1. **Title of the module**

FOUN0040 (LZ040) Psychology for University Study

1. **School or partner institution which will be responsible for management of the module**

Centre for English and World Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 3

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

**Autumn Start:** Autumn, Spring and Summer Terms

**Spring Start:** Spring (from week 16) and Summer Terms plus Summer Vacation

1. **Prerequisite and co-requisite modules**

**Autumn Start Programme:**

Co-requisite modules include: FOUN0036 Academic Skills Development (15 credits) and either FOUN0035 Foundation Project (15 credits) OR FOUN0037 English for Academic Study (15 credits),

**Spring Start Accelerated Programme:**

Co-requisite modules include: FOUN0036 Academic Skills Development (15 credits) and either FOUN0035 Foundation Project (15 credits) OR FOUN00037 English for Academic Study (15 credits)

**JYA English Plus Programme Students:**

There are no co-requisite modules for JYA English Plus students

1. **The programmes of study to which the module contributes**

International Foundation Programme (autumn and spring entry) and JYA English Plus (autumn only)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate introductory understanding and knowledge of psychology and its research methods.
	2. Show a familiarity and awareness of how key concepts in psychology relate to current and contemporary issue in modern society.
	3. Show an awareness of sub-disciplines within Psychology and how these relate to each other.
	4. Demonstrate introductory understanding and knowledge of abnormal psychology, sensation, consciousness, child psychology, motivation, emotion, memory and attitudes, group processes (all term 1) and evolutionary psychology, personality, visual perception, social-cognitive psychology, health psychology and psychobiology (all term 2).
	5. Select, evaluate and use relevant information from a range of textual formats (e.g. quantitative, tabular and graphic data, reports, textbooks and articles) relevant to the study of Psychology.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Show knowledge, understanding and appreciation of the diversity of theoretical and empirical approaches in university study.
	2. Understand the quality of theories, methods and findings in published research.
	3. Comply with methods of assessment, deadlines, homework, seminars, workshops, laboratory work and tutorials, as appropriate.
	4. Appropriately manage and organise their time.
	5. Work effectively in a group.
	6. Present and discuss information gleaned from guided or independent research.
	7. Use information technology and library resources to support learning and personal understanding.
3. **A synopsis of the curriculum**

This module introduces students to the study of psychology, with the aim of providing an introductory understanding of key topics within psychology and seminal psychological research. The module will explore psychology as a Science and the research methods common in psychological research. The lectures will cover some of the key concepts and findings in the study of abnormal psychology, sensation, consciousness, child psychology, motivation, emotion, memory and attitudes, group processes (all in term 1) and evolutionary psychology, personality, visual perception, social-cognitive psychology, health psychology and psychobiology (all in term 2).

The module encourages students to explore classical concepts in psychology within the context of cutting edge research and contemporary issues within modern society. There is a particular focus on how psychology and concepts within the subject can inform controversial issues in everyday society.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* American Psychological Association (2009). *Publication Manual of The American Psychological Association* (6th Ed.). Washington, DC: Author.
* Carlson, N. R., Martin, G. N. & Buskist, W. (2009). *Psychology* (Fourth European Edition). Harlow: Pearson Education.
* Hogg, M. A., & Vaughan, G. M. (2008). *Social Psychology* (5th Ed.). Harlow: Pearson Education Ltd.
* Gleitman, H., Reisburg, D., & Gross, J. J. (2011). *Psychology* (8th Ed.). New York: W. W. Norton & Co.
* Kalat, J. W. (2009). *Biological Psychology* (10th Ed.). Belmont, California: Wadsworth, Cengage Learning.
* Burger, J. M. (2010). *Personality* (8th Ed.). Belmont, California: Wadsworth, Cengage Learning.

Additional readings will be recommended from this text and online sources in each lecture.

1. **Learning and teaching methods**

|  |  |  |
| --- | --- | --- |
| **Autumn Start** |  | **Spring Start** |
| Total contact hours: | *96* |  | Total contact hours: | *100* |
| Private study hours: | *204* |  | Private study hours: | *200* |
| Total Study hours: | *300* |  | Total Study hours: | *300* |

1. **Assessment methods**
	1. Main assessment methods

Assignment 1 (1000 words) (15%)

In Course Test 1 (45 minutes) (15%)

Assignment 2 (1500 words) (25%)

Seminar Participation (5%)

Examinations, (2 hours) (40%)

JYA English Plus alternative assessment in lieu of exam:

Written Assignment (1,500 words)

* 1. Reassessment methods

Reassessment Instrument: 100% coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Lecture  | **x** | **x** | **x** | **x** |  | **x** | **x** |  |  |  |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Workshops | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |
| Private Study |  |  |  |  | **x** |  | **x** | **x** | **x** |  |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Written Assignment | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** |  | **x** | **x** |
| In-course Test 1 | **x** | **x** |  | **x** |  |  |  | **x** |  |  |  |  |
| In-course Test 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Seminar mark based on preparation and performance | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |
| Final Examination) orJYA written assignment | **x** | **x** | **x** | **x** |  | **x** |  | **x** |  |  | **x** |  |

1. **Inclusive module design**

The Centre recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module covers a range of topics including depression, phobias, personality, gender and emotion. As there are different attitudes to these different psychological phenomena this module is of significant interest from an international viewpoint. Discussions in seminars and workshops will help students learn from their peers and written assignments will encourage the use of research from varying international backgrounds.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 28/07/17 | Minor | September 2017 | 13, 14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018