



NCIUL

BSc PROGRAMME HANDBOOK

Faculty of Psychology

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1. About This Handbook

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

1.1. Information in alternative formats

This handbook can be found online under Useful Documents.

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

We can supply sections from this publication as:

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

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

1.2. Disclaimer

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

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

contents or methods of delivery of programmes, to discontinue programmes and to merge or combine programmes, if such action is reasonably considered to be necessary by NCIUL. If NCIUL discontinues any programme it will use its reasonable endeavours to provide a suitable alternative programme.

2. Welcome from the President

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

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

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

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

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

Kind Regards,

Stefano Bandecchi

Director

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

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

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

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

Our staff members are not only experienced and committed teachers, but also engage in research within their disciplines that deeply inform the syllabus of each module we offer to our students. Research within the faculty covers a wide range of topics, which broadly fall under four sub-disciplinary groupings, namely forensic, social, developmental, clinical psychology and so on.

We believe in encouraging you to participate actively in workshops, research and networking activities and our London location puts us at the heart of the UK's health,

clinical and psychological community. This vibrant city will allow you to combine your studies with an interesting social and cultural life.

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

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

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

We are sure your career with us at NCIUL will be an enriching, rewarding and enjoyable one, and wish you every success with your studies here.

Dr. Massimiliano Papera

Dr. Nicoletta Vegni

Faculty of Psychology Deans

3. Programme Specifications

3.1. Overview

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

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

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

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

On completing the programme, you will:

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

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

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

3.2. Educational Aims and Objectives

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

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

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

3.3. Programme Learning Outcomes

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

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

In this programme you will:

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

Knowledge

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

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

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

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

A4: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology,

individual differences and social psychology. Understand how these core areas relate to one another.

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

Cognitive skills

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

B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.

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

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

B4: Adopt multiple perspectives, reflect and systematically analyse their relationships, but also to apply them to psychological issues, recognising that psychology involves a range of research methods, theories, empirical evidence and applications. Gain the ability to detect meaningful patterns in behaviour, psychological functioning and experience as well as evaluating their significance.

B5: Critically analyse and evaluate psychological theory and research, as well as the limitations of various research paradigms, research methods and measurement techniques being able to present these findings.

Psychological and Professional Skills

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

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

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

C3: Be able to initiate, design, conduct and report on an empirically-based research project under limited supervision, as well as applying psychological knowledge to real world problems.

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

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

Key Transferable Skills

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

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

D2 (L4-L5): Develop the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D2 (L6): Interpret and use numerical, textual and other forms of data having the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3 (L4-L5): Develop computer literacy and psychological tools skills, including using specialist software, laboratory equipment and psychometric instruments, under limited supervision, being able to use technology in completion of non-routine performance tasks.

D3 (L6): Be computer literate and be able to use psychological tools, including using specialist software, laboratory equipment and psychometric instruments for the

purpose of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4 (L4-L5): Develop the ability to solve problems, reflecting on outcomes employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

D4 (L6): Solve problems by clarifying questions, considering alternative solutions, evaluating outcomes problems employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

D6 (L4-L5): Under limited supervision is able to take self-directed study and project management, in order to meet desired objectives as carrying 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].

D6 (L6): Undertake self-directed study and project management, in order to meet desired objectives as carrying 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].

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

Learning Outcomes achieved in relation to exit awards

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

Learning Outcomes and Curriculum Map

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

Level	Study module/unit	A1	A2	A3	B1	B2	B3	C1	C2	D1	D2	D3	D4	D5	D6
4	Conceptual and Historical Issues in Psychology	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
	Introduction to Research Methods	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Biological psychology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Developmental Psychology	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	
	Individual differences	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
	Social Psychology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	



Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5	D6	D7
5	Intermediate Research Methods	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Qualitative Research Methods	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Cognitive Psychology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓
	Group dynamics	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓
	Advanced biological psychology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓
	Psychology of Sexuality and Gender	✓	✓	✓	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓		✓



Level	Study module/unit																							
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	
6	Dissertation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Clinical Psychopathology	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
	Individual differences in attention, memory and awareness	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	
	Philosophical Foundations of Psychology	✓	✓		✓	✓	✓	✓			✓		✓		✓	✓	✓	✓	✓	✓	✓			
	Advanced Developmental Psychology			✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓			



6	Optional Modules (students to choose one)																							
	Advanced Research Methods	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Psychodynamic Psychology	✓	✓		✓	✓	✓	✓			✓		✓			✓	✓	✓	✓	✓	✓		✓	
	Consciousness and language sciences	✓	✓		✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓		✓		✓	
	Forensic Psychology	✓	✓		✓	✓	✓	✓	✓	✓			✓				✓	✓	✓	✓	✓		✓	
	Occupational Psychology	✓	✓		✓		✓	✓		✓			✓				✓	✓	✓	✓	✓		✓	
	Health psychology	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓			✓	



3.4. Learning and Teaching strategy/Assessment methods

3.4.1. Programme learning and teaching strategy

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

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

- Learning experience should be varied and up to date, to engage and motivate the students.
- The learning experience provided aims to be challenging, globally oriented, and intellectually stimulating in ways that develop critical thinking in a lifelong learning attitude.
- Learning should be personalised, and facilitated by personal tutoring and support.
- Using a work-based and problem-based approach to learning, students' employability skills are enhanced in a natural way, to facilitate placement opportunities.
- Staff is encouraged to link theoretical knowledge to research findings, to implement learning.
- Assessment is designed for learning, not simply of learning. In that sense, a continuous assessment scheme is put in place to ensure theoretical and practical learning that is assessed in a reliable, fair and consistent way.
- Assessment should always include timing and effective feedback.
- Assessment is designed to be manageable for both students and staff, to ensure its quality.
- Both students and staff are encouraged to develop personally and professionally through reflective processes.

3.4.2 Implementation of the programme learning and teaching strategy

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

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

Students will be able to complete the programme either face-2-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 follows a semester structure for both Face-2-Face and distance learners, with 3 modules to attend per semester. Face-2-Face students will be required to attend lectures and seminars/practicals at our premises. They will be able to download the materials from our VLE (i.e., PowerPoints, lectures notes, access to forum as well as formative and summative assessment). Distance learners will attend/watch lectures and online seminars each week.

For those students who choose the part-time mode of delivery, 2 modules will have to be attended in the first semester, whilst 1 module in the second semester. This ensures extra time available in the second semester, in case students lag behind, and allows extra time to focus on the dissertation for when they are at their final part-time year.

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

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



	Types of assignment as designed	Distance learning students
Formative assignments	Online quizzes	online quizzes
Summative assignments	Online activities	online activities
	Journal	submitted online through VLE Personal Page
	Oral presentation	possibility to arrange a VLE Videoconference appointment when the students cannot attend the live session (both face-to-face and distance learners).
	Final exam	London Campus
	Group presentation	Distance learning students have access to the VLE platform and related blog with peers that are in the same course. If an impossibility arises for the e-learning student to complete the team assignment, the lecturer will provide a similar assignment on individual base.
	Case study analysis	submitted online through VLE Personal Page
	Essay/Critical review/literature review	submitted online through VLE Personal Page
	Portfolio	submitted online through VLE Personal Page



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

Further guidance in regards to the recording of presentations used as formative/summative assessment

All students are expected to deliver *live* their presentations. Distance learners deliver live through our VLE videoconference functionality. They attend the same session face-to-face students are expected to attend for the deliver their presentations. This is to ensure sense of inclusiveness for distance learners, and to receive feedback from the lecturer, the face-to-face students (through videoconference chat), but also from other distance learner attending the VLE videoconference session.

For both types of students, if unable to deliver during the live session (week 12) either in class (face-to-face students) or via VLE videoconference room (distance



learners), it is also possible to arrange (through the tutor) a VLE videoconference call at a different time and date, during which their presentation delivery will be assessed. Feedback will be provided by the lecturer and if possible feedback from peers may be received by the student through the online forum. This arrangement is possible for both face-to-face students and distance learners who are unable to attend the live session in week 12.

Alternatively, if an absolute impossibility arises for the student to deliver the presentation live, the lecturer will provide a similar assignment on an individual basis.

3.4.3. Programme assessment strategy

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

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

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

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

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

Module leaders design assessment strategies in relation to the module's aims and objectives, and that apply also to the choice of what is formative and what is summative assessment. It is important to understand that both formative and



summative assessment are designed to help you achieving the intended learning outcomes for the module, to which they are strictly linked to.

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

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

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

For students to receive a pass they need to achieve a Total Module Mark (TMM) of 40%, credit obtained from the average of the grades achieved for all assessment tasks. Students who have passed a module are not allowed to retake it in order to

achieve a higher mark. For more information, please browse through the student resources section in our VLE and refer to the Assessment and Examination Handbook. There are measures in place, if students are falling behind. More meetings with their personal tutors or even module leaders can be arranged. Students will be given opportunities to discuss reasons behind difficulties and remedies will be offered by the Faculty.

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

3.4.4. Assessment Framework

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

Table 1. Assessment methods and student hours

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

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

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

The next section outlines a map of our teaching strategy according to our BSc programme:

3.4.4.1 Intended learning outcomes (LOs) – LEVEL 4

Teaching, learning, and assessment strategy have been designed in compliance with the standard requested by the British Psychological Society (BPS) regulatory body, but also in accordance with the existing QAA quality code for higher education provision.

Note: The learning, teaching and assessment strategy discussed in this document are an outline. For more details please see the document Further Guidance on the Teaching, assessment and learning strategy – NCIUL BSc in Psychology, as well as the module specification forms and module student handbooks comprising the BSc programme.

4.4.1 Intended learning outcomes (LOs) – LEVEL 4

Learning Outcomes – LEVEL 4

LOs Class A – Core skills: Knowledge and understanding

Learning outcomes:	Learning and teaching strategy / assessment methods
<p>A1: Understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.</p> <p>A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.</p> <p>A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.</p>	<p>First year modules will cover the fundamental basics of psychology and will be introductory in nature (level 4).</p> <p>Teaching Strategy:</p> <p>The programme entails a teaching strategy that maps clearly on to learning outcomes. It does include a wide range of formative and summative assessments to allow the development of student's knowledge and skills as they progress through the course of their studies. Furthermore, in order to allow students to demonstrate the ability to use a range of techniques and research methods applicable to advanced scholarship in the discipline, a range of resources are provided. This includes: Laboratory and online facilities for data collection, online databases, and internal resources on our virtual learning environment (VLE) platform (for details on the whole range of resources available to students see in section 7 of <i>Background document for validation submissions, i.e., form 17</i>).</p> <p>In compliance with the BPS Programme standards 1 (point 1.4) for undergraduate and conversion programmes, all the core content areas are delivered and assessed collectively at the appropriate level of pedagogy (i.e., Level 4) and not separately/in isolation.</p>

In compliance with Open University regulation for validated awards (point 14.1), a minimum pass mark of 40% for all modules that contribute to the accredited award where quantified marking is employed. Compensation is permitted but subject to conditions and approval by the examination board. For further details, see the Annexe 3 in the document BSc–Psychology-Summary of OU-NCIUL Regulations and BPS standards.

All teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies (see also section 6).

Learning Strategy:

Development of critical self-reflection is of paramount importance and constitutes the preparation for and continuity with practical and professional skills. Core skills are acquired in conjunction with other skills outlined in Class B, C and D learning outcomes. Qualitative and quantitative research methods are not only limited to the research methods modules. Qualitative and quantitative research methods are discussed in different modules since this develops inherent interest and helps take the sting out of research methods and statistics particularly for those students who might find them somewhat difficult.

In compliance with the British Psychological Society (BPS) regulatory body requirements outlined in *Guidance On Teaching And Assessment Of Ethical Competence In Psychology Education* the students' ethical competence is developed by adopting a four component model (Rest, 1982).

1. References:

2. Rest, J. (1982). A psychologist looks at the teaching of ethics. *The Hastings Center Report*, 12(1), 29–36.

Assessment strategy:

Assessment practices are fair, valid, reliable and appropriate to level 4 (year 1) of the award. They are undertaken by appropriately qualified staff, who have been adequately trained and briefed, who are supervised by the programme leaders to enhance their expertise as assessors. Quality assurance processes, such as assessment rules, regulations and other criteria are published in a full and accessible form and made freely available to students, as well as staff and external examiners (see the NCIUL partner institution's OU approved policy for moderation: ACA-MP-104 NCIUL *Moderation Policy*; <https://www.nciul.ac.uk/university-courses/specifications/regulations/#>; <https://www.nciul.ac.uk/policies/>; <https://www.nciul.ac.uk/wp-content/uploads/2019/03/ADM-QF-125-Quality-Framework-v1.5.pdf>). This includes procedures to deal with student appeals against assessment outcomes, and the process that students should follow if they wish to pursue an appeal. (See also section 8).

All undergraduate assessments are marked on a percentage scale of 0-100. The final grade for an individual assessment component will be determined after completion of the quality assurance process (e.g. moderation, remarking).

Assignments submitted for a summative assessment component cannot be amended after submission, or re-submitted. Furthermore, students' requests for extensions to assessment deadlines will not be approved unless made in accordance with the published NCIUL partner institution's OU approved policy for assessment and examination (*ACA-AEH 101 NCIUL Assessment And Examination Handbook*). Students who fail to submit work for assessments or attend examinations shall be deemed to have failed the assessments components concerned and will be marked as 0.

	<p>Whereby coursework is submitted late and there are no accepted extenuating circumstances, it will be penalised in line with the following grading system:</p> <ul style="list-style-type: none"> • Submission within 6 working days: a 10% reduction deducted from the overall marked score for each working day late, down to the 40% pass mark for undergraduate degrees and no further. • Submission that is late by 7 or more working days: submission refused, mark of 0. (Note: A working day is defined by 24 hours since the inception of the deadline and submission after the deadline will be assumed to be the next working day). <p>In compliance with the guidelines provided in the <i>Guidance On Teaching And Assessment Of Ethical Competence In Psychology Education</i> by the British Psychological Society (BPS) professional regulatory body, the assessment of the students' ethical competence and its development is encouraged through a range of means that shall be used for both formative and summative assessment.</p>
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LOs Class B – Cognitive skills aimed to develop the core skills outlined in Class A LOs	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.</p> <p>B2: Develop the ability to recognise the subjective and variable nature of individual experience.</p> <p>B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.</p>	<p>First year modules will cover the fundamental basics of psychology and will be introductory in nature (level 4).</p> <p>The same teaching, learning and assessment strategy used for CLASS A learning outcomes also applies for this class of learning outcomes. However, some differences are present and can be found more in details in the Programme Specification Document Addendum <i>Further Guidance on the Teaching, assessment and learning strategy – NCIUL BSc in Psychology</i>, as well as in the module specification forms and module student handbooks comprising the BSc programme.</p>

LOs Class C – Subject-Specific/Practical and professional skills:	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Demonstrate an understanding of research skills of quantitative and qualitative methods.</p> <p>C2: Develop some understanding into the importance of ethical decision making.</p>	<p>First year modules will cover the fundamental basics of psychology and will be introductory in nature (level 4).</p> <p>The same teaching, learning and assessment strategy used for CLASS A-B learning outcomes also applies for this class of learning outcomes. However, some differences are present and can be found more in details in the Programme Specification Document Addendum <i>Further Guidance on the Teaching, assessment and learning strategy – NCIUL BSc in Psychology</i>, as well as in the module specification forms and module student handbooks comprising the BSc programme.</p> <p>One key feature is that the development of Practical and professional skills is embedded throughout each of the modules comprising the programme curriculum areas, especially those in regards to the main domains in psychology. Practical and professional skills are acquired in conjunction with core and other skills outlined in Class A, B, and D learning outcomes.</p>

LOs Class D – Transferable Skills central to psychology practice and to a range of other areas of employment that are of value to employers

In compliance with the BPS programme standard 5 (point 5.3) of the *Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology*, and the Section 4.5 of the *QAA Subject Benchmark Statement for Psychology*.

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.</p> <p>D2: Develop the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.</p> <p>D3: Develop computer literacy and psychological tools skills, including using specialist software, laboratory equipment and</p>	<p>First year modules will cover the fundamental basics of psychology and will be introductory in nature (level 4).</p> <p>The same teaching, learning and assessment strategy used for CLASS A-B-C learning outcomes also applies for this class of learning outcomes. However, some differences are present and can be found more in details in the Programme Specification Document Addendum <i>Further Guidance on the Teaching, assessment and learning strategy – NCIUL BSc in Psychology</i>, as well as in the module specification forms and module student handbooks comprising the BSc programme.</p>

LOs Class D – Transferable Skills central to psychology practice and to a range of other areas of employment that are of value to employers

In compliance with the BPS programme standard 5 (point 5.3) of the *Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology*, and the Section 4.5 of the *QAA Subject Benchmark Statement for Psychology*.

psychometric instruments, under limited supervision, being able to use technology in completion of non-routine performance tasks.

D4: Develop the ability to solve problems, reflecting on outcomes employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

D6: Under limited supervision is able to take self-directed study and project management, in order to meet desired objectives as carrying out an extensive piece of independent empirical research that draws on a range of subject-specific skills from planning and acquiring

One key feature is in regards to the employability and professional development, whereby students' development is encouraged, and specific resources are allocated to this aspect of the provision. This includes the involvement of practitioner psychologist(s) in providing careers advice (i.e., point 5.2 BPS standards). Additionally, the development of the transferable skills is integral part of the programme, and they are learnt throughout each of the modules comprising the programme, especially those associated to personal development as a practitioner and to the application of ethics principle when designing interventions and research studies. Transferable skills are acquired in conjunction with the other skills outlined in Class A, B and C learning outcomes

LOs Class D – Transferable Skills central to psychology practice and to a range of other areas of employment that are of value to employers

In compliance with the BPS programme standard 5 (point 5.3) of the *Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology*, and the Section 4.5 of the *QAA Subject Benchmark Statement for Psychology*.

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].

3.4.4.2 Intended learning outcomes (LOs) – LEVEL 5

Teaching, learning, and assessment strategy have been designed in compliance with the standard requested by the British Psychological Society (BPS) regulatory body, but also in accordance with the existing QAA quality code for higher education provision.

Note: The learning, teaching and assessment strategy discussed in this document are an outline. For more details please see the document Further Guidance on the Teaching, assessment and learning strategy – NCIUL BSc in Psychology, as well as the module specification forms and module student handbooks comprising the BSc programme.

<u>Learning Outcomes – LEVEL 5</u>	
LOs Class A –Core skills: Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy / assessment methods
<p>A1: Understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.</p> <p>A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.</p> <p>A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.</p> <p>A4: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology. Understand how these core areas relate to one another.</p>	<p>The same teaching, learning and assessment strategy used in Level 4 for this class of learning outcomes also applies in Level 5. However, some differences are present and can be found more in details in the Programme Specification Document Addendum <i>Further Guidance on the Teaching, assessment and learning strategy – NCIUL BSc in Psychology</i>, as well as in the module specification forms and module student handbooks comprising the BSc programme.</p> <p>One key feature is that in compliance with BPS standards for undergraduate and conversion programmes (point 2.1.2), modules at level 5 provide additional coverage for the core domains delivered at the first year.</p> <p>Furthermore, in compliance with the BPS Programme standards 1 (point 1.4) for undergraduate and conversion programmes, all the core content areas are delivered and assessed collectively at the appropriate level of pedagogy (i.e., Level 5) and not separately/in isolation.</p>

LOs Class B – Cognitive skills aimed to develop the core skills outlined in Class A LOs	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.</p> <p>B2: Develop the ability to recognise the subjective and variable nature of individual experience.</p> <p>B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.</p> <p>B4: Adopt multiple perspectives, reflect and systematically analyse their relationships, but also to apply them to psychological issues, recognising that psychology involves a range of research methods, theories, empirical evidence and applications. Gain the ability to detect meaningful patterns in behaviour, psychological functioning and experience as well as evaluating their significance.</p>	<p>The same teaching, learning and assessment strategy used in Level 4 for this class of learning outcomes also applies in Level 5. However, some differences are present and can be found more in details in the Programme Specification Document Addendum <i>Further Guidance on the Teaching, assessment and learning strategy – NCIUL BSc in Psychology</i>, as well as in the module specification forms and module student handbooks comprising the BSc programme.</p> <p>In compliance with BPS standards for undergraduate and conversion programmes (point 2.1.2), modules at level 5 provide additional coverage for the core domains delivered at the first year.</p> <p>One key feature is that Cognitive skills are acquired in conjunction with core skills (i.e., class A) and other skills outlined in Class C and D learning outcomes.</p>

LOs Class C – Subject-Specific/Practical and professional skills:	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Demonstrate an understanding of research skills of quantitative and qualitative methods.</p> <p>C2: Develop an understanding into the importance of ethical decision making.</p> <p>C3: Be able to initiate, design, conduct and report on an empirically-based research project under limited supervision, as well as applying psychological knowledge to real world problems.</p>	<p>The same teaching, learning and assessment strategy used in Level 4 for this class of learning outcomes also applies in Level 5. However, some differences are present and can be found more in details in the Programme Specification Document Addendum <i>Further Guidance on the Teaching, assessment and learning strategy – NCIUL BSc in Psychology</i>, as well as in the module specification forms and module student handbooks comprising the BSc programme.</p> <p>In compliance with BPS standards for undergraduate and conversion programmes (point 2.1.2), modules at level 5 provide additional coverage for the core domains delivered at the first year.</p> <p>Learning Strategy</p>

<p>LOs Class D – Transferable Skills central to psychology practice and to a range of other areas of employment that are of value to employers</p> <p>In compliance with the BPS programme standard 5 (point 5.3) of the <i>Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology</i>, and the Section 4.5 of the <i>QAA Subject Benchmark Statement for Psychology</i>.</p>	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Develop the ability to communicate ideas and research findings by written, oral and visual means.</p> <p>D2: Develop the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.</p>	<p>The same teaching, learning and assessment strategy used in Level 4 for this class of learning outcomes also applies in Level 5. However, some differences are present and can be found more in details in the Programme Specification Document Addendum <i>Further Guidance on the Teaching, assessment and learning strategy – NCIUL BSc in Psychology</i>, as well as in the module specification forms and module student handbooks comprising the BSc programme.</p> <p>In compliance with BPS standards for undergraduate and conversion programmes (point 2.1.2), modules at</p>

LOs Class D – Transferable Skills central to psychology practice and to a range of other areas of employment that are of value to employers

In compliance with the BPS programme standard 5 (point 5.3) of the *Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology*, and the Section 4.5 of the *QAA Subject Benchmark Statement for Psychology*.

D3: Develop computer literacy and psychological tools skills, including using specialist software, laboratory equipment and psychometric instruments, under limited supervision, being able to use technology in completion of non-routine performance tasks.

D4: Develop the ability to solve problems, reflecting on outcomes employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

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

level 5 provide additional coverage for the core domains delivered at the first year.

One key feature is to aid further the development of transferable skills across different modules. This allows students to learn a range of transferable research skills that can be used to a wide variety of contexts (even not necessarily in Psychology), making them valuable to employers (BPS standard 5.3).

LOs Class D – Transferable Skills central to psychology practice and to a range of other areas of employment that are of value to employers

In compliance with the BPS programme standard 5 (point 5.3) of the *Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology*, and the Section 4.5 of the *QAA Subject Benchmark Statement for Psychology*.

carrying 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].

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

3.4.4.3 Intended learning outcomes (LOs) – LEVEL 6

Teaching, learning, and assessment strategy have been designed in compliance with the standard requested by the British Psychological Society (BPS) regulatory body, but also in accordance with the existing QAA quality code for higher education provision.

Note: The learning, teaching and assessment strategy discussed in this document are an outline. For more details please see the document *Further Guidance on the Teaching, assessment and learning strategy – NCIUL BSc in Psychology*, as well as the module specification forms and module student handbooks comprising the BSc programme.

<u>Learning Outcomes – LEVEL 6</u>	
LOs Class A –Core skills: Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy / assessment methods
<p>A1: Understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.</p> <p>A2: A broad understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.</p> <p>A3: Understand quantitative and qualitative research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.</p> <p>A4: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core</p>	<p>The same teaching, learning and assessment strategy used in Level 4 and Level 5 for this class of learning outcomes also applies in Level 6. However, some differences are present and can be found more in details in the Programme Specification Document Addendum <i>Further Guidance on the Teaching, assessment and learning strategy – NCIUL BSc in Psychology</i>, as well as in the module specification forms and module student handbooks comprising the BSc programme.</p> <p>The main differences are the following features. In compliance with BPS standards for undergraduate and conversion programmes (point 2.1.2), modules at level 6 provide additional coverage for the core domain delivered in the first year. One key feature at this level is that some modules covered in the third year provide further progression for the domains covered in the second year (e.g., advanced research methods).</p>

<u>Learning Outcomes – LEVEL 6</u>	
LOs Class A –Core skills: Knowledge and understanding	
<p>areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology. Understand how these core areas relate to one another.</p> <p>A5: Develop detailed knowledge of several specialised areas. Demonstrate a systematic and critical knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.</p>	<p>Compulsory and optional modules comprise the third year. Optional modules are available to students so that they can diversify their educational portfolio at this stage. This is also designed to meet the expertise of the department (BPS standard 2, point 2.1.2).</p> <p>Furthermore, in order to be eligible for the BPS Graduate Basis for Chartered membership (GBC), students must pass the empirical psychology project (i.e., dissertation module), and gain at least a Lower Second Class Honours degree, or its equivalent.</p> <p>In compliance with the BPS Programme standards for undergraduate and conversion programmes (point 1.4.2), no compensation for the dissertation module is permissible (see section 8 of the programme specification document and Annex 3 in the document <i>BSc–Psychology-Summary of OU-NCIUL Regulations and BPS standards</i>).</p>

LOs Class B –Cognitive skills aimed to develop the core skills outlined in Class A LOs	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.</p> <p>B2: Develop the ability to recognise the subjective and variable nature of individual experience.</p> <p>B3: Develop some ability to critically evaluate and understand the limitations of various research paradigms, research methods and measurement techniques.</p>	<p>The same teaching, learning and assessment strategy used in Level 4 and Level 5 for this class of learning outcomes also applies in Level 6. However, some differences are present and can be found more in details in the Programme Specification Document Addendum <i>Further Guidance on the Teaching, assessment and learning strategy – NCIUL BSc in Psychology</i>, as well as in the module specification forms and module student handbooks comprising the BSc programme.</p> <p>One key feature is the importance of research skills: The dissertation module comprises one empirical study and a mini-systematic literature review (Note: This is not a full-scale publishable systematic review, but a piece of work that moves students beyond working with single papers and allows them to demonstrate their ability to critically synthesise the quality of the evidence coming from different sources, discussing for instance different theories, or interpretations to account for research findings). Through the final dissertation students will learn appropriate cognitive skills and capabilities as to data collection and analysis of data relevant to psychology. (Note: final dissertations comprising the submission of mere mini-systematic reviews are not included within the permissible equivalent alternatives). In order to enhance flexibility both distance learners and face-to-face students can</p>

LOs Class B –Cognitive skills aimed to develop the core skills outlined in Class A LOs	
<p>B4: Adopt multiple perspectives, reflect and systematically analyse their relationships, but also to apply them to psychological issues, recognising that psychology involves a range of research methods, theories, empirical evidence and applications. Gain the ability to detect meaningful patterns in behaviour, psychological functioning and experience as well as evaluating their significance.</p> <p>B5: Critically analyse and evaluate psychological theory and research, as well as the limitations of various research paradigms, research methods and measurement techniques being able to present these findings.</p>	<p>have the possibility to either collect first-hand data or use secondary data (i.e., computational modelling data, existing data sets available from academic staff members) for the module dissertation, as well as any other relevant module.</p> <p>Another key feature (i.e., BPS programme standard 2.1.4), is that students are given the possibility to collect data first-hand as part of a project or laboratory group, or use secondary data. For instance, data collected from one of the academic staff members who is appointed the supervision of the student's project. Students will be able to use laboratory equipment and psychometric tools such as rating scales, questionnaires, and test batteries for data collection. However, subject to our institutional resources and the student's personal circumstances, there is a range of tools (e.g., Qualtrics, Sona Systems, SurveyMonkey) that can be used online for data collections. This may be more best suited for distance learners, who might not be in the capacity to collect data from our physical lab facilities. This might be a better option than using existing secondary data for those students (both distance learners and face-to-face students) who are more committed to collect first-hand data.</p> <p>Furthermore, in order to allow students to demonstrate the ability to use a range of techniques and research methods applicable to advanced scholarship in the discipline, a range of resources are provided. This includes: Laboratory facilities for</p>

LOs Class B –Cognitive skills aimed to develop the core skills outlined in Class A LOs	
	<p>data collection, online databases, and internal resources on our virtual learning environment platform (details on the whole range of resources available to students are provided in the Background document for validation submissions, i.e. form 17).</p> <p>Note: In order to enhance flexibility both distance learners and face-to-face can have the possibility to either collect first-hand data or use secondary data (i.e., computational modelling data, existing data sets available from academic staff members) for the dissertation module.</p> <p>The final dissertation module comprises one empirical study and a mini-systematic literature review. This is not a full-scale publishable systematic review, but a piece of work that moves students beyond working with single papers and allows them to demonstrate their ability to critically synthesise the quality of the evidence coming from different sources, discussing for instance different theories, or interpretations to account for research findings. Through the final dissertation, students will learn appropriate skills and capabilities as to data collection and analysis of data relevant to psychology. (Note: final dissertations comprising the submission of mere mini-systematic reviews are not included within the permissible equivalent alternatives).</p> <p>The project must be passed and cannot be compensated (i.e., BPS programme standard 2.1.4).</p>

LOs Class C –Subject-Specific/Practical and professional skills:	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Demonstrate an understanding of research skills of quantitative and qualitative methods.</p> <p>C2: Develop some understanding into the importance of ethical decision making.</p> <p>C3: Be able to initiate, design, conduct and report on an empirically-based research project under limited supervision, as well as applying psychological knowledge to real world problems.</p> <p>C4: Competently initiate, design, conduct and report on an empirically-based research project under appropriate supervision. Recognise its theoretical, practical and methodological implications or limitations.</p> <p>C5: Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly regarding a research project. Be aware of the ethical context of Psychology as a discipline.</p>	<p>The same teaching, learning and assessment strategy used in Level 4 and Level 5 for this class of learning outcomes also applies in Level 6. However, some differences are present and can be found more in details in the Programme Specification Document Addendum <i>Further Guidance on the Teaching, assessment and learning strategy – NCIUL BSc in Psychology</i>, as well as in the module specification forms and module student handbooks comprising the BSc programme.</p> <p>One key feature is to lead the teaching, learning and assessment strategies to further students' practical and professional skills, such as aiding the development of a stronger awareness of the ethical principles and approval procedures in research, as well as its theoretical, practical and methodological implications or limitations.</p>

LOs Class D –Transferable Skills central to psychology practice and to a range of other areas of employment that are of value to employers

In compliance with the BPS programme standard 5 (point 5.3) of the *Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology*, and the Section 4.5 of the *QAA Subject Benchmark Statement for Psychology*.

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Communicate ideas and research findings effectively by written, oral and visual means.</p> <p>D2: Interpret and use numerical, textual and other forms of data having the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.</p>	<p>The same teaching, learning and assessment strategy used in Level 4 and Level 5 for this class of learning outcomes also applies in Level 6. However, some differences are present and can be found more in details in the Programme Specification Document Addendum <i>Further Guidance on the Teaching, assessment and learning strategy – NCIUL BSc in Psychology</i>, as well as in the module specification forms and module student handbooks comprising the BSc programme.</p> <p>One key feature is to aid further the development of transferable skills across different modules. This allows students to learn a range of transferable research skills that</p>

LOs Class D –Transferable Skills central to psychology practice and to a range of other areas of employment that are of value to employers

In compliance with the BPS programme standard 5 (point 5.3) of the *Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology*, and the Section 4.5 of the *QAA Subject Benchmark Statement for Psychology*.

D3: Be computer literate and be able to use psychological tools, including using specialist software, laboratory equipment and psychometric instruments for the purpose of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Solve problems by clarifying questions, considering alternative solutions, evaluating outcomes problems employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

can be used to a wide variety of contexts (even not necessarily in Psychology), making them valuable to employers (BPS standard 5.3).

As part of the set of transferable skills that need to be acquired in order to manage time, deadlines, and ability to merge together information coming from different sources in order to draw conclusion and interpret outcomes, students initially have to submit a formative research project proposal in the dissertation module. This will allow the module leaders to assess the topic chosen by the students at an early stage (i.e., first semester), as to the viability for the students to collect the data first-hand or not. Specifically, distance learners will be explicitly made aware in writing as to whether their topic and data collection methods will involve collection of data from physical laboratory facilities. Students

LOs Class D –Transferable Skills central to psychology practice and to a range of other areas of employment that are of value to employers

In compliance with the BPS programme standard 5 (point 5.3) of the *Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology*, and the Section 4.5 of the *QAA Subject Benchmark Statement for Psychology*.

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

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

will then be able to make an informed decision as to proceeding with their existing research project proposal, or to change the topic and/or the data collection methods to suit those students who might be unable (e.g., inability to commute, work commitments, family commitments, etc.) to collect data at our research facilities (e.g., inability to commute, work commitments, family commitments, etc.). Students will then have the opportunity to freely decide as to (1) whether they want to stick to the project and collect data in the psychology laboratory, (2) change their project in a way that will be more consistent to allow online data collection (using software such as Gorilla, Sona Systems or any other fit for purpose software), (3) or to change their dissertation to a different topic. This is assessed in the *Dissertation* module.



3.4.5. Assessment Requirements

BPS requirements for the Graduate Basis eligibility for Chartered Membership

Students must fulfil two requisites in order to be eligible for the BPS Graduate Basis for Chartered Membership (GBC):

- Students must pass the dissertation module (i.e., empirical psychology project) with no compensation,
- and gain at least a Lower Second Class Honours degree (see Annex 3 – *Grading and Classification for Bachelor Honours Degrees and undergraduate exit awards* in the document *BSc–Psychology-Summary of OU-NCIUL Regulations and BPS standards*)

Note: Students who do not achieve a Lower Second Honours Degree (e.g., third class) will still be awarded the NCIUL undergraduate degree in Psychology, but they will not be eligible for GBC.

Further guidance in regards to NCIUL regulations and BPS standards can be found in the document: BSc – Psychology - Summary of OU-NCIUL Regulations - BPS standards (i.e., Annexe 3).

Pass Regulations

In accordance with the OU regulation for validated awards, the programme stipulates a minimum pass mark of 40 per cent of the Total Module Mark (TMM) obtained from the average of the grades achieved for all assessment task components, for all modules that contribute to the accredited award (i.e., BSc in Psychology) where quantified marking is employed.

If a failed assessment component or final module pass mark is no more than 5 percentage points below the 40% pass mark, compensation may be granted provided this is agreed during an examination board when other conditions are met.

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%).



Compensation

Compensation will be applied at stage level and agreed during an examination board when the following conditions are met:

- (a) No more than 20 credits whichever is greater, can be compensated in any one stage of an undergraduate or postgraduate programme.
- (b) Compensation is not permitted for modules within awards of less than 120 credits in total.
- (c) Examination boards should assure themselves that learning outcomes of the qualification level have been satisfied. The process for evaluating cases will be identified in the programme specification.
- (d) A minimum mark of no more than 5 percentage points below the module pass mark has been achieved in the module to be compensated. For instance, whereby the minimum pass mark for a module or assessment component is 40 out of 100, compensation will be allowed for grades ranging between 35 and 39.
- (e) Taking the module mark to be compensated into account, an aggregate mark of 40% has been achieved for the qualification level of the undergraduate programme.
- (f) In the case of postgraduate programmes, taking the module mark to be compensated into account, an aggregate mark of 50% has been achieved (40% in case of undergraduate programmes).
- (g) In accordance with PSRB requirements (i.e., BPS), no compensation shall be permitted for any project or dissertation (i.e., dissertation module)

A student who receives a compensated pass in a module shall be awarded the credit for the module. The original component mark(s) (i.e. below the pass mark) shall be retained in the record of marks and used in the calculation of the aggregate mark for the stage or qualification.

Resits Provision and options for retake of study



If the Total Module Mark (TMM) is below 40% the module will be considered to be a fail and students will be required to re-sit the failed components (point 11.2 of the open university regulations for validated awards). If a student fails a module after a resit, they will be required to retake the module. The number of retakes permitted per module is one (point 17.3.1 specification *a*, open university regulations). Failure to submit coursework by the due date or unauthorised absence from an examination will constitute failure in that component. It is possible for module leaders to make different arrangements or give the student another opportunity to present an assignment or sit an exam, in case of exceptional circumstances be approved by the examination board (point 17.3.1 specification *b*, open university regulations).

By commencing an assignment or an examination, students have deemed themselves fit to take it. As a result, they cannot make a retrospective claim for extenuating circumstances.

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

An outline of the resit/retake policy is provided below; more details can be found in the open university approved *NCIUL ACA-IROUVA-112 Regulations validated awards version* (June-2018 Edition) (<https://www.nciul.ac.uk/university-courses/specifications/regulations/>) and the NCIUL ACA-AEH 101 *Assessment and Examination Handbook v2.4*).

- Students are required to score the minimum pass mark to complete a module (i.e., 40%). A complete module consists of all the assessment components described in the Programme Handbook as well as in the associated module handbook or module specification document.
- If students are offered a resit/resubmission on an undergraduate module, he/or she will not be asked to pay additional fees for the first attempt, though subsequent attempts may incur additional costs (point 4.6 *NCIUL ACA-AEH 101 Assessment and Examination Handbook v2.4*).



- Any students who fail the resit assessments for particular summative assessment components, may be eligible for full retake of the entire module with attendance (point 17.2.5 specification *iii*, open university regulations) and without capping (subject to exceptional circumstances be approved by the exam board, point 17.5.1 specification *c-iv*, open university regulations). Full retake allows the student full access to all facilities and support for the modules and/or components being retaken (point 17.5.1 specification *c-iii*, open university regulations).
- Partial retake may also be granted and imply that the access to resources given to the students will be limited to certain learning resources for the module(s) and/or component(s) being retaken. Therefore, participation will only be allowed for relevant revision sessions and assessments (point 17.5.1 specification *b-i*, open university regulations).
- The module result for the resit or resubmission will normally be capped, meaning that students will only be awarded the minimum pass mark.
- If there are extenuating circumstances a deferral can be granted and approved by the Examination Board, the achieved mark for a given assessment component (or more than one instance for a particular module) is not subject to capping (point 17.5.1 specification *a-iii*, open university regulations; see also point 4.6.4, NCIUL ACA-AEH 101 *Assessment and Examination Handbook* v2.4).
- A student shall not be permitted to be reassessed by resit in any module that has received a pass mark, or in a component that has received a mark of 40% or above at undergraduate level.
- Students will be notified of a resit/retake offer shortly after their module result is released to give students the chance to accept the offer (point 4.6 *NCIUL ACA-AEH 101 Assessment and Examination Handbook* v2.4).

Marking

Any individual involved in the marking process will have appropriate experience and expertise. External examiners are in place to moderate marking. NCIUL will use single marking for all formative assessments and for some summative assessments (for example class presentations). A selection (i.e., subset) of coursework from each



classification and research project submissions will be double marked (at least one of these markers will not know the candidate). Examination scripts and essays will be given anonymously to markers and will also be double marked. More details can be found in the open university approved NCIUL ACA-IROUVA *Regulations validated awards version* (June-2018 Edition), the NCIUL ACA-AEH 101 *Assessment and Examination Handbook v2.4*), and the NCIUL ACA-MP-104 *Moderation Policy v5.2*. The documents are published in a full and accessible form on our website and made freely available to students, staff and external examiners (<https://www.nciul.ac.uk/university-courses/specifications/regulations/#> and <https://www.nciul.ac.uk/policies/>).

Appeals

The information below is an outline of the policy and is not exhaustive. Further guidance shall be found in the NCIUL ACA-SAP-110 *Students Appeals Procedures V 1.4-1* and the NCIUL ACA-IROUVA *Regulations validated awards version* (June-2018 Edition), published in a full and accessible form on our website and made freely available to students, staff and external examiners (<https://www.nciul.ac.uk/university-courses/specifications/regulations/#> and <https://www.nciul.ac.uk/policies/>).

There are processes in place for students to make appeals. Students can make an appeal for either or both of the following reasons:

- a) the examination board did not follow the correct procedure such that there is reasonable doubt that the decision would have been the same if board had followed the correct procedure;
- b) there is new information about exceptional (mitigating) circumstances that affected the examination outcome.

If students are appealing under paragraph b) they must provide evidence of why they did not report those circumstances at the time, as set out in the procedure for submitting exceptional (mitigating) circumstances and evidence of the exceptional circumstances.

More specifically, a student may appeal against a decision of a Board of Examiners if one or more of the following grounds apply:



1. Where the student provides written evidence in support of a claim that performance in the assessment was adversely affected by extenuating circumstances which the student was unable or, for valid reasons, unwilling to divulge before the Board of Examiners reached its decision; or
2. Where there is prima facie evidence, whether provided by the student or otherwise, that there has been a material administrative error; or
3. The examinations or other assessments were not conducted in accordance with the regulations for the programme and/or special arrangements formally agreed; or
4. some other material irregularity relevant to the Board of Examiner's decision has occurred.

Disagreement with the academic judgement of a Board of Examiners cannot constitute grounds for an appeal.

The appeal procedure

As a student, you are encouraged to seek a resolution by contacting NCIUL directly prior to commencing formal procedures. This does not prevent students from making a subsequent Formal Appeal.

The procedure involves three stages:

- **Stage 1** Informal query will seek to resolve the issue(s) swiftly and effectively. A student can approach their tutor to review some aspects of the issue.
- **Stage 2** A formal appeal is appropriate where the student is dissatisfied with the outcome of Stage 1. The student will ask for a second opinion on the issue.
- Academic Appeal Form (see Appendix 1. FORMAL ACADEMIC APPEAL FORM, available online at <https://nciul.ac.uk/students-life/student-support/student-complaints-appeals/>).
- **Stage 3** A formal review enables the student who remains dissatisfied with the outcome of the previous stages to request a review of the decision by the Academic Appeal Review Panel.

Academic Integrity

NCIUL takes very seriously academic misconduct such as plagiarism, cheating and fraud. Students who are found to have committed any academic misconduct, will be subject to the NCIUL disciplinary procedures. More details can be found in the *NCIUL ACA-SDP-111 Student Disciplinary Procedures v1.4* (or more recent version).

Grading and Classification for Bachelor Honours Degrees and undergraduate exit awards

In compliance with the BPS standard¹ for accreditation of undergraduate, conversion and integrated Masters programmes in psychology (point 1.4.2), NCIUL makes it clear for students that in order to be eligible for the GBC, students must pass the empirical psychology project (i.e., dissertation module) without compensation, and gain at least a Lower Second Class Honours degree. Students are advised about this BPS-requirement in the programme handbook of the award and in the dissertation module handbook and module specification document.

In accordance with the open university regulation for validated awards (point 18.1), the NCIUL bachelor honours degree cannot be awarded with merit or distinction. Instead (point 19.2), bachelor honours degree classification will be according to the following grading:

First class	Aggregate mark of 70% or above
Upper Second class	Aggregate mark between 60% and 69%
Lower Second class	Aggregate mark between 50% and 59%
Third class	Aggregate mark between 40% and 49%

As for point 19.1 of the open university regulations for validated awards, the classification above is calculated on basis of the average mark across all modules within Stage 3 (Credit Level 6) and Stage 2 (Credit Level 5) at a ratio of 2:1 respectively (i.e., more importance is given to the more recent year).



However, whereby students have directly entered a Qualification Level 6 top-up award (e.g. having previously undertaken a Higher National Diploma (HND) or Foundation Degree (FD) award) the calculation for the honours classification will be based solely on all credits at Credit Level 6 (point 19.3). Furthermore (point 19.4), for students who have been granted an award of credit (i.e., advance standing), the total amount of recognised credit will not be taken into account in the calculation of the final award score.

Notes on score approximations

Whereby the final result of the award classification calculation creates a decimal mark equal to 0.5% or greater (point 19.5), this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70%; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

Notes on grading and classification of foundation degrees and exit awards

No specific requirements are requested by the BPS. For the calculation of a DipHE (point 18.6), the final score will be based on the average mark across all modules within year 2 (Credit Level 5) and year 1 (Credit level 4). Conversely (point 18.6), calculation of a CertHE will be based on the average mark across all modules within year 1 (Credit Level 4). In accordance with the open university handbook for validated awards (point F1.13), note that exit awards will only be classified as pass or fail depending on their final score.

Notes on GBC eligibility

In compliance with Open University regulation for validated awards (point 14.1), a minimum pass mark of 40% for all modules that contribute to the accredited award where quantified marking is employed. Compensation is permitted but subject to conditions and approval by the examination board. For further details, see the Section 8 of the programme specification document of the award. Note: one of these conditions



is required by the BPS for GBC eligibility: students must pass the empirical psychology project (i.e., dissertation module) without compensation, and gain at least a **Lower Second Class Honours degree**, or its equivalent. Though students can be awarded a third class degree, they will not be eligible for GBC (BPS standard 1 for accreditation of undergraduate, conversion and integrated Masters programmes in psychology, point 1.4.2).

3.4.6. Marking Criteria for Taught Undergraduate Programmes: Final aggregated module mark and Final aggregated award mark

In accordance with the NCIUL ACA-AEH 101 NCIUL Assessment and Examination Handbook (point 4.2.1 and 4.2.2), for those modules comprising two (or more) summative components of assessment students must achieve a score of at least 40 for continuous assessment and at least 40 for students' examinable component to guarantee a pass result. Once this has been proven correct, we will weight students' overall continuous assessment score and students' overall examinable component score in order to decide students' final score. For those modules with one summative component of assessment, results are determined from the (weighted) average of all the summatively assessed work, at least one part of which will be made available for scrutiny to the Board of Examiners. Some modules may require a minimum score in excess of 40, and this information will be made in students' VLE personal page before the module start date.

Calculating students' overall continuous assessment score (extracted from point 2.2.1 in ACA-AEH 101 NCIUL Assessment and Examination Handbook):

Individual assignments are weighted to reflect their relative importance relative to the different summative assessment components involved in a given module. For example, if students will have a module whose overall continuous summative assessment score is composed by 20% of the score obtained with assignment A, 30% of the score obtained with assignment B and 50% from assignment C.

The mathematical formula students will need to use is, in that case:

Overall continuous assessment score = grade assignment A/100 x 20 + grade assignment B/100 x 30 + grade assignment C/100 x 50

If the grades for assignments A, B and C are respectively 55, 70 and 64, the overall continuous summative assessment score will be $55/100 \times 20 + 70/100 \times 30 + 64/100 \times 50$, that equals to 64.

The overall module mark shall be determined as per the assessment strategy detailed in the module specification or student module handbook and also published in the Student Programme Handbook. The amount of credit each module awards and the requirement for passing a module are set out in the BSc programme specification document and published in the Programme Student Handbook available to students (points 15.1-15.3 of the Open University regulations for validated awards). Students will be advised as to how this works, since they will receive a zero score for any not-submitted summative assignment.

Below are provided marking grids for both provisional (i.e., internal moderation process, Table 1) and final (i.e., Table 2) grading system used to assess students' assignments. You can find these grids at the beginning of the module, in order to better understand what it is expected of them. Further guidance can be found in ACA-AEH 101 NCIUL Assessment and Examination Handbook and ACA-MP-104 NCIUL Moderation policy.

Table 1 - NCIUL Provisional Marking Scale used during internal moderation processes (extracted from NCIUL ACA-AEH 101 NCIUL Assessment and Examination Handbook, point 2.2.1)

Band	NCIUL Scale Score	Performance Standard
A	85- 100	Pass 1
B	70- 84	Pass 2
C	55- 69	Pass 3
D	40- 54	Pass 4
E	30- 39	Bare fail
F	15- 29	Fail
G	0- 14	Bad fail



Table 2 - NCIUL Marking Scale for all undergraduate assessment (final aggregated mark; please note that the same grading is also used for the final aggregated mark award, table extracted from the Open University regulations for validated awards, point 14.1).

% Scale Score	Performance Standard
70+	Excellent pass
60-69	Very Good pass
50-59	Good Pass
40-49	Pass
0-39	Fail

3.4.7. Taught Undergraduate Marking Criteria

Oral Presentations

PASS 1-2 – Excellent Pass ≥ 70 – BAND A-B

Band	Classification	Depth of knowledge & argument	Presentation	Analysis	Referencing and use of sources	Written communication
A	85-100%	An outstanding	Very high levels of	Highly accurate work showing	A very high standard of	Very fluent written style and a very high



PASS 1	piece of work that engages closely with the question. Work shows a considerable degree of intellectual independence. Demonstrates a deep understanding of key concepts and the previous work on which they are based.	presentation and accuracy. Presentation is clear, very well-structured and shows only very few minimal errors.	analytically rigorous approaches. Very original thought, above what is expected from an undergraduate. Work demonstrates lateral thinking, reasoned discourse involving critique and counter critique. Well justified and full conclusions.	referencing throughout the piece of work. It shows a strong grasp and an outstanding use of literature or data.	standard of accurate written strates clarity of appropriate to the subject.

B	70-84%	An excellent level of scholarship and knowledge of subject-related issues. Reasoned reflection on methodology. Work manages successfully to apply knowledge and understanding to new, unfamiliar areas. Significant critical insight.	Work demonstrates high standards of consistency, clarity and logic. Very few errors and very high level of presentation of written work.	Excellent evidence of high analytic and problem-solving skills and critical thought in analysis. Excellent conclusions that are explained.	High standards of referencing drawing on a wide range of material. Sources listed in bibliography may contain very few small errors.	A high standard of written English and subject-related jargon. Although generally fluent, work may contain some occasional stylistic errors.
	PASS 2					

PASS 3 – 55 ≤ Very Good Pass/Good Pass ≤69 – BAND C



C	55-69%	Work shows clear and solid understanding of knowledge and addresses most aspects of assignment. It provides a coherent and defensible answer to the essay question, addressing most or all aspects of the assignment.	Well-argued piece of work. Accurate presentation addresses the key elements of the topic, without major omissions, in a clear and logic way.	The piece of work demonstrates good levels of critical analysis. It uses a good range of examples to support the argument.	It includes a judicious choice of sources and methodology. Good use of evidence and reference.	A good standard of written English with only a few errors in grammar, syntax or style.
	PASS 3					

PASS 3-4 - 40≤ Good Pass/Pass ≤ 54 – BAND D

D	40-54%	Limited knowledge of the topic and standard literature and/or methods. It shows superficiality in the understanding and use of central issues as well as some degree of irrelevance and inaccuracies of the material presented.	Competent but inconsistent presentation with adequate conclusions. Errors may be of a serious nature.	Some deployment of analysis. Where arguments are given, they are weak and depend on implausible premises and /or lead to basic conclusions. No evidence of independent thought.	Referencing is poor, showing many errors and incomplete bibliographical information. Examples from sources are limited and there is limited confidence in the use of evidence.	Poor level of written English. It shows limited attention to grammar and vocabulary.
	PASS 4					



Bare fail - 30 ≤ Fail ≤ 39 – BAND E

E	30-39% BARE FAIL	Work does not show grasp of knowledge. Partial attempt to address the question. Many weaknesses in several areas.	Answers are only partially finished and poorly organised. There is no logical progression in the line of thought. Word count is not respected.	The narrative is mainly descriptive. Little evidence of criticism. The few attempts of analysis are not effectively deployed in support of the argument.	Referencing is present, but it is very limited and/or inaccurate. Limited referencing reflects the limited amount of knowledge of the topic.	Many serious errors are present in written English, i.e. spelling, grammar, syntax.
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Fail- 15 ≤ Fail ≤ 29 – BAND F

F	15-29% FAIL	Work Demonstrates only isolated knowledge or shows evidence of misunderstanding and/or aims are not clearly presented. Extremely poor link between theory and practice. Fails to address elements to construct an argument.	Very poor presentation lacking clarity and showing many inaccuracies. It contains blatant conceptual or factual errors. Word count falls well below the minimum required.	Very little or no evidence of critical analysis. Contains no relevant information. No arguments are given.	Work shows minimal or no referencing at all.	An extremely poor standard of written English. Hardly any care taken in writing sentences.
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Bad Fail- $0 \leq \text{Fail} \leq 14$ – BAND G

G	0-14%	Work demonstrates no knowledge whatsoever. Extremely poor link between theory and practice. Fails to address elements to construct an argument.	Extremely poor presentation lacking clarity and showing many inaccuracies. It contains blatant conceptual or factual errors. Word count falls well below the minimum required.	No evidence of critical analysis. Contains no relevant information. No arguments are given.	Work shows minimal or no referencing at all.	An extremely poor standard of written English. Hardly any care taken in writing sentences.
	BAD FAIL					

Written Assessments

PASS 1-2 – Excellent Pass ≥ 70 – BAND A-B



Band	Mark (%)		Criteria
A	85-100	PASS 1	<i>Exceptional quality of work.</i> Answers are expected: to be complete in every aspect to demonstrate a comprehensive understanding of the subject to satisfy all learning outcomes to be accurate, clear and well-structured
			<i>Excellent quality of work.</i> Answers are expected: to be complete in almost all aspects to demonstrate a deep understanding of the subject to satisfy almost all learning outcomes to be accurate, clear and well-structured
B	70-84	PASS 2	<i>Very high quality of work.</i> Answers are expected: to be reasonable to demonstrate a very good understanding of the subject to satisfy key learning outcomes to be accurate, clear and well-structured

PASS 3 – 55 ≤ Very Good Pass/Good Pass ≤69 – BAND C

Band	Mark (%)		Criteria
C	55-69	PASS 3	<i>Very good quality of work.</i> Answers are expected: to be highly competent to demonstrate a decent understanding of the subject to satisfy some learning outcomes to be accurate, clear and well-structured

PASS 3-4 - 40≤ Good Pass/Pass ≤ 54 – BAND D

Band	Mark (%)		Criteria



D	40-54	PASS 4	<p><i>Good quality of work.</i></p> <p>Answers are expected:</p> <ul style="list-style-type: none"> to be competent to demonstrate an understanding of the subject to satisfy some learning outcomes to be accurate, clear and well-structured
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Bare fail - 30 ≤ Fail ≤39 – BAND E

Band	Mark (%)		Criteria
E	30-39	BARE FAIL	<p>An answer does not meet a minimum required level of understanding of the subject and does not meet requirements for demonstrating the appropriate level of learning outcomes. It is not clear and not well-structured. However, there is the possibility to reach the minimum required level of understanding through intensive tutoring and/or other means.</p>

Fail- 15 ≤ Fail ≤29 – BAND F



Band	Mark (%)		Criteria
F	15-29	FAIL	An answer does not meet a minimum required level of understanding of the subject and does not meet requirements for demonstrating the appropriate level of learning outcomes. It is not clear and not well-structured. It deeply lacks in knowledge and/or structure, and intensive tutoring may not lead to reach the intended learning outcomes.

Bad Fail- $0 \leq \text{Fail} \leq 14$ – BAND G

Band	Mark (%)		Criteria
G	0-14	BAD FAIL	An answer does not meet a minimum required level of understanding of the subject and does not meet requirements for demonstrating the appropriate level of learning outcomes. It is not clear and not well-structured, and it clearly fails in every aspect.



3.5. Programme structure

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

Programme Structure: Level 4			
Compulsory modules	Credit points	Semester	Code
Conceptual and Historical Issues in Psychology	20	1	PSY401- C830
Introduction to Research Methods	20	1	PSY402- C832
Biological Psychology	20	1	PSY403- C860
Developmental Psychology	20	2	PSY404- C820
Individual Differences	20	2	PSY405- C870
Social Psychology	20	2	PSY406- C880

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

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



Programme Structure – Level 5			
Compulsory modules	Credit points	Semester	Code
Intermediate Research Methods	20	1	PSY501- C832
Qualitative Research Methods	20	1	PSY502- C833
Cognitive Psychology	20	1	PSY503- C850
Group Dynamics	20	2	PSY504- C847
Advanced Biological Psychology	20	2	PSY505- C860
Psychology of Sexuality and Gender	20	2	PSY506- C872

Total 120 credits compulsory modules

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



Programme Structure – Level 6

Compulsory modules	Credit points	Semester	Code	Optional modules (students to choose 1)	Credit points	Semester	Code
Dissertation	20	Across year 3	PSY601-C800	Advanced Research Methods	20	2	PSY606- C832
Clinical Psychopathology	20	1	PSY602-C842	Psychodynamic Psychology	20	2	PSY607- C847
Individual Differences in Attention, Memory and Awareness	20	1	PSY603-C870	Consciousness and Language Sciences	20	2	PSY608- C852
Philosophical Foundations of Psychology	20	2	PSY604-C835	Forensic Psychology	20	2	PSY609- C816
Advanced Developmental Psychology	20	2	PSY605-C820	Occupational Psychology	20	2	PSY610- C811
				Health Psychology	20	2	PSY611- C841

Total 120 credits (100 credits from compulsory modules and 20 from one optional module).

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



Exit awards

Students who decide to exit the programme at an intermediate stage and qualify for an exit award will only receive a pass or fail mark for the award.

Exit awards for those students not completing the whole BSc programme will be available in the proposed provision:

1) Certificate of Higher Education (CertHE) in Psychology

To qualify for the award of an undergraduate Certificate in Psychology, a student must have accumulated at least 120 level-4 credits (i.e., 6 modules 20 credits each). The modules comprising the CertHE are the following:

- Conceptual and Historical Issues in Psychology
- Introduction to Research Methods
- Biological Psychology
- Developmental Psychology
- Individual Differences
- Social Psychology

2) Diploma of Higher Education (DipHE)

To qualify for the award of an undergraduate Diploma in Psychology, a student must have accumulated at least 120 credits at level 4 and 120 credits at level 6 (i.e., 12 modules 20 credits each for a total of 240 credits). The modules comprising the DipHE are those included in the CertHE plus the following modules:

- Intermediate Research Methods
- Qualitative Research Methods
- Cognitive Psychology
- Group Dynamics
- Advanced Biological Psychology
- Psychology of Sexuality and Gender

Further notes in regards to exit awards for the proposed provision:

In accordance with the Open University *Regulations for validated awards* (i.e., point 20.1-20.3) and the Open University handbook for validated awards (point F1.13, 2019-



2020 edition), NCIUL offers two different routes for using the exit awards as set out above to complete a higher award.

3) Ordinary Degree, or (also known as Pass Degree)

To qualify for an ordinary degree conferred without honours, students must complete 300 credits, rather than the 360 required for an honours degree. Students will be able to use the letters BSc after your name, but not BSc (Hons) which are restricted to honours degrees.

The modules comprising the ordinary degree are those included in both the CertHE and the DipHE, and in addition the following modules:

- Clinical Psychopathology
- Philosophical Foundations of Psychology
- One optional module to choose (see section 3.1 table for the list of optional modules)

Upgrade to the same programme (1)

Students who wish to exit the programme, but foresee the completion of the **same BPS-accredited programme award** in the future (i.e., BSc in Psychology), can reapply at a later date to upgrade to a higher award on the same programme without applying for recognition of prior learning if this is within 5 academic years. Within this time-frame, students who exit the programme are allowed to complete it and to use their diploma or certificate to complete the same programme (point 20.2, *Regulations for validated awards of the Open University*).

NCIUL will guarantee the provision of the modules and their contents within the programme, even if the programme structure were to change as a result of several factors such as academic expertise staff changes, senior management decisions, etc.

Transferring to a new or different programme (2)



After this 5-year time-frame, and only **in the event that the programme content(s) and/or structure be changed** (i.e., the programme is no longer offered in its original form; see point 20.2 *Regulations for validated awards of the Open University*), students will have to apply for recognition of prior learning (see *recognition of prior learning* in section 6).

In both routes, NCIUL ensures that the returning students will be subject to the regulations of the cohort to which they are returning.

Students applying for recognition of learning (i.e., route 2) will have the modules comprising either their diploma or certificate assessed as to matching the contents of those modules delivered in the new or different BSc programme structure and contents.

There may be situations where:

- The module and contents are equal, for which full recognition will be awarded
- The module name is the same as the one the student is applying recognition for, but the contents are different.
- The module the student is applying recognition for is no longer comprising the new or different programme.

In the event that a module cannot be recognised (as no longer covering the same contents), the module will not be recognised and a student will have to attend the modules again. Note that some modules may be subject to partial change, for which a student asking for recognition of prior learning may receive a percentage of recognition upon the module.

3.6. Distinctive features of the programme

Distinctive features of the proposed programme are:



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

You 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. You will choose their preferred mode of delivery for the year, at the beginning of each year.

The programme follows a semester structure for both Face-to-Face and distance learners. Face-to-Face students will be required to attend lectures and seminars/practicals at our premises. They will be able to download the materials from our VLE (i.e., PowerPoints, lectures notes, access to forum as well as formative and summative assessment). Distance learners will watch lectures and online seminars each week (see module specifications for more details on individual modules).

As stipulated for both face-to-face and distance learning mode of teaching, students will have to comply with an overall minimum attendance of 80%. Attendance for both face-to-face and distance students will be monitored by the lecturer during the classes (attended live via VLE conference room by the distance learners). An extra layer of monitoring is available for the materials available through our VLE for both face-to-face and distance students: this allows to display in a spreadsheet format the learning materials that have been accessed and for how long (this includes the any video recording available).

You are allowed to switch from one mode of teaching to another once a year (every two year for part-time students). This depends on the student's enrolment. For instance, a full-time student who enrolled during the January 2020 intake will be allowed to switch in January 2021. Conversely, a full-time student who enrolled during the September 2020 intake will be allowed to switch in September 2021.

2. Personal Development Planning (PDP)

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



professional and personal needs and review progress and achievement with the support and guidance from their personal tutor.

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

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

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

3. A BPS accredited programme

The British Psychological Society (BPS) is the professional regulatory body which regulates and licence the work of psychologists in the UK. Delivering a programme



that meets the standards required for accreditation is a significant commitment, and there are many reasons why Society membership is worth your investment of time and money:

1. The possibility to use the protected title of *Psychologist* in the UK
2. The opportunity to join a large a renowned psychological network
3. The possibility to work as an assistant psychologist when appropriate
4. The opportunity to constantly be updated on the latest psychological news, psychological research, psychological initiative, professional opportunity, changes in ethic rules, and/or laws ruling the profession of psychologist.
5. The opportunity to access to a BPS accredited MSc, and other MSc degrees that award HCPC registration for which a BPS approved BSc (Hons) Psychology may be required.
6. It is a highly regarded marker of professionalism that is valuable to employers.
7. It enhances the marketability of your degree.

Completing a programme accredited by the BPS (British Psychological Society) gives you the opportunity to register as graduate members right after the graduation.

3.7. Support for students

Support for students is provided through various mechanisms. 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 OU 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. **Employability skills:** there will also be a series of workshops designed to give students necessary information and career advice throughout their studies at the university. 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. These opportunities will be based both in the UK and in Italy.
8. **Wellbeing support:** NCIUL has close links with Dilemma Consultancy in Hampstead and has arranged for all students to receive 6 individual counselling sessions per year.



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4. Contact Details & General Info



4.1. Programme Staff List and Contact details

Academic staff, Graduate Teaching Assistants (GTAs) and tutors contact details can be found below. Please note that contact details may subject to change for various reasons (e.g., change of staff members, change of email address, etc.). If you wish to contact a module leader, please navigate to the administrative section of the module you need to attend for the most up-to-date information, and look for the student handbook. Occasionally lecturers may post a notice if contact details are to change. This can be found in the tab *course notice* in the student area associated to a given module.

Dr. Massimiliano Papera	Lecturer and co-programme leader for the BSc in psychology	Associate dean and Course director, module leader for the modules: 1. Individual differences in attention, memory and awareness; 2. Health Psychology 3. Advanced Research Methods 4. Co-module leader for the module Dissertation Email: massimiliano.papera@nciul.ac.uk Office hour: 9 am to 6 pm – Monday to Friday
Dr. Nicoletta Vegni	Senior Lecturer	Associate dean, BSc programme coordinator, Module leader for the modules: 1. Clinical Psychopathology (Co-Module Leader); 2. Advanced Research Methods 3. Co- module leader for the module Dissertation 4. Health Psychology Email: Nicoletta.vegni@nciul.ac.uk Office hour: 9 am to 6 pm – Monday to Friday
Prof. Franco Orsucci	Professor	NCIUL Provost and Professor in Psychology. 1. Consciousness and language sciences 2. Co- module leader for the module Dissertation



		<p>Email: orsucci.franco@nciul.ac.uk</p> <p>Office hour: 9 am to 6 pm – Monday to Friday</p>
Dr Sara Parsi di Landrone	Senior Lecturer	<p>Senior Lecturer and BSc programme coordinator:</p> <p>Module leader for the modules:</p> <ol style="list-style-type: none"> 1. Forensic Psychology 2. Co-module leader for the module Dissertation <p>Email: sara.parsidilandrone@nciul.ac.uk</p> <p>Office hour: 9 am to 6 pm – Monday to Friday</p>
Mr. Tavis Ryan King	Lecturer	<p>Lecturer in Psychology</p> <p>Module Leader for the modules:</p> <ol style="list-style-type: none"> 1. Advanced Developmental Psychology 2. Social Psychology 3. Qualitative Research Methods 4. Psychology of gender and sexuality; 5. Co- module leader for the module Dissertation <p>Email: tavis.king@nciul.ac.uk</p> <p>Office hour: 9 am to 6 pm – Monday to Friday</p>
Dr. Francesco Maria Melchiori	Lecturer	<p>Associate senior lecturer</p> <p>Module Leader for the modules:</p> <ol style="list-style-type: none"> 1. Introduction to research methods; 2. Co- module leader for the module Dissertation <p>Email: Francesco.melchiori@nciul.ac.uk</p> <p>Office hour: 9 am to 6 pm – Monday to Friday</p>



Dr. Giulio De Felice	Lecturer	<p>Lecturer in Psychology</p> <p>Module leader for the modules:</p> <ol style="list-style-type: none"> 1. Group dynamics; 2. Psychodynamic Psychology 3. Clinical psychopathology (Co-Module Leader) 4. Co- module leader for the module Dissertation <p>Email: giulio.defelice@nciul.ac.uk</p> <p>Office hour: 9 am to 6 pm – Monday to Friday</p>
Ms. Laura Carey	Lecturer	<p>Lecturer in Psychology</p> <p>Module Leader for the modules:</p> <ol style="list-style-type: none"> 1. Biological Psychology 2. Individual Differences 3. Advanced Biological Psychology 4. Occupational Psychology 5. Co- module leader for the module Dissertation <p>Email: laura.carey@nciul.ac.uk</p> <p>Office hour: 9 am to 6 pm – Monday to Friday</p>
Dr. Calogero Lo Destro	Lecturer	<p>Lecturer in Psychology</p> <p>Module Leader for the modules:</p> <ol style="list-style-type: none"> 1. Cognitive Psychology 2. Co- module leader for the module Dissertation <p>Email: calogero.lodestro@nciul.ac.uk</p> <p>Office hour: 9 am to 6 pm – Monday to Friday</p>



Ms. Kathryn Ford	Lecturer	<p>Lecturer in Psychology</p> <p>Module Leader for the modules:</p> <ol style="list-style-type: none">1. Conceptual and Historical Issues in Psychology2. Developmental Psychology3. Occupational Psychology4. Intermediate Research Methods <p>Email: kathryn.ford@nciul.ac.uk</p> <p>Office hour: 9 am to 6 pm – Monday to Friday</p>
Mr. Samora Hunter	IT and Laboratory Technician Solely dedicated to Psychology	<p>Support for students and staff members for supporting laboratory and other experimental work; general IT maintenance, but with a for use on subject specific technical support to the student provision, particularly for research project; software programming; experimental script workshops; set-up and co-ordination of specialist experimental equipment such as EEG, eye-tracking; oversight of health and safety risk assessments in laboratory areas.</p> <p>Email: samora.hunter@nciul.ac.uk</p> <p>Office hour: 9 am to 6 pm – Monday to Friday</p>

Dean of Psychology and Social Sciences

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



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

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

Module Leaders

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

Psychology and Social Sciences Tutors

Are the first point of contact for all your academic matters from assignment help to seeking support from other services. You will be required to have a one-to-one, 1 hour tutorial (either face-to-face or through VLE videoconference call) with your tutor at least once every 4 months. However, they can be contacted by email or by the telephone and have appointed office hours where you can drop-in at any point during the working day. Please check their pages for more information.

4.2 Office Hours

All our academic staff are available during office hours 9 am to 6 pm – Monday to Friday.

Meetings can be arranged upon request either in person or through virtual means (i.e., VLE videoconference call). Tutors have appointed office hours where you can drop-in at any point during the working day.

Please check individual availability through your VLE Personal Page.

4.3. External Examiners

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



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

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

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

4.4. Administrative Staff

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

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

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

Contact details:

Email: student.office@nciul.ac.uk

Phone: (+44) (0) 2038461730



4.5. Communication between NCIUL and Students

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

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

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

4.6. Your Contact and Personal Details

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

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

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

registrar. Official supporting documentation (marriage certificate, passport etc.) will need to be provided.



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5. Module Specifications



5.1. Developmental Psychology

Module specification			
Module title	Developmental psychology (PSY404- C820)	Level	4
Module leader	Ms. Kathryn Ford	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

This module is a fundamental core module of the course. It is designed to be an introduction to principles in developmental psychology. Concepts introduced in this module will feature in modules completed in years 2 and 3 as for example Health Psychology or Psychology of Sexuality and Gender. Furthermore, concepts covered in this module are further develop in the *Advanced Developmental Psychology* module where theories and methodologies are discussed more in-depth to allow additional coverage for this BPS core domain in Psychology.

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

Pre-requisite modules or specified entry requirements

None.



Intended learning outcomes

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

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

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

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

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

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

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

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

D2: Develop the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Develop computer literacy and psychological tools skills, including using specialist software, laboratory equipment and psychometric instruments, under limited supervision, being able to use technology in completion of non-routine performance tasks.

D4: Develop the ability to solve problems, reflecting on outcomes employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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



Learning and teaching strategy

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

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

Students gain skills through:

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

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

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



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

Summative assessments include:

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

Detailed in Knowledge and Understanding section.

Indicative content

- What is developmental psychology?
- Introduction to developmental psychology
- Brief history and overview of research methods use to investigate development.
- Early experience and social development
- Attachment, deprivation and privation
- Development of the self-concept
- Cognitive development
- Piaget, Vygotsky, Bruner
- Moral development
- Freud, Piaget, Kohlberg, Social learning theory
- Gender development
- Language development
- Exceptional development
- Giftedness, Autism (theory of mind) and Learning Difficulties
- Adolescence
- Adulthood and old age



Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

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

Summative assignments include:

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

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

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

Presentations are an interactive way of assessment. Given their interactive nature, they require special adjustments in order to measure students' performance.

All students are expected to deliver live their presentations. Distance learners deliver live through our VLE videoconference functionality. They attend the same session face-to-face students are expected to attend for the deliver their presentations. This is to ensure sense of inclusiveness for distance learners, and to receive feedback from

the lecturer, the face-to-face students (through videoconference chat), but also from other distance learner attending the VLE videoconference session.

For both types of students, if unable to deliver during the live session (week 12) either in class (face-to-face students) or via VLE videoconference room (distance learners), it is also possible to arrange (through the tutor) a VLE videoconference call at a different time and date, during which their presentation delivery will be assessed. Feedback will be provided by the lecturer and if possible feedback from peers may be received by the student through the online forum. This arrangement is possible for both face-to-face students and distance learners who are unable to attend the live session in week 12.

Alternatively, if an absolute impossibility arises for the student to deliver the presentation live, the lecturer will provide a similar assignment on an individual basis.

- In week 12 students will submit:
- Presentation slides
- 500 word reflective self-evaluation on their presentation skills
- 500 word summary of the topic
- Feedback will be provided by the lecturer and when possible students from the same cohort will be asked to give feedback on the presentations.
- The Presentation counts 40% towards the final grade

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

Teaching staff associated with the module

Dr Kathryn Ford: kathryn.ford@nciul.ac.uk. Appointments available upon request.



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Key reading list

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

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

Other indicative text

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



5.2. Conceptual and Historical Perspectives in Psychology

Module specification			
Module title	Conceptual and Historical Perspectives in Psychology (PSY401- C830)	Level	4
Module leader	Ms. Kathryn Ford	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

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

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

Pre-requisite modules or specified entry requirements

None.

Intended learning outcomes

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

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

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

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

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

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

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

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

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

D2: Develop the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Develop computer literacy and psychological tools skills, including using specialist software, laboratory equipment and psychometric instruments, under limited supervision, being able to use technology in completion of non-routine performance tasks.

D4: Develop the ability to solve problems, reflecting on outcomes employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

Learning and teaching strategy

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

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

Students gain skills through:

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

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

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

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

Summative assessments include:

- Group posters presentations
- Literature reviews

Indicative content

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

- A history of applied psychology; an overview of possible career paths.
- The future of psychology.

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

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

Summative assignments include:

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

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

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

Presentations are an interactive way of assessment. Given their interactive nature, they require special adjustments in order to measure students' performance.

All students are expected to deliver live their presentations. Distance learners deliver live through our VLE videoconference functionality. They attend the same session

face-to-face students are expected to attend for the deliver their presentations. This is to ensure sense of inclusiveness for distance learners, and to receive feedback from the lecturer, the face-to-face students (through videoconference chat), but also from other distance learner attending the VLE videoconference session.

For both types of students, if unable to deliver during the live session (week 12) either in class (face-to-face students) or via VLE videoconference room (distance learners), it is also possible to arrange (through the tutor) a VLE videoconference call at a different time and date, during which their presentation delivery will be assessed. Feedback will be provided by the lecturer and if possible feedback from peers may be received by the student through the online forum. This arrangement is possible for both face-to-face students and distance learners who are unable to attend the live session in week 12.

Alternatively, if an absolute impossibility arises for the student to deliver the presentation live, the lecturer will provide a similar assignment on an individual basis.

In week 12 students will submit:

- Presentation slides
- 500 word reflective self-evaluation on their presentation skills
- 500 word summary of the topic
- The Presentation counts 30% towards the final grade
- Feedback will be provided by the lecturer and when possible students from the same cohort will be asked to give feedback on the presentations.

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

Presentation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
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Teaching staff associated with the module

Dr Kathryn Ford: kathryn.ford@nciul.ac.uk. Appointments available upon request.

Key reading list

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

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

Other indicative text (e.g. websites)

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

5.3. Introduction to Research Methods

Module specification			
Module title	Introduction to Research Methods (PSY402- C832)	Level	4
Module leader	Dr Massimiliano Papera (ML) Dr Francesco Melchiori	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

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

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

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

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

Pre-requisite modules or specified entry requirements

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

Intended learning outcomes

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

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

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

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

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

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

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

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

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

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

D2: Develop the ability to 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, interpret, present, use, and

evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Develop computer literacy and psychological tools skills, including using specialist software, laboratory equipment and psychometric instruments, under limited supervision, being able to use technology in completion of non-routine performance tasks.

D4: Develop the ability to solve problems, reflecting on outcomes employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies

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

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

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

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

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.

3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

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

Assessment Methods

This module utilises both formative and summative assessments.

Formative assessments include:

- Worksheets
- Practice lab report
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings

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

Summative assessments include:

- Written end of the module lab report
- Exam

Indicative content

- Indicative content includes:
- Math refresher sessions
- Descriptive Statistics
- Introduction to SPSS/R
- Report Writing
- Principles of experimental design
- Principles of inferential statistics
- Introduction to parametric testing
- Introduction to non-parametric testing

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Practice lab report is due in week 12
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings

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

Summative assignments include:

One examination paper

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

One 1000 words lab report

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

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

Teaching staff associated with the module

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

Appointments are available on request.

Dr Francesco Melchiori: franceso.melchiori@unicusano.it

Appointments are available on request.

Key reading list

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

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

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

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

Other indicative text (e.g. websites)

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

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



5.4. Philosophical Issues in Psychology

Module specification			
Module title	Philosophical Foundations of Psychology (PSY604-C835)	Level	6
Module leaders	Dr Giulio de Felice	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

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

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

This module is a fundamental core module of the course. It is designed to be an introduction to principles in psychology by highlighting its Philosophical Foundations. Concepts introduced in this module will build up upon knowledge acquired in modules completed in years 1 and 2 as for example individual differences and psychodynamic psychology. In addition, this module is offered in order to provide a broader, more comprehensive view of the social sciences.

4. Pre-requisite modules or specified entry requirements

Successful completion of Level 4 and 5 modules.

Intended learning outcomes



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

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

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

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

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

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

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

B5: Critically analyse and evaluate psychological theory and research, as well as the limitations of various research paradigms, research methods and measurement techniques being able to present these findings.

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

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

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

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



D2: Interpret and use numerical, textual and other forms of data having the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Be computer literate and be able to use psychological tools, including using specialist software, laboratory equipment and psychometric instruments for the purpose of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Solve problems by clarifying questions, considering alternative solutions, evaluating outcomes problems employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

Learning and teaching strategy

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

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

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges stimulates and engages you 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. You are encouraged to be independent and self-directed learners.



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

Students gain skills through:

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

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Submission of draft assignments
- Class quizzes (for distance learners this will be available on our VLE)
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and ungraded class presentations)
- Feedback from peers (from class presentations and other group assignments)
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question



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

Summative assessments include:

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

Indicative content

The module will typically cover the following topics:

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

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations



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

Summative assignments include:

One 2500 words written essay

- This assignment is due in week 8
- Counts 70% towards the final grade
- module leaders will provide a selection of topics

Posts on the forum

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

Mapping of assessment tasks to learning outcomes																															
Assess ment tasks	Learning outcomes																														
	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7									
Essay	✓	✓		✓	✓	✓	✓			✓		✓		✓	✓	✓	✓	✓	✓	✓											
Forum Posts	✓	✓		✓	✓	✓	✓			✓		✓		✓	✓	✓	✓	✓	✓	✓											

**Teaching staff associated with the module**

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

Key reading list

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

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

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

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

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

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

Other indicative text

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



5.5. Clinical Psychopathology

Module specification			
Module title	Clinical Psychopathology (PSY602- C842)	Level	6
Module leader	Dr Nicoletta Vegni Dr Giulio De Felice	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

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

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

Pre-requisite modules or specified entry requirements

Successful Completion of Level 4 and 5 modules.

Intended learning outcomes

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

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

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



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

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

B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.

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

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

B5: Critically analyse and evaluate psychological theory and research, as well as the limitations of various research paradigms, research methods and measurement techniques being able to present these findings.

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

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

C3: Be able to initiate, design, conduct and report on an empirically based research project under limited supervision, as well as applying psychological knowledge to real world problems.

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

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



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

D2: Interpret and use numerical, textual and other forms of data having the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Be computer literate and be able to use psychological tools, including using specialist software, laboratory equipment and psychometric instruments for the purpose of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Solve problems by clarifying questions, considering alternative solutions, evaluating outcomes problems employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

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

Learning and teaching strategy

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

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



5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

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

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

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



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

Summative assessments include:

- Written end of module assignments
- Forum posts

Detailed in Knowledge and Understanding section.

Indicative content

- Classification systems and assessments in clinical psychology. Research methods. The clinical practice. Prevention.
- The clinical interview
- Approaches to psychopathology
- Psychological disorders 1: Anxiety disorders
- Psychological disorders 2: Trauma and stressor related disorders and Mood and Depressive disorders
- Psychological disorders 3: Obsessive-compulsive disorders and Eating disorders
- Psychological disorders 4: Dissociative disorders and Psychosis
- Psychological disorders 5: Somatic symptoms disorders and sexual disorders
- Ethical codes in clinical practice



Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

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

Summative assignments include:

One 2500-words written essay

- This assignment is due in week 8
- Counts 70% towards the final grade
- module leaders will provide a selection of topics

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

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



Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes															
	A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	D 1
Essay	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Forum Posts	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓					✓

Teaching staff associated with the module

Dr Nicoletta Vegni: nicoletta.vegni@nciul.ac.uk

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

Key reading list

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

Other indicative text

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



5.6. Biological Psychology

Module specification			
Module title	Biological Psychology (PSY403- C860)	Level	4
Module leader	Dr Laura Carey	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

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

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

Pre-requisite modules or specified entry requirements

None.



Intended learning outcomes

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

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

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

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

B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.

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

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

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

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

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

D2: Develop the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Develop computer literacy and psychological tools skills, including using specialist software, laboratory equipment and psychometric instruments, under



limited supervision, being able to use technology in completion of non-routine performance tasks.

D4: Develop the ability to solve problems, reflecting on outcomes employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

Learning and teaching strategy

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

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

Students gain skills through:

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



Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

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

Summative assessments include:

- Written end of module assignments
- Forum posts

Indicative content

- Introduction and overview
- Exploring the brain: history
- Brain Anatomy: from brain areas to neurons
- Structural and functional methodologies to study the brain
- Neuronal signalling: normal and abnormal neurotransmission (anxiety and drug abuse)
- Sensory-motor integration



- Biological basis of emotions
- The limbic brain
- Hormones and emotion
- Theories of emotion
- The evolution of emotions
- Goal-directed behaviour
- Experience-dependent plasticity
- Temperature and thirst
- Hunger and satiety
- Social behaviour, sexual selection and communication
- Motivation and addiction.
- Sleep

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

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



Summative assignments include:

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

- For distance learners, this assignment is due in week 8
- Counts 60% towards the final grade
- Title to be decided by tutor

Posts on the forum

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

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

Teaching staff associated with the module

Dr Laura Carey: laura.carey@nciul.ac.uk . appointments available upon request.

Key reading list



- Howell, D.C., (2008). *Fundamental statistics for the behavioural sciences*, Thomson Wadson.
- Kandel, E. et al., (1995). *Essentials of Neural Science and Behaviour*, McGraw Hill.
- Michael I. Posner, (2012). *Cognitive Neuroscience of Attention (Second Edition)*, The Guildford Press.
- Pinel, J.P.J., (2008). *Biopsychology* (8th Ed. Or the latest), Pearson Education.

Other indicative text

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



5.7. Intermediate Research Methods

Module specification			
Module title	Intermediate Research Methods (PSY501- C832)	Level	5
Module tutor	Dr Kathryn Ford	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

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

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

Pre-requisite modules or specified entry requirements



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

Intended learning outcomes

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

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

A2: Understand several specialised core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology

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

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

B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.

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

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

B4: Adopt multiple perspectives, reflect and systematically analyse their relationships, but also to apply them to psychological issues, recognising that psychology involves a range of research methods, theories, empirical evidence and applications. Gain the ability to detect meaningful patterns in behaviour, psychological functioning and experience as well as evaluating their significance.



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

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

C3: Be able to initiate, design, conduct and report on an empirically-based research project under limited supervision, as well as applying psychological knowledge to real world problems.

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

D2: Develop the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Develop computer literacy and psychological tools skills, including using specialist software, laboratory equipment and psychometric instruments, under limited supervision, being able to use technology in completion of non-routine performance tasks.

D4: Develop the ability to solve problems, reflecting on outcomes employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

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



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

Learning and teaching strategy

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

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

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

Students gain skills through:

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



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

Assessment Methods

This module utilises both formative and summative assessments.

Formative assessments include:

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

Summative assessments include:

- Written end of module lab report
- Exam

Detailed in Knowledge and Understanding section.

Indicative content

- Indicative content includes:
- Recap of introductory concepts
- Correlations



- Simple Linear Regression
- Simple ANOVA: between-subject design
- Simple ANOVA: within-subject design
- Two- Way ANOVA; between subject design
- Mixed ANOVA

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Practice lab report, due in 1 week after the last teaching day (Face-2-face) or in week 6 (distance learners)
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).
- In compliance with the British Psychological Society guidance on teaching and assessment of ethical competence, development of critical ethical thinking is encouraged by following the Rest's Model (1982), using examples of good and bad practice with focus on the last two components: (3) Ethical motivation: Deciding what one actually wishes and intends to do, and (4) Ethical implementation: Executing and implementing what one intends to do.



Examples includes the following:

Ethical motivation: example adapted from the BPS guidance for the development of ethical competence in psychology education.

Conformity and resistance: Many studies have shown the extent to which we are all affected by social norms and our sense of group identity (Tajfel et al., 1971). People may find themselves obeying authority unthinkingly (Benjamin & Simpson, 2009), and if the 'in-group' with which they identify is engaged in unethical behaviour it may be hard for them to achieve sufficient psychological distance to resist this. Studies that look at resistance (Haslam & Reicher, 2012) suggest that the institutional context can play a critical role in encouraging motivation and facilitating the implementation of ethical action by fostering a sense of being part of a group that is committed to ethical practice. Consider this example from an online discussion amongst postgraduates who were responding to a request for members to take part in a study that, it transpired, had not received ethical approval. Most participants in the discussion felt that the postgraduate's supervisor should not be informed because the purpose of the site is to support postgraduates, not to report them. Contributors to this discussion demonstrated ethical sensitivity, but their motivation to act was affected by a sense of loyalty to their fellow student.

References:

Haslam, S.A. & Reicher, S.D. (2012). When prisoners take over the prison: A social psychology of resistance. *Personality and Social Psychology Review*, 16(2), 154–179.

Tajfel, H., Billig, M.G., Bundy, R.P. & Flament, C. (1971). Social categorization and intergroup behaviour. *European Journal of Social Psychology*, 1(2), 149–178.

Ethical Implementation: example example adapted from the BPS guidance for the development of ethical competence in psychology education.

What psychological characteristics could influence the implementation of a plan to deal with examples of ethical misconduct?



1. Fear: There are many contemporary examples of individuals raising questions of ethical misconduct. These accounts have many things in common: most people report there is some form of retaliation. Commonly their efforts are either not believed or discounted (Miceli & Near, 2005; Miceli et al., 2012). Unsurprisingly, fear is a common reason for failing to implement ethical action.
2. Difficulty/Fatigue: Yong and Simonsohn (2012) uncovered three cases of fraudulent data that had been published in peer reviewed social psychology journals. In an interview for the journal *Nature* they reported having evidence for a fourth case that they may not pursue because the effort required to uncover misconduct is draining and time consuming.
3. Perverse reward systems: Behavioural ethics has started to develop a conceptual framework for understanding why people do not act ethically, particularly in business environments (see Bazerman & Tenbrunsel, 2011 for a review). The introduction of the target culture into the NHS illustrates how targeting can have perverse outcomes, leading to improvements in some areas but at substantial cost in others, as staff lose sight of broader implications for practice (Seddon, 2008).

References:

- Miceli, M.P., & Near, J.P. (2005). Standing up or standing by: What predicts blowing the whistle on organizational wrongdoing? In J.J. Martocchio (Ed.), *Research in personnel and human resources management*, pp. 95-136). US: Elsevier Science/JAI Press.
- Miceli, M.P., Near, J.P., Rehg, M.T. & Van Scotter, J.R. (2012). Predicting employee reactions to perceived organizational wrongdoing: Demoralization, justice, proactive personality, and whistle-blowing. *Human Relations*, 65(8), 923 –954.
- Yong, E. & Simonsohn, U. (2012). The data detective. *Nature*, 487(7405), 18–19.
- Bazerman, M.H. & Tenbrunsel, A.E. (2011). *Blind spots: why we fail to do what's right and what to do about it*. Princeton, NJ: Princeton University Press.
- Seddon, J. (2008). *Systems thinking in the public sector: the failure of the reform regime... and a manifesto for a better way*. Axminster: Triarchy Press.



Summative assignments include:

One examination paper

- Counts 60% towards final grade
- Time allowed: 2.5 hours
- There will be various sections to be answered – details will follow closer to the time, and past papers are on the web, but as a general description read the following:
- The paper will contain questions that will involve:
 - theoretical aspects of the course
 - issues related to research design(s)
 - calculation by hand (e.g., deriving a regression equation and drawing the regression line)
 - interpretation of SPSS/PSPP/JASP outputs and comments on findings/results including wider implications
 - constructing a relevant experimental design for a research question and discussion of hypotheses, procedures of data collection, analysis, and possible interpretation of findings
- In Summary, the exam format is as follows:
- Section One asks for definitions
 - **A set of five theoretical questions**
- Section Two includes calculations and interpretation of SPSS/JASP/PSPP output
 - **Four different exercises/parts**



One 2000- words lab report

- This assignment is due in week 12
- Counts towards 40% of the final grade
- Topics to be decided by the module leader

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

Teaching staff associated with the module

Dr Kathryn Ford: kathryn.ford@nciul.ac.uk. Appointments available upon request

Key reading list

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

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

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

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

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

Other indicative text

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



5.8. Qualitative Research Methods

Module specification			
Module title	Qualitative Research Methods (PSY502-C833)	Level	5
Module tutor	Mr Tavis Ryan King	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

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

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

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 modules.



Intended learning outcomes

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

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

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

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

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

B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.

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

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

B4: Adopt multiple perspectives, reflect and systematically analyse their relationships, but also to apply them to psychological issues, recognising that psychology involves a range of research methods, theories, empirical evidence and applications. Gain the ability to detect meaningful patterns in behaviour, psychological functioning and experience as well as evaluating their significance.

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

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

C3: Be able to initiate, design, conduct and report on an empirically-based research project under limited supervision, as well as applying psychological knowledge to real world problems.

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

D2: Develop the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Develop computer literacy and psychological tools skills, including using specialist software, laboratory equipment and psychometric instruments, under limited supervision, being able to use technology in completion of non-routine performance tasks.

D4: Develop the ability to solve problems, reflecting on outcomes employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

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

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

Learning and teaching strategy

Advanced research methods will be taught at level 5.

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

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

Students gain skills through:

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



Assessment Methods

This module utilises both formative and summative assessments.

Formative assessments include:

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

Summative assessments include:

- Written end of module mini project write up
- Presentation

Detailed in Knowledge and Understanding section.

Indicative content

- Introducing qualitative research. The kind of questions it asks, overview of research methods and how to conduct a qualitative research project.
- Overview of module requirements.
- Qualitative data collection methods
- Qualitative interviews; focus groups; ethnology
- Data analysis overview of methods, designing questions.
- Research ethics and applying for ethical approval procedures.
- Data transcription methods.
- Thematic analysis.
- Grounded theory.



- Phenomenological analyses: focus on Interpretative phenomenological analysis.
- Case studies
- Discursive psychology
- Foucauldian discourse analysis.
- Narrative psychology.
- Writing a qualitative research report.

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

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

Summative assignments include:

One 2000-words qualitative report

- Students will conduct, analyse and report on a qualitative study.
- As a general guidance, students are generally asked to identify a research question, carry out an individual semi-structured interview, and determine which analytic method would be most suited to answer that question. Students are then asked to carry out the interview and transcribe 20 minutes of it. The transcript is then analysed using their selected method. The report



includes a brief statement of the research question and rationale for the analytic method selected, but the bulk of the report is the presentation of the analysis itself and an annotated transcript plus any diagrams developed during the analytic process submitted as appendices in the essay.

- For face-to-face students, project work will be carried out using other present students as participants or friends
- The assignment is due in week 12
- Counts towards 70% of the final grade
- Passing the report is a compulsory course requirement.

One 10 minutes group presentation on the qualitative report:

Presentations are an interactive way of assessment. Given their interactive nature, they require special adjustments in order to measure students' performance.

All students are expected to deliver live their presentations. Distance learners deliver live through our VLE videoconference functionality. They attend the same session face-to-face students are expected to attend for the deliver their presentations. This is to ensure sense of inclusiveness for distance learners, and to receive feedback from the lecturer, the face-to-face students (through videoconference chat), but also from other distance learner attending the VLE videoconference session.

For both types of students, if unable to deliver during the live session (week 12) either in class (face-to-face students) or via VLE videoconference room (distance learners), it is also possible to arrange (through the tutor) a VLE videoconference call at a different time and date, during which their presentation delivery will be assessed. Feedback will be provided by the lecturer and if possible feedback from peers may be received by the student through the online forum. This arrangement is possible for both face-to-face students and distance learners who are unable to attend the live session in week 12.



Alternatively, if an absolute impossibility arises for the student to deliver the presentation live, the lecturer will provide a similar assignment on an individual basis.

In week 12 students will submit:

- Presentation slides
- 1000 word reflective self-evaluation on their presentation skills
- 1000 word summary of the topic
- Feedback will be provided by the lecturer and when possible students from the same cohort will be asked to give feedback on the presentations.
- The Presentation counts 30% towards the final grade

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

Teaching staff associated with the module

Mr Tavis Ryan King tavis.king@nciul.ac.uk

Key reading list

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

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

Other indicative text

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



5.9. Health Psychology

Module specification			
Module title	Health Psychology (PSY611-C8411)	Level	6
Module leader	Dr. Massimiliano Papera Dr. Nicoletta Vegni	Credit value	20
Module type	Optional	Notional learning hours	200

Aims of the module

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

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

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 and 5 modules.

Intended learning outcomes

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

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

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

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

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

B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.

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

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



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

B5: Critically analyse and evaluate psychological theory and research, as well as the limitations of various research paradigms, research methods and measurement techniques being able to present these findings.

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

C3: Be able to initiate, design, conduct and report on an empirically-based research project under limited supervision, as well as applying psychological knowledge to real world problems.

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

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

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

D2: Interpret and use numerical, textual and other forms of data having the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D4: Solve problems by clarifying questions, considering alternative solutions, evaluating outcomes problems employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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



Learning and teaching strategy

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

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

Students gain skills through:

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

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

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

Summative assessments include:

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

Detailed in Knowledge and Understanding section.

Indicative content

- Introduction to Health Psychology
- What is Health Psychology? What is the role of a health psychologist?
- Historical overview of health psychology.
- Overview of the module and submission requirements.
- Understanding health and illness.



- The mind-body relationship. The biomedical model versus the bio-psycho-social model. The integrated approach of health psychology.
- Public health policy in the UK. What is health? The emergence and considerations of health psychology. The role of lifestyle. Government policies.
- Health cognitions and beliefs. Theoretical models: Health belief model, Health locus of control, Social cognitive theory, Protection motivation theory, Theory of planned behaviour
- Intervention design: The intention-behaviour relationship, health action process approach, trans theoretical model of change, goal theories, intervention design, behaviour change research
- Health promotion: health enhancing behaviours, diet and health, physical activity and health, the energy balance, obesity.
- Health risk behaviour: addiction, alcohol, smoking, substance use
- Preventive health behaviours: sexual health, seat belt use, handwashing, tooth brushing
- Stress and psycho-neuro-immunology: the immune system, contemporary theories of stress and health, psychoneuroimmunology, interventions to enhance immune-competence
- Doctor-patient communication and adherence: effective communication, shared decision making, medical adherence.
- Current research in health psychology.

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations



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

Summative assignments include:

One 2500 words written essay (module leaders will provide a selection of topics)

- This assignment is due in week 8
- Counts 70% towards the final grade
- Module leaders will provide a selection of topics

Posts on the forum

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



Mapping of assessment tasks to learning outcomes																				
Assessment tasks	Learning outcomes																			
	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Essay	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	
Forum Posts	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓				✓	✓		✓	

Teaching staff associated with the module

Dr Nicoletta Vegni: nicoletta.vegni@nciul.ac.uk . Appointment available upon request.

Key reading list

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

Other indicative text (e.g. websites)

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



5.10. Group Dynamics

Module specification			
Module title	Group Dynamics (PSY504- C847)	Level	5
Module Lead	Dr Giulio de Felice	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

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

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

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 modules.

Intended learning outcomes

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

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

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

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

B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.

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

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



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

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

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

D2: Develop the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Develop computer literacy and psychological tools skills, including using specialist software, laboratory equipment and psychometric instruments, under limited supervision, being able to use technology in completion of non-routine performance tasks.

D4: Develop the ability to solve problems, reflecting on outcomes employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

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

Learning and teaching strategy

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

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



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

Students gain skills through:

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

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

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



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

Summative assessments include:

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

Detailed in Knowledge and Understanding section.

Indicative content

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

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations



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

Summative assignments include:

One 2000 words essay with a reflective component

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

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

Presentations are an interactive way of assessment. Given their interactive nature, they require special adjustments in order to measure students' performance.

All students are expected to deliver live their presentations. Distance learners deliver live through our VLE videoconference functionality. They attend the same session face-to-face students are expected to attend for the deliver their presentations. This is to ensure sense of inclusiveness for distance learners, and to receive feedback from the lecturer, the face-to-face students (through videoconference chat), but also from other distance learner attending the VLE videoconference session.

For both types of students, if unable to deliver during the live session (week 12) either in class (face-to-face students) or via VLE videoconference room (distance learners), it is also possible to arrange (through the tutor) a VLE videoconference call at a different time and date, during which their



presentation delivery will be assessed. Feedback will be provided by the lecturer and if possible feedback from peers may be received by the student through the online forum. This arrangement is possible for both face-to-face students and distance learners who are unable to attend the live session in week 12.

Alternatively, if an absolute impossibility arises for the student to deliver the presentation live, the lecturer will provide a similar assignment on an individual basis.

In week 12 students will submit:

- Presentation slides
- 1000 words reflective self-evaluation on their presentation skills
- 1000 words summary of the topic
- Feedback will be provided by the lecturer and when possible students from the same cohort will be asked to give feedback on the presentations.
- The Presentation counts 30% towards the final grade

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

Teaching staff associated with the module



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

Key reading list

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

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

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

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

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

Other indicative text

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

5.11. Cognitive Psychology



Module specification			
Module title	Cognitive Psychology (PSY503- C850)	Level	5
Module leader	Dr. Calogero Lo Destro	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

This module aims to introduce you to the key concepts and approaches in cognitive psychology. By the end of the module, you will have acquired knowledge of key areas of cognitive psychology including attention, perception, memory, language and thinking. More broadly the module aims to highlight some of the assumptions and tensions within cognitive psychology approaches. This module is a fundamental core module of the course. It is designed to be an introduction to principles in cognitive psychology. Concepts introduced in this module will feature in modules completed in years 2 and 3, for example individual differences, psycholinguistics and many of the applied psychology modules.

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 modules.

Intended learning outcomes

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

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



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

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

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

B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.

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

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

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

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

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

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

D2: Develop the ability to 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, interpret,



present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Develop computer literacy and psychological tools skills, including using specialist software, laboratory equipment and psychometric instruments, under limited supervision, being able to use technology in completion of non-routine performance tasks.

D4: Develop the ability to solve problems, reflecting on outcomes employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

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

Learning and teaching strategy

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

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

Students gain skills through:



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

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

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

Summative assessments include:

- Forum posts
- Written assignments



Detailed in Knowledge and Understanding section.

Indicative content

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

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

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



Summative assignments include:

One 2000 words essay

- This assignment is due in week 8
- Counts 70% towards the final grade
- Topics to be decided by the module leader

Posts on the forum

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

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

Teaching staff associated with the module

Dr. Calogero Lo Destro: calogero.lodestro@nciul.ac.uk. Appointments are available on request.

Key reading list

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



NCIUL



the british
psychological society
accredited undergraduate psychology

BPS-Accredited BSc Psychology Programme Handbook-Classification: Public V12 04/06/2020

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

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

Other indicative text

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



5.12. Consciousness and Language Sciences

Module specification			
Module title	Consciousness and Language Sciences (PSY608-C852)	Level	6
Module Lead	Prof Franco Orsucci	Credit value	20
Module type	Optional	Notional learning hours	200

Aims of the module

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

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

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 and 5 modules.



Intended learning outcomes

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

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

A2: Understand several specialised core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology

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

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

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

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

B5: Critically analyse and evaluate psychological theory and research, as well as the limitations of various research paradigms, research methods and measurement techniques being able to present these findings.

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

C3: Be able to initiate, design, conduct and report on an empirically-based research project under limited supervision, as well as applying psychological knowledge to real world problems.

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



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

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

D2: Interpret and use numerical, textual and other forms of data having the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Be computer literate and be able to use psychological tools, including using specialist software, laboratory equipment and psychometric instruments for the purpose of furthering their own learning and in the analysis and presentation of ideas and research findings.

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

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

Learning and teaching strategy

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

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.



3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).
4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

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

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Class quizzes (for distance learners this will be available on our VLE)
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Team exercises (for example, developing a poster, summarising a journal, providing suggestions to real-world problems and ungraded class presentations)
- Feedback from peers (from class presentations and other group assignments)
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will



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

Summative assessments include:

- Written end of module assignments
- Graded class presentations

Indicative content

The module will typically cover the following topics:

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

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will be reviewed and if possible addressed in the next teaching session. If



not possible, for example there are too many questions, the module leader will address question in a forum post and include additional reading material if necessary).

Summative assignments include:

One 2500 words literature critical review

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

One 10 minutes group presentation for the journal club

- In week 12, students will submit:
 - Presentation slides with notes
 - 1000-words reflective self-evaluation on their presentation skills
 - 1000-words summary of the topic.
- Counts 30% towards the final grade
- In week 12, distance learner students will also submit the recording of their presentation either uploading it on the VLE or emailing it to the module leader; while face-to-face students will perform their presentation in class.

When possible students from the same cohort will be asked to give feedback on the presentations. This will either be done during the teaching week for face-to-face students or on the forum for distance learners.



Mapping of assessment tasks to learning outcomes																										
Assessment tasks	Learning outcomes																									
	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7				
Literature Review	✓	✓		✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓		✓						✓
Presentation	✓	✓		✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓		✓						✓

Teaching staff associated with the module

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

Appointments are available on request.

Key reading list

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

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

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

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

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

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

Other indicative text

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



5.13. Individual Differences

Module specification			
Module title	Individual Differences (PSY405-C870)	Level	4
Module tutor	Ms Laura Carey	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

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

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

Pre-requisite modules or specified entry requirements

No pre-requisite required for this module.



Intended learning outcomes

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

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

A2: Understand several specialised core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

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

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

B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.

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

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

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

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

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

D2: Develop the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Develop computer literacy and psychological tools skills, including using specialist software, laboratory equipment and psychometric instruments, under limited supervision, being able to use technology in completion of non-routine performance tasks.

D4: Develop the ability to solve problems, reflecting on outcomes employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

Learning and teaching strategy

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

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

Students gain skills through:

- Lectures, seminars and tutorials



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

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

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

Summative assessments include:

- Written end of module assignments
- Forum posts



Indicative content

- What is this module about? Introduction to individual differences
- Brief history and overview of research methods use to investigate development.
- Intelligence
- Theories of intelligence and intelligence testing
- Intelligence testing
- Explaining individual differences in intelligence
- Introduction to personality theories
- Biological, cognitive and social basis of personality
- Personality theories: broad trait theories
- Personality theories: narrow trait theories
- Personality theories: Kelly and Rogers
- Personality theories: psychodynamic
- Measuring individual differences
- Difficulties with these tests (reliability and validity of tests)
- Emotional intelligence
- Mood and motivation
- Psychological abnormality. Does it exist? If so what is it?
- Classification of mental disorders.
- History, DSM, ICD-10 and problems with classification system

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations



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

Summative assignments include:

One 1000 words written critical review (module leaders will provide a selection of papers)

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

Posts on the forum

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

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



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

Teaching staff associated with the module

Laura Carey: laura.carey@nciul.ac.uk. Appointments are available on request.

Key reading list

Dr John Maltby, et al., (2017). *Personality, Individual Differences and Intelligence*, Pearson.

Other indicative text

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



5.14. Psychology of Sexuality and Gender

Module specification			
Module title	Psychology of Sexuality and Gender (PSY506- C872)	Level	5
Module Leader	Mr Tavis R. King	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

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

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

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 modules.

Intended learning outcomes

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

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



A2: Understand several specialised core areas of biological psychology, cognitive psychology, developmental psychology, individual differences and social psychology.

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

B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.

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

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

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

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

D2: Develop the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Develop computer literacy and psychological tools skills, including using specialist software, laboratory equipment and psychometric instruments, under limited supervision, being able to use technology in completion of non-routine performance tasks.

D4: Develop the ability to solve problems, reflecting on outcomes employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.



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

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

Learning and teaching strategy

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

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

Students gain skills through:

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

Assessment Methods

The programme utilises both formative and summative assessments.



Formative assessments include:

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

Summative assessments include:

- Graded class presentations
- Written assignments

Indicative content

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

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

Formative assignments include:

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

Summative assignments include:

One 2000 words essay

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

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

Presentations are an interactive way of assessment. Given their interactive nature, they require special adjustments in order to measure students' performance.

All students are expected to deliver live their presentations. Distance learners deliver live through our VLE videoconference functionality. They attend the same session face-to-face students are expected to attend for the deliver their presentations. This is to ensure sense of inclusiveness for distance learners, and to receive feedback from the lecturer, the face-to-face students (through videoconference chat), but also from other distance learner attending the VLE videoconference session.

For both types of students, if unable to deliver during the live session (week 12) either in class (face-to-face students) or via VLE videoconference room (distance learners), it is also possible to arrange (through the tutor) a VLE



videoconference call at a different time and date, during which their presentation delivery will be assessed. Feedback will be provided by the lecturer and if possible feedback from peers may be received by the student through the online forum. This arrangement is possible for both face-to-face students and distance learners who are unable to attend the live session in week 12.

Alternatively, if an absolute impossibility arises for the student to deliver the presentation live, the lecturer will provide a similar assignment on an individual basis.

In week 12 students will submit:

- Presentation slides
- 1000 words reflective self-evaluation on their presentation skills
- 1000 words summary of the topic
- Feedback will be provided by the lecturer and when possible students from the same cohort will be asked to give feedback on the presentations.
- The Presentation counts 30% towards the final grade

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

Teaching staff associated with the module

Mr Tavis R. King: tavis.king@nciul.ac.uk.

Office appointment available on request.

Key reading list

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



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

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

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

Other indicative materials

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

5.15. Occupational psychology

Module specification			
Module title	Occupational psychology (PSY610-C811)	Level	6
Module leader	Ms. Laura Carey	Credit value	20
Module type	Optional	Notional learning hours	200

Aims of the module

This module aims to provide a descriptive overview of the practice of occupational psychology in the UK and to highlight some of the key debates. You are expected to develop a degree of critical awareness of relevant issues



and topics. You are expected to develop their own views based on external reading, become familiar with some key concepts and terms, and demonstrate ability to write broadly about topics in this field.

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

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 and 5 modules.

Intended learning outcomes

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

discipline, its historical origins, development and limitations.

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

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

B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.

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

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

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

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

D2: Interpret and use numerical, textual and other forms of data having the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Be computer literate and be able to use psychological tools, including using specialist software, laboratory equipment and psychometric instruments for the purpose of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Solve problems by clarifying questions, considering alternative solutions, evaluating outcomes problems employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

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

Learning and teaching strategy

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

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

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



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

Students gain skills through:

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

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

- Practice lab reports
- Submission of draft assignments



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

Summative assessments include:

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

Assessment Methods

This module utilises both formative and summative assessments.

Formative assessments include:

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



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

Summative assessments include:

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

Detailed in Knowledge and Understanding section.

Indicative content

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



- Employee relations and motivation, the psychological contract, motivation, workplace conflict, employee relations and conflict
- Organisational development and change, organisational culture and structure, organisational change and development, resistance or commitment to change.
- Current research in occupational psychology.

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

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

Summative assignments include:

One 2500 words essay

- This assignment is due in week 8
- Counts 70% towards the final grade
- Topic to be assigned by the module leader

Posts on the forum

- Counts 30% towards final grade



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

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

Teaching staff associated with the module

Dr Kathryn Ford: kathryn.ford@nciul.ac.uk. Appointments available upon request.

Key reading list

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

Other indicative text

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



5.16. Forensic Psychology

Module specification			
Module title	Forensic Psychology	Level	6
Module leader	Dr Sara Parsi di Landrone	Credit value	20
Module type	Optional	Notional learning hours	200

Aims of the module

This module aims to provide a descriptive and critical overview of the practice of forensic psychology in the UK and to highlight some of the key debates. You are expected to develop a degree of critical awareness of relevant issues and

topics. Students are expected to develop their own views based on external reading, become familiar with some key concepts and terms, and demonstrate ability to write critically about topics in this field.

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

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 and 5 modules.

Intended learning outcomes

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

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

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

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

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

A5: Develop detailed knowledge of several specialised areas. Demonstrate a systematic and critical knowledge of a range of research paradigms, research

methods and measurement techniques, including statistics and probability, and be aware of their limitations.

B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.

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

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

B4: Adopt multiple perspectives, reflect and systematically analyse their relationships, but also to apply them to psychological issues, recognising that psychology involves a range of research methods, theories, empirical evidence and applications. Gain the ability to detect meaningful patterns in behaviour, psychological functioning and experience as well as evaluating their significance.

B5: Critically analyse and evaluate psychological theory and research, as well as the limitations of various research paradigms, research methods and measurement techniques being able to present these findings.

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

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

D2: Interpret and use numerical, textual and other forms of data having the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.



D3: Be computer literate and be able to use psychological tools, including using specialist software, laboratory equipment and psychometric instruments for the purpose of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Solve problems by clarifying questions, considering alternative solutions, evaluating outcomes problems employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

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

Learning and teaching strategy

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

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

Students gain skills through:

- Lectures, seminars and tutorials



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

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

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

Summative assessments include:

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

Indicative content



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

Assessment strategy, assessment methods and their relative weightings



Intended learning outcomes will be assessed through:

Formative assignments include:

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

Summative assignments include:

One 2500 words literature review (module leaders will provide a selection of topics)

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

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

- Counts 30% towards the final grade
- In week 12 students will submit:
 - Presentation slides with notes
 - 1000 words reflective self-evaluation
 - 1000 words critical summary of the topic.
- In week 12, distance learner students will also submit the recording of the presentation, while face-to-face students will performing their presentation in class as scheduled by the module leader.



- When possible students from the same cohort will be asked to give feedback on the presentations. This will be done either in class for face-to-face students, or on the forum for distance learner students.

Mapping of assessment tasks to learning outcomes																						
Asses sment tasks	Learning outcomes																					
	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7
Literatu re Review	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓				✓	✓	✓	✓			✓
Present ation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓				✓	✓	✓	✓	✓		

Teaching staff associated with the module

Dr Sara Parsi di Landrone: sara.parsidilandrone@nciul.ac.uk. Appointments available upone request.

Key reading list

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

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

Other indicative text

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



5.17. Advanced Research Methods

Module specification			
Module title	Advanced Research Methods (PSY606-C832)	Level	6
Module tutor	Dr. Nicoletta Vegni Dr. Massimiliano Papera Teaching Assistant(s) Mr. Samora Hunter	Credit value	20
Module type	Optional	Notional learning hours	200

Aims of the module

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

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

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 and 5 modules.



Intended learning outcomes

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

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

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

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

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

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

B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.

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

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



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

B5: Critically analyse and evaluate psychological theory and research, as well as the limitations of various research paradigms, research methods and measurement techniques being able to present these findings.

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

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

C3: Be able to initiate, design, conduct and report on an empirically-based research project under limited supervision, as well as applying psychological knowledge to real world problems.

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

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

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

D2: Interpret and use numerical, textual and other forms of data having the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Be computer literate and be able to use psychological tools, including using specialist software, laboratory equipment and psychometric instruments for the



purpose of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Solve problems by clarifying questions, considering alternative solutions, evaluating outcomes problems employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

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

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

Learning and teaching strategy

Advanced research methods will be taught at level 5.

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

1. Teaching is informed by world-class research, is culturally aware and contains internationally relevant curricula.
2. Teaching challenges, stimulates and engages students by presenting learning material in a variety of forms, and by utilising diverse assessment strategies.
3. Teaching uses technology to enhance learning (for example by making the best use of our VLE).



4. Teaching is aimed at developing employability and graduate skills.
5. Students are encouraged to be independent and self-directed learners.
6. All learning and teaching strategies are committed to inclusivity and diversity and abide by NCIUL Equality and Diversity Policies.

Students gain skills through:

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

Assessment Methods

This module utilises both formative and summative assessments.

Formative assessments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Practical Classes

Summative assessments include:

- Written end of module mini project write up
- Presentation



Indicative content

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

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Practical Classes

One 2500 words lab report based on a group mini-project

- Students will work together in small groups to design, conduct and analyse a quantitative study. This will also involve the submission of a mock-up ethical approval
- The assignment is due in week 8
- Counts towards 70% of the final grade
- Passing mini project is a compulsory course requirement.
- The lab report is assessed as an individual

One 10-minutes group presentation of the mini-project

Presentations are an interactive way of assessment. Given their interactive nature, they require special adjustments in order to measure students' performance.

All students are expected to deliver live their presentations. Distance learners deliver live through our VLE videoconference functionality. They attend the same session face-to-face students are expected to attend for the deliver their presentations. This is to ensure sense of inclusiveness for distance learners, and to receive feedback from the lecturer, the face-to-face students (through videoconference chat), but also from other distance learner attending the VLE videoconference session.

For both types of students, if unable to deliver during the live session (week 12) either in class (face-to-face students) or via VLE videoconference room (distance learners), it is also possible to arrange (through the tutor) a VLE videoconference call at a different time and date, during which their presentation delivery will be assessed. Feedback will be provided by the lecturer and if possible feedback from peers may be received by the student through the online forum. This arrangement is possible for both face-to-face students and distance learners who are unable to attend the live session in week 12.

Alternatively, if an absolute impossibility arises for the student to deliver the presentation live, the lecturer will provide a similar assignment on an individual basis.

- In week 12 students will submit:
- Presentation slides
- 1000 words reflective self-evaluation on their presentation skills
- 1000 words summary of the topic



- Feedback will be provided by the lecturer and when possible students from the same cohort will be asked to give feedback on the presentations.
- The Presentation counts 30% towards the final grade
- The presentation is assessed as a group

Mapping of assessment tasks to learning outcomes																						
Assessment tasks	Learning outcomes																					
	A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 3	D 4	D 5	D 6	D 7
Presentation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mini Research Project	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Dr. Nicoletta Vegni - nicoletta.vegni@nciul.ac.uk

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

Key reading list

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

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

Howell D., (2007). *Statistical methods for Psychology. International Edition*, Duxbury Press.

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

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

Other indicative text



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psychological society
accredited undergraduate psychology

BPS-Accredited BSc Psychology Programme Handbook-Classification: Public V12 04/06/2020

- https://www.openintro.org/stat/textbook.php?stat_book=os
- Students will access to additional materials, including lecture videos and journal articles on the innovative NCIUL e-learning website.



5.18. Psychodynamic Psychology

Module specification			
Module title	Psychodynamic Psychology (PSY607-C847)	Level	6
Module leaders	Dr Giulio De Felice	Credit value	20
Module type	Optional	Notional learning hours	200

Aims of the module

The aim of the course is to gain specialised knowledge about different theoretical perspectives of dynamic psychology. Key studies and concepts of the psychodynamic approach will be explored.

This module explores theories within the psychoanalytic approach both historical and modern. This module is designed to complement the others; it builds upon theories outlined in developmental psychology and concepts introduced in this module, will feature in modules completed in year 2, for example (for example group dynamics).

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 and 5 modules.

Intended learning outcomes

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

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

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



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

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

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

B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.

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

B5: Critically analyse and evaluate psychological theory and research, as well as the limitations of various research paradigms, research methods and measurement techniques being able to present these findings.

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

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

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

D2: Interpret and use numerical, textual and other forms of data having the ability to 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, interpret, present, use,



and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Be computer literate and be able to use psychological tools, including using specialist software, laboratory equipment and psychometric instruments for the purpose of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Solve problems by clarifying questions, considering alternative solutions, evaluating outcomes problems employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

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

Learning and teaching strategy

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

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



Students gain skills through:

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

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

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

Summative assessments include:

- Written assignments



- Graded class presentations (see module specifications for more details)
- Forum posts

Detailed in Knowledge and Understanding section.

Indicative content

- Introduction to psychoanalytic theory. Overview of the module including course requirements.
- Freud
- Jung and Analytic Psychology.
- Anna Freud
- Heinz Kohut
- Melanie Klein
- W. Bion
- D.W. Winnicott
- Bowlby and Attachment Theory
- Ainsworth and the Strange Situation
- Contemporary perspectives

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form (Three things learned from the lesson, two things that were interesting and one question they still have about the material. The question will



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

Summative assignments include:

One 2500 words essay with a reflective component

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

One 10 minutes group presentation on a case study provided the module leader

- Counts 30% towards the final grade
- In week 12 students will submit:
 - Presentation slides with notes
 - 1000-words reflective self-evaluation
 - 1000-words critical summary of the topic.
- Distance learners will also submit the recording of their presentation either uploading it on the VLE or sending it via email to the module leader; while face-to-face students will perform their presentation in class.
- When possible students from the same cohort will be asked to give feedback on the presentations. This will either be done in the teaching week for face-to-face students or on the forum for distance learner students.



Mapping of assessment tasks to learning outcomes																							
Assessment tasks	Learning outcomes																						
	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	
Case based discussion	✓	✓		✓	✓	✓	✓			✓		✓			✓	✓	✓	✓	✓	✓		✓	
Essay	✓	✓		✓	✓	✓	✓			✓		✓			✓	✓	✓	✓	✓	✓		✓	

Teaching staff associated with the module

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

Appointments are available on request.

Key reading list

Frosh, S., (2012). *A Brief Introduction to Psychoanalytic Theory*, Palgrave Macmillan.

Kahn, M., (2002). *Basic Freud*, Basic Book.

Other indicative text

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



5.19. Advanced Biological Psychology

Module specification			
Module title	Advanced Biological Psychology (PSY505- C860)	Level	5
Module leader	Ms Laura Carey	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

This module aims to detail the complex relationship between brain and behaviour. By the end of the module, you will have acquired knowledge of how brain functioning contributes to our understanding of specific systems (e.g., vision, learning) or sets of problems (e.g., substance abuse, behaviour disorders). Other topics explored include, early genetic and environmental influences, changes in neural activity with aging and how drugs interact with the body and brain.

The course elaborates on the basic biological systems covered in the 1st year and builds upon knowledge gained in 2nd year modules (such as individual differences biological psychology). It is offered in order to provide you the opportunity to develop knowledge of a specific topic.

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 modules.

Intended learning outcomes

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



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

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

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

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

B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.

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

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

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

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

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

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

D2: Develop the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Develop computer literacy and psychological tools skills, including using specialist software, laboratory equipment and psychometric instruments, under limited supervision, being able to use technology in completion of non-routine performance tasks.

D4: Develop the ability to solve problems, reflecting on outcomes employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

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

Learning and teaching strategy

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

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



Students gain skills through:

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

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

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

Summative assessments include:

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



Indicative content

- Recap of basics in biological Psychology
- Origins of Neuroscience, Consciousness,
- Reductionism.
- Ethics of Animal research.
- Neurons and Glia
- Neural Structure
- Ion channels Resting potential, Action potential
- Synapses, monitoring electrical activity.
- Chemical Bases of Behaviour.
- Evolution of Brain and Behaviour.
- Concepts in Evaluating Evolutionary Contributions to Behaviour.
- General Principles of Sensory Processing
- Vision.
- Development
- Constraint-Induced Stroke Therapy
- Homeostasis
- Biological rhythms.
- Learning and memory: Biological perspectives
- Learning and memory: Neural mechanisms.
- Psychopathology

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

- Worksheets
- Class discussions (for distance learners this will occur in online seminars/ chat rooms)
- Forum postings
- Feedback from peers from class presentations
- At the end of each teaching session students to submit a 3-2-1 form
(Three things learned from the lesson, two things that were interesting)



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

Summative assignments include:

One 2000 words critical review (module leaders will provide a selection of topics and papers)

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

One 10 minutes group presentation of a research proposal

Presentations are an interactive way of assessment. Given their interactive nature, they require special adjustments in order to measure students' performance.

All students are expected to deliver *live* their presentations. Distance learners deliver live through our VLE videoconference functionality. They attend the same session face-to-face students are expected to attend for the deliver their presentations. This is to ensure sense of inclusiveness for distance learners, and to receive feedback from the lecturer, the face-to-face students (through videoconference chat), but also from other distance learner attending the VLE videoconference session.

For both types of students, if unable to deliver during the live session (week 12) either in class (face-to-face students) or via VLE videoconference room (distance learners), it is also possible to arrange (through the tutor) a VLE videoconference call at a different time and date, during which their presentation delivery will be assessed. Feedback will be provided by the lecturer and if possible feedback from peers may be received by the student through the online forum. This arrangement is possible for both face-to-face students and distance learners who are unable to attend the live session in week 12.



Alternatively, if an absolute impossibility arises for the student to deliver the presentation live, the lecturer will provide a similar assignment on an individual basis.

- In week 12 students will submit:
 - Presentation slides
 - 500 word reflective self-evaluation on their presentation skills
 - 500 word summary of the topic
 - Feedback will be provided by the lecturer and when possible students from the same cohort will be asked to give feedback on the presentations.
- The Presentation counts 30% towards the final grade

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

Teaching staff associated with the module

Laura Carey: laura.carey@nciul.ac.uk, appointment available upon request

Key reading list

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

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



Mark R. Rosenzweig et al., (2009). *Biological Psychology* (5th Edition or later), Sinauer Associates Inc., U.S.

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

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

Styles E.A., (2006). *The Psychology of attention* (2nd edition), The Psychology Press.

An indicative list of research papers:

Papini, M. R. (2002). Pattern and process in the evolution of learning.

Psychological Review, 109, 186-201.

Taub, E., Crago, J. E., Burgio, L. D., Groomes, T. E., Cook, E. W., 3rd,

DeLuca, S. C., & Miller, N. E. (1994). An operant approach to rehabilitation medicine: Overcoming learned non-use by shaping. *Journal of the Experimental Analysis of Behaviour*, 61, 281-293.

Gauthier, L. V., Taub, E., Perkins, C., Ortmann, M., Mark, V. W., & Uswatte, G. (2008). Remodelling the brain: Plastic structural brain changes produced by different motor therapies after stroke. *Stroke*, 39, 1520-1525.

Schultz, W., Tremblay, L., & Hollerman, J. R. (2000). Reward processing in primate orbitofrontal cortex and basal ganglia. *Cerebral Cortex*, 10, 272-284.

Other indicative text

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

<https://fhss2.athabascau.ca/html/Psych402/Biotutorials/index2.shtml>



5.20. Individual differences in attention, memory and awareness

Module specification			
Module title	Individual differences in attention, memory and awareness (PSY603-C870)	Level	6
Module leader	Dr Massimiliano Papera	Credit value	20
Module type	Optional	Notional learning hours	200

Aims of the module

In the proposed module you will learn about a wide range of factors that can influence the ability to focus and maintain attention, how this relates to awareness. This will include reviewing models of attention, memory and awareness and the associated biological substrates, research techniques and case studies will also be examined.

This module offers you an overview of attention research and theory, from an individual differences perspective. This module builds upon knowledge gained in 2nd year modules (such as individual differences and biological psychology) and is offered in order to provide you the opportunity to develop knowledge of a specific topic.

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 and 5 modules.

Intended learning outcomes

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



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

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

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

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

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

B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.

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

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

B4: Adopt multiple perspectives, reflect and systematically analyse their relationships, but also to apply them to psychological issues, recognising that psychology involves a range of research methods, theories, empirical evidence and applications. Gain the ability to detect meaningful patterns in behaviour, psychological functioning and experience as well as evaluating their significance.



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

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

C3: Be able to initiate, design, conduct and report on an empirically-based research project under limited supervision, as well as applying psychological knowledge to real world problems.

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

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

D2: Interpret and use numerical, textual and other forms of data having the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Be computer literate and be able to use psychological tools, including using specialist software, laboratory equipment and psychometric instruments for the purpose of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Solve problems by clarifying questions, considering alternative solutions, evaluating outcomes problems employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

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

Learning and teaching strategy

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

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

Students gain skills through:

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

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

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



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

Summative assessments include:

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

Indicative content

- On the Modes and Domains of Attention, memory and their relationship with awareness: exogenous and endogenous attention
- Models of Visual Search: Visual scene inspection
- Limits in Attention and Working Memory: towards a common mechanism? A Front-parietal Attention System
- Resting-State Studies on the Development of Control Systems
- Development of Temperament and Attention:
- Behavioural Genetic Approaches
- Typical and Atypical Development of Attention
- Attention in Autism Spectrum Disorder
- Understanding Attention through Evolutionary and Epidemiological Genetics



- Action Control in Times of Conflict: Analysis of Reaction Time Distributions in Healthy and Clinical Populations
- Early Selective Attention Abnormalities in Psychopathy: Implications for Self-Regulation

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

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

Summative assignments include:

One 2500 words literature review (module leaders will provide a selection of topics)

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

One 10 minutes group presentation for journal club

- In week 12 students will submit:
 - Presentation slides with notes
 - 1000 word reflective self-evaluation



- 1000 words critical summary of the topic
- Distance learners will also submit the recording of their presentation via email to the module leader or they will submit the recording of the presentation uploading it on the VLE, while face-to-face students will perform their presentation in class in week 12 as scheduled by the module leader.
- When possible students from the same cohort will be asked to give feedback on the presentations (or presentation slides). This will either be done in the teaching week (face-to-face students) or on the forum (distance learners).
- Counts 30% towards the final grade

Mapping of assessment tasks to learning outcomes																						
Assessm ent tasks	Learning outcomes																					
	A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 3	D 4	D 5	D 6	D 7
literatur e review	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
One 10- minute group presenta tion	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓

Teaching staff associated with the module

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

Office appointment available on request.

Key reading list

Howell D., (2007). *Statistical methods for Psychology*. Duxbury Press.

Howell D., (2008). *Fundamental statistic for the behavioural science*. International Edition, Wadson.

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



Ponser M. L., (2012). *Cognitive Neuroscience of Attention*, The Guildford Press.

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

Styles E.A., (2006). *The Psychology of attention* (2nd edition), The Psychology Press.

Other indicative text

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



5.21. Social Psychology

Module specification			
Module title	Social Psychology (PSY406- C880)	Level	4
Module leader	Mr Tavis R. King	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

This module aims to introduce you to the key concepts and approaches in social psychology. By the end of the module, you will have acquired knowledge of key areas of social psychology including social cognition, attribution, attitudes, group processes and interpersonal relationships. Key theories and classic and contemporary studies will be identified and discussed particularly in relation to ethical principles.

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

Pre-requisite modules or specified entry requirements

No pre-requisite required to access this module.

Intended learning outcomes

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

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

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



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

B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.

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

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

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

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

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

D2: Interpret and use numerical, textual and other forms of data having the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D4: Solve problems by clarifying questions, considering alternative solutions, evaluating outcomes problems employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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



Learning and teaching strategy

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

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

Students gain skills through:

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

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

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



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

Summative assessments include:

- Written assignments
- Forum posts

Indicative content

- What is social psychology? Introduction to social psychology.
- This will also include an overview of the module including assignment requirements.
- Social perception
- Attribution
- Attitudes and Attitude change
- Prejudice and discrimination
- Social influence: Compliance and Conformity
- Social influence: Obedience
- Group processes
- Leadership and group decision making
- Interpersonal relations
- Aggression and anti-social behaviour



- Altruism and prosocial behaviour

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:

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

Summative assignments include:

One 1000 words essay with reflective component (module leaders will provide a selection of topics)

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

Posts on the forum

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



Mapping of assessment tasks to learning outcomes																
Assessment tasks	Learning outcomes															
	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	D1	D2	D4	D5
Essay	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓
Forum posts	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Mr Tavis King: tavis.king@nciul.ac.uk. Appointments available upon request.

Key reading list

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

Hogg M.A. & Vaughan, G.M., (2013). *Social Psychology*, Pearson.

Other indicative text

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



5.22 Advanced Developmental Psychology

Factual information			
Module title	Advanced Developmental psychology (PSY605-C820)	Level	6
Module leader	Mr Tavis King	Credit value	20
Module type	Core	Notional learning hours	200

Aims of the module

This module builds upon the first module covering the fundamentals in developmental psychology and it is designed to introduce you to the understanding of theory more in-depth in order to allow them to allow them to explore and understand methodologies used in developmental psychology to assess/study/measure development. an introduction to principles in developmental psychology. Concepts introduced in this module, together with other modules completed in years 2 and 3 (i.e., Health Psychology, Psychology of Sexuality and Gender, Clinical Psychopathology, Individual Differences in Attention, Memory and Awareness, Introduction to Research Methods, Intermediate Research Methods), provide additional coverage for this BPS core domain in Psychology.

Many students are keen to do research in developmental psychology or use developmental methods but often know little about how to do it. Psychology research design and statistics tend to devote little or no time to the practicalities of research involving children or to the complexities of analysing and interpreting developmental data.

This module aim to cover both theory and methodologies in developmental psychology. Theory is used to lead research; conversely, theory can also be assessed/tested by psychology research design.

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 and 5 modules.

Intended learning outcomes

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

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

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

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

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

B4: Adopt multiple perspectives, reflect and systematically analyse their relationships, but also to apply them to psychological issues, recognising that psychology involves a range of research methods, theories, empirical evidence and applications. Gain the ability to detect meaningful patterns in behaviour, psychological functioning and experience as well as evaluating their significance.

B5: Critically analyse and evaluate psychological theory and research, as well as the limitations of various research paradigms, research methods and measurement techniques being able to present these findings.

C3: Be able to initiate, design, conduct and report on an empirically-based research project under limited supervision, as well as applying psychological knowledge to real world problems.



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

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

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

D2: Interpret and use numerical, textual and other forms of data having the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Be computer literate and be able to use psychological tools, including using specialist software, laboratory equipment and psychometric instruments for the purpose of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Solve problems by clarifying questions, considering alternative solutions, evaluating outcomes problems employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

Learning and teaching strategy

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

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



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

Students gain skills through:

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

Assessment Methods

The programme utilises both formative and summative assessments.

Formative assessments include:

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



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

Summative assessments include:

- Unseen exam
- Group presentation

Indicative content

- The principal and the nature of change and development
- Research in developmental psychology: theories and methodologies used
- Social Cognition/ cognitive processes: Observational Methods and Questionnaires used – PART 1
- Social Cognition/ cognitive processes: Observational Methods and Questionnaires used – PART 2
- Biological Foundations of development: Nervous system and physicality
- Experimental Research with Infants and Toddlers – PART 1
- Experimental Research with Infants and Toddlers – PART 2
- Older Children – PART 1
- Older Children – PART 2
- Exploring Atypical Development
- Developmental Neuroscience

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

Formative assignments include:



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

Summative assignments include:

Unseen written exam comprising:

- 2 open questions where students are required to develop one of the topics covered during the lectures and/or seminars.
- Developing 2 different topics of their choice amongst a list which is provided during the exam
 - The exam counts 70% towards the final grade and is to be taken during the exam week.

One 10-minutes group poster presentation one of the papers discussed during the class.

Presentations are an interactive way of assessment. Given their interactive nature, they require special adjustments in order to measure students' performance.

All students are expected to deliver live their presentations. Distance learners deliver live through our VLE videoconference functionality. They attend the same session face-to-face students are expected to attend for the deliver their presentations. This is to ensure sense of inclusiveness for distance learners, and to receive feedback from the lecturer, the face-to-



face students (through videoconference chat), but also from other distance learner attending the VLE videoconference session.

For both types of students, if unable to deliver during the live session (week 12) either in class (face-to-face students) or via VLE videoconference room (distance learners), it is also possible to arrange (through the tutor) a VLE videoconference call at a different time and date, during which their presentation delivery will be assessed. Feedback will be provided by the lecturer and if possible feedback from peers may be received by the student through the online forum. This arrangement is possible for both face-to-face students and distance learners who are unable to attend the live session in week 12.

Alternatively, if an absolute impossibility arises for the student to deliver the presentation live, the lecturer will provide a similar assignment on an individual basis.

An important skill that we want you to develop during your undergraduate program is the ability to critically evaluate current research findings. Reading and understanding the methods and results of developmental studies takes time and repeated exposure to the literature. In this module, we will be examining research methods and current findings related to developmental processes and interventions with at risk youth and families are important outcomes of this course and your undergraduate degree programme. Each of you will have the opportunity to present one of the research studies listed in the course schedule. These presentations will be 10 minutes in length and should include a summary of the purpose, hypotheses, methods (sample characteristics, measures, data analysis procedures), results, conclusions, and limitations. To demonstrate your understanding of the study, please be sure to describe each of these components in your own words, with the goal of making the information clear and compelling to your peers. After summarising the study, I would like you to raise at least two or three key questions for the class regarding the implications for the study (why it is important), and what the next steps



should be in this line of research. You will be evaluated by both me and your peers.

- In week 12 students will submit:
- Presentation slides
- 1000 words reflective self-evaluation on their presentation skills
- 1000 words summary of the topic
- Feedback will be provided by the lecturer and when possible students from the same cohort will be asked to give feedback on the presentations.
- The Presentation counts 30% towards the final grade
- The presentation is assessed as a group

Mapping of assessment tasks to learning outcomes																				
Assessment tasks	Learning outcomes																			
	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Unseen Exam			✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
Presentation			✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

Teaching staff associated with the module

Mr Tavis King: tavis.king@nciul.ac.uk. Appointments available upon request.

Key reading list

Harris, M., (2008). *Exploring developmental psychology: understanding theory and methods*, Sage Publishing.

Keenan, T., Evans, S., Crawley, K., (2016). *An introduction to child development (third edition)*, Sage Publishing.

James, N., Butcher, J. M., Hooley, S., Mineka, M., Matthew, K. N., (2016). *Abnormal Psychology (17th Edition) – Global Edition*, Pearson.



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BPS-Accredited BSc Psychology Programme Handbook-Classification: Public V12 04/06/2020

Other indicative text

Lecture notes and other materials available on NCIUL VLE.



5.23. Dissertation

Module specification			
Module title	BSc Dissertation (PSY601- C800)	Level	6
Module tutor	Prof Franco Orsucci (supervisor) supported by other academic staff academic members.	Credit value	20
Module type	Project: Face to face or distance Core	Notional learning hours	200

Aims of the module

In this module, you will be asked to demonstrate a range of research skills including planning, considering and resolving ethical issues, as well as the analysis and dissemination of findings. More specifically the aims of this module are to enable you to demonstrate their skills as independent learners; to give you the opportunity to research a topic in an area of Psychology in detail to a higher level and to provide an opportunity to submit a substantial piece of written work.

This module represents a culmination of knowledge gained in the first two years. It will involve the design, carrying out and reporting of an independent piece of research.

In this module, you are expected to demonstrate the ability to use a range of research methodologies commonly used in Psychology when qualitative and/or quantitative research is carried out. You will have to complete at least one empirical study comprising methodology, research, and discussion. You will be able to use appropriate methodologies and techniques acquired from the research methods modules in order to collect and analyse relevant data. The dissertation will typically involve the collection of original data from participants; however, equivalent alternatives such as secondary data or data from meta-analysis may be used as permissible equivalent alternatives, in accordance

with the Section 4.4 of the Quality Assurance Agency's Subject Benchmark Statement for Psychology (2016).

Pre-requisite modules or specified entry requirements

Successful completion of Level 4 and 5 modules.

Intended learning outcomes

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

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

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

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

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

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

B1: Develop the ability to think scientifically as to critically integrate ideas and findings across multiple perspectives in psychology and understanding the role of distinctive psychological approaches to relevant evidence-based issues in order to make critical judgements.

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

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

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

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

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

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

C3: Be able to initiate, design, conduct and report on an empirically-based research project under limited supervision, as well as applying psychological knowledge to real world problems.

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

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

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

D2: Interpret and use numerical, textual and other forms of data having the ability to 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, interpret, present, use, and evaluate quantitative, qualitative, numerical, textual and other forms of data to evaluate research findings.

D3: Be computer literate and be able to use psychological tools, including using specialist software, laboratory equipment and psychometric instruments for the purpose of furthering their own learning and in the analysis and presentation of ideas and research findings.

D4: Solve problems by clarifying questions, considering alternative solutions, evaluating outcomes problems employing evidence-based reasoning and examining practical, theoretical and ethical issues associated with the range of methodologies.

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

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

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

Learning and teaching strategy

You will closely work with their supervisors (and second supervisors if necessary) to design, plan, carry out, and complete an independent research project that can be written up as a completed research dissertation. This includes, if appropriate, writing a research proposal to be submitted for review at an ethics board. You will be invited to attend a range of lectures and seminars (online as well as face to face) designed to support their individual research project. There will also be substantial written guidelines available on the VLE.

Indicative content

There is no formal teaching on this module. However, you will be regularly supervised by a senior member of staff, and will have to work on their dissertation across the academic year whilst attending the rest of the modules. Formative assessment for this module includes the following:



Initial Dissertation proposal: this will allow the module leader to assess the viability of the project as to the student's personal circumstances such as mode of teaching, and availability to come to the laboratory facilities for data collection, or whether secondary data or data collected online should be used. Student projects and available supervisors are advertised on the BSc dissertation pages on the virtual learning environment platform. You should refer to this page before contacting potential supervisors. When a suitable match is found, the supervisor will officially agree on supervision for the work. Proposal should be a maximum of 1600 words in length. It can be shorter than this but should be no longer. The aim of the proposal is to provide sufficient information for the student's supervisor to be able to evaluate the student's knowledge and progress, as well as viability of their project as the student's personal circumstance (e.g., mode of teaching and availability to travel for data collection, etc.). It is to ensure that at this stage (towards the end of the first term they commence, i.e., September or January - or its part-time equivalent), students know where they are going, why they are going there and how they are going to get there within the submission deadline for their final dissertation. Thus, the proposal should contain four sections:

- (1) A focused introduction, briefly describing previous research that is relevant to the proposed research, showing how it is related to the proposed work theoretically or methodologically.
- (2) A section indicating how the research the student plans to undertake is motivated.
- (3) A section supplying some detail of the proposed studies, including research hypotheses and how they will be tested, and any pilot work already completed.
- (4) A realistic timetable of how this work will be completed within the remaining time available.

PowerPoint presentation: module leader will check the length and formatting, as well as the structure that you should use. You will receive feedback on both assignments so that they can take this into account for the final submission of



their dissertation. Distance learner will be required to record their presentation. One 10-minute presentation of the dissertation background and research question is presented to supervisor. The presentation will normally be given to the supervisor who will set out a deadline jointly with the students. You must also submit an electronic, version of their presentation (e.g., the PowerPoint slides used). Note: The presentation should last for approx. 6-7 minutes in order to allow a couple of questions from other students and/or the module leader and/or the teaching assistant(s). Occasionally group presentation, whereby you presents their project to their peers and supervisors may be organised (subject to resources and number of students).

Note: Although Formative Assessments are not marked, deadlines are set out by the supervisor and must be met. Failure to submit any of the formative assessment will result in the inability for the student to further with their final dissertation module.

Ethics approval:

This is extremely important. PLEASE READ CAREFULLY. ALL BSc students must complete an ethics proposal according to the standard (templates can be found on the VLE within the section of this module. This is compulsory in order to run any project (even in the case of secondary data use for the dissertation). The document should be reviewed by supervisors and, if judged by the supervisor to be non-routine, submitted to the School's Ethics Committee, according to the NCIUL guidelines published on the committee VLE section .

Note: Routine or non-routine?

Routine: If the researcher or supervisor decides the proposed study is so close to a previous study, which has received ethics approval from the departmental ethics committee that no ethical issue arises, then the application is 'Routine'. The approval number from the previous application must be included on the application. It is filed in the department but is not considered by the committee- therefore no correspondence from the committee is to be expected.

Non-Routine: If the proposed study raises ethical issues for which the researcher / supervisor has not had previous approval, then the application is



'Non-Routine' and must be considered by the ethics committee. The study cannot proceed until the researcher has received a numbered ethical approval certificate. All research done with minors (participants under the age of 18) is considered non-routine regardless of previous applications. The Ethics Committee (or the supervisor for routine projects) must give their approval to the proposed research. **Students should also note that data collection cannot begin until ethical approval has been secured. It is therefore advisable to complete the ethics proposal as early as possible.** Note: Some projects, such as those that involve analysis of existing data or computational modelling, may appear not to require ethics approval. Students must still complete an ethics proposal for such projects to demonstrate that they are aware of the ethical issues raised by a) the original data collection, and/or b) the use of data collected for one purpose but analysed for another.

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 analysis of results. However, equivalent alternatives such as secondary data (provided by the supervisor) or data from meta-analysis may be used as permissible equivalent alternatives, in accordance with the Section 4.4 of the Quality Assurance Agency's Subject Benchmark Statement for Psychology (2016).

March-June: During this period students will predominantly work on the concluding chapter (i.e., conclusion) to summarise early and latest findings about how the subject has been approached by scholars as to the methods used and explanations provided; furthermore, a critical reflection upon how this may affect or help humanities is expected in the conclusion.

This will then be followed by the submission of the final year dissertation. Further details and the requirements about how to submit your dissertation are provided in the *study guide*.

For those students enrolled in January during the first year of the degree, the timetable will be as follows:

January-February

March-June

July-October

Note:

APA format should be used to write up the final year dissertation. Style guides produced by the British Psychological Society (BPS) and the American Psychological Association (APA) should be consulted; guidelines are also discussed in the research methods modules and students should be familiar with the formatting at this stage. Style guides contain detailed information on every aspect of report writing. The APA are currently up to the sixth edition of



their “Publication Manual of the American Psychological Association”. While some of it verges on the pedantic, much of it is sound advice, and there are some excellent tips on how to express yourself clearly.

Here is a link to a summary of the APA guidelines:

http://www.globalcenter.info/ac-te/wp-content/uploads/2015/01/APA-Style-FULL_02.09.2012.pdf

Please follow this link for BPS guidance on writing style and formatting conventions:

http://www.bps.org.uk/sites/default/files/images/bps_style_guide.pdf

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

Assessment strategy, assessment methods and their relative weightings

Intended learning outcomes will be assessed through:

- One dissertation of no more than 5,500 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.

Teaching staff associated with the module



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the british
psychological society
accredited undergraduate psychology

BPS-Accredited BSc Psychology Programme Handbook-Classification: Public V12 04/06/2020

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

Key reading list

Bell J., (2010). *Doing your research project: a guide for first-time researchers in education, health and social science* (5. ed.), Open University Press.

Davies M. B., (2007). *Doing a successful research project: using qualitative or quantitative methods*, Basingstoke: Palgrave Macmillan.

Thomas G., (2009). *How to do your research project: a guide for students in education and applied social sciences*, Sage Publications Ltd.

Other indicative text

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



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