



# NCIUL

**MSc PSYCHOLOGY  
PROGRAMME  
HANDBOOK**

**Faculty of  
psychology**

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## **About This Handbook**

This Handbook is prepared to provide you with basic information about what you should expect from your experience at NCIUL, and where to get support in case of need. 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.

This Programme Handbook is prepared ahead of the academic period to which it relates, meaning that there may be changes to it by the time you are a student with us. These changes, alterations or amendments are necessary to provide you with a better learning experience, and will be made available to you on our website, VLE and communicated to you by email.

### *Information in alternative formats*

This handbook is available online, Section 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
- printed copy with enlarged type
- 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.

### *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 content 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.

## **Welcome to NCIUL**

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.

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**

## **A Message from the Faculty of Psychology**

Welcome! Your new life at NCIUL starts here.

NCIUL offers world-class online and face to face Institution courses designed to help you enhance your intellectual interests and skills. We provide you with a practical and ideal solution that makes it far more convenient to obtain a degree without leaving your home or giving up your job. Our degree programs are likewise perfect for those who wish to further specialise in a particular field without compromising career or business activities.

You can complete Institution courses by following our interactive and dynamic degree programs through a highly-effective platform that combines lecture courses, internships, and practical and vocational activities to make e-learning a positive and dynamic experience.

The Faculty of Psychology is delighted to welcome its new students at the London Campus. Although NCIUL is still relatively new in the UK, we have come a long way in the Higher Education sector.

The Faculty of Psychology, with its friendly administrative and academic staff, will support your needs and enhance your learning experience in the vibrant city of London. Here our students are part of a strong community that knows no barriers and appreciates diversity, equality, and integration.

Our departments, as well as our programmes, are designed to engage students in an interactive way, through the use of innovative blended teaching and learning techniques, and through the use of both real-life problem-based and research evidence-based approaches. What we offer here, at NCIUL Faculty of Psychology, is a lifelong learning attitude to form the future managers, global leaders and outstanding citizens of tomorrow.

We hope that your time as a student at the Institution is successful and

enjoyable, and the best of luck to your studies.

**Professor Franco Orsucci**

**Provost and Dean of the Faculty of Psychology**



# 1. Programme Specification

## **1.1. Overview**

NCIUL provides an interactive, innovative experience that aims to engage students in a broad variety of activities including the acquisition of in-depth knowledge of core subjects, and the enhancement of critical thinking skills so that students develop employability skills. We continue to promote a lifelong learning attitude.

At the Faculty of Psychology, academic excellence revolves around blended teaching and learning methods in a real life, problem-based approach. Through seminars, traditional lecturers, labs, workshops and team challenges, students are encouraged to deepen their knowledge in a way that matters once they graduate. At the same time, fostering a practical approach, students will have the chance to build interpersonal, transferable skills over time and throughout the programme. Employability skills – for example, team work, self-management, communication, literacy and numeracy – are all integral parts of the programme although this may not always be evident to you as they will not always be presented as such.

The programme is designed to form graduates, and for anyone interested in understanding and developing psychological skills. Building on prior knowledge, students should be able to achieve an advanced understanding of psychological theories and practices. Deepening their critical skills while encouraging independent learning, students are required to challenge theoretical concepts through a variety of means, such as research-informed seminars and practical workshops. Furthermore, the Programme aims to provide valuable employability skills with a problem-based, practice-focused approach that clearly evaluate learning as a life-long attitude. With a clear and specific attitude towards knowledge that evaluates the importance of the human factor in every single aspect of psychology, the MSc Psychology provides future professionals, well aware of how to effectively embrace change and uncertainty in order to innovate.

## **1.2. Educational Aims and Objectives**

The programme has been developed to provide broad and detailed knowledge of theories and applications within contemporary psychology. Consistent with the Institution's teaching and learning strategy, the programme also offers students the opportunity to develop a range of transferable skills. These will include an appreciation of the application of psychological knowledge and techniques; information technology; critical thinking; scientific reasoning; the ability to work both independently and co-operatively; and effective communication and presentation skills.

The course is also intended to produce graduates who can compete effectively in the graduate careers market, through engagement in personal development planning and supporting activities.

Specifically, the degree focuses particularly on equipping students to:

1. Produce a systematic scientific understanding of the mind, brain, and behaviour, and how they interact with the complex environments in which they exist. This is both in terms of awareness of Psychology as a discipline and of its historical origins, as well as in terms of fundamental theory, real life applications of theory, research, and recent developments;
2. Acquire the ability to critically evaluate methodologies, ethical, conceptual, cultural, historical and current insights from core and optional subject areas, and specifically biological, cognitive, developmental, social psychology and individual differences and how they interrelate with each other;
3. Comprehend the role of the scientific method and empirical evidence in the proposal and limitation of theory, in guiding study design, and in the collection and interpretation of empirical data, using both quantitative and qualitative research methods;
4. Refine students' capacity to work independently.
5. Develop the students' written, oral, organisational and problem-solving skills to an advanced standard.
6. Provide training in the application of ethical principles to psychological research.

7. Demonstrate advanced competence in initiating, designing, conducting and reporting on an original research project under appropriate supervision, and develop a systematic understanding and a critical awareness of its theoretical, practical and methodological implications and limitations;
8. Demonstrate a conceptual understanding of multiple perspectives to deal with complex issues systematically and creatively, and to communicate conclusions clearly to specialist and non-specialist audiences;
9. Allow students to develop a wide range of transferable skills and knowledge that will prepare them for a variety of future careers, including further professional training in Psychology.

### **1.3. 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 MSc Psychology have been designed to progress within the whole programme, in relation to the level of knowledge/skills students are expected to achieve.

To be awarded a Postgraduate Diploma in Psychology, students will be expected to achieve learning outcomes listed in Table 1.

To be awarded a Postgraduate Certificate in Psychology, students will be expected to achieve at least learning outcomes listed in Table 1.

#### **A. Knowledge and understanding**

*At the end of the programme, students will be expected to:*

**A1:** Demonstrate an understanding of the scientific underpinnings of psychology as a discipline, its origins, development, research and limitations.

**A2:** Demonstrate critical awareness of current problems and/or new insights in Psychology.

**A3:** Show critical knowledge of topical debates in key areas of contemporary psychology.

**A4:** Understand the importance of techniques and ethical considerations in psychological practice and own research, following the guidelines of the BPS.

**A5:** Comprehensively understand and originally apply knowledge of the core BPS areas, with a practical understanding of how established techniques of research are used to create and interpret knowledge in Psychology.

## **B. Cognitive skills**

*At the end of the programme, students will be expected to:*

**B1:** Systematically understand and obtain a critical awareness of the origin, the inherent variability and diversity of psychological functioning.

**B2:** Develop a systematic and comprehensive understanding and critical awareness of the subjective and variable nature of individual experience.

**B3:** Evaluate methodologies, develop critical perspectives of them and, where appropriate, propose new hypotheses.

**B4:** Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

**B5:** Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level.

## **C. Practical and professional skills**

*At the end of the programme, students will be expected to:*

**C1:** Use independent learning to critically reflect on the practical implications of theory and research findings in psychology for continuing professional development.

**C2:** Present and critically evaluate research findings in a variety of formats including laboratory reports, research proposals, and oral presentations.

**C3:** Select and apply appropriate research methodologies in the investigation of a wide range of psychological phenomena and use appropriate analytical techniques to interpret the findings.

**C4:** Apply critical, analytical and creative abilities for planning, execution, analysis, interpretation and dissemination of independent research.

**C5:** Demonstrate professional, ethical and scientific responsibilities and decision making associated with psychological enquiry, and apply these principles to their own research.

#### **D. Key/transferable skills**

*At the end of the programme, students will be expected to:*

**D1:** Use information technology effectively and be familiar with a range of relevant applications.

**D2:** Present, defend and challenge complex ideas and results effectively in a variety of forms.

**D3:** Work well in team, show respect and sensitivity for diverse values or ideas, including skills such as listening, leading and motivate others to enable an effective contribution from all participants.

**D4:** Organise themselves effectively, setting realistic goals, accessing support where appropriate and managing time to achieve targets.

**D5:** Continue to advance knowledge, understanding, and the independent learning ability required for continuing professional development.

Following a summary table of the learning Outcomes in relation to Award.

**Table 1. Learning Outcomes achieved in relation to Award**

<b>LEARNING OUTCOME</b>		<b>PGCert</b>	<b>PGDip</b>	<b>MSc</b>
<b>Knowledge and Understanding</b>	1	X		X
	2	X	X	X
	3	X	X	X
	4		X	X
	5		X	X
<b>Cognitive skills</b>	1	X	X	X
	2	X	X	X
	3	X	X	X
	4		X	X
	5			X
<b>Practical and professional skills</b>	1	X	X	X
	2	X	X	X
	3		X	X
	4		X	X
	5			X
<b>Key/transferable skills</b>	1	X	X	X
	2	X	X	X
	3	X	X	X
	4	X	X	X
	5			X

## 1.4. Learning Outcomes and Curriculum Map

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	
<b>Conceptual and Historical Perspectives</b>	✓		✓			✓	✓				✓					✓	✓		✓		
<b>Individual Differences</b>	✓	✓	✓			✓	✓	✓			✓	✓				✓	✓	✓	✓		
<b>Developmental Psychology</b>	✓	✓	✓			✓	✓	✓			✓	✓				✓	✓	✓	✓		
<b>Cognitive Psychology</b>		✓	✓			✓	✓	✓			✓	✓				✓	✓	✓	✓		
<b>Biological Psychology</b>		✓	✓			✓	✓	✓			✓	✓				✓	✓	✓	✓		
<b>Social Psychology</b>		✓	✓			✓	✓	✓			✓	✓				✓	✓	✓	✓		
<b>Quantitative Research Methods</b>				✓	✓				✓	✓			✓	✓		✓			✓	✓	
<b>Qualitative Research Methods</b>				✓	✓				✓	✓			✓	✓		✓			✓	✓	
<b>Dissertation</b>				✓	✓				✓	✓			✓	✓	✓	✓	✓			✓	✓

## 1.5. Learning and Teaching Strategy/Assessment Strategy

The learning and teaching strategy of the MSc Psychology programme is developed in accordance with the overall NCIUL Learning, Teaching and Assessment Strategy 2017-23 which follows five key themes.



<b>Key Themes</b>	<b>Core modules</b>	<b>Examples (of assessment components in modules)</b>
1. Student engagement in learning	Learning experience should be varied and up to date, to engage and motivate the students. Learning should be personalised and facilitated by personal tutoring and support. Staff are encouraged to link theoretical knowledge to research findings, to implement learning.	Simulation Case studies
2. Enhancing learning resources	The learning experience provided aims to be challenging, globally oriented, and intellectually stimulating in ways that develop critical thinking in a lifelong learning attitude.	Research-based seminars Focus groups
3. Assessment for learning	Assessment is designed to facilitate and support learning in practice, not simply mere knowledge. 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 timely and effective feedback. Assessment is designed to be manageable for both students and staff, to ensure its quality.	Team poster/ presentation Formative assessment Coaching videos
4. Work-based and problem-based approaches as well as placement opportunities as mean to enhance employability skills	Using a work-based and problem-based approach to learning, students' employability skills are enhanced in a natural way, to facilitate placement opportunities.	Research project
5. Students as partners and change agents	Both students and staff are encouraged to develop personally and professionally through reflective processes	Participation Peer feedback

**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 MSc Psychology Programme.

<b>Assessment method</b>		<b>Learning hours</b>
Written assignment (i.e., essay, report)	3,000 words	40 hours
Oral assessment	30-60 min	30-50 hours
Exam	1-3 hours	20-40 hours
Presentation	8-45 min	20-40 hours
Team Project	10-20 min	20-40 hours

## 1.6. Programme Structure

The MSc Psychology programme is a 12-month programme (full-time), or 24 months part-time. Intake dates are September and January, while teaching terms are two: fall semester (September to January), and spring semester (January to May). Full time students will be able to complete class-based modules of the programme after two teaching semesters. Part-time students will be able to complete class-based modules of the programme after four teaching semesters.

<b>PROGRAMME STRUCTURE</b>		
<b>MODULES</b>	<b>CREDITS (CFU)</b>	<b>CORE MODULES FOR EXIT AWARDS</b>
<b>Semester I</b>		
Conceptual and Historical Perspectives (C830)	15	MSC, PGCert, PGDip
Developmental Psychology (C820)	15	MSC, PGCert, PGDip
Social Psychology (C880)	15	MSC, PGCert, PGDip
Qualitative Research Methods (C833)	15	MSC, PGDip
<b>Semester II</b>		
Cognitive Psychology (C850)	15	MSC, PGCert, PGDip
Individual Differences (C870)	15	MSC, PGCert, PGDip
Biological Psychology (C860)	15	MSC, PGCert, PGDip
Quantitative Research Methods (C832)	15	MSC, PGDip
<b>Total core module credits:</b>	<b>120</b>	

Dissertation	60	
<b>Total credits:</b>	<b>180</b>	
<p><b>Award of a Postgraduate Certificate in Psychology</b></p> <p>To qualify for the award of a Postgraduate Certificate in Psychology, a student must have accumulated at least 60 level-7 credits and should have achieved at least 50% in each module defined in the schedule of assessment.</p>		In order to be awarded a PGCertificate in Psychology, students are expected to pass four modules to choose in between the following core modules: 820,830,850, 860,870,880.
<p><b>Award of a Postgraduate Diploma in Psychology</b></p> <p>To qualify for the award of a Postgraduate Diploma in Psychology, a student must have accumulated at least 120 level-7 credits and have achieved at least 50% in each module defined in the schedule of assessment.</p>	<b>120</b>	In order to be awarded a PGDip in Psychology, students are expected to pass: 820,830,850,860,870,880,832, 833.
<b>MSc Psychology</b>	<b>180</b>	

## 1.7. Distinctive features of the Programme

### (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) Strong support for students and their learning

Support for students is provided in many ways (please see also point 1.7).

These include:

1. **A personal tutor:** who will provide assistance throughout the entire programme and act as a first point of contact for the student (see Personal Tutor System Policy for more details).
2. **E-learning platform:** which contains academic guidance and links to Open University guidance documentation.
3. **Registry Office:** which will monitor all students' attendance and academic progress and regularly report on such matters.
4. **Complaints, Appeals and Disciplinary Procedures:** students will have access to these procedures detailed in the handbook and on the website.
5. **Additional academic material:** Students will also be able to access free webinars, podcasts and special one-off lectures given by international associates. These will be advertised on the e-learning platform.
6. **Study skills:** Optional seminars and workshops on research and study skills, as well as academic writing, tutorials for ICT skills, effective communication and oral presentation, will be offered throughout the year for students who would like to enhance specific skills or have a desire for deepen their employability skills.
7. **Study skills week:** MSc students can attend a 1-week foundation course in Psychology which helps to develop scholarship skills, refresh study skills as well as discuss expectations of a Masters student.
8. **Employability skills:** there will also be a series of workshops designed to give students necessary information and career advice throughout their studies at the Institution. This includes discipline specific career workshops, and CV writing sessions. We intend on creating a database of placement opportunities (in research departments or in clinical organisations), where students can receive valuable work experience.
9. **Wellbeing support:** NCIUL is working towards building a network of mental health institutions that student can access at a lower rate than the open market. There may be a possibility that some institutions will provide services free of charge. NCIUL will signpost students to these organisations where available.
10. Students will be allocated **supervisor** for their Research Project & Dissertation module.

### **(3) Personal Development Planning (PDP)**

Personal Development Planning (PDP) is a unique 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. This will include tutoring on understanding academic language, essay writing, study and research planning, time management, academic reading skills, learning styles, referencing.

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 be briefed and given written guidelines to support their PDP. The guidelines include, for example, self-assessment exercises, planning tasks, and examples of record keeping. Students are encouraged to use the information to engage in PDP at course and/or module level. Web resources at the Institution (e.g. careers service, help and support sites) are also given.

Various other support mechanisms and opportunities for PDP are embedded in the programme. Feedback is given on all coursework in order to help students understand their strengths and weaknesses, reflect on their skills and learning, create targets for development and monitor their own achievements. In addition, students are invited to meet with their Personal Tutor to discuss their PDP and reflect on their own progress.

Students will also be required 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 Masters programme and to enable students to recognise the efficacy of this combination.

The PDP portfolio will be assessed as a component of the Dissertation (see dissertation module) to discuss with the Candidate their planning in terms of autonomy, independent planning, critical thinking, team work and reflective practice.

#### **(4) 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 license to legally work as psychologist in the UK
2. The opportunity to join a large a renowned psychological network
3. The opportunity to start an experience as 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 BPS accredited MSc

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.

#### **(5) Multicultural diversity at NCIUL**

This is not only expressed in the academic offer, but also in its delivery by international academic staff with solid experience in their subject areas. This key aspect assures diversity and globalisation in learning and teaching styles and techniques, as well as up-to-date, practical influences in research areas.

Detailed information on the Programme's regulations can be found at <http://hiips://www.nciul.ac.uk//Institution-courses/specifications/regulations/>.

### **1.8. 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 Institution 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. Please refer to Section 4.2 of this handbook.

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

For more information, visit <http://www.nciul.ac.uk/students-life/>.

## **1.9. Admission Criteria**

The Conversion MSc Psychology and Innovation is available to students interested in different modes of delivery:

**Face-to-face Students** will experience a traditional UK learning environment, within an international context and will attend face-to-face lectures and seminars in our London campus. They will have access to a variety of physical and online resources.

**Distance Learners** are typically students resident in the UK, who wish to study more flexibly perhaps due to other personal and/or work commitments. These students are able to access online materials on the VLE.

**Full time students**: both distance learners and face-to-face students can apply for full time programme. In general terms, while intake dates are September and January, teaching semesters are two: fall semester (September to January), and a spring semester (January to May).

***Part-time students:*** both distance learners and face-to-face students can apply for a part time mode of delivery. In that case, students will find all the information they need in relation to programme structure and module specification in their Welcome Package. In general terms, while intake dates are September and January, teaching terms are three: fall semester (September to January), and spring semester (January to May). Part-time students will be able to complete the programme after four teaching semesters.

The minimum entry requirements are an honours degree at the 2.1 / upper second class level or higher or equivalent (e.g. B / 3.0 GPA in the undergraduate degree) in economics, management, law, language and linguistics, engineering, politics, international relations, economics, law or related social science subject. In addition to these entry requirements, prospective students are asked to provide evidence of their language abilities. IELTS 6.5, or TOEFL 85 (internet-based test) or 550 (paper-based), Cambridge Advanced Certificate, GCSE/IGCSE English grade C or above, or international equivalent.

General regulations on Admissions are available online at <https://www.nciul.ac.uk/policies>.

### **1.10. Start Times/Dates for Programmes**

Intake dates for distance learning students and those in presence are September and January of each academic year.

New students starting their first semester are expected to start their semester on the first day of Induction Week, to ensure they are all set aware of their new environment at NCIUL.

In case of unavoidable delay or emergency, students they must begin their semester no later than the Monday of the second week of study. However, if they cannot be present before the deadline, students will be advised to defer their entry to the following semester.



**ACADEMIC YEAR 2019-2020**

<b>SEMESTER</b>	<b>START</b>	<b>END</b>
<b>Autumn Semester:</b>	30 <sup>th</sup> September	10 <sup>th</sup> January
<b>Spring Semester:</b>	27 <sup>th</sup> January	8 <sup>th</sup> May

**ACADEMIC YEAR 2020-2021\***

<b>SEMESTER</b>	<b>START</b>	<b>END</b>
<b>Autumn Semester:</b>	28 <sup>th</sup> September	16 <sup>th</sup> January
<b>Spring Semester:</b>	1 <sup>st</sup> February	14 <sup>th</sup> May

Details of academic week numbers and other Institution initiatives can be found at <https://www.nciul.ac.uk/students-life/student-activities-resources/academic-calendar/>.

**\*Please note that dates could be subject to changes.**

## **1.11. Assessment**

### **Pass Regulations**

All postgraduate modules have a minimum pass mark for assessments in each assessment component, defined as overall continuous assessment score (OCAS). The pass mark is 50% for the Conversion MSc Psychology and Innovation Programme.

Students will be granted a pass on a module if they have achieved a minimum overall continuous assessment score (OCAS), determined as a weighted average of the grades achieved for all assessment tasks). This minimum is calculated as 50%, however all individual components within a module must also achieve a minimum of 50% for the module to be passed overall.

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%).

More information can be found on NCIUL Institutional Regulations for OU validated awards (<http://hiips://www.nciul.ac.uk//Institution-courses/specifications/regulations/>) and the Assessment and Examination Handbook (<hiips://www.nciul.ac.uk/policies/>), including information with regard to re-sit, retakes, alternative assessment, and similar.

### **Students' Complaints and Appeals**

Deferrals and withdrawals are explained within the Deferrals and withdrawals policy. Students have the right to make a complaint or an appeal to NCIUL, in case they believe they have been mistakenly judged.

Specific guidelines and procedures can be consulted on the Students' Complaints and Appeals policies, available at <hiips://www.nciul.ac.uk/policies/>.

## **2. Contact Details & General Info**

## 2.1. Staff list and Contact Details

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

<p><b>Dr Sara Parsi di Landrone</b></p>	<p><b>Co-associate Dean and Programme leader for the conversion MSc Psychology</b></p> <p><b>Module Leader</b></p> <p>Psychology of Sexuality and Gender</p> <p>I am the co-vice Dean in the Faculty of Psychology and a HCPC and BPS registered clinical psychologist with extensive experience as clinician and as trainer of graduate students.</p> <p>My research interest spans across clinical psychology, health psychology, and evidence-based psychotherapy. My research particularly focuses on the use of comics and drawings as an educational or therapeutic tools, as well as the assessment of how effective evidence based psychotherapeutic approaches can be to reduce symptoms.</p>
<p><b>Dr Tulika Jaiswal</b></p>	<p><b>Senior Lecturer in Psychology</b></p> <p><b>Module Leader</b></p> <p>Cognitive Psychology</p> <p>I am a Social Psychologist with experience of managing accredited Psychology and Leadership programs in Higher Education, government and commercial sectors. My research interests are primarily in the areas of interpersonal relationships and adaptive leadership development. For my research, I have used a broad range of quantitative and qualitative research techniques. My research uses theoretical approaches to examine interpersonal and leadership development in a cross-cultural context.</p>

<p><b>Prof Franco Orsucci</b></p>	<p><b>Dean, School of Psychology and Social Sciences</b></p> <p><b>Associated Modules</b></p> <p>Research Project</p> <p>My research has been focused language and psychotherapy from an evidence-based perspective. I developed interdisciplinary collaborations with neuroscientists, mathematicians, physicists and philosophers within the framework of Complexity Science. My current research is on synchronization of language and physiology in clinical and natural settings.</p>
<p><b>Mr Pietro Caggiano</b></p>	<p><b>Lecturer in Psychology</b></p> <p><b>Module Leader</b></p> <p>Biological Psychology</p> <p>I am a cognitive neuropsychologist interested in investigating the mental representation of the body in healthy and neuropsychopathological population. Specifically, I am interested in how actions modulate the body representation and how this shapes spatial perception. My research involves a range of methodologies, including psychophysics, behavioural testing, and EEG.</p>
<p><b>Dr Claudette Portelli</b></p>	<p><b>Senior Lecturer in Psychology</b></p> <p><b>Module Leader</b></p> <p>Individual differences</p> <p><i>I am the Clinical Director of The OCD Clinic®Malta and I am a Clinical Psychologist, and a rigorous clinical researcher and associate at the Centro di Terapia Strategica (Brief Strategic Centre), Arezzo, Italy. I am a scientific member of the Editorial Board of the Brief Strategic and Systemic Therapy European Review and was an original contributor to the evolution of the BST model of Treatment for OCD.</i></p> <p>Lecturer and trainer at the “School of Specialization in Brief Strategic Psychotherapy” (recognised by the MIUR), and also in the Clinical Masters courses organised by “Centro di Terapia</p>

	<p>Strategica” in Italy, Spain, France, Belgium, Romania, San Diego (USA), Mexico, Colombia, Costa Rica, Chile, among others. These courses are intended for professionals working in mental health focusing on anxiety disorders, phobias, OCD, depression, eating disorders, addictions and other pathologies. Lecturer at the Institution of Malta and Dublin City Institution (Ireland) and researcher at Institution of Macerata, Italy. I am author of numerous text books and scientific articles.</p>
<p><b>Dr Stephen Tallett</b></p>	<p><b>Senior Lecturer in Psychology</b></p> <p><b>Module Leader</b></p> <p>Qualitative Research Methods</p> <p>Social Psychology</p> <p><b>Associated Modules</b></p> <p>Dissertation, Research project</p> <p>Developed research processes. Designed, conducted and managed qualitative research, online and face-to-face. Managed and liaised with researchers and psychologists. Designed and managed online surveys. Designed, conducted and managed feedback processes. Led the successful first implementation of a social media application on a partner social network.</p>
<p><b>Dr Jayanthiny Kangatharan</b></p>	<p><b>Senior Lecturer in Psychology</b></p> <p><b>Module Leader</b></p> <p>Developmental Psychology</p> <p>Quantitative Research Methods</p> <p>Cognitive Psychology</p> <p><b>Associated Modules</b></p> <p>Dissertation, Research Project</p> <p>Has research Interests in methodological advances in cognitive neuroscience, neurocognitive basis of auditory perception &amp; cognition, language acquisition and development</p>

<b>Ms Carla Finale</b>	<b>Psychology Tutor</b>
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### **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.

### **Personal 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.

## **2.2. Office Hours**

All our academic staff are available during office hours (9:00 am – 1:00 pm and 2:00 pm – 6:00 pm).

Meetings can be arranged either in person or through virtual means (for example via 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.

## **2.3. External Examiners**

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

- moderating summative 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.
- appointment of the External Examiner for the MSc Psychology is pending and will be included here once made.

## **2.4. Administrative Staff**

The Student Office deals with all your administrative needs during the MSc 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: [studentoffice@nciul.ac.uk](mailto:studentoffice@nciul.ac.uk), Phone: +44 (0) 2038461730

## **2.5. 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 2 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.



## **2.6. Your Contact and Personal Details**

NCIUL will keep contact details and other personal data about you on our secure computer system. This data is 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. Please refer to <https://www.nciul.ac.uk/policies/>.

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 must be done in person at NCIUL with the academic registrar. Official supporting documentation (marriage certificate, passport etc.) will need to be provided.

## **3. Module Specification**

### 3.1. Conceptual and Historical Perspectives in Psychology

<b>Module specification</b>		
Module title	<b>Conceptual and Historical Perspectives in Psychology (C830)</b>	Level 7
Module leader	<b>Dr Tulika Jaiswal</b>	Credit value 15
Module type	<b>Taught (either face to face or distance)</b>	Notional learning hours 150

#### **Aims of the module**

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.

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.

#### **Pre-requisite modules or specified entry requirements**

None.

#### **Intended learning outcomes**

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

### **A. Knowledge and understanding**

A1: Demonstrate an understanding of the scientific underpinnings of psychology as a discipline, its origins, development, research and limitations.

A3: Show critical knowledge of topical debates in key areas of contemporary psychology.

### **B. Cognitive skills**

B1: Systematically understand and obtain a critical awareness of the origin, the inherent variability and diversity of psychological functioning.

B2: Develop a systematic and comprehensive understanding and critical awareness of the subjective and variable nature of individual experience.

### **C. Practical and professional skills**

C1: Use independent learning to critically reflect on the practical implications of theory and research findings in psychology for continuing professional development.

### **D. Key transferable skills**

D1: Use information technology effectively and be familiar with a range of relevant applications.

D2: Present, defend and challenge complex ideas and results effectively in a variety of forms.

D4: Organise themselves effectively, setting realistic goals, accessing support where appropriate and managing time to achieve targets.

### **Learning and teaching strategy**

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

1. Teaching is informed by international research, is culturally aware and contains universally 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. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

### **Students gain skills through:**

1. Lectures, seminars, tutorials and workshops
2. 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 sources
4. Use of institutional subscription to e-books, online journals and databases
5. Access to VLE forums featuring tutor and student led discussions
6. Regular opportunities to work and collaborate with peers. For example, in group tasks or other team-based projects
7. Regular opportunities to work individually. For example, when completing assignments or in self-directed reading.
8. Access to occasional guest lecturers from specialist areas.
9. Feedback from completion of summative and formative assignments.
10. 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

### **Indicative content**

- Where did psychology start? A brief overview of the approaches:
  - 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)
- Journal club presentation
- 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 (topic assigned by the module leader)

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

### One Journal club presentation on a topic agreed with the module leader

- Counts 30% towards the final grade
- This assignment is due in week 13

Mapping of assessment tasks to learning outcomes								
Assessment tasks	Learning outcomes							
	A1	A3	B1	B2	C1	D1	D2	D4
Essay	✓	✓	✓	✓	✓	✓	✓	✓
Journal club	✓	✓	✓	✓	✓	✓	✓	✓

### Recommended reading

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.

**Module co-ordinator:** Dr Tulika Jaiswal.

**Email:** [tulika.jaiswal@nciul.ac.uk](mailto:tulika.jaiswal@nciul.ac.uk)



### 3.2. Individual Differences

<b>Module specification</b>		
Module title	<b>Individual Differences (C870)</b>	Level 7
Module leader	<b>Dr Claudette Portelli</b>	Credit value 15
Module type	<b>Taught (either face to face or distance)</b>	Notional learning hours 150

#### **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. The module promotes 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.

#### **Pre-requisite modules or specified entry requirements**

None.

#### **Intended learning outcomes**

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

##### **A. Knowledge and understanding**

A1: Demonstrate an understanding of the scientific underpinnings of psychology as a discipline, its origins, development, research and limitations.

A2: Demonstrate critical awareness of current problems and/or new insights in Psychology.

A3: Show critical knowledge of topical debates in key areas of contemporary psychology.

### **B. Cognitive skills**

B1: Systematically understand and obtain a critical awareness of the origin, the inherent variability and diversity of psychological functioning.

B2: Develop a systematic and comprehensive understanding and critical awareness of the subjective and variable nature of individual experience.

B3: Evaluate methodologies, develop critical perspectives of them and, where appropriate, propose new hypotheses.

### **C. Practical and professional skills**

C1: Use independent learning to critically reflect on the practical implications of theory and research findings in psychology for continuing professional development.

C2: Present and critically evaluate research findings in a variety of formats including laboratory reports, research proposals and oral presentations.

### **D. Key transferable skills**

D1: Use information technology effectively and be familiar with a range of relevant applications.

D2: Present, defend and challenge complex ideas and results effectively in a variety of forms.

D3: Work well in team, show respect and sensitivity for diverse values or ideas, including skills such as listening, leading and motivate others to enable an effective contribution from all participants.

D4: Organise themselves effectively, setting realistic goals, accessing support where appropriate and managing time to achieve targets.

### **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.
7. At NCIUL we recognise that studying online can be an isolating experience, which in itself can be de-motivating. We therefore use teaching methods which help to overcome feelings of isolation and actively work towards building an active learning community. One of the key methods we use is collaborative learning; that is working together with other students to explore psychological concepts. This involves the use of electronic discussion boards to share and explore ideas both within groups of students and between students and tutors.

### **Students gain skills through:**

1. Lectures, seminars, tutorials and workshops
2. Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, and practice questions.
3. Use of variety of multi-media sources
4. Use of institutional subscription to e-books, online journals and databases
5. Access to VLE forums featuring tutor and student-led discussions

6. Regular opportunities to work and collaborate with peers. For example, in group tasks or other team-based projects
7. Regular opportunities to work individually. For example, when completing assignments or in self-directed reading.
8. Access to occasional guest lecturers from specialist areas.
9. Feedback from completion of summative and formative assignments.
10. 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:

- Research proposal

- Case-based discussion

### **Indicative content**

- Introduction to individual differences.
- Intelligence (including: theories of intelligence and intelligence testing; individual differences in intelligence)
- Biological, cognitive and social basis of personality
- Personality theories (Broad trait; Narrow trait; Kelly and Rogers; Psychodynamic)
- Measuring individual differences including difficulties with the tests (reliability & validity)
- 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:

- 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:

- research proposal

Summative assignments include:

1. One 3000-word research proposal (student to decide on their own topic and submit to lecturer for approval)

- Counts 70% towards the final grade.
- For face-to-face learners this assignment is due in week 8.
- For distance learners, this assignment is due in week 8.

2. One 30-minute group case-based discussion (in small groups) on a topic decided by the module leader which is due in week 13.

- Counts 30% towards the final grade.
- Presentation time: 25 minutes + 5 minutes questions from peers and lecturer
- All students will be informed of the topic in advance of the teaching week. Face-to-face students will present in class, distance learners will email the presentation video (or slides) to the lecturer. In addition, following the presentation, all students will submit:
  - 500-word reflective self-evaluation on their presentation skills
  - 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).

Formative assignments include class discussions, and forum postings.

Mapping of assessment tasks to learning outcomes													
Assessment tasks	Learning outcomes												
	A1	A2	A3	B1	B2	B3	C1	C2	C5	D1	D2	D3	D4
Research proposal	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Case-based discussion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

### Recommended reading

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

Ashton M. 2013. *Individual Differences and Personality*, Academic Press.

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

Maltby J, Day L, Macaskill A. 2013. *Personality, Individual Differences & Intelligence*, Pearson.

**Module co-ordinator:** Dr Claudette Portelli

**Email:** [claudette.portelli@nciul.ac.uk](mailto:claudette.portelli@nciul.ac.uk)

### 3.3. Cognitive Psychology

<b>Module specification</b>		
Module title	<b>Cognitive Psychology (C850)</b>	Level 7
Module leader	<b>Dr Jayanthiny Kangatharan</b>	Credit value 15
Module type	<b>Taught (either face to face or distance)</b>	Notional learning hours 150

#### **Aims of the module**

This module is a fundamental core module of the course. It is designed to be an introduction to principles in Cognitive Psychology. This is also a key module required by the BPS for their accreditation process.

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 controversies within Cognitive Psychology theories.

#### **Pre-requisite modules or specified entry requirements**

None.

#### **Intended learning outcomes**

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

##### **A. Knowledge and Understanding**

A2: Demonstrate critical awareness of current problems and/or new insights in Psychology.



A3: Show critical knowledge of topical debates in key areas of contemporary psychology.

### **B. Cognitive skills**

B1: Systematically understand and obtain a critical awareness of the origin, the inherent variability and diversity of psychological functioning.

B2: Develop a systematic and comprehensive understanding and critical awareness of the subjective and variable nature of individual experience.

B3: Evaluate methodologies, develop critical perspectives of them and, where appropriate, propose new hypotheses.

### **C. Practical and professional skills**

C1: Use independent learning to critically reflect on the practical implications of theory and research findings in psychology for continuing professional development.

C2: Present and critically evaluate research findings in a variety of formats including laboratory reports, research proposals and oral presentations.

### **D. Key transferable skills**

D1: Use information technology effectively and be familiar with a range of relevant applications.

D2: Present, defend and challenge complex ideas and results effectively in a variety of forms.

D3: Work well in team, show respect and sensitivity for diverse values or ideas, including skills such as listening, leading and motivate others to enable an effective contribution from all participants.

D4: Organise themselves effectively, setting realistic goals, accessing support where appropriate and managing time to achieve targets.

### **Indicative content**

- Introduction to Cognitive Psychology. This will also include an overview of the module including assignment requirements.

- Specific topics:
  - Attention
  - Perception
- Processes and theories, including a focus on visual perceptual systems in the nervous system
- Pattern recognition.
- Development of perceptual abilities.
- Social perception.
- Memory
- Models of and theories of forgetting.
- Practical application of research into memory.
- Language and thought

### **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 methods.
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.
7. At NCIUL we recognise that studying online can be an isolating experience, which in itself can be de-motivating. We therefore use teaching methods which help to overcome feelings of isolation and actively work towards building an active learning community. One of the key methods we use is collaborative learning; that is working together with other students to explore psychological concepts. This involves the use of electronic discussion boards to share and explore ideas both

within groups of students and between students and tutors.

### **Students gain skills through:**

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

### **Assessment Methods**

The programme utilises both formative and summative assessments.

Formative assessments include:

1. Class quizzes (for distance learners this will be available on our VLE).
2. Unmarked class discussions (for distance learners this will occur in online seminars/ chat rooms).
3. Forum postings.
4. Team exercises (for example, summarising a journal and unmarked class presentations).
5. Feedback from peers (from class presentations and other group assignments).
6. 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:

1. One 2000-word essay.
2. One presentation.

Assessment methods and relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

1. Class discussions (for distance learners this will occur in online seminars/ chat rooms)
2. Forum postings
3. Feedback from peers from class presentations
4. 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:

1. One 2000-word essay (student to decide on their own topic and submit to lecturer for approval)
  - Counts 70% towards the final grade.
  - For face-to-face learners this assignment is due in week 8.
  - For distance learners, this assignment is due in week 8.

2. One presentation (in small groups) on a paper agreed with the module leader
- Counts 30% towards the final grade and is due in week 13 for both face-to-face and distance learners.
  - Journal Club Presentation time: 15 minutes + 5 minutes questions from peers and lecturer
  - All students will be informed of the topic in advance of the teaching week. Face-to-face students will present in the class, distance learners will email the presentation video (or slides) to the lecturer. In addition, following the presentation, all students will submit:
    - Presentation slides
    - 500-word reflective self-evaluation on their presentation skills
    - 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).

<b>Mapping of assessment tasks to learning outcomes</b>											
<b>Assessment tasks</b>	<b>Learning outcomes</b>										
	<b>A2</b>	<b>A3</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>C1</b>	<b>C2</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
Essay	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Journal Club presentation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

### **Recommended reading**

Braisby N. Gellatly G. (Eds.). 2012. *Cognitive Psychology*, Oxford Press.

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

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

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### 3.4. Biological Psychology

<b>Module specification</b>		
Module title	<b>Biological Psychology (C860)</b>	Level 7
Module leader	<b>Mr Pietro Caggiano</b>	Credit value 15
Module type	<b>Taught (either face to face or distance)</b>	Notional learning hours 150

#### **Aim of the module**

This module is a fundamental core module of the course. It is designed to be an introduction to principles in biological psychology.

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 controversies within biological psychology theories.

#### **Pre-requisite modules or specified entry requirements**

None.

#### **Intended learning outcomes**

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

##### **A. Knowledge and understanding**

A2: Demonstrate critical awareness of current problems and/or new insights in Psychology.

A3: Show critical knowledge of topical debates in key areas of contemporary psychology.

### **B. Cognitive skills**

B1: Systematically understand and obtain a critical awareness of the origin, the inherent variability and diversity of psychological functioning.

B2: Develop a systematic and comprehensive understanding and critical awareness of the subjective and variable nature of individual experience.

B3: Evaluate methodologies, develop critical perspectives of them and, where appropriate, propose new hypotheses.

### **C. Practical and professional skills**

C1: Use independent learning to critically reflect on the practical implications of theory and research findings in psychology for continuing professional development.

C2: Present and critically evaluate research findings in a variety of formats including laboratory reports, research proposals and oral presentations.

### **D. Key transferable skills**

D1: Use information technology effectively and be familiar with a range of relevant applications.

D2: Present, defend and challenge complex ideas and results effectively in a variety of forms.

D3: Work well in team, show respect and sensitivity for diverse values or ideas, including skills such as listening, leading and motivate others to enable an effective contribution from all participants.

D4: Organise themselves effectively, setting realistic goals, accessing support where appropriate and managing time to achieve targets.

## **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.
7. At NCIUL we recognise that studying online can be an isolating experience, which in itself can be de-motivating. We therefore use teaching methods which help to overcome feelings of isolation and actively work towards building an active learning community. One of the key methods we use is collaborative learning; that is working together with other students to explore psychological concepts. This involves the use of electronic discussion boards to share and explore ideas both within groups of students and between students and tutors.

### **Students gain skills through:**

1. Lectures, seminars, tutorials and workshops
2. Additional materials available in class or on the VLE. Additional material includes journal articles, presentation notes, and practice questions.
3. Use of variety of multi-media sources.
4. Use of institutional subscription to e-books, online journals and databases.
5. Access to VLE forums featuring tutor and student-led discussions.
6. Regular opportunities to work and collaborate with peers. For example, in group tasks or other team-based projects.
7. Regular opportunities to work individually. For example, when completing assignments or in self-directed reading.



8. Access to occasional guest lecturers from specialist areas.
9. Feedback from completion of summative and formative assignments.
10. Frequent guidance from personal tutors.

### **Assessment Methods**

The programme utilises both formative and summative assessments.

*Formative assessments include:*

1. Class quizzes (for distance learners this will be available on our VLE)
2. Class discussions (for distance learners this will be in the form of online seminars/ chat rooms)
3. Forum postings
4. Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and unmarked class presentations)
5. Feedback from peers (from class presentations and other group assignments)
6. 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:

1. One 2000-word essay
2. One poster presentation

### **Indicative content**

- Introduction and overview to Biological Psychology including a brief historical overview of studies of the brain.
- Main topics:
  - 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 and the limbic brain
- Hormones and emotion, including theories and the evolution of emotions
- Goal-directed behaviour
- Experience-dependent plasticity
- Body regulations: 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:*

- 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:*

1. One 2000-word essay (student to decide on their own topic and submit to lecturer for approval)

- Counts 70% towards the final grade.
- For face-to-face learners this assignment is due in week 8.
- For distance learners, this assignment is due in week 8.

2. One 30-minute group poster presentation (in small groups) on a topic decided by the module leader which is due in week 13.

- Counts 30% towards the final grade.
- Presentation time: 25 minutes + 5 minutes questions from peers and lecturer
- All students will be informed of the topic in advance of the teaching week. Face-to-face students will present in class, distance learners will email the presentation video (or slides) to the lecturer. In addition, following the presentation, all students will submit
  - Poster
  - 500-word reflective self-evaluation on their presentation skills
  - 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).

<b>Mapping of assessment tasks to learning outcomes</b>											
<b>Assessment tasks</b>	<b>Learning outcomes</b>										
	<b>A2</b>	<b>A3</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>C1</b>	<b>C2</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
Essay	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Poster presentation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

### **Recommended reading**

Braisby N. Gellatly G. (Eds.). 2012. *Cognitive Psychology*, Oxford Press.

Pinel J. 2018. *Biopsychology (10<sup>th</sup> ed.)*, Pearson Education.

Kandel, E. et al. 2013. *Essentials of Neural Science and Behaviour* (5<sup>th</sup> ed.), McGraw Hill.

Posner M. 2012. *Cognitive Neuroscience of Attention*, The Guildford Press.

Styles E.A. 2006. *The psychology of attention* (2<sup>nd</sup> edition), The Psychology Press.

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### 3.5. Quantitative Research Methods

<b>Module specification</b>		
Module title	<b>Quantitative Research Methods (C832)</b>	Level 7
Module leader	<b>Dr Jayanthiny Kangatharan</b>	Credit value 15
Module type	<b>Taught (either face to face or distance)</b>	Notional learning hours 150

#### **Aim of the module**

The module aims to prepare students for academic research in Psychology. It will address basic research skills (such as research design and ethical considerations) needed to progress onto more advanced approaches (such as statistical methods) and to enable students to plan and report upon academic research. As such the module addresses issues and topics related to the whole research process, from research design, ethical considerations, through to scientific reporting in a form of a mini-project prepared in groups.

The purpose of this module is to introduce quantitative research knowledge and skills to psychology students. This module comprises a series of lectures which focuses on how data collection is carried out in psychology, what kind of analysis is appropriate to use for certain types of data, how to execute, interpret and report research findings (descriptive and inferential statistical tests).

#### **Pre-requisite modules or specified entry requirements**

None.

#### **Intended learning outcomes**

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

##### **A. Knowledge and understanding**

A4: Understand the importance of techniques and ethical considerations in psychological practice and own research, following the guidelines of the BPS.

A5: Comprehensively understand and originally apply knowledge of the core BPS areas, with a practical understanding of how established techniques of research are used to create and interpret knowledge in Psychology.

### **B. Cognitive skills**

B4: Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

B5: Demonstrate self-direction and originality in tackling and solving problems; act autonomously in planning and implementing tasks at a professional or equivalent level.

### **C. Practical and professional skills**

C3: Select and apply appropriate research methodologies in the investigation of a wide range of psychological phenomena and use appropriate analytical techniques to interpret the findings.

C4: Apply critical, analytical and creative abilities for planning, execution, analysis, interpretation and dissemination of independent research.

### **D. Key transferable skills**

D1: Use information technology effectively and be familiar with a range of relevant applications.

D3: Work well in team, show respect and sensitivity for diverse values or ideas, including skills such as listening, leading and motivate others to enable an effective contribution from all participants.

D4: Organise themselves effectively, setting realistic goals, accessing support where appropriate and managing time to achieve targets.

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**

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.

7. At NCIUL we recognise that studying online can be an isolating experience, which in itself can be de-motivating. We therefore use teaching methods which help to overcome feelings of isolation and actively work towards building an active learning community. One of the key methods we use is collaborative learning; that is working together with other students to explore psychology concepts. This involves the use of electronic discussion boards to share and explore ideas both within groups of students and between students and tutors.

### **Students gain skills through:**

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

### **Assessment Methods**

The programme utilises both formative and summative assessments.

Formative assessments include:

- 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:

- One group-based lab report

### **Indicative content**

- Introducing quantitative research. The kind of questions it asks, overview of research methods and how to conduct a qualitative research project.
- Principles of experimental design
- Inferential statistics
- Parametric and non-parametric testing
- Correlations and regressions
- Simple ANOVA: between-subject and within-subject design
- Two- Way ANOVA; between subject design
- Mixed ANOVA
- Higher-Order Analyses
- Factor Analysis
- Meta-Analysis
- Exploring main effects and interactions

- Simple Effects Analyses Notes
- Further Post-Hoc and A-priori Tests

**Assessment strategy, assessment methods and their relative weightings**

Intended learning outcomes will be assessed through:

Formative assignments include:

- 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-word group lab report:

- Counts towards 100% of the final grade
- For Face-to-face students this is due in week 13.
- For distance learners, this is due in week 13.
- Student projects are required to obtain ethics approval.

<b>Mapping of assessment tasks to learning outcomes</b>																				
<b>Learning outcomes</b>																				
<b>Assessment tasks</b>	<b>A 1</b>	<b>A 2</b>	<b>A 3</b>	<b>A 4</b>	<b>A 5</b>	<b>B 1</b>	<b>B 2</b>	<b>B 3</b>	<b>B 4</b>	<b>B 5</b>	<b>C 1</b>	<b>C 2</b>	<b>C 3</b>	<b>C 4</b>	<b>C 5</b>	<b>D 1</b>	<b>D 2</b>	<b>D 3</b>	<b>D 4</b>	<b>D 5</b>
<b>Lab report</b>				✓	✓				✓	✓			✓	✓		✓		✓	✓	

**Recommended reading**

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

Clark-Carter, D. 1997. *Doing quantitative research: From design to report*. Psychology Press.

Howell, D.C. 2007. *Statistical methods for psychology (6th edition)*. Duxbury Press.

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### 3.6. Developmental Psychology

<b>Module specification</b>		
Module title	<b>Developmental psychology (C820)</b>	Level 7
Module leader	<b>Dr Jayanthiny Kangatharan</b>	Credit value 15
Module type	<b>Taught (either face to face or distance)</b>	Notional learning hours 150

#### **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, and 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.

#### **Pre-requisite modules or specified entry requirements**

None.

#### **Intended learning outcomes**

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

##### **A. Knowledge and understanding**

A1: Demonstrate an understanding of the scientific underpinnings of psychology as a discipline, its origins, development, research and limitations.

A2: Demonstrate critical awareness of current problems and/or new insights in Psychology.

A3: Show critical knowledge of topical debates in key areas of contemporary psychology.

### **B. Cognitive skills**

B1: Systematically understand and obtain a critical awareness of the origin, the inherent variability and diversity of psychological functioning.

B2: Develop a systematic and comprehensive understanding and critical awareness of the subjective and variable nature of individual experience.

B3: Evaluate methodologies, develop critical perspectives of them and, where appropriate, propose new hypotheses.

### **C. Practical and professional skills**

C1: Use independent learning to critically reflect on the practical implications of theory and research findings in psychology for continuing professional development.

C2: Present and critically evaluate research findings in a variety of formats including laboratory reports, research proposals, and oral presentations.

### **D Key transferable skills**

D1: Use information technology effectively and be familiar with a range of relevant applications.

D2: Present, defend and challenge complex ideas and results effectively in a variety of forms.

D3: Work well in team, show respect and sensitivity for diverse values or ideas, including skills such as listening, leading and motivate others to enable an effective contribution from all participants.

D4: Organise themselves effectively, setting realistic goals, accessing support where appropriate and managing time to achieve targets.

## **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:**

1. Lectures, seminars, tutorials and workshops
2. 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 sources
4. Use of institutional subscription to e-books, online journals and databases
5. Access to VLE forums featuring tutor and student led discussions
6. Regular opportunities to work and collaborate with peers. For example, in group tasks or other team-based projects
7. Regular opportunities to work individually. For example, when completing assignments or in self-directed reading.
8. Access to occasional guest lecturers from specialist areas.
9. Feedback from completion of summative and formative assignments.
10. Frequent guidance from personal tutors.

## **Assessment Methods**

The programme utilises both formative and summative assessments.

Formative assessments include:

- 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
- Group presentation

## **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:

- 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 (topic assigned by the module leader), which is due in week 8.

- Counts 70% towards the final grade



One 10-minute group presentation on a topic agreed with the module leader, which is due in week 13.

- Counts 30% towards the final grade
- Distance learners 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.

At the end of the course, students will submit:

- Presentation slides
- 500-word reflective self-evaluation on their presentation skills
- 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).

<b>Mapping of assessment tasks to learning outcomes</b>												
<b>Learning outcomes</b>												
<b>Assessment tasks</b>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>C1</b>	<b>C2</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
<b>Essay</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Group Presentation</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

### **Recommended reading**

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

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



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### 3.7. Qualitative Research Methods

<b>Module specification</b>		
Module title	<b>Qualitative Research Methods (C833)</b>	Level 7
Module leader	<b>Dr Stephen Tallett</b>	Credit value 15
Module type	<b>Taught (either face to face or distance)</b>	Notional learning hours 150

#### **Aims of the module**

The module aims to prepare students for academic research in Psychology. It will address basic research skills needed to progress onto more advanced methodologies and to enable students to plan and report upon academic research. As such the module addresses issues and topics related to the whole research process, from research design, ethical considerations, through to scientific reporting in a form of a mini-project prepared in groups.

The purpose of this module is to introduce quantitative research knowledge and skills to psychology students. This module comprises a series of lectures which focuses on how data collection is carried out in psychology, what kind of analysis is appropriate to use for certain types of data, how to execute, interpret and report research findings.

#### **Pre-requisite modules or specified entry requirements**

None.

#### **Intended learning outcomes**

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

##### **A. Knowledge and understanding**

A4: Understand the importance of techniques and ethical considerations in psychological practice and own research, following the guidelines of the BPS.

A5: Comprehensively understand and originally apply knowledge of the core BPS areas, with a practical understanding of how established techniques of research are used to create and interpret knowledge in Psychology. Learning and teaching strategy

### **B. Cognitive skills**

B4: Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

B5: Demonstrate self-direction and originality in tackling and solving problems; act autonomously in planning and implementing tasks at a professional or equivalent level.

### **C. Practical and professional skills**

C3: Select and apply appropriate research methodologies in the investigation of a wide range of psychological phenomena and use appropriate analytical techniques to interpret the findings.

C4: Apply critical, analytical and creative abilities for planning, execution, analysis, interpretation and dissemination of independent research.

### **D Key transferable skills**

D1: Use information technology effectively and be familiar with a range of relevant applications.

D3: Work well in team, show respect and sensitivity for diverse values or ideas, including skills such as listening, leading and motivate others to enable an effective contribution from all participants.

D4: Organise themselves effectively, setting realistic goals, accessing support where appropriate and managing time to achieve targets.

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**

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:**

1. Lectures, seminars, tutorials and workshops
2. 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 sources
4. Use of institutional subscription to e-books, online journals and databases
5. Access to VLE forums featuring tutor and student led discussions
6. Regular opportunities to work and collaborate with peers. For example, in group tasks or other team-based projects
7. Regular opportunities to work individually. For example, when completing assignments or in self-directed reading.
8. Access to occasional guest lecturers from specialist areas.
9. Feedback from completion of summative and formative assignments.
10. Frequent guidance from personal tutors

### **Assessment Methods**

The programme utilises both formative and summative assessments.

Formative assessments include:

- 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:

- 3000 words mini project

### **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.

### **Assessment strategy, assessment methods and their relative weightings**

Intended learning outcomes will be assessed through:

Formative assignments include:

- 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 3000-words mini project

- Counts towards 100% of the final grade
- Students will work together in small groups to design, conduct and analyse a qualitative study (when possible).
- For face-to-face students, project work will be carried out in the teaching week using other present students as participants (when possible).
- For distance learners, students will have the opportunity to work together in the VLE open (space when possible).
- Student projects are required to obtain ethics approval.
- The assignment is due in week 13



Mapping of assessment tasks to learning outcomes									
Learning									
Assessment tasks	A4	A5	B4	B5	C3	C4	D1	D3	D4
Mini-project	✓	✓	✓	✓	✓	✓	✓	✓	✓

### Recommended reading

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

**Module co-ordinator:** Dr Stephen Tallett

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### 3.8. Social Psychology

<b>Module specification</b>		
Module title	<b>Social Psychology (C388)</b>	Level 7
Module leader	<b>Dr Stephen Tallett</b>	Credit value 15
Module type	<b>Taught (either face to face or distance)</b>	Notional learning hours 150

#### **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, 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. This is also a key module required by the BPS for their accreditation process.

#### **Pre-requisite modules or specified entry requirements**

None.

#### **Intended learning outcomes**

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

##### **A. Knowledge and understanding**

A2: Demonstrate critical awareness of current problems and/or new insights in Psychology.

A3: Show critical knowledge of topical debates in key areas of contemporary psychology.

### **B. Cognitive skills**

B1: Systematically understand and obtain a critical awareness of the origin, the inherent variability and diversity of psychological functioning.

B2: Develop a systematic and comprehensive understanding and critical awareness of the subjective and variable nature of individual experience.

B3: Evaluate methodologies, develop critical perspectives of them and, where appropriate, propose new hypotheses.

### **C. Practical and professional skills**

C1: Use independent learning to critically reflect on the practical implications of theory and research findings in psychology for continuing professional development.

C2: Present and critically evaluate research findings in a variety of formats including laboratory reports, research proposals and oral presentations.

### **D Key transferable skills**

D1: Use information technology effectively and be familiar with a range of relevant applications.

D2: Present, defend and challenge complex ideas and results effectively in a variety of forms.

D3: Work well in team, show respect and sensitivity for diverse values or ideas, including skills such as listening, leading and motivate others to enable an effective contribution from all participants.

D4: Organise themselves effectively, setting realistic goals, accessing support where appropriate and managing time to achieve targets.

### **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:**

1. Lectures, seminars, tutorials and workshops
2. 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 sources
4. Use of institutional subscription to e-books, online journals and databases
5. Access to VLE forums featuring tutor and student led discussions
6. Regular opportunities to work and collaborate with peers. For example, in group tasks or other team-based projects
7. Regular opportunities to work individually. For example, when completing assignments or in self-directed reading.
8. Access to occasional guest lecturers from specialist areas.
9. Feedback from completion of summative and formative assignments.
10. Frequent guidance from personal tutor

## **Assessment Methods**

The programme utilises both formative and summative assessments.

Formative assessments include:

- 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:
  - Essay
  - Presentation

## **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:

- 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 (topic assigned by the module leader), which is due in week 8.

- Counts 70% towards the final grade

A 10-minute presentation on a topic agreed with the module leader:

- Is due in week 13.
- Counts 30% towards the final grade
- At the end of the course, students will submit:
  - Presentation slides
  - 500-word reflective self-evaluation on their presentation skills

- 500-word summary of the topic.

Distance learners 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.

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).

<b>Mapping of assessment tasks to learning outcomes</b>											
<b>Learning outcomes</b>											
<b>Assessment tasks</b>	<b>A2</b>	<b>A3</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>C1</b>	<b>C2</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
<b>Essay</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Presentation</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

### **Recommended reading**

Elliot Aronson, E., Wilson, T.D., Akert, R.M.2013. *Social Psychology*. Pearson Press.

Hogg M.A. and Vaughan, G. 2013. *Social Psychology*. Pearson Press.

**Module co-ordinator:** Dr Stephen Tallett.

**Email:** [stephen.tallett@nciul.ac.uk](mailto:stephen.tallett@nciul.ac.uk)

### 3.9. MSc Dissertation

<b>Module specification</b>		
Module title	<b>MSc Dissertation</b>	Level 7
Module leader	<b>Prof Franco Orsucci</b> <b>Supported by all the MSc Faculty</b>	Credit value 60
Module type	<b>Either face to face or distance</b>	Notional learning hours 150

#### **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: (1) to enable students to demonstrate their skills as independent learners; (2) to give students the opportunity to research a topic in an area of Psychology as appropriate for the MSc level (level 7), and (3) to provide an opportunity to submit a substantial piece of written work. This module represents a culmination of knowledge gained in the first year. It will involve the design, carrying out and reporting of an independent piece of research.

#### **Pre-requisite modules or specified entry requirements**

Successful completion of Level 7 modules. Student cannot access to this module unless they have successfully completed all module of Level 7.

#### **Intended learning outcomes**

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

##### **A. Knowledge and understanding**



A4: Understand the importance of techniques and ethical considerations in psychological practice and own research, following the guidelines of the BPS.

A5: Comprehensively understand and originally apply knowledge of the core BPS areas, with a practical understanding of how established techniques of research are used to create and interpret knowledge in Psychology.

### **B. Cognitive skills**

B4: Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

B5: Demonstrate self-direction and originality in tackling and solving problems; act autonomously in planning and implementing tasks at a professional or equivalent level.

### **C. Practical and professional skills**

C3: Select and apply appropriate research methodologies in the investigation of a wide range of psychological phenomena and use appropriate analytical techniques to interpret the findings.

C4: Apply critical, analytical and creative abilities for planning, execution, analysis, interpretation and dissemination of independent research.

C5: Demonstrate professional, ethical and scientific responsibilities and decision making associated with psychological enquiry and apply these principles to their own research.

### **D Key transferable skills**

D1: Use information technology effectively and be familiar with a range of relevant applications.

D2: Present, challenge and defend complex ideas and results effectively in a variety of forms, on a one-to-one basis or to an audience. Communicate effectively in various forms using information from a range of sources.

D4: Organise themselves effectively, setting realistic goals, accessing support where appropriate and managing time to achieve targets.

D5: Continue to advance knowledge, understanding, and the independent learning ability required for continuing professional development.

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 supervisor(s) (first and second when applicable) to design, plan, carry out, and complete an independent research project that can be written up as a completed research dissertation. This includes 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 the skills requires for implementing a successful research project, such as an academic writing skills. There will also be detailed guidelines available on the VLE.

### **Indicative content**

Students will be regularly supervised by a senior academic while being advised and supported by a tutor.

Teaching will include skills review and model design, to be able to start, successfully and independently develop, complete and present a research project.

Teaching will include:

- Research design models, a critical review.
- Ethical issues in research design.
- Ethical application.
- Academic writing skills review.
- IT and presentation skills review

- APA/BPS guidelines.
- PDP final review and planning.

Students 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/academic/wp-content/uploads/2015/01/APA-Style-FULL\\_02.09.2012.pdf](http://www.globalcenter.info/academic/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](http://www.bps.org.uk/sites/default/files/images/bps_style_guide.pdf)

### Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

1. 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 40 on the Institution Scale Score on all assessment measures to pass.

More detailed marking schemes are outlined in the student handbook.

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
Dissertation				✓	✓				✓	✓			✓	✓	✓	✓	✓		✓
QAA and BPS requirements	1	2																	
	✓	✓																	

### Recommended reading

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.

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