory modules	Credit points	Optional modules (students to choose 2)	Credit points
Research Project	20	Advanced Psychobiology	20
Social Psychology	20	Individual Differences in Attention, Memory and Awareness	20
Occupational Psychology	20	Advanced Research Methods	20
Forensic Psychology	20	Psychodynamic Psychology	20

Total 120 credits (80 from compulsory and 40 from optional modules)

Exit award: BSc (Hons) Psychology (overall total of 360 credits from level 4, 5 and 6).

3.6. Distinctive features of the programme

Distinctive features of the proposed programme are:

1. A choice of mode of learning delivery; all modes designed with flexibility in mind

Students will be able to complete courses either face-to-face or by distance learning, either part-time or full time and begin either in January or in September. Students will choose their preferred mode of delivery for the year, at the beginning of each year.

The programme for distance learners follows a traditional term structure, and students will be required to download and watch lectures each week and attend online seminars at least bi-monthly (see module specifications for more details on individual modules). This option is attractive to students who might want to set their own pace, and want to decide for themselves where and when to study.

2. Personal Development Planning (PDP)

Personal Development Planning (PDP) is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development. Through their PDP students should be able to: identify and reflect on existing skills, working, professional and other experiences, reflect on how their study will meet their professional and personal needs and review progress and achievement with the support and guidance from their personal tutor.

Students will also be encouraged to complete a portfolio in which they will keep a record of their PDP activities. This process will be facilitated and supported by their personal tutor. The aim of this is to facilitate the integration of the academic and practical aspects of the programme and to enable students to recognise the efficacy of this combination. Further PDP opportunities are embedded throughout the modules on the programme.

A PDP will be produced by the student with support from the tutor. The plan might focus on the personal steps in:



- a. General development of self-awareness and reflectivity;
- b. Autonomy under direction or supervision and engagement in evaluation of own work and capabilities and outputs in key areas
- c. Ability to work productively in a group or team, recognising the factors that affect team performance
- d. Ability to engage in self-reflection, and uses feedback to adapt own actions and interpersonal communication skills to a range of contexts, audiences and degrees of complexity
- e. Ability to adapt to complex and non-routine performance tasks
- f. Ability to act with minimal direction or supervision, to engage in self-reflection, use feedback to analyse own capabilities, appraise alternatives, and plan and implement actions
- g. Personal responsibility and professional codes of conduct, while taking responsibility for their own work, learning and development, and effectiveness in professional and interpersonal communication
- h. Ability to flexibly locate their own normative views and cultural commitments within the practice of research, with a level of autonomy.

3. A BPS accredited programme

The British Psychological Society (BPS) is the authority which regulates and licence the work of psychologists in the UK. Being a BPS member gives the following advantages:

- 1. The licence to legally work as psychologist in the UK
- 2. The opportunity to join a large a renowned psychological network
- 3. The possibility to work as an assistant psychologist when appropriate

4. The opportunity to be constantly updated on the latest psychological news, psychological research, psychological initiative, professional opportunity, changes in ethic rules, and/or laws ruling the profession of psychologist.
5. The opportunity to access to a BPS accredited MSc, and other MSc degrees that award HCPC registration for which a BPS approved BSc (Hons) Psychology may be required.

Completing a programme accredited by the BPS (British Psychological Society) give to our student the opportunity to register as graduated member right after the graduation.

3.7. Support for students

Support for students is provided through different mechanisms. These include free access to several educational facilities to enable studying and socialisation; provision of a student handbook where to find all sorts of helpful information. Course materials, library and computer centre, online interactive intranet, continual assistance from personal tutors throughout the entire course, access to institutional support service and availability of all staff during office hours are other advantages. Lecturers are happy to provide feedback and suggest extra-curricular activity to enhance students' performance, during office hours or by email, and provide emotional support in first instance.

Each student has a personal tutor who follows the student's progress throughout the entire course.

Distance learning students have 24/7 access to e-learning platform (<http://elearning.nciul.co.uk/>) where they can find video lessons, slides, textbooks, assessment test, tool (e.g. chats and forums) for interacting with tutors and other students.

The Institution and the Faculty of Psychology and Social Sciences in particular, have institutionalised several offices and committees to pursue knowledge sharing in a friendly environment, as well as to ensure quality and respect of procedures. Inside the Student Office, we have staff concerned with:



- Support to international students in form of free language courses, advice for life in UK, meeting new people and building a strong community.
- Information Desk services that are the first contact point to your higher education experiences. They provide students with orientation during Welcome Week; support with emotional, social and life consuming issues (stress, anxiety, health, financial matters); and many more. Student office is always available to provide support if students have any complaints. The contact email is studentoffice@nciul.ac.uk.
- Providing information to students and staff about teaching and learning opportunities in the London area, UK and worldwide, as well as informing about research projects by academic staff members that can benefit from student participation.
- Information and advice on career paths, internship and placement opportunities, CV writing skills, and so on.
- Registry Office, to coordinate, monitor and evaluate students' academic career.
- Complaints and Disciplinary Committee that is appointed as independent committee to revise complaint and disciplinary procedures, in order to ensure equity, equality and fairness in such matters.

3.8 Admission Criteria

We would like to welcome applicants without traditional entry qualifications, as well as students with traditional qualifications. Our philosophy is to be inclusive rather than exclusive, there are no formal academic entry requirements. However, we will examine student's academic potential based on their application and on interview if necessary.

As per the Open University's standards we require students to have a reasonable standard of written and spoken English. The table below, taken from OU documentation details acceptable levels of English proficiency.

Qualification	Recommended Minimum
GCSEs (or equivalent)	Grades A–C
A levels/AS levels (or equivalent)	Pass
National Literacy /Functional English/ Key Skills	Level 2
Institutional English Language Testing (IELTS)	6.0 (Average across sub-tests)
Common European Framework of Reference for Languages	B2
Cambridge English Language Assessment	First Certificate in English
European Baccalaureate	L2, 7.5
International Baccalaureate	English Language A1, Standard level Grade 5 or Higher Level Grade 4
Test of English as a Foreign Language (TOEFL)	87–109
Trinity	7–9
Test of English for International Communication (TOEIC)	Listening (400), Reading (385), Speaking (160), Writing (150)
Certificate in English Language	Intermediate
Business English Certificate (BEC)	Intermediate
Pitman	Intermediate 1 st Class

Also, we require certain minimum of three passes at GCE A level at grade C or above, and five passes at GCSE/IGCSE at grade C or above including English and Maths.

The following qualifications are also accepted:

- Five Scottish Highers
- Five Irish Leaving Certificate



- Italian Maturità
- German Abitur
- French Baccalaureate
- Swedish Slutbetyg
- US High School Diploma with 3 APs at grade 3 or 2 APs at grade 4.
- International Baccalaureate Full Diploma or Other equivalent international qualifications as outlined by the National Academic Recognition Centre (NARIC). For any queries, students are encouraged to contact the Admissions Office.

The Institution uses the ECTS system, which recognises studies completed at European Universities. 1 ECTS equals to 2 credits.

Transfers from other universities are also accepted. NCIUL will accept students that demonstrate clear academic progression and drive for professional development, in accordance with its policies and aims.



4.

Contact Details & General Info**4.1. Programme Staff List and Contact details**

Academic staff, Graduate Teaching Assistants (GTAs) and tutors have individual webpages that are accessible through <http://www.nciul.ac.uk>. There, you can find contact details, a brief biography and research interest. Just follow the link:

Staff Name	Brief description of role (e.g. programme leader, module tutor)
Dr Massimiliano Papera	Acting Associate Dean and Programme Leader Senior Lecturer in Psychology Module Leader Introduction to Research Methods Intermediate Research Methods Biological Psychology Cognitive Psychology Individual differences in attention, memory and awareness
Prof Franco Orsucci	Provost and Faculty Dean Module Leader Dissertation modules Associated Modules: Psychodynamic Psychology Group Dynamics Consciousness and Language Sciences



Mr Pietro Caggiano	Lecturer in Psychology Module Leader Advanced Psychobiology
Dr Francesco Melchiori	Senior Lecturer in Psychology Associated Modules Quantitative Research Methods Intermediate Research Methods Dissertation
Dr Sara Parsi di Landrone	Acting Co-associate Dean and Lecturer in Psychology Module Leader Psychology of Sexuality and Gender Programme leader for the conversion MSc in Psychology
Dr Jayanthiny Kangaratan	Senior Lecturer in Psychology Module Leader Developmental Psychology Consciousness and Language Sciences Health Psychology Associated Modules Dissertation



Dr Stephen Tallett	Senior Lecturer in Psychology Module Leader Social Psychology Occupational Psychology Qualitative Research Methods
Ms Carla Finale	Lecturer and Psychology Tutor Module Leader Conceptual and historical Issues in Psychology Forensic Psychology
Dr Vladimir Kolodin	Senior Lecturer in Psychology Module Leader Advanced Research Methods
Dr Nicoletta Vegni	Senior Lecturer in Psychology Associated Modules Clinical Psychopathology Dissertation



Dr Giulio de Felice	Senior Lecturer in Psychology Module Leader Philosophical Foundations of Psychology Group Dynamics Psychodynamic Psychology Associated Modules Clinical Psychopathology
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Dean of Psychology and Social Sciences

The Dean has general executive management responsibility for overall functioning of the Faculty.

Programme Leader and acting associate-Dean of Psychology and Social Sciences

The Programme leader and the team coordinator coordinate the academic staff and maintain the quality of the programme. They, also, monitor students' progress and addresses staff and students issues. They offer supervision, advice and support to all students.

Module Leaders

Have a responsibility for individual modules, which make up the programme. They evaluate assignments, give feedback to students, as well as monitor student progress and can modify the module's curriculum to fit needs. Each module has a module leader.

Psychology and Social Sciences Tutors

Are the first point of contact for all your academic matters from assignment help to seeking support from other services. You will be required to have a one-to-one, 1



hour tutorial (either face-to-face or through Skype) with your tutor at least once every 4 months. However, they can be contacted by email or by the telephone and have appointed office hours where you can drop-in at any point during the working day. Please check their pages for more information.

4.2 Office Hours

All our academic staff are available during office hours.

Meetings can be arranged either in person or through virtual means (for example Skype). Tutors have appointed office hours where you can drop-in at any point during the working day.

Please check individual availability through your VLE Personal Page.

4.3. External Examiners

External examiners are another important part of the Psychology and Social Sciences programmes at NCIUL. They are responsible for:

- Moderating summatively assessed work at module and programme level;
- Evaluating all forms of assessment which contribute to your degree result;
- Evaluating, and helping ensure fairness and consistency in the assessment process;
- Commenting on draft examination papers and assessment tasks as appropriate;
- Reporting on the structure, content, academic standards and teaching of programmes;
- Commenting, if invited to do so, on any alleged cases of assessment irregularities.

Please do not contact the external examiners directly. External Examiners are required to remain impartial at all times and they do not participate in determining marks for individual students. Students should not attempt to contact any External Examiner, and External Examiners are not permitted to respond to contacts made by students or anyone on behalf of a student.



If a student is found to have contacted an external examiner they may be subject to NCIUL disciplinary procedures. If you need clarification with regard to a mark you have been awarded for a piece of assessment, you should contact your personal tutor or programme/module leader in the first instance.

4.4. Administrative Staff

The PSS Student Office deals with all your administrative needs during the BSc Programme. It is located at our administrative campus, top floor.

Our address: Northern & Shell Tower, 4 Selsdon Way, London E14 9GL.

Opening Hours: Monday to Friday, from 9:00 am to 4:00 pm.

Contact details:

Email: student.office@nciul.ac.uk

Phone: (+44) (0) 2038461730

4.5. Communication between NCIUL and Students

Academic staff members and the NCIUL administrative team will usually communicate with you by email, using the preferred email you gave during your enrolment. When you write to staff, please remember to always provide:

- full name and registration number;
- address the person you are contacting with politeness and not too informally;
- clearly explain the reasons of your email;
- check everything before pushing the 'send' button.

Staff will aim to respond within 3 working days, however in exceptional circumstances this may not be possible. If you are having difficulty in contacting a member of staff, please contact the administrative office instead.



4.6. Your Contact and Personal Details

NCIUL will keep contact details and other personal data about you on our secure computer system. This data are treated as strictly confidential and are stored on encrypted databases on secure servers. You can request to review this data by contacting the Student Office.

This request should be made in writing and NCIUL will make a charge of £10 on each occasion that access is requested. NCIUL aims to comply with requests for access to personal information as quickly as possible, but will ensure that it is provided within 40 days. If an individual makes a complaint or is otherwise dissatisfied with the way their personal information is being processed by NCIUL they should contact the HR Officer and follow the NCIUL complaints procedure.

It is very important that you keep us informed of any changes to your personal contact details and of your emergency contact at all times. Some data can be changed on your personal page on the VLE (for example, such as your address, telephone number or email address). However please note that you cannot change your first and last (family) names online. This has to be done in person at NCIUL with the academic registrar. Official supporting documentation (marriage certificate, passport etc.) will need to be provided.



5. Module Specification

5.1. Developmental Psychology

Module specification			
Module title	Developmental psychology	Level	4
Module leader	Dr Jayanthiny Kangatharan	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

This module aims to introduce students to the key concepts and approaches in developmental psychology. By the end of the module, students will have acquired knowledge of key theories of developmental psychology including life stage theories, cognitive development, moral development and gender development theories. The module also aims to introduce exceptional developmental theories of giftedness, autism and learning difficulties. Key theories and classic and contemporary studies will be identified and discussed particularly in relation to ethical principles.

This module is a fundamental core module of the course. It is designed to be an introduction to principles in developmental psychology. Concepts introduced in this module will feature in modules completed in years 3, for example psychoanalytic perspectives, psychology of sexuality and gender and many of the applied psychology modules.

Pre-requisite modules or specified entry requirements

None.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience

B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

C2: Develop some understanding into the importance of ethical decision making

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to interpret and use numerical, textual and other forms of data.

D3: Develop computer literacy skills and is able under limited supervision, to use technology in completion of non-routine performance tasks.

D4: Develop the ability to solve problems and reflecting on outcomes

D5: Develop the ability to work in groups and teams and collaborate with others in the pursuit of agreed goals.

D6: Under limited supervision is able to take self-directed study and project management, in order to meet desired objectives.

Learning and teaching strategy



Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes.

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures, seminars and tutorials
- Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, practice exam and test papers.
- VLE Forums
- Working and collaborative learning with peers.
- Feedback from completion of summative and formative assignments.

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Class quizzes (for distance learners this will be available on our VLE)
- Class discussions (for distance learners this will occur in online seminars/chat rooms)
- Forum postings
- Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and ungraded class presentations)
- Feedback from peers (from class presentations and other group assignments)



- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Posters or presentations (see module specifications for more details)
- Literature reviews

Detailed in Knowledge and Understanding section.

Indicative content

- What is developmental psychology?
- Introduction to developmental psychology
- Brief history and overview of research methods use to investigate development.
- Early experience and social development
- Attachment, deprivation and privation
- Development of the self-concept
- Cognitive development
- Piaget, Vygotsky, Bruner
- Moral development
- Freud, Piaget, Kohlberg, Social learning theory
- Gender development
- Language development



- Exceptional development
- Giftedness, Autism (theory of mind) and Learning Difficulties
- Adolescence
- Adulthood and old age

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One 1000-word literature review (module leaders will provide a selection of topics)

- This assignment is in week 8
- Counts 60% towards the final grade



- Title to be decided by tutor

One 10 minute group poster presentation on a possible research project agreed with the module leader

- For face-to-face students, will perform their presentation in class during weeks 12. During week 12 face-to-face students will submit:
 - Presentation slides
 - 500 word reflective self-evaluation on their presentation skills
 - 500 word summary of the topic.
- Distance learners, if possible can record their presentation and email the video file to the module leader to be uploaded to the VLE. If this is not possible, students will not be penalised for not presenting their topic. In week 12 they will need to email the module leader:
 - The presentation video or the presentation notes along with presentation slides
 - 500 word reflective self-evaluation on the presentation
 - 500 word summary of the topic.
- When possible students from the same cohort will be asked to give feedback on the presentations (or presentation slides). This will either be done in the teaching week (face-to-face students) or on the forum (distance learners).

Counts 40% towards the final grade.

Mapping of assessment tasks to learning outcomes												
Assessment tasks	Learning outcomes											
	A1	A2	B1	B2	B3	C2	D1	D2	D3	D4	D5	D6
Review	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Mapping of assessment tasks to learning outcomes												
Assessment tasks	Learning outcomes											
	A1	A2	B1	B2	B3	C2	D1	D2	D3	D4	D5	D6
Presentation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Dr Jayanthiny Kangatharan: jayanthiny.kangatharan@nciul.ac.uk

Key reading list

Alan Slater, (2011). *An Introduction to Developmental Psychology*, The British Psychological Society – Blackwell.

Gillibrand, R. Lam, V., O'Donnell V.L., (2016). *Developmental Psychology*, Pearson.

Other indicative text

Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.2. Conceptual and Historical Perspectives in Psychology

Module specification			
Module title	Conceptual and Historical Perspectives in Psychology	Level	4
Module leader	Ms Carla Finale	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

This module aims to introduce students to the key concepts and approaches in psychology. By the end of the module students will be able to understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations. Students will also be able to outline the main approaches in psychology. This module also aims to introduce the various areas of applied psychology including the different career paths available to psychology graduates.

This module is a fundamental core module of the course. It is designed to be an introduction to the world of psychology and will orientate the students towards some of the key concepts and debates. It will briefly touch on all the other modules, in order to provide a comprehensive introduction to the programme.

Pre-requisite modules or specified entry requirements

None.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: Understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology

A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience.

B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

C2: Develop some understanding into the importance of ethical decision making

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to interpret and use numerical, textual and other forms of data.

D3: Develop computer literacy skills and is able under limited supervision, to use technology in completion of non-routine performance tasks.

D4: Develop the ability to solve problems and reflecting on outcomes

D5: Develop the ability to work in groups and teams and collaborate with others in the pursuit of agreed goals.

D6: Under limited supervision is able to take self-directed study and project management, in order to meet desired objectives.

Learning and teaching strategy

Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes.

7. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
8. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
9. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
10. Teaching is aimed at developing employability and graduate skills.
11. Students are encouraged to be independent and self-directed learners.
12. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures, seminars and tutorials
- Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, practice exam and test papers.
- VLE Forums
- Working and collaborative learning with peers.
- Feedback from completion of summative and formative assignments.

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Class quizzes (for distance learners this will be available on our VLE)
- Class discussions (for distance learners this will occur in online seminars/chat rooms)
- Forum postings
- Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and ungraded class presentations)
- Feedback from peers (from class presentations and other group assignments)

- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Posters or presentations (see module specifications for more details)
- Literature reviews

Detailed in Knowledge and Understanding section.

Indicative content

- Where did psychology start? A brief overview of the approaches.
- This will also include an overview of the module including assignment requirements.
- The behaviourist approach.
- The psychodynamic approach.
- The humanistic approach.
- The cognitive approach.
- The social constructionist approach.
- The evolutionary approach.
- How do we balance the approaches?
- The mind- brain problem, free will and consciousness.
- Is psychology a science?
- The role of qualitative and quantitative methods.
- A history of applied psychology; an overview of possible career paths.
- The future of psychology.

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One 1000-word literature review (module leaders will provide a selection of topics)

- For face-to-face learners this assignment in week 8
- Counts 70% towards the final grade
- Title to be decided by tutor

One 10 minute group presentation on a possible research project agreed with the module leader

- For face-to-face students, will perform their presentation in class during weeks 12. During week 12 face-to-face students will submit:
 - Presentation slides
 - 500 word reflective self-evaluation on their presentation skills
 - 500 word summary of the topic.



- Distance learners, if possible can record their presentation and email the video file to the module leader to be uploaded to the VLE. If this is not possible, students will not be penalised for not presenting their topic. In week 12 they will need to email the module leader:
 - The presentation video or the presentation notes along with presentation slides
 - 500 word reflective self-evaluation on the presentation
 - 500 word summary of the topic.
- When possible students from the same cohort will be asked to give feedback on the presentations (or presentation slides). This will either be done in the teaching week (face-to-face students) or on the forum (distance learners).

Counts 30% towards the final grade.

Mapping of assessment tasks to learning outcomes																	
Assessment tasks	Learning outcomes																
	A 1	A 2	A 3	B 1	B 2	B 3	C 2	D 1	D 2	D 3	D 4	D 5	D 6				
Review	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
Presentation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				

Teaching staff associated with the module

Mr. Carla Finale: carla.finale@nciul.ac.uk. Office appointment available on request.

Key reading list

Brysbaert, M., & Rastle, K., (2009). *Historical and conceptual issues in psychology*, Pearson Education.

Piekkola, B., (2016). *Conceptual and Historical Issues in Psychology*, Sage.



Upton, D., & Hughes, B., (2011). *Conceptual and Historical Issues in Psychology: Undergraduate Revision Guide*, Prentice Hall.

Other indicative text (e.g. websites)

Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.3. Introduction to Research Methods

Module specification			
Module title	Introduction to Research Methods	Level	4
Module leader	Dr Massimiliano Papera (ML) Dr Francesco Melchiori	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

This module aims to introduce students to the various research methods used in psychological research. By the end of the module, students will be able to:

- Understand the various levels of measurement
- Describe the advantages and disadvantages of each
- Analyse and interpret basic data sets
- Understand the differences in simple univariate experimental designs.

The module also aims to provide students the opportunity to develop skills in writing academically; students will submit a laboratory report as part of module assessment.

This course introduces basic statistical tests and common research designs employed in psychological experimentation. There is particular emphasis on the execution and reporting of experiments, understanding and interpreting the output of descriptive and inferential statistical tests, and how to use statistical computer software packages such as SPSS or R. The knowledge and skills acquired in this module will be the basis of more advanced modules including Intermediate Research Methods and Advance Research Methods modules.

Pre-requisite modules or specified entry requirements

Basic mathematical knowledge will be necessary for this module. In order to help some students who may find it difficult, the first two lectures will involve a refresher course.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience.

B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

C1: Demonstrate an understanding of research skills of quantitative and qualitative methods.

C2: Develop some understanding into the importance of ethical decision making

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to Interpret and use numerical, textual and other forms of data.

D3: Develop computers skills for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Develop the ability to work in a group.

D5: Develop the ability to undertake self-directed study and project management, in order to meet desired objectives.

Furthermore, in compliance with the QAA subject benchmark statement in psychology and the BPS requirements, the following learning outcomes will be covered:

1. apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications;
2. integrate ideas and findings across the multiple perspectives in psychology and recognise distinctive psychological approaches to relevant issues;
3. identify and evaluate general patterns in behaviour, psychological functioning and experience;
4. generate and explore hypotheses and research questions drawing on relevant theory and research;
5. carry out empirical studies involving a variety of methods of data collection, including experiments, observation, questionnaires, interviews and focus groups; analyse, present and evaluate quantitative and qualitative data and evaluate research findings;
6. employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the range of methodologies;



7. use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments;
8. apply psychological knowledge to real world problems;

Learning and teaching strategy

First year modules will cover the fundamental basics of research methods and will be introductory in nature (level 4).

Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes.

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures and tutorials
 - Face-to-face students will work through a series of worksheets in the tutorials.
 - For distance learners, 15 one hour lectures will be available on the e-learning system. Worksheets will also be available (designed to take between 30minutes to 1 hour). Students are to complete these each week and attend 10, one hour chatroom seminars to discuss answers and problems.



- Additional materials available in class (Face-to-face) or on the VLE (Distance learners). Additional material includes journal articles, presentation notes, practice exam and test papers.
- VLE Forums (available to all students)
- Feedback from completion of summative and formative assignments

Assessment Methods

This module utilises both formative and summative assessments.

Formative assessments include:

- Worksheets
- Practice lab report
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Written end of module lab report
- Exam

Detailed in Knowledge and Understanding section.

Indicative content

- Indicative content includes:
- Math refresher sessions



- Descriptive Statistics
- Introduction to SPSS/R
- Report Writing
- Principles of experimental design
- Principles of inferential statistics
- Introduction to parametric testing
- Introduction to non-parametric testing

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Practice lab report is due in week 12
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One examination paper



- Counts 60% towards final grade
- Consists of three sections:
 - Seven short answer questions
 - Comment on the design of simple experiments; perform appropriate inferential statistical tests on data provided; interpret the results of statistical tests
 - Design a simple experiment to test a univariate hypothesis
- Time allowed: 2.5 hours

One 1000 words lab report

- This assignment is due in weeks 12
- Counts towards 40% of the final grade

Counts towards 40% of the final grade

Mapping of assessment tasks to learning outcomes													
Assessment tasks	Learning outcomes												
	A1	A2	A3	B1	B2	B3	C1	C2	D1	D2	D3	D4	D5
Exam	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Lab Report	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Dr Massimiliano Papera: Massimiliano.papera@nciul.ac.uk. Office appointments are available on request.

Dr Francesco Melchiori: franceso.melchiori@unicusano.it. Appointments are available on request.



Key reading list

Andy Field, (2013). *Discovering Statistics Using SPSS*, Sage Publications.

Andy Field & Graham Hole, (2013). *How to design and report experiments*, Sage Publications Ltd.

Daniel Navarro, (2015). *Learning Statistics with R*, D. Navarro.

David Howell, (2009). *Statistical methods for Psychology. International Edition*, Wadsworth.

Other indicative text (e.g. websites)

https://www.openintro.org/stat/textbook.php?stat_book=os.

Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.4. Philosophical Issues in Psychology

Module specification			
Module title	Philosophical Foundations of Psychology	Level	4
Module leaders	Dr Giulio de Felice	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

The aim of this module is to provide students with a philosophical perspective on the nature of psychology and psychological research. It will examine questions about the nature of scientific investigation and other fundamental debates through the history of psychology. The module will also explore the ethics of psychological research, philosophy of time, free will and moral responsibility.

This course introduces the students to basic concepts in philosophy and how they relate to psychology as a discipline. This module is offered in order to provide a broader, more comprehensive view of the social sciences.

4. Pre-requisite modules or specified entry requirements

None.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology,

cognitive psychology, developmental psychology, individual differences and social psychology.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

C2: Develop some understanding into the importance of ethical decision making.

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to Interpret and use numerical, textual and other forms of data.

D3: Develop computers skills for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Develop the ability to work in a group

D5: Develop the ability to undertake self-directed study and project management, in order to meet desired objectives.

D6: Develop the ability to reflect and evaluate on personal strengths and weaknesses for the purposes of future learning.

Learning and teaching strategy

First year modules will cover the fundamental basics of psychology and will be introductory in nature (level 4). Second and third year modules will be equivalent to levels 5 and 6.

Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes.

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.



2. Teaching challenges stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures, seminars, tutorials and workshops
- Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, practice exam and test papers.
- Use of variety of multi-media sources
- Use of institutional subscription to e-books, online journals and databases
- Access to VLE forums featuring tutor and student led discussions
- Regular opportunities to work and collaborate with peers. For example, in group tasks or other team based projects
- Regular opportunities to work individually. For example, when completing assignments or in self-directed reading.
- Access to occasional guest lecturers from specialist areas.
- Feedback from completion of summative and formative assignments.
- Frequent guidance from personal tutors

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Submission of draft assignments
- Class quizzes (for distance learners this will be available on our VLE)
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings



- Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and ungraded class presentations)
- Feedback from peers (from class presentations and other group assignments)
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Written end of module assignments (for example essays, literature reviews, research proposals, poster presentations)
- Forum posts

Detailed in Knowledge and Understanding section.

Indicative content

The module will typically cover the following topics:

- History and current theories in the philosophy of psychology;
- The mind-body problem
- The experience and biology of time;
- History and current theories in epistemology;
- Free will and decision making;
- The role of meaning
- The ethics of psychological research (including informed consent)
- Clinical deontology;
- New frontiers in bioethics;
- The role of psychology in our society/ the social mind.



Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One 1000 word written essay (module leaders will provide a selection of topics)

- This assignment is due week 8
- Counts 70% towards the final grade
- Assignments can include: essays, literature reviews, research proposals, poster presentations

Posts on the forum

- Counts 30% towards final grade
- Students will need to make a minimum of 5 posts on the module forum. At least one must be an original post and the other must be in response to another student's post. All posts have to present collaborative critical thinking and reflective practice.

- This is to be completed over the 12-week term.

Mapping of assessment tasks to learning outcomes											
Assessment tasks	Learning outcomes										
	A1	A2	B1	B2	C2	D1	D2	D3	D4	D5	D6
Essay	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Forum Posts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Dr Giulio de Felice: giulio.defelice@nciul.ac.uk. Office appointment available on request.

Key reading list

Botterill and Carruthers, (2008). *The Philosophy of Psychology*, Cambridge Insitution Press.

James W., (1890). *The Principles of Psychology*, Holt, New York.

Nagel T., (1989). *What Does It All Mean? A Very Short Introduction to Philosophy*, Blackwell, London.

Orsucci F., (2011). *Global bioethics and new evolutionary challenges*, Asia Pacific Biotech, 15 (5), 18-21.

Orsucci F., De Risio S., (2004). *Bioethics in Complexity: Foundations and Evolutions*, Imperial College Press, London.

Wittgenstein L., (1991). *Remarks on the Philosophy of Psychology*, Wiley-Blackwell, London.



Other indicative text

Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.5. Psychopathology

Module specification			
Module title	Clinical Psychopathology	Level	4
Module leader	Dr Sara Parsi di Landrone (ML) Dr Nicoletta Vegni Dr Giulio De Felice	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

This module aims to introduce students to the basic concepts in psychopathology. It is aimed to provide students with some familiarity with medical diagnoses, the key debates and to consider ethical issues in clinical practice.

This course introduces students to concepts of psychopathology and is aimed to provide students with some familiarity with medical diagnoses.

Pre-requisite modules or specified entry requirements

None.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.



A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience

B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

C2: Develop some understanding into the importance of ethical decision making

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to Interpret and use numerical, textual and other forms of data.

D3: Develop computers skills for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Develop the ability to work in a group

D5: Develop the ability to undertake self-directed study and project management, in order to meet desired objectives.

D6: Develop the ability to reflect and evaluate on personal strengths and weaknesses for the purposes of future learning.



Learning and teaching strategy

Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes.

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures, seminars, tutorials and workshops
- Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, practice exam and test papers.
- Use of variety of multi-media sources
- Use of institutional subscription to e-books, online journals and databases
- Access to VLE forums featuring tutor and student led discussions
- Regular opportunities to work and collaborate with peers. For example, in group tasks or other team based projects
- Regular opportunities to work individually. For example, when completing assignments or in self-directed reading.
- Access to occasional guest lecturers from specialist areas.
- Feedback from completion of summative and formative assignments.
- Frequent guidance from personal tutors



Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Class quizzes (for distance learners this will be available on our VLE)
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and ungraded class presentations)
- Feedback from peers (from class presentations and other group assignments)
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Written end of module assignments
- Forum posts

Detailed in Knowledge and Understanding section.

Indicative content

- Classification systems and assessments in clinical psychology. Research methods. The clinical practice. Prevention.
- The clinical interview
- Approaches to psychopathology



- Psychological disorders 1: Anxiety disorders
- Psychological disorders 2: Trauma and stressor related disorders and Mood and Depressive disorders
- Psychological disorders 3: Obsessive-compulsive disorders and Eating disorders
- Psychological disorders 4: Dissociative disorders and Psychosis
- Psychological disorders 5: Somatic symptoms disorders and sexual disorders
- Ethical codes in clinical practice

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:



One 1000 word written essay (module leaders will provide a selection of topics)

- This assignment is due in week 12
- Counts 70% towards the final grade
- Assignments can include: literature reviews, research proposals, poster presentations

Posts on the forum about case study discussions based on materials provided by teaching staff

- Counts 30% towards final grade (either pass or fail grade)
- Students will need to make a minimum of 5 posts on the module forum. At least one must be an original post and the other must be in response to another student's post. All posts should represent collaborative critical thinking and reflective practice.
- This is to be completed over the 12-week term.

Mapping of assessment tasks to learning outcomes													
Assessment tasks	Learning outcomes												
	A1	A2	A3	B1	B2	B3	C2	D1	D2	D3	D4	D5	D6
Essay	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Case Study	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Dr Sara Parsi di Landrone: sara.parsidilandronea@nciul.ac.uk

Dr Nicoletta Vegni: nicoletta.vegni@unicussano.it

Dr Giulio De Felice: giulio.defelice@nciul.ac.uk



Key reading list

James N. B., et al., (2016). *Abnormal Psychology*, Global Edition, Pearson.

Other indicative text

Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.6. Biological Psychology

Module specification			
Module title	Biological Psychology	Level	4
Module leader	Dr Massimiliano Papera (ML)	Credit value	20
Module type	Core	Notional learning hours	200



Aims of the module

This module aims to introduce students to the key concepts and approaches in biological psychology. By the end of the module, students will have acquired knowledge of key areas of biological psychology. More specifically this module aims to develop knowledge and understanding of the role of the brain and nervous system in psychological processes including language, memory, emotion, stress, psychopathology and sensory processes. More broadly the module aims to highlight some of the assumptions and tensions within biological psychology approaches.

This module is a fundamental core module of the course. It is designed to be an introduction to principles in biological psychology. Concepts introduced in this module will feature in modules completed in years 2 and 3, for example individual differences, advanced psychobiology and many of the applied psychology modules.

Pre-requisite modules or specified entry requirements

None.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.



A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience

B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

C1: Demonstrate an understanding of research skills of quantitative and qualitative methods.

C2: Develop some understanding into the importance of ethical decision making

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to Interpret and use numerical, textual and other forms of data.

D3: Develop computers skills for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Develop the ability to work in a group

D5: Develop the ability to undertake self-directed study and project management, in order to meet desired objectives.

D6: Develop the ability to reflect and evaluate on personal strengths and weaknesses for the purposes of future learning.

Learning and teaching strategy



Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes.

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures, seminars and tutorials
- Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, practice exam and test papers.
- VLE Forums
- Working and collaborative learning with peers.
- Feedback from completion of summative and formative assignments.

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Class quizzes (for distance learners this will be available on our VLE)
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and ungraded class presentations)



- Feedback from peers (from class presentations and other group assignments)
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Written end of module assignments
- Forum posts

Detailed in Knowledge and Understanding section.

Indicative content

- Introduction and overview
- Exploring the brain: history
- Brain Anatomy: from brain areas to neurons
- Structural and functional methodologies to study the brain
- Neuronal signalling: normal and abnormal neurotransmission (anxiety and drug abuse)
- Sensory-motor integration
- Biological basis of emotions
- The limbic brain
- Hormones and emotion
- Theories of emotion



- The evolution of emotions
- Goal-directed behaviour
- Experience-dependent plasticity
- Temperature and thirst
- Hunger and satiety
- Social behaviour, sexual selection and communication
- Motivation and addiction.
- Sleep

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).



Summative assignments include:

One 1000 words literature review (module leaders will provide a selection of topics and materials)

- This assignment is due in week 8
- Counts 60% towards the final grade
- Title to be decided by tutor

Posts on the forum

- Counts 40% towards final grade
- Students will need to make a minimum of 10 posts on the module forum. At least one must be an original post and the other must be in response to another student's post. All posts should represent critical thinking and reflective practice.
- This is to be completed over the 12-week term.

Mapping of assessment tasks to learning outcomes														
Assessment tasks	Learning outcomes													
	A1	A2	A3	B1	B2	B3	C1	C2	D1	D2	D3	D4	D5	D6
Review	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Forum Posts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Dr Massimiliano Papera: massimiliano.papera@nciul.ac.uk



Key reading list

Howell, D.C., (2008). *Fundamental statistics for the behavioural sciences*, Thomson Wadson.

Kandel, E. et al., (1995). *Essentials of Neural Science and Behaviour*, McGraw Hill.

Michael I. Posner, (2012). *Cognitive Neuroscience of Attention (Second Edition)*, The Guildford Press.

Pinel, J.P.J., (2008). *Biopsychology* (8th Ed. Or the latest), Pearson Education.

Other indicative text

Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.7. Intermediate Research Methods

Module specification			
Module title	Intermediate Research Methods	Level	5
Module tutor	Dr Massimiliano Papera (ML) Dr Francesco Melchiorri	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

This module aims to extend students' knowledge of the various research methods used in psychological research. By the end of the module, students will be able to conduct statistical tests by hand and to use SPSS to generate and analyse data. Students will also be taught how to critically think, interpret and comment on the output produced from the analysis. The module also aims to provide students the opportunity to further develop skills in writing academically; students will submit laboratory reports as part of module assessment.

This course extends the knowledge developed in Introduction to Research Methods. This module continues to focus on the execution and reporting of experiments, understanding and interpreting the output of descriptive and inferential statistical tests, and how to use statistical computer software packages such as SPSS or R. The knowledge and skills acquired in this module will be the basis of more advanced modules including Advanced Research Methods modules.

Pre-requisite modules or specified entry requirements



Successful completion of Level 4 modules. In particular, students must have successfully complete the module “Introduction to Research Module.”

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

A4: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology. Understand how these core areas relate to one another.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience.

B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

B4: Adopt multiple perspectives, reflect and systematically analyse the relationships between them. Detect meaningful patterns in behaviour and evaluate their significance.



C1: Demonstrate an understanding of research skills of quantitative and qualitative methods.

C2: Develop an understanding of the importance of ethical decision making

C3: Under limited supervision is able to competently initiate, design, conduct and report on an empirically-based research project.

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to Interpret and use numerical, textual and other forms of data.

D3: Develop computers skills for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Develop the ability to work in a group.

D5: Develop the ability to undertake self-directed study and project management, in order to meet desired objectives.

D6: Develop the ability to reflect and evaluate on personal strengths and weaknesses for the purposes of future learning.

D7: Under limited supervision develops skills in self-directed study, developing skills in reflecting and evaluating personal strengths and weaknesses for future learning.

Furthermore, in compliance with the QAA subject benchmark statement in psychology and the BPS requirements, the following learning outcomes will be covered:

1. apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications;
2. integrate ideas and findings across the multiple perspectives in psychology and recognise distinctive psychological approaches to relevant issues;



3. identify and evaluate general patterns in behaviour, psychological functioning and experience;
4. generate and explore hypotheses and research questions drawing on relevant theory and research;
5. carry out empirical studies involving a variety of methods of data collection, including experiments, observation, questionnaires, interviews and focus groups; analyse, present and evaluate quantitative and qualitative data and evaluate research findings;
6. employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the range of methodologies;
7. use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments;
8. apply psychological knowledge to real world problems;

Learning and teaching strategy

First year modules will cover the intermediate research methods and will be intermediate in nature (level 4/5).

Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes.

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.



Students gain skills through:

- Lectures and tutorials
 - Face-to-face students will work through a series of worksheets in the tutorials.
 - For distance learners, 15 one hour lectures will be available on the E-learning system. Worksheets will also be available (designed to take between 30minutes to 1 hour). Students are to complete these each week and attend 10, one hour chatroom seminars to discuss answers and problems.
- Additional materials available in class (Face-to-face) or on the VLE (Distance learners). Additional material includes journal articles, presentation notes, practice exam and test papers.
- VLE Forums (available to all students)
- Feedback from completion of summative and formative assignments

Assessment Methods

This module utilises both formative and summative assessments.

Formative assessments include:

- Worksheets
- Practice lab report
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:



- Written end of module lab report
- Exam

Detailed in Knowledge and Understanding section.

Indicative content

- Indicative content includes:
- Recap of introductory concepts
- Correlations
- Simple Linear Regression
- Simple ANOVA: between-subject design
- Simple ANOVA: within-subject design
- Two- Way ANOVA; between subject design
- Mixed ANOVA

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Practice lab report, due in 1 week after the last teaching day (Face-to-face) or in week 6 (distance learners)
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting



and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One examination paper

- Counts 60% towards final grade
- Time allowed: 2.5 hours

One 1000 word lab report

- This is due in week 12
- Counts towards 40% of the final grade

Mapping of assessment tasks to learning outcomes																		
Assessment tasks	Learning outcomes																	
	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5	D6	D7
Exam	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lab Report	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Dr Massimiliano Papera: massimiliano.papera@nciul.ac.uk.

Appointment available on request.

Dr Francesco Melchiori: francesco.melchiori@unicusano.it,

Appointments available on request.



Key reading list

Andy Field, (2013). *Discovering Statistics Using SPSS*, Sage Publications.

Andy Field & Graham Hole, (2013). *How to design and report experiments*, Sage Publications Ltd.

Howell D., (2009). *Statistical methods for Psychology. International Edition*, Wadsworth.

Navarro D., (2015). *Learning Statistics with R*, D. Navarro.

Shaughnessy, J.J., et al., (2003). *Research Methods in Psychology*. McGraw-Hill.

Other indicative text

Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.8. Qualitative Research Methods

Module specification			
Module title	Qualitative Research Methods	Level	5
Module tutor	Dr Stephen Tallett	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

This course is designed to help students understand why and how qualitative research is carried out in psychology. A sample of current qualitative methodologies and examples of how qualitative methods may be applied in psychological settings are provided. The student is introduced to the processes involved in making sense of qualitative data and how qualitative data can and should be analysed and evaluated. Students will be required to work in small groups to complete a mini-project and so designing qualitative research reports is also covered.

The purpose of this module is to introduce qualitative research knowledge and skills to psychology students. Students may then be sufficiently competent to use qualitative research methods in their year 3 research projects. This module is also essential in fulfilling accreditation requirements of the British Psychological Society.

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 modules.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience

B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

C1: Demonstrate an understanding of research skills of quantitative and qualitative methods.

C2: Develop an understanding of the importance of ethical decision making

C3: Under limited supervision is able to competently initiate, design, conduct and report on an empirically-based research project.

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to Interpret and use numerical, textual and other forms of data.

D3: Develop computers skills for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Develop the ability to work in a group.

D5: Develop the ability to undertake self-directed study and project management, in order to meet desired objectives.

D6: Develop the ability to reflect and evaluate on personal strengths and weaknesses for the purposes of future learning.

D7: Under limited supervision develops skills in self-directed study, developing skills in reflecting and evaluating personal strengths and weaknesses for future learning.

As for the rest of our learning outcomes covered in other modules, learning outcomes in research methods also in compliance with the QAA subject benchmark statement in psychology. Furthermore, they comply with the British psychological Society (BPS) requirements for awarding the Graduate Basis for Chartered Membership (GBC), and ensure that students will be able to:

1. apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications;
2. integrate ideas and findings across the multiple perspectives in psychology and recognise distinctive psychological approaches to relevant issues;
3. identify and evaluate general patterns in behaviour, psychological functioning and experience;
4. generate and explore hypotheses and research questions drawing on relevant theory and research; carry out empirical studies involving a variety of methods of data collection, including experiments, observation, questionnaires, interviews and focus groups; analyse, present and evaluate quantitative and qualitative data and evaluate research findings;

5. employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the range of methodologies;
6. use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments;
7. apply psychological knowledge to real world problems;
8. critically evaluate psychological theory and research;

Learning and teaching strategy

Advanced research methods will be taught at level 5.

Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes.

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures and tutorials
 - Face-to-face students will work through a series of worksheets in the tutorials.

- For distance learners, 15 one hour lectures will be available on the E-learning system. Worksheets will also be available (designed to take between 30minutes to 1 hour). Students are to complete these each week and attend 10, one hour chatroom seminars to discuss answers and problems.
- Additional materials available in class (Face-to-face) or on the VLE (Distance learners). Additional material includes journal articles, presentation notes, practice exam and test papers.
- VLE Forums (available to all students)
- Feedback from completion of summative and formative assignments

Assessment Methods

This module utilises both formative and summative assessments.

Formative assessments include:

- Practical worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Written end of module mini project write up
- Presentation

Detailed in Knowledge and Understanding section.

Indicative content

- Introducing qualitative research. The kind of questions it asks, overview of research methods and how to conduct a qualitative research project.
- Overview of module requirements.
- Qualitative data collection methods
- Qualitative interviews; focus groups; ethnology
- Data analysis overview of methods, designing questions.
- Research ethics and applying for ethical approval procedures.
- Data transcription methods.
- Thematic analysis.
- Grounded theory.
- Phenomenological analyses: focus on Interpretative phenomenological analysis.
- Case studies
- Discursive psychology
- Foucauldian discourse analysis.
- Narrative psychology.
- Writing a qualitative research report.

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module

leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One 2000 words mini project

- Students will work together in small groups to design, conduct and analyse a qualitative study.
- For face-to-face students, project work will be carried out in the teaching week using other present students as participants. The assignment is in weeks 12
- For distance learners, students will have the opportunity to work together in the VLE open space. The assignment is due in week 8
- Counts towards 70% of the final grade
- Passing mini project is a compulsory course requirement.

One 10 minute group presentation on the mini project

- For face-to-face students presentations will be given by students on teaching week 2. This assignment is due in week 12. Students will submit:
 - Presentation slides
 - 500 word reflective self-evaluation on their presentation skills
 - 500 word summary of the topic.
- Distance learners, if possible can record their presentation and email the video file to the module leader to be uploaded to the VLE. If this is not possible, students will not be penalised for not presenting their topic. In week 12 they will need to email the module leader:
 - The presentation video or the presentation notes along with presentation slides
 - 500 word reflective self-evaluation on the presentation
 - 500 word summary of the topic.

- When possible students from the same cohort will be asked to give feedback on the presentations (or presentation slides). This will either be done in the teaching week (face-to-face students) or on the forum (distance learners).
- Counts 30% towards the final grade

Mapping of assessment tasks to learning outcomes																
Assessment tasks	Learning outcomes															
	A 1	A 2	A 3	B 1	B 2	B 3	C 1	C 2	C 3	D 1	D 2	D 3	D 4	D 5	D 6	D 7
Qualitative mini project	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Presentation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Dr Stephen Tallett: stephen.tallett@nciul.ac.uk

Key reading list

Howitt, D., (2016). *Introduction to Qualitative Research Methods in Psychology*, Pearson.

Willig, C., (2013). *Introducing Qualitative Research in Psychology Third Edition*, Open University Press.

Other indicative text

Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.9. Health Psychology

Module specification			
Module title	Health Psychology	Level	5
Module leader	Dr Jayanthiny Kangarathan	Credit value	20
Module type	Optional	Notional learning hours	200

Aims of the module

This module aims to provide a descriptive overview of the practice of health psychology in the UK and to highlight some of the key debates. Students are expected to develop a degree of critical awareness of relevant issues and topics. Students are expected to develop their own views based on external reading, become familiar with some key concepts and terms, and demonstrate ability to write broadly about topics in this field.

This course introduces students to the applied discipline of health psychology. It is aimed to provide students with some familiarity with some of the key areas of this applied psychology discipline.

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 modules.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

A4: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology. Understand how these core areas relate to one another.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience.

B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

B4: Adopt multiple perspectives, reflect and systematically analyse the relationships between them. Detect meaningful patterns in behaviour and evaluate their significance.

C1: Demonstrate an understanding of research skills of quantitative and qualitative methods.

C2: Develop an understanding of the importance of ethical decision making

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to Interpret and use numerical, textual and other forms of data.

D3: Develop computers skills for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Develop the ability to work in a group.

D5: Develop the ability to undertake self-directed study and project management, in order to meet desired objectives.

D6: Develop the ability to reflect and evaluate on personal strengths and weaknesses for the purposes of future learning.

D7: Under limited supervision develops skills in self-directed study, developing skills in reflecting and evaluating personal strengths and weaknesses for future learning.

Learning and teaching strategy

Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes.

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures, seminars, tutorials and workshops

- Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, practice exam and test papers.
- Use of variety of multi-media sources
- Use of institutional subscription to e-books, online journals and databases
- Access to VLE forums featuring tutor and student led discussions
- Regular opportunities to work and collaborate with peers. For example, in group tasks or other team based projects
- Regular opportunities to work individually. For example, when completing assignments or in self-directed reading.
- Access to occasional guest lecturers from specialist areas.
- Feedback from completion of summative and formative assignments.
- Frequent guidance from personal tutors

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Class quizzes (for distance learners this will be available on our VLE)
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and ungraded class presentations)
- Feedback from peers (from class presentations and other group assignments)
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module

leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Written assignments
- Class presentations (see module specifications for more details)

Detailed in Knowledge and Understanding section.

Indicative content

- Introduction to Health Psychology
- What is Health Psychology? What is the role of a health psychologist?
- Historical overview of health psychology.
- Overview of the module and submission requirements.
- Understanding health and illness.
- The mind-body relationship. The biomedical model versus the bio-psycho-social model. The integrated approach of health psychology.
- Public health policy in the UK. What is health? The emergence and considerations of health psychology. The role of lifestyle. Government policies.
- Health cognitions and beliefs. Theoretical models: Health belief mode, Health locus of control, Social cognitive theory, Protection motivation theory, Theory of planned behaviour
- Intervention design: The intention- behaviour relationship, health action process approach, trans theoretical model of change, goal theories, intervention design, behaviour change research
- Health promotion: health enhancing behaviours, diet and health, physical activity and health, the energy balance, obesity.
- Health risk behaviour: addiction, alcohol, smoking, substance use
- Preventive health behaviours: sexual health, seat belt use, handwashing, tooth brushing

- Stress and psycho-neuro-immunology: the immune system, contemporary theories of stress and health, psychoneuroimmunology, interventions to enhance immune-competence
- Doctor-patient communication and adherence: effective communication, shared decision making, medical adherence.
- Current research in health psychology.

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One 2000 word written essay (module leaders will provide a selection of topics)

- This assignment is due in week 8
- Counts 70% towards the final grade

- Assignments can include: essays, literature reviews, research proposals, poster presentations

Posts on the forum

- Counts 30% towards final grade
- Students will need to make a minimum of 5 posts on the module forum. At least one must be an original post and the other must be in response to another student's post. Posts should present collaborative critical thinking and reflective practice.
- This assignment is due in week 12 week.

Mapping of assessment tasks to learning outcomes																	
Assessment tasks	Learning outcomes																
	A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C 1	C 2	D 1	D 2	D 3	D 4	D 5	D 6	D 7
Review	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Forum Posts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Dr Jayanthiny Kangatharan: jayanthiny.kangatharan@nciul.ac.uk.

Key reading list

Ogden, J., (2012). *Health Psychology: A Textbook*, Open University Press.

Other indicative text (e.g. websites)

Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.10. Group Dynamics

Module specification			
Module title	Group Dynamics	Level	5
Module Lead	Dr Giulio de Felice	Credit value	20
Module type	Optional (Face to face module only as there is a substantial experiential component to this module - it is open to distance learners should they wish to attend).	Notional learning hours	200

Aims of the module

The aim of the course is to provide students with the knowledge of the different theories in that constitute Group Dynamics. Special attention will be devoted to the theories of W. R. Bion who was a key figure in the development of psychoanalytic thought on group dynamics. Different group interventions will be discussed and analysed in order that students have an idea of how group dynamic work in practice.

The course introduced students to core issues in group dynamics and may be of particular interest to people working in groups.

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 modules.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

A4: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology. Understand how these core areas relate to one another.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience.

B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

B4: Adopt multiple perspectives, reflect and systematically analyse the relationships between them. Detect meaningful patterns in behaviour and evaluate their significance.

C1: Demonstrate an understanding of research skills of quantitative and qualitative methods.

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to Interpret and use numerical, textual and other forms of data.

D3: Develop computers skills for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Develop the ability to work in a group.

D5: Develop the ability to undertake self-directed study and project management, in order to meet desired objectives.

D6: Develop the ability to reflect and evaluate on personal strengths and weaknesses for the purposes of future learning.

D7: Under limited supervision develops skills in self-directed study, developing skills in reflecting and evaluating personal strengths and weaknesses for future learning.

Learning and teaching strategy

Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes.

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures, seminars and tutorials
- Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, practice exam and test papers.

- VLE Forums
- Working and collaborative learning with peers.
- Feedback from completion of summative and formative assignments.

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Class quizzes (for distance learners this will be available on our VLE)
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and ungraded class presentations)
- Feedback from peers (from class presentations and other group assignments)
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Written end of module assignments
- Posters or presentations (see module specifications for more details)

Detailed in Knowledge and Understanding section.

Indicative content

- The work of W.R. Bion will be explored in detail.

- Session1: Wilfred R. Bion (1961) Experiences in groups.
- Session 2: Wilfred R. Bion (1960) A theory of thinking
- Session 3: Wilfred R. Bion (1962) Learning from experience
- Session 4: Wilfred R. Bion (1963) Elements of psycho-analysis
- Session 5: Wilfred R. Bion (1994) Clinical seminars and Unpublished Case Studies

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One 2000 word essay with a reflective component

- This assignment is in week 8 after the last teaching day
- Counts 70% towards the final grade
- Title to be decided by tutor

One 10 minutes group presentation on a topic agreed with the module leader

- For face-to-face students, will perform their presentation in class during weeks 12. During week 12 face-to-face students will submit:
 - Presentation slides
 - 500 word reflective self-evaluation on their presentation skills
 - 500 word summary of the topic.
- Distance learners, if possible can record their presentation and email the video file to the module leader to be uploaded to the VLE. If this is not possible, students will not be penalised for not presenting their topic. In week 12 they will need to email the module leader:
 - The presentation video or the presentation notes along with presentation slides
 - 500 word reflective self-evaluation on the presentation
 - 500 word summary of the topic.
- When possible students from the same cohort will be asked to give feedback on the presentations (or presentation slides). This will either be done in the teaching week (face-to-face students) or on the forum (distance learners).
- Counts 30% towards the final grade.

Mapping of assessment tasks to learning outcomes															
Assessment tasks	Learning outcomes														
	A1	A2	A4	B1	B2	B3	B4	C1	D1	D2	D3	D4	D5	D6	D7
Written essay	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Presentation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Dr Giulio de Felice: giulio.defelice@nciul.ac.uk. Appointments are available on request.

Key reading list

Wilfred R. Bion, (1960). *A theory of thinking*, The Psychoanalytic Quarterly.

Wilfred R. Bion, (1994). *Clinical seminars and Unpublished Case Studies*, Karnac Books.

Wilfred R. Bion, (1963). *Elements of psycho-analysis*, Karnac Books.

Wilfred R. Bion, (1961). *Experiences in groups*, Taylor and Francis.

Wilfred R. Bion, (1962). *Learning from experience*, Karnac Books.

Other indicative text

Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.11. Cognitive Psychology

Module specification			
Module title	Cognitive Psychology	Level	5
Module leader	Prof Franco Orsucci	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

This module aims to introduce students to the key concepts and approaches in cognitive psychology. By the end of the module, students will have acquired knowledge of key areas of cognitive psychology including attention, perception, memory, language and thinking. More broadly the module aims to highlight some of the assumptions and tensions within cognitive psychology approaches.

This module is a fundamental core module of the course. It is designed to be an introduction to principles in cognitive psychology. Concepts introduced in this module will feature in modules completed in years 2 and 3, for example individual differences, psycholinguistics and many of the applied psychology modules.

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 modules.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

A4: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology. Understand how these core areas relate to one another.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience

B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

B4: Adopt multiple perspectives, reflect and systematically analyse the relationships between them. Detect meaningful patterns in behaviour and evaluate their significance.

C1: Demonstrate an understanding of research skills of quantitative and qualitative methods.

C2: Develop an understanding of the importance of ethical decision making.

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to Interpret and use numerical, textual and other forms of data.

D3: Develop computers skills for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Develop the ability to work in a group

D5: Develop the ability to undertake self-directed study and project management, in order to meet desired objectives.

D6: Develop the ability to reflect and evaluate on personal strengths and weaknesses for the purposes of future learning.

D7: Under limited supervision develops skills in self-directed study, developing skills in reflecting and evaluating personal strengths and weaknesses for future learning.

Learning and teaching strategy

Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes.

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures, seminars and tutorials

- Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, practice exam and test papers.
- VLE Forums
- Working and collaborative learning with peers.
- Feedback from completion of summative and formative assignments.

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Class quizzes (for distance learners this will be available on our VLE)
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and ungraded class presentations)
- Feedback from peers (from class presentations and other group assignments)
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Forum posts
- Written assignments

Detailed in Knowledge and Understanding section.

Indicative content

- What is cognitive psychology? Introduction to cognitive psychology.
- This will also include an overview of the module including assignment requirements.
- Attention
- Pattern recognition.
- Perception: processes and theories
- Including a focus on visual perceptual systems in the nervous system.
- The development of perceptual abilities.
- Social perception.
- Models of memory.
- Theories of forgetting
- Practical application of research into memory.
- Language and thought

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One 1000 words essay

- This assignment is due in week 8
- Counts 70% towards the final grade
- Assignments can include: essays, literature reviews, research proposals, poster presentations

Posts on the forum

- Counts 30% towards final grade
- Students will need to make a minimum of 5 posts on the module forum. At least one must be an original post and the other must be in response to another student's post. Posts should present collaborative critical thinking and reflective practice.
- This assignment is due in week 12.

Mapping of assessment tasks to learning outcomes																	
Assessment tasks	Learning outcomes																
	A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C 1	C 2	D 1	D 2	D 3	D 4	D 5	D 6	D 7
Essay	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Forum posts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Prof Franco Orsucci: franco.orsucci@nciul.ac.uk. Appointments are available on request.

Key reading list

Braisby, N. et al., (2012). *Cognitive Psychology*, Oxford Press.

Eysenck, M.W. and Keane, M.T., (2015). *Cognitive Psychology: A Student's Handbook*. Psychology Press.

Goldstein, E., (2013). *Sensation and Perception*, Wadsworth Publishing.

Other indicative text

Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.12. Consciousness and Language Sciences

Module specification			
Module title	Consciousness and Language Sciences	Level	5
Module Lead	Dr Jayanthiny Kangatharan (ML) Prof Franco Orsucci	Credit value	20
Module type	Optional	Notional learning hours	200

Aims of the module

Modern psychology is deeply connected with the evolution of consciousness studies and the sciences of language. This connection is related to research about the nature of consciousness and its grounding on language. Clinical applications are also obviously based on how language and its structures in consciousness can be modified through communication and discourse. Non-

clinical issues such as social media theory and social communication will be considered.

Students will be required to identify, analyse and evaluate contemporary issues and practices of consciousness studies and linguistics. Through focus groups and seminars students will critically evaluate the role of consciousness studies and linguistics in their research, technology and clinical applications. Important topics such as the evolution of language and its role in individual and social consciousness, including their clinical and non-clinical modifications will be presented, in order to prepare students and stimulate self-reflective practice.

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 modules.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

A4: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology. Understand how these core areas relate to one another.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience.

B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

B4: Adopt multiple perspectives, reflect and systematically analyse the relationships between them. Detect meaningful patterns in behaviour and evaluate their significance.

C2: Develop an understanding of the importance of ethical decision making.

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to Interpret and use numerical, textual and other forms of data.

D3: Develop computers skills for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Develop the ability to work in a group.

D5: Develop the ability to undertake self-directed study and project management, in order to meet desired objectives.

D6: Develop the ability to reflect and evaluate on personal strengths and weaknesses for the purposes of future learning.

D7: Under limited supervision develops skills in self-directed study, developing skills in reflecting and evaluating personal strengths and weaknesses for future learning.

Learning and teaching strategy

Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes.

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures, seminars and tutorials
- Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, practice exam and test papers.
- VLE Forums
- Working and collaborative learning with peers.
- Feedback from completion of summative and formative assignments.

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Class quizzes (for distance learners this will be available on our VLE)
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings

- Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and ungraded class presentations)
- Feedback from peers (from class presentations and other group assignments)
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Written end of module assignments
- Graded class presentations

Detailed in Knowledge and Understanding section.

Indicative content

The module will typically cover the following topics:

- History and main current theories of consciousness;
- History and current theories of language and semiotics;
- Consciousness and language in psychology
- Embodiment and reflectivity;
- Affective neuroscience;
- Evolution and change in language and consciousness;
- Psychopathology of language and consciousness;
- Clinical and non-clinical applications.

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One 2000 words literature critical review

- This assignment is due in week 8
- Counts 70% towards the final grade
- Title to be decided by tutor

One 10 minute group presentation for the journal club

- For face-to-face students, will perform their presentation in class during weeks 12. During week 12 face-to-face students will submit:
 - Presentation slides
 - 500 word reflective self-evaluation on their presentation skills
 - 500 word summary of the topic.
- Distance learners, if possible can record their presentation and email the video file to the module leader to be uploaded to the VLE. If this is

not possible, students will not be penalised for not presenting their topic. In week 12 they will need to email the module leader:

- The presentation video or the presentation notes along with presentation slides
 - 500 word reflective self-evaluation on the presentation
 - 500 word summary of the topic.
- When possible students from the same cohort will be asked to give feedback on the presentations (or presentation slides). This will either be done in the teaching week (face-to-face students) or on the forum (distance learners).
 - Counts 30% towards the final grade

Mapping of assessment tasks to learning outcomes														
Assessment tasks	Learning outcomes													
	A1	A2	B1	B2	B3	B4	C2	D1	D2	D3	D4	D5	D6	D7
Critical Review	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Presentation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Dr Jayanthiny Kangatharan: jayanthiny.kangatharan@nciul.ac.uk.

Appointments are available on request.

Prof Franco Orsucci: franco.orsucci@nciul.ac.uk.

Appointments are available on request.

Key reading list

Blackmore S., (2011). *Consciousness: An Introduction*, OUP, New York.

Orsucci F. (ed.), (2016). *Human Dynamics. An Open Handbook*, Nova Science, New York.

Orsucci F. & Sala N (eds), (2012). *Complexity Science, Living Systems and Reflexing Interfaces*, IGI International, New York.

Orsucci F., (2002). *Changing Mind: Transitions in Natural and Artificial Environments*, World Scientific, London & Singapore.

Traxler M., (2011). *Introduction to Psycholinguistics: Understanding Language Science*, Wiley-Blackwell, London.

Varela F.J., Thompson E & Rosch E, (1991). *The embodied mind: cognitive science and human experience*, MIT Press Cambridge, Mass.

Other indicative text

Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.13. Individual Differences

Module specification			
Module title	Individual Differences	Level	5
Module tutor	Prof Franco Orsucci	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

The aims of the module are to develop a broad and critical understanding of intelligence and how personality and other individual differences, influence various aspects of human behaviour. By the end of the module, students will also have developed an understanding of the problems and issues surrounding the measurement of personality and individual differences. Finally, the module aims to promote a broad understanding of the application of a range of psychometric tests and of the theoretical underpinnings of such tests. This will be of use to students as many employers use personality tests to assess the suitability of applicants, having an insight into such testing will help the student understand how to best present themselves in these tests.

This module is a fundamental core module of the course. It is designed to be an introduction to individual differences. Concepts introduced in this module will feature in modules completed in years 3, for example it introduces concepts revisited in many of the applied psychology modules (for example occupational psychology).

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 modules.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

A4: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology. Understand how these core areas relate to one another.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience.

B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

B4: Adopt multiple perspectives, reflect and systematically analyse the relationships between them. Detect meaningful patterns in behaviour and evaluate their significance.

C2: Develop an understanding of the importance of ethical decision making.

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to Interpret and use numerical, textual and other forms of data.

D3: Develop computers skills for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Develop the ability to work in a group.

D5: Develop the ability to undertake self-directed study and project management, in order to meet desired objectives.

D6: Develop the ability to reflect and evaluate on personal strengths and weaknesses for the purposes of future learning.

D7: Under limited supervision develops skills in self-directed study, developing skills in reflecting and evaluating personal strengths and weaknesses for future learning.

Learning and teaching strategy

Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes.

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.

6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures, seminars and tutorials
- Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, practice exam and test papers.
- VLE Forums
- Working and collaborative learning with peers.
- Feedback from completion of summative and formative assignments.

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Class quizzes (for distance learners this will be available on our VLE)
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and ungraded class presentations)
- Feedback from peers (from class presentations and other group assignments)
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Written end of module assignments
- Forum posts

Detailed in Knowledge and Understanding section.

Indicative content

- What is this module about? Introduction to individual differences
- Brief history and overview of research methods use to investigate development.
- Intelligence
- Theories of intelligence and intelligence testing
- Intelligence testing
- Explaining individual differences in intelligence
- Introduction to personality theories
- Biological, cognitive and social basis of personality
- Personality theories: broad trait theories
- Personality theories: narrow trait theories
- Personality theories: Kelly and Rogers
- Personality theories: psychodynamic
- Measuring individual differences
- Difficulties with these tests (reliability and validity of tests)
- Emotional intelligence
- Mood and motivation
- Psychological abnormality. Does it exist? If so what is it?
- Classification of mental disorders.

- History, DSM, ICD-10 and problems with classification system

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One 2000 word written critical review (module leaders will provide a selection of papers)

- This assignment is due in week 8
- Counts 70% towards the final grade
- Papers to be decided by tutor

Posts on the forum

- Counts 30% towards final grade
- Students will need to make a minimum of 5 posts on the module forum. At least one must be an original post and the other must be in

response to another student's post. Posts should present collaborative critical thinking and reflective practice.

- This assignment is due in week 12.

Mapping of assessment tasks to learning outcomes																
Assessment tasks	Learning outcomes															
	A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C 2	D 1	D 2	D 3	D 4	D 6	D 6	D7
Critical Review	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Forum posts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Prof Franco Orsucci: franco.orsucci@nciul.ac.uk. Appointments are available on request.

Key reading list

Chamorro-Premuzic T., (2015). *Personality and Individual Differences*, Wiley Press.

Cooper C., (2010). *Individual Differences and Personality*, Routledge.

Dr John Maltby, et al., (2013). *Personality, Individual Differences and Intelligence*, Pearson.

Michael C. A., (2013). *Individual Differences and Personality*, Academic Press.

Other indicative text

Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.14. Psychology of Sexuality and Gender

Module specification			
Module title	Psychology of Sexuality and Gender	Level	5
Module Leader	Dr Sara Parsi di Landrone	Credit value	20
Module type	Optional	Notional learning hours	200

Aims of the module

This module aims to introduce students to concepts in the psychology of sexuality and gender with an emphasis on how it relates to clinical practice in psychology (for instance the development of gender identities across the lifespan). History, the development of theories, clinical practice and interventions, will all be explored. The module also explores how the different approaches within psychology, influence clinical practice.

This module offers students an overview of theories around sexuality and gender. This module builds upon knowledge gained in 2nd year modules (such as individual differences and clinical psychopathology) and is offered to provide students the opportunity to develop knowledge of a specific topic.

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 modules.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

A4: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology. Understand how these core areas relate to one another.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience.

B4: Adopt multiple perspectives, reflect and systematically analyse the relationships between them. Detect meaningful patterns in behaviour and evaluate their significance.

C2: Develop an understanding of the importance of ethical decision making

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to Interpret and use numerical, textual and other forms of data.

D3: Develop computers skills for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Develop the ability to work in a group.

D5: Develop the ability to undertake self-directed study and project management, in order to meet desired objectives.

D6: Develop the ability to reflect and evaluate on personal strengths and weaknesses for the purposes of future learning.

D7: Under limited supervision develops skills in self-directed study, developing skills in reflecting and evaluating personal strengths and weaknesses for future learning.

Learning and teaching strategy

Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes.

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures, seminars and tutorials
- Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, practice exam and test papers.
- VLE Forums
- Working and collaborative learning with peers.
- Feedback from completion of summative and formative assignments.

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Class quizzes (for distance learners this will be available on our VLE)
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and ungraded class presentations)
- Feedback from peers (from class presentations and other group assignments)
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Graded class presentations (see module specifications for more details)
- Written assignments

Detailed in Knowledge and Understanding section.

Indicative content

- Introduction to Psychology of Sexuality and Gender
- Sex and Gender Identity

- Masters and Johnson's Sex Theory
- Queer Theory: implications for gender and sexuality.
- Different Kind of sexuality
- Sex and Gender issues
- Sexual Dysfunctions
- Sexual Disorders
- Therapeutic approaches to Sex and Gender disorders

Assessment strategy, assessment methods and their relative weightings

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One 2000 word essay

- This assignment is due in week 8
- Counts 70% towards the final grade
- Title and papers to be decided by tutor

One 10 minute group presentation on a topic agreed with the module leader

- For face-to-face students, will perform their presentation in class during weeks 12. During week 12 face-to-face students will submit:
 - Presentation slides
 - 500 word reflective self-evaluation on their presentation skills
 - 500 word summary of the topic.
- Distance learners, if possible can record their presentation and email the video file to the module leader to be uploaded to the VLE. If this is not possible, students will not be penalised for not presenting their topic. In week 12 they will need to email the module leader:
 - The presentation video or the presentation notes along with presentation slides
 - 500 word reflective self-evaluation on the presentation
 - 500 word summary of the topic.
- When possible students from the same cohort will be asked to give feedback on the presentations (or presentation slides). This will either be done in the teaching week (face-to-face students) or on the forum (distance learners).
- Counts 30% towards the final grade

Mapping of assessment tasks to learning outcomes														
Assessment tasks	Learning outcomes													
	A1	A2	A4	B1	B2	B4	C2	D1	D2	D3	D4	D5	D6	D7
Presentation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Mapping of assessment tasks to learning outcomes														
Assessment tasks	Learning outcomes													
	A1	A2	A4	B1	B2	B4	C2	D1	D2	D3	D4	D5	D6	D7
Essay	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Dr Sara Parsi di Landrone: sara.parsidilandrone@nciul.ac.uk.

Office appointment available on request.

Key reading list

Hock R. R., (2015). *Human Sexuality* (Cloth), Pearson.

Lehmiller Justin J., (2014). *The Psychology of Human Sexuality*, Wiley-Blackwell Glasgow.

William Masters, Virginia E. Johnson, (2001). *Human Sexual Response*, Hishi Press International New York, USA.

June M. Reinisch, (1991). *Kinsey Institute New Report on Sex*, St. Martin's Press USA.

Other indicative materials

- <https://www.kinseyinstitute.org/>
- <https://digest.bps.org.uk/>
- Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.15. Occupational psychology

Module specification			
Module title	Occupational psychology	Level	6
Module leader	Dr Stephen Tallett	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

This module aims to provide a descriptive overview of the practice of occupational psychology in the UK and to highlight some of the key debates. Students are expected to develop a degree of critical awareness of relevant issues and topics. Students are expected to develop their own views based on external reading, become familiar with some key concepts and terms, and demonstrate ability to write broadly about topics in this field.

This course introduces students to the applied discipline of occupational psychology. It is aimed to provide students with some familiarity with some of the key areas of this applied psychology discipline.

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 and 5 modules.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

A4: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology. Understand how these core areas relate to one another.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience

B4: Adopt multiple perspectives, reflect and systematically analyse the relationships between them. Detect meaningful patterns in behaviour and evaluate their significance.

C2: Develop an understanding of the importance of ethical decision making

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to Interpret and use numerical, textual and other forms of data.

D3: Develop computers skills for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Develop the ability to work in a group

D5: Develop the ability to undertake self-directed study and project management, in order to meet desired objectives.

D6: Develop the ability to reflect and evaluate on personal strengths and weaknesses for the purposes of future learning.

D7: Under limited supervision develops skills in self-directed study, developing skills in reflecting and evaluating personal strengths and weaknesses for future learning.

Learning and teaching strategy

First year modules will cover the fundamental basics of psychology and will be introductory in nature (level 4). Second and third year modules will be equivalent to levels 5 and 6.

Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes.

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures, seminars, tutorials and workshops
- Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, practice exam and test papers.

- Use of variety of multi-media sources
- Use of institutional subscription to e-books, online journals and databases
- Access to VLE forums featuring tutor and student led discussions
- Regular opportunities to work and collaborate with peers. For example, in group tasks or other team based projects
- Regular opportunities to work individually. For example, when completing assignments or in self-directed reading.
- Access to occasional guest lecturers from specialist areas.
- Feedback from completion of summative and formative assignments.
- Frequent guidance from personal tutors

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Practice lab reports
- Submission of draft assignments
- Class quizzes (for distance learners this will be available on our VLE)
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and ungraded class presentations)
- Feedback from peers (from class presentations and other group assignments)
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will

address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Written assignments (for example lab reports, essays, literature reviews, research proposals, poster presentations)
- Forum posts

Assessment Methods

This module utilises both formative and summative assessments.

Formative assessments include:

- Practical worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Written end of module mini project write up
- End of module paper
- Presentation

Detailed in Knowledge and Understanding section.

Indicative content

- Introduction to Occupational Psychology
- What is Occupational Psychology? What is the role of an occupational psychologist?
- Historical overview of occupational psychology.
- Overview of the module and submission requirements.
- Personnel selection and assessment; job analysis, selection methods, evaluation
- Training
- Human-machine interaction, conceptual approaches in human factors and ergonomics, display and control design, learning and the performance of interactive procedures, understanding human error, approaches to user-centred design.
- Design of work environments: health and safety, the legal context, psychosocial and organisational issues, the problem-solving approach and related issues, design of work environments, occupational safety and health.
- Performance appraisals and career development; performance appraisals, career development
- Counselling and personal development at work, theories of occupational choice, counselling theory, application of tools in career counselling, ethical issues in the practice of career counselling
- Employee relations and motivation, the psychological contract, motivation, workplace conflict, employee relations and conflict
- Organisational development and change, organisational culture and structure, organisational change and development, resistance or commitment to change.
- Current research in occupational psychology.

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One 2000 words essay

- This assignment is due in week 8
- Counts 70% towards the final grade
- Assignments can include: essays, literature reviews, research proposals, poster presentations

Posts on the forum

- Counts 30% towards final grade
- Students will need to make a minimum of 5 posts on the module forum. At least one must be an original post and the other must be in response to another student's post. Posts should present evidence of collaborative critical thinking and reflective practice.
- This assignment is due in week 12.

Mapping of assessment tasks to learning outcomes															
Assessment tasks	Learning outcomes														
	A1	A2	A3	A4	B1	B2	B4	C2	D1	D2	D3	D4	D5	D6	D7
Essay	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Forum Posts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Dr Stephen Tallett: stephen.tallett@nciul.ac.uk.

[Appointment available on request.](#)

Key reading list

Lewis R., Zibarras I., (2013). *Work and Occupational Psychology: Integrating Theory and Practice*, SAGE Publications Ltd.

Other indicative text

Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.16. Forensic Psychology

Module specification			
Module title	Forensic Psychology	Level	6
Module leader	Ms. Carla Finale	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

This module aims to provide a descriptive and critical overview of the practice of forensic psychology in the UK and to highlight some of the key debates. Students are expected to develop a degree of critical awareness of relevant issues and topics. Students are expected to develop their own views based on external reading, become familiar with some key concepts and terms, and demonstrate ability to write critically about topics in this field.

This course introduces students to the applied discipline of forensic psychology. It is aimed to provide students with some familiarity with some of the key areas of this applied psychology discipline. It also builds on the knowledge developed in year 1 and 2 modules for example, Clinical Psychopathology, Cognitive Psychology, and Individual Differences.

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 and 5 modules.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

A4: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology. Understand how these core areas relate to one another.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience.

B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

C2: Develop some understanding into the importance of ethical decision making.

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to Interpret and use numerical, textual and other forms of data.

D3: Develop computers skills for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Develop the ability to work in a group.

D5: Develop the ability to undertake self-directed study and project management, in order to meet desired objectives.

D6: Develop the ability to reflect and evaluate on personal strengths and weaknesses for the purposes of future learning.

Learning and teaching strategy

Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes.

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures, seminars and tutorials
- Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, practice exam and test papers.
- VLE Forums
- Working and collaborative learning with peers.
- Feedback from completion of summative and formative assignments.

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Class quizzes (for distance learners this will be available on our VLE)
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and ungraded class presentations)
- Feedback from peers (from class presentations and other group assignments)
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Graded class presentations (see module specifications for more details)
- Literature review

Detailed in Knowledge and Understanding section.

Indicative content

- Introduction to Forensic Psychology: What is Forensic Psychology? What is the role of a forensic psychologist?
- Historical overview of Forensic Psychology including the Division of Forensic Psychology, BPS.

- Overview of the module and submission requirements.
- Psychobiological theories of crime; genetics, the early beginnings, prenatal factors and developmental disorders, brain development and neuro-psychological factors. Free will and determinism.
- Psychosocial theories of crime; Social learning theory, social and developmental risk factors, family characteristics, peer factors, school factors, socioeconomic deprivation.
- Theories of sexual offending, sex offenders and sex offending, theories of sexual offending, treatment approaches
- The psychology of serious offending; violent offenders, arson and fire setting, women and serious offences.
- Mentally disordered offenders; free will and responsibility, crime, mental disorder and the media, the link between mental disorder and crime, mentally disordered offenders in the criminal justice system.
- Psychology and the law; the psycho-legal field, criminal justice systems
- Eyewitness testimony; memory processes, methods of research, event characteristics, post-event characteristics, interviewing techniques, identification parades and line-ups
- Offender profiling; the basics of offender profiling, the FBI approach, investigative psychology
- Victims of crime; real and ideal victims, the psychology of victimisation, men as victims, forgotten victims
- Assessment and treatment; why we assess risk and dangerousness, what is risk assessment, types of risk assessment, risk and need assessment in the UK criminal justice system
- Current research in health psychology.

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One 2000 word literature review (module leaders will provide a selection of topics)

- This assignment is due in week 8
- Counts 70% towards the final grade
- Title to be decided by tutor

One 10 minute group poster presentation on a case study decided by the module leader

- For face-to-face students, will perform their presentation in class during weeks 12. During week 12 face-to-face students will submit:
 - Presentation slides
 - 500 word reflective self-evaluation

- 500 word critical summary of the topic.
- Distance learners, if possible can record their presentation and email the video file to the module leader to be uploaded to the VLE. If this is not possible, students will not be penalised for not presenting their topic. In week 12 they will need to email the module leader:
 - The presentation video or the presentation notes along with presentation slides
 - 500 word reflective self-evaluation
 - 500 word critical summary of the topic.
- When possible students from the same cohort will be asked to give feedback on the presentations (or presentation slides). This will either be done in the teaching week (face-to-face students) or on the forum (distance learners).
- Counts 30% towards the final grade

Mapping of assessment tasks to learning outcomes																
Assessment tasks	Learning outcomes															
	A1	A2	A3	A4	B1	B2	B3	B4	C2	D1	D2	D3	D4	D5	D6	D7
Review	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Presentation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Ms. Carla Finale: carla.finale@nciul.ac.uk.

Key reading list

Crighton, D.A. and Towl, G.J., (2015). *Forensic Psychology (BPS Textbooks in Psychology)*, Wiley-Blackwell.

Howitt, D., (2015). *Introduction to Forensic and Criminal Psychology*, Pearson.

Other indicative text

Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.17. Advanced Research Methods

Module specification			
Module title	Advanced Research Methods	Level	6
Module tutor	Dr Vladimir Kolodin	Credit value	20
Module type	Optional	Notional learning hours	200

Aims of the module

This module aims to extend students' knowledge of the various research methods used in psychological research. By the end of the module, students will be able to conduct more advanced statistical tests and gain experience in designing, conducting, analysing and reporting a mini-project in teams, as well as individually by writing a research report. This will prepare students for the research project module in year 3.

This course extends the knowledge developed in Introduction to Research Methods and Intermediate Research Methods modules. This module continues to focus on the execution and reporting of experiments, understanding and interpreting the output of descriptive and inferential statistical tests, and how to use statistical computer software packages such as SPSS or R. The knowledge and skills acquired in this module will enable students to complete the research project in year 3, as well as prepare students for post-graduate study.

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 and 5 modules.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

A4: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology. Understand how these core areas relate to one another.

A5: Develop detailed knowledge of several specialised areas. Demonstrate a systematic and critical knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience.

B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

B4: Adopt multiple perspectives, reflect and systematically analyse the relationships between them. Detect meaningful patterns in behaviour and evaluate their significance.

B5: Critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

C1: Demonstrate an understanding of research skills of quantitative and qualitative methods.

C2: Develop an understanding of the importance of ethical decision making.

C3: Under limited supervision is able to competently initiate, design, conduct and report on an empirically-based research project.

C4: Competently initiate, design, conduct and report on an empirically-based research project under appropriate supervision. Recognise its theoretical, practical and methodological implications or limitations.

C5: Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly regarding a research project. Be aware of the ethical context of Psychology as a discipline.

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to Interpret and use numerical, textual and other forms of data.

D3: Develop computers skills for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Develop the ability to work in a group.

D5: Develop the ability to undertake self-directed study and project management, in order to meet desired objectives.

D6: Develop the ability to reflect and evaluate on personal strengths and weaknesses for the purposes of future learning.

D7: Under limited supervision develops skills in self-directed study, developing skills in reflecting and evaluating personal strengths and weaknesses for future learning.

Furthermore, in compliance with the QAA subject benchmark statement in psychology and the BPS requirements, the following learning outcomes will be covered:

9. apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications;
10. integrate ideas and findings across the multiple perspectives in psychology and recognise distinctive psychological approaches to relevant issues;
11. identify and evaluate general patterns in behaviour, psychological functioning and experience;
12. generate and explore hypotheses and research questions drawing on relevant theory and research;
13. carry out empirical studies involving a variety of methods of data collection, including experiments, observation, questionnaires, interviews and focus groups; analyse, present and evaluate quantitative and qualitative data and evaluate research findings;
14. employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the range of methodologies;
15. use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments;
16. apply psychological knowledge to real world problems;

Learning and teaching strategy

Advanced research methods will be taught at level 5.

Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes.

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures and tutorials
 - Face-to-face students will work through a series of worksheets in the tutorials.
 - For distance learners, 15 one hour lectures will be available on the e-learning system. Worksheets will also be available (designed to take between 30minutes to 1 hour). Students are to complete these each week and attend 10, one hour chatroom seminars to discuss answers and problems.
- Additional materials available in class (Face-to-face) or on the VLE (Distance learners). Additional material includes journal articles, presentation notes, practice exam and test papers.
- VLE Forums (available to all students)
- Feedback from completion of summative and formative assignments

Assessment Methods

This module utilises both formative and summative assessments.

Formative assessments include:

- Worksheets

- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Written end of module mini project write up
- Presentation

Detailed in Knowledge and Understanding section.

Indicative content

- Introduction and presentation of the module contents
- Revision of ANOVA terms
- Project Planning
- Higher-Order Analyses
- Exploring main effects and interactions
- Simple Effects Analyses Notes
- Further Post-Hoc and A-priori Tests
- E-Prime/Matlab workshop
- Multiple Regression Analysis
- Logistic Regression
- Factor analysis

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One 2000 words mini project

- Students will work together in small groups to design, conduct and analyse a quantitative study.
- For face-to-face students, project work will be carried out in the teaching week using other present students as participants.
- The assignment is due week 8
- For distance learners, students will have the opportunity to work together in the VLE open space. The assignment is due in week 8
- Counts towards 70% of the final grade
- Passing mini project is a compulsory course requirement.

One 10 minute group presentation of the mini-project

- For face-to-face students, will perform their presentation in class during weeks 12.

- Students to submit a 1000 word self-evaluation of their contribution to the project due in week 12.
- Distance learners, if possible can record their presentation and email the video file to the module tutor. If this is not possible, they will not be penalised for not presenting their topic, however they will need to submit presentation notes, slides and the 1000 word self-evaluation and reflection assignment.
- Presentations will count towards 30% of the overall grade.

Mapping of assessment tasks to learning outcomes																						
Assessment tasks	Learning outcomes																					
	A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 3	D 4	D 5	D 6	D 7
Presentation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mini Research Project	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Dr Vladimir Kolodin: vladimir.kolodin@nciul.ac.uk.

Key reading list

Andy Field, (2013). *Discovering Statistics Using SPSS*, Sage Publications.

Andy Field & Graham Hole, (2013). *How to design and report experiments*, Sage Publications Ltd.

Howell D., (2007). *Statistical methods for Psychology. International Edition*, Duxbury Press.

Navarro D., (2015). *Learning Statistics with R*, D. Navarro.

Shaughnessy, J.J., et al., (2003). *Research Methods in Psychology*. McGraw-Hill.

Other indicative text

- https://www.openintro.org/stat/textbook.php?stat_book=os
- Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.18. Psychoanalytic Perspectives

Module specification			
Module title	Psychodynamic Psychology	Level	6
Module leaders	Dr Giulio De Felice	Credit value	20
Module type	Optional (face to face or distance)	Notional learning hours	200

Aims of the module

The aim of the course is to gain specialised knowledge about different theoretical perspectives of dynamic psychology. Key studies and concepts of the psychodynamic approach will be explored.

This module explores theories within the psychoanalytic approach both historical and modern. This module is designed to complement the others; it builds upon theories outlined in developmental psychology and concepts introduced in this module, will feature in modules completed in year 2, for example (for example group dynamics).

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 and 5 modules.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience.

B4: Adopt multiple perspectives, reflect and systematically analyse the relationships between them. Detect meaningful patterns in behaviour and evaluate their significance.

C2: Develop an understanding of the importance of ethical decision making.

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to Interpret and use numerical, textual and other forms of data.

D3: Develop computers skills for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Develop the ability to work in a group.

D5: Develop the ability to undertake self-directed study and project management, in order to meet desired objectives.

D6: Develop the ability to reflect and evaluate on personal strengths and weaknesses for the purposes of future learning.

D7: Under limited supervision develops skills in self-directed study, developing skills in reflecting and evaluating personal strengths and weaknesses for future learning.

Learning and teaching strategy

Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes:

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures, seminars and tutorials
- Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, practice exam and test papers.
- VLE Forums
- Working and collaborative learning with peers.
- Feedback from completion of summative and formative assignments.

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Class quizzes (for distance learners this will be available on our VLE)
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings

- Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and ungraded class presentations)
- Feedback from peers (from class presentations and other group assignments)
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Written assignments
- Graded class presentations (see module specifications for more details)
- Forum posts

Detailed in Knowledge and Understanding section.

Indicative content

- Introduction to psychoanalytic theory. Overview of the module including course requirements.
- Freud
- Jung and Analytic Psychology.
- Anna Freud
- Heinz Kohut
- Melanie Klein

- W. Bion
- D.W. Winnicott
- Bowlby and Attachment Theory
- Ainsworth and the Strange Situation
- Contemporary perspectives

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One 2000 word essay with a reflective component

- This assignment is due in week 8
- Counts 70% towards the final grade
- Title to be decided by tutor

One 10 minute group presentation on a case study provided the module leader

- For face-to-face students, will perform their presentation in class during weeks 12. During week 12 face-to-face students will submit:
 - Presentation slides
 - 500 word reflective self-evaluation
 - 500 word critical summary of the topic.
- Distance learners, if possible can record their presentation and email the video file to the module leader to be uploaded to the VLE. If this is not possible, students will not be penalised for not presenting their topic. In week 6 they will need to email the module leader:
 - The presentation video or the presentation notes along with presentation slides
 - 500 word reflective self-evaluation
 - 500 word critical summary of the topic.
- When possible students from the same cohort will be asked to give feedback on the presentations (or presentation slides). This will either be done in the teaching week (face-to-face students) or on the forum (distance learners).
- Counts 30% towards the final grade

Mapping of assessment tasks to learning outcomes													
Assessment tasks	Learning outcomes												
	A1	A2	B1	B2	B4	C2	D1	D2	D3	D4	D5	D6	D7
Case based discussion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Essay	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Dr Giulio de Felice: giulio.defelice@nciul.ac.uk.

Appointments are available on request.

Key reading list

Frosh, S., (2012). *A Brief Introduction to Psychoanalytic Theory*, Palgrave Macmillan.

Kahn, M., (2002). *Basic Freud*, Basic Book.

Other indicative text

Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.19. Advanced Biological Psychology

Module specification			
Module title	Advanced Biological Psychology	Level	6
Module leader	Mr. Pietro Caggiano	Credit value	20
Module type	Optional	Notional learning hours	200

Aims of the module

This module aims to detail the complex relationship between brain and behaviour. By the end of the module, students will have acquired knowledge of how brain functioning contributes to our understanding of specific systems (e.g., vision, learning) or sets of problems (e.g., substance abuse, behaviour disorders). Other topics explored include, early genetic and environmental influences, changes in neural activity with aging and how drugs interact with the body and brain.

The course elaborates on the basic biological systems covered in the 1st year and builds upon knowledge gained in 2nd year modules (such as individual differences biological psychology). It is offered in order to provide students the opportunity to develop knowledge of a specific topic.

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 and 5 modules.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

A4: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology. Understand how these core areas relate to one another.

A5: Develop detailed knowledge of several specialised areas. Demonstrate a systematic and critical knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience.

B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

B4: Adopt multiple perspectives, reflect and systematically analyse the relationships between them. Detect meaningful patterns in behaviour and evaluate their significance.

B5: Critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

C1: Demonstrate an understanding of research skills of quantitative and qualitative methods.

C2: Develop an understanding of the importance of ethical decision making.

C3: Under limited supervision is able to competently initiate, design, conduct and report on an empirically-based research project.

C4: Competently initiate, design, conduct and report on an empirically-based research project under appropriate supervision. Recognise its theoretical, practical and methodological implications or limitations.

C5: Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly regarding a research project. Be aware of the ethical context of Psychology as a discipline.

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to Interpret and use numerical, textual and other forms of data.

D3: Develop computers skills for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Develop the ability to work in a group.

D5: Develop the ability to undertake self-directed study and project management, in order to meet desired objectives.

D6: Develop the ability to reflect and evaluate on personal strengths and weaknesses for the purposes of future learning.

D7: Under limited supervision develops skills in self-directed study, developing skills in reflecting and evaluating personal strengths and weaknesses for future learning.

Learning and teaching strategy

Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes.

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures, seminars and tutorials
- Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, practice exam and test papers.
- VLE Forums
- Working and collaborative learning with peers.
- Feedback from completion of summative and formative assignments.

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Class quizzes (for distance learners this will be available on our VLE)
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings

- Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and ungraded class presentations)
- Feedback from peers (from class presentations and other group assignments)
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Literature review
- Class presentations (see module specifications for more details)

Detailed in Knowledge and Understanding section.

Indicative content

- Recap of basics in biological Psychology
- Origins of Neuroscience, Consciousness,
- Reductionism.
- Ethics of Animal research.
- Neurons and Glia
- Neural Structure
- Ion channels Resting potential, Action potential
- Synapses, monitoring electrical activity.
- Chemical Bases of Behaviour.
- Evolution of Brain and Behaviour.
- Concepts in Evaluating Evolutionary Contributions to Behaviour.
- General Principles of Sensory Processing

- Vision.
- Development
- Constraint-Induced Stroke Therapy
- Homeostasis
- Biological rhythms.
- Learning and memory: Biological perspectives
- Learning and memory: Neural mechanisms.
- Psychopathology

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One 2000 word critical review (module leaders will provide a selection of topics and papers)

- This assignment is due in week 8
- Counts 70% towards the final grade

- Title to be decided by tutor

One 10 minute group presentation of a research proposal

- For face-to-face students, will perform their presentation in class during weeks 12. During week 12 face-to-face students will submit:
 - Presentation slides.
 - 500 word reflective self-evaluation.
 - 500 word critical summary of the topic.
- Distance learners, if possible can record their presentation and email the video file to the module leader to be uploaded to the VLE. If this is not possible, students will not be penalised for not presenting their topic. In week 6 they will need to email the module leader:
 - The presentation video or the presentation notes along with presentation slides
 - 500 word reflective self-evaluation.
 - 500 word critical summary of the topic.
- When possible students from the same cohort will be asked to give feedback on the presentations (or presentation slides). This will either be done in the teaching week (face-to-face students) or on the forum (distance learners).
- Counts 30% towards the final grade.

Mapping of assessment tasks to learning outcomes																							
Asses sment tasks	Learning outcomes																						
	A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 3	D 4	D 5	D 6	D 7	
Literat ure review	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Presen tation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Mr Pietro Caggiano: pietro.caggiano@nciul.ac.uk

Key reading list

Howell, D.C., (2008). *Fundamental statistics for the behavioural sciences*, Thomson Wadson.

Kandel, E. et al., (1995). *Essentials of Neural Science and Behaviour*, McGraw Hill.

Mark R. Rosenzweig et al., (2009). *Biological Psychology (5th Edition or later)*, Sinauer Associates Inc., U.S.

Michael I. Posner, (2012). *Cognitive Neuroscience of Attention (Second Edition)*, The Guildford Press.

Pinel, J.P.J., (2008). *Biopsychology* (8th Ed. Or the latest), Pearson Education.

Styles E.A., (2006). *The Psychology of attention* (2nd edition), The Psychology Press.

An indicative list of research papers:

Papini, M. R. (2002). Pattern and process in the evolution of learning. *Psychological Review*, 109, 186-201.

Taub, E., Crago, J. E., Burgio, L. D., Groomes, T. E., Cook, E. W., 3rd, DeLuca, S. C., & Miller, N. E. (1994). An operant approach to rehabilitation medicine: Overcoming learned non-use by shaping. *Journal of the Experimental Analysis of Behaviour*, 61, 281-293.

Gauthier, L. V., Taub, E., Perkins, C., Ortmann, M., Mark, V. W., & Uswatte, G. (2008). Remodelling the brain: Plastic structural brain changes produced by different motor therapies after stroke. *Stroke*, 39, 1520-1525.

Schultz, W., Tremblay, L., & Hollerman, J. R. (2000). Reward processing in primate orbitofrontal cortex and basal ganglia. *Cerebral Cortex*, 10, 272-284.

Other indicative text

Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

<https://fhss2.athabascau.ca/html/Psych402/Biotutorials/index2.shtml>

5.20. Individual differences in attention, memory and awareness

Module specification			
Module title	Individual differences in attention, memory and awareness	Level	6
Module leader	Dr Massimiliano Papera	Credit value	20
Module type	Optional	Notional learning hours	200

Aims of the module

In the proposed module students will learn about a wide range of factors that can influence the ability to focus and maintain attention, how this relates to awareness. This will include reviewing models of attention, memory and awareness and the associated biological substrates, research techniques and case studies will also be examined.

This module offers students an overview of attention research and theory, from an individual differences perspective. This module builds upon knowledge gained in 2nd year modules (such as individual differences and biological psychology) and is offered in order to provide students the opportunity to develop knowledge of a specific topic.

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 and 5 modules.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

A4: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology. Understand how these core areas relate to one another.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience.

B4: Adopt multiple perspectives, reflect and systematically analyse the relationships between them. Detect meaningful patterns in behaviour and evaluate their significance.

C2: Develop an understanding of the importance of ethical decision making

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to Interpret and use numerical, textual and other forms of data.

D3: Develop computers skills for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Develop the ability to work in a group.

D5: Develop the ability to undertake self-directed study and project management, in order to meet desired objectives.

D6: Develop the ability to reflect and evaluate on personal strengths and weaknesses for the purposes of future learning.

D7: Under limited supervision develops skills in self-directed study, developing skills in reflecting and evaluating personal strengths and weaknesses for future learning.

Learning and teaching strategy

Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes:

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures, seminars and tutorials
- Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, practice exam and test papers.
- VLE Forums
- Working and collaborative learning with peers.
- Feedback from completion of summative and formative assignments.

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Class quizzes (for distance learners this will be available on our VLE)
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and ungraded class presentations)
- Feedback from peers (from class presentations and other group assignments)
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Graded class presentations (see module specifications for more details)
- Literature review
- Presentation

Detailed in Knowledge and Understanding section.

Indicative content

- On the Modes and Domains of Attention, memory and their relationship with awareness: exogenous and endogenous attention_
- Models of Visual Search: Visual scene inspection

- Limits in Attention and Working Memory: towards a common mechanism? A Front-parietal Attention System
- Resting-State Studies on the Development of Control Systems
- Development of Temperament and Attention:
- Behavioural Genetic Approaches
- Typical and Atypical Development of Attention
- Attention in Autism Spectrum Disorder
- Understanding Attention through Evolutionary and Epidemiological Genetics
- Action Control in Times of Conflict: Analysis of Reaction Time Distributions in Healthy and Clinical Populations
- Early Selective Attention Abnormalities in Psychopathy: Implications for Self-Regulation

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One 2000 word literature review (module leaders will provide a selection of topics)

- This assignment is due in week 8
- Counts 70% towards the final grade
- Title to be decided by tutor

One 10 minute group presentation for journal club

- For face-to-face students, will perform their presentation in class during weeks 12. During week 12 face-to-face students will submit:
 - Presentation slides
 - 500 word reflective self-evaluation
 - 500 word critical summary of the topic.
- Distance learners, if possible can record their presentation and email the video file to the module leader to be uploaded to the VLE. If this is not possible, students will not be penalised for not presenting their topic. In week 6 they will need to email the module leader:
 - The presentation video or the presentation notes along with presentation slides
 - 500 word reflective self-evaluation
 - 500 word critical summary of the topic.
- When possible students from the same cohort will be asked to give feedback on the presentations (or presentation slides). This will either be done in the teaching week (face-to-face students) or on the forum (distance learners).
- Counts 30% towards the final grade

Mapping of assessment tasks to learning outcomes															
Assessment tasks	Learning outcomes														
	A 1	A 2	A 4	B 1	B 2	B 3	B 4	C 2	D 1	D 2	D 3	D 4	D 5	D 6	D7
Essay	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Presentation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Dr Massimiliano Papera: massimiliano.papera@nciul.ac.uk.

Office appointment available on request.

Key reading list

Howell D., (2007). *Statistical methods for Psychology*. Duxbury Press.

Howell D., (2008). *Fundamental statistic for the behavioural science. International Edition*, Wadson.

Howell D., (2009). *Statistical methods for Psychology. International Edition*, Wadsworth.

Ponser M. L., (2012). *Cognitive Neuroscience of Attention*, The Guildford Press.

Shaughnessy, J.J., et al., (2003). *Research Methods in Psychology*. McGraw-Hill.

Styles E.A., (2006). *The Psychology of attention* (2nd edition), The Psychology Press.

Other indicative text

Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.21. Social Psychology

Module specification			
Module title	Social Psychology	Level	6
Module leader	Dr Stephen Tallett	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

This module aims to introduce students to the key concepts and approaches in social psychology. By the end of the module, students will have acquired knowledge of key areas of social psychology including social cognition, attribution, attitudes, group processes and interpersonal relationships. Key theories and classic and contemporary studies will be identified and discussed particularly in relation to ethical principles.

This module is a fundamental core module of the course. It is designed to be an introduction to principles in social psychology.

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 and 5 modules.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

A4: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology. Understand how these core areas relate to one another.

A5: Develop detailed knowledge of several specialised areas. Demonstrate a systematic and critical knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience.

B4: Adopt multiple perspectives, reflect and systematically analyse the relationships between them. Detect meaningful patterns in behaviour and evaluate their significance.

B5: Critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

C1: Demonstrate an understanding of research skills of quantitative and qualitative methods.

C2: Develop an understanding of the importance of ethical decision making

C3: Under limited supervision is able to competently initiate, design, conduct and report on an empirically-based research project.

C4: Competently initiate, design, conduct and report on an empirically-based research project under appropriate supervision. Recognise its theoretical, practical and methodological implications or limitations.

C5: Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly regarding a research project. Be aware of the ethical context of Psychology as a discipline.

D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.

D2: Develop the ability to Interpret and use numerical, textual and other forms of data.

D3: Develop computers skills for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Develop the ability to work in a group.

D5: Develop the ability to undertake self-directed study and project management, in order to meet desired objectives.

D6: Develop the ability to reflect and evaluate on personal strengths and weaknesses for the purposes of future learning.

D7: Under limited supervision develops skills in self-directed study, developing skills in reflecting and evaluating personal strengths and weaknesses for future learning.

Learning and teaching strategy

Psychology learning and teaching strategies adopt the following principles across all intended learning outcomes:

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.

2. Teaching challenges stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

- Lectures, seminars and tutorials
- Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, practice exam and test papers.
- VLE Forums
- Working and collaborative learning with peers.
- Feedback from completion of summative and formative assignments.

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Class quizzes (for distance learners this will be available on our VLE)
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and ungraded class presentations)
- Feedback from peers (from class presentations and other group assignments)
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting

and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assessments include:

- Written assignments
- Forum posts

Indicative content

- What is social psychology? Introduction to social psychology.
- This will also include an overview of the module including assignment requirements.
- Social perception
- Attribution
- Attitudes and Attitude change
- Prejudice and discrimination
- Social influence: Compliance and Conformity
- Social influence: Obedience
- Group processes
- Leadership and group decision making
- Interpersonal relations
- Aggression and anti-social behaviour
- Altruism and prosocial behaviour

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets

- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One 2000 word essay with reflective component (module leaders will provide a selection of topics)

- This assignment is due in week 8
- Counts 70% towards the final grade
- Title to be decided by tutor

Posts on the forum

- Counts 30% towards final grade (either pass or fail grade)
- Students will need to make a minimum of 5 posts on the module forum. At least one must be an original post and the other must be in response to another student's post. Posts should present evidence of collaborative critical thinking and reflective practice.
- This assignment is due in week 12.

Mapping of assessment tasks to learning outcomes																
Assessment tasks	Learning outcomes															
	A 1	A 2	A 3	A 4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1-7
Essay	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Forum posts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Dr Stephen Tallett: stephen.tallett@nciul.ac.uk

Key reading list

Elliot Aronson, E. & Wilson, T.D., Akert, R.M., (2013). *Social Psychology*, Pearson.

Hogg M.A. & Vaughan, G.M., (2013). *Social Psychology*, Pearson.

Other indicative text

Students will access to additional materials, including lecture videos and journal articles on the innovative Niccolò Cusano e-learning website.

5.22. Dissertation

Module specification			
Module title	BSc Dissertation	Level	6
Module tutor	Prof Franco Orsucci (supervisor) supported by other member of the academic staff.	Credit value	20
Module type	Project: Face to face or distance	Notional learning hours	200

Aims of the module

Students in this module, will be asked to demonstrate a range of research skills including planning, considering and resolving ethical issues, as well as the analysis and dissemination of findings. More specifically the aims of this module are to enable students to demonstrate their skills as independent learners; to give students the opportunity to research a topic in an area of Psychology in detail to a higher level and to provide an opportunity to submit a substantial piece of written work.

This module represents a culmination of knowledge gained in the first two years. It will involve the design, carrying out and reporting of an independent piece of research.

In this module students are expected to demonstrate the ability to use a range of research methodologies commonly used in Psychology when qualitative and/or quantitative research is carried out. Students will have to complete at least one empirical study comprising methodology, research, and discussion. Students will be able to use appropriate methodologies and techniques acquired from the research methods modules in order to collect and analyse relevant data. The dissertation will typically involve the collection of original data from participants; however, equivalent alternatives such as secondary

data or data from meta-analysis may be used as permissible equivalent alternatives, in accordance with the Section 4.4 of the Quality Assurance Agency's Subject Benchmark Statement for Psychology (2016).

Pre-requisite modules or specified entry requirements

Successful completion of Level 4, 5, and 6 modules. Student cannot access to this module unless they have successfully completed all module of Level 4, 5, and 6.

Intended learning outcomes

At the end of the module, learners will be expected to:

A1: A broad understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.

A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

A4: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology. Understand how these core areas relate to one another.

A5: Develop detailed knowledge of several specialised areas. Demonstrate a systematic and critical knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.

B1: Develop the ability to reason scientifically and understand the role of evidence and develop some ability to make critical judgements about arguments in Psychology.

B2: Develop the ability to recognise the subjective and variable nature of individual experience.

B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

B4: Adopt multiple perspectives, reflect and systematically analyse the relationships between them. Detect meaningful patterns in behaviour and evaluate their significance.

B5: Critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.

C1: Demonstrate an understanding of research skills of quantitative and qualitative methods.

C2: Develop an understanding of the importance of ethical decision making.

C3: Under limited supervision is able to competently initiate, design, conduct and report on an empirically-based research project.

C4: Competently initiate, design, conduct and report on an empirically-based research project under appropriate supervision. Recognise its theoretical, practical and methodological implications or limitations.

C5: Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly regarding a research project. Be aware of the ethical context of Psychology as a discipline.

D1: Communicate ideas and research findings by written, oral and visual means.

D2: Interpret and use numerical, textual and other forms of data.

D3: Be computer literate, for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.

D5: Be sensitive to, and take account of, contextual and interpersonal factors in groups and teams and collaborate with others in the pursuit of agreed goals.

D6: Undertake self-directed study and project management, in order to meet desired objectives.

D7: Take charge of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.

Furthermore, in compliance with the QAA subject benchmark statement in psychology and the BPS requirements, the following learning outcomes will be covered:

1. Critically evaluate psychological theory and research;
2. Carry out an extensive piece of independent empirical research that draws on a range of subject-specific skills from planning and acquiring ethical approval through to analysis and dissemination of findings; and
The project typically involves the collection of original empirical data from participants, or equivalent alternatives such as computational modelling of empirical data or secondary data analysis, such as meta-analysis [section 5.8 Subject Benchmark Statement].

Learning and teaching strategy

Students will closely work with their supervisors (and second supervisors if necessary) to design, plan, carry out, and complete an independent research project that can be written up as a completed research dissertation. This includes, if appropriate, writing a research proposal to be submitted for review at an ethics board.

Students will be invited to attend a range of lectures and seminars (online as well as face to face) designed to support their individual research project. There will also be substantial written guidelines available on the VLE.

Indicative content

There is no formal teaching on this module. However, students will be regularly supervised by a senior member of staff, and will have to work on their dissertation across the academic year whilst attending the rest of the modules.

Depending on the 1st year semester intake (i.e., either January or September), the following timetable may be used (Note: for simplicity below the September intake is used):

September-October: During this period students will choose a topic to discuss in their dissertation and they will submit a research proposal to the ethics board committee for approval. Approval of the dissertation project is compulsory for moving forward to the next stage.

November-February: During this period students will gather and critically analyse the early study on the subject, as well as latest research carried out on the subject, so that a better understanding is reached in the conclusion of the dissertation. The dissertation should follow the structure students learned from the research methods:

- Abstract
- Introduction
- Literature review
- Methodology
- Results
- Discussion
- Conclusion
- Bibliography
- Appendices

Each of these sections may form different chapters within your dissertation and you may want to break certain chapters down into further subheadings to ensure clarity for the reader.

Part of the project will also involve students collecting data directly from participants and also analysis of results. However, equivalent alternatives such as secondary data (provided by the supervisor) or data from meta-analysis may be used as permissible equivalent alternatives, in accordance with the Section 4.4 of the Quality Assurance Agency's Subject Benchmark Statement for Psychology (2016).

March-June: During this period students will predominantly work on the concluding chapter (i.e., conclusion) to summarise early and latest findings about how the subject has been approached by scholars as to the methods used and explanations provided; furthermore, a critical reflection upon how this may affect or help humanities is expected in the conclusion.

This will then be followed by the submission of the final year dissertation. Further details and the requirements about how to submit your dissertation are provided in the *study guide*.

For those students enrolled in January during the first year of the degree, the timetable will be as follows:

January-February

March-June

July-October

Note:

APA format should be used to write up the final year dissertation. Style guides produced by the British Psychological Society (BPS) and the American Psychological Association (APA) should be consulted; guidelines are also discussed in the research methods modules and students should be familiar with the formatting at this stage. Style guides contain detailed information on every aspect of report writing. The APA are currently up to the sixth edition of their "Publication Manual of the American Psychological Association". While some of it verges on the pedantic, much of it is sound advice, and there are some excellent tips on how to express yourself clearly.

Here is a link to a summary of the APA guidelines: http://www.globalcenter.info/ac-te/wp-content/uploads/2015/01/APA-Style-FULL_02.09.2012.pdf

Please follow this link for BPS guidance on writing style and formatting conventions: http://www.bps.org.uk/sites/default/files/images/bps_style_guide.pdf

Mapping of assessment tasks to learning outcomes																					
Assessment tasks	Learning outcomes																				
	A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 3	D 5	D 6	D 7
Dissertation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
QAA and BPS requirements	1	2																			
	✓	✓																			

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

- One dissertation of no more than 10,000 words due in October for January starters and July for September starters.
- Counts 100% towards final grade
- Should be written in a style that meets academic conventions

Students must achieve a minimum of 50 on the Institution Scale Score on all assessment measures to pass.

More detailed marking schemes are outlined in the student handbook.

Teaching staff associated with the module

Prof Franco Orsucci: franco.orsucc@nciul.ac.uk

Key reading list

Bell J., (2010). *Doing your research project: a guide for first-time researchers in education, health and social science* (5. ed.), Open University Press.

Davies M. B., (2007). *Doing a successful research project: using qualitative or quantitative methods*, Basingstoke: Palgrave Macmillan.

Thomas G., (2009). *How to do your research project: a guide for students in education and applied social sciences*, Sage Publications Ltd.

Other indicative text

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