1. KentVision Code and title of the module

PSYC3141: The Psychology of Successful Learning

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Human and Social Sciences, School of Psychology

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 4

## The number of credits and the ECTS value which the module represents

6 credits, 3 ECTS

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

Autumn and Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Compulsory to the following courses:

* BSc in Psychology
* BSc in Psychology with Clinical Psychology
* BSc in Psychology with Forensic Psychology
* BSc in Psychology with a Placement Year
* BSc in Psychology with Clinical Psychology and a Placement Year
* BSc in Psychology with a Year Abroad
* BSc in Social Psychology
* BSc Business Psychology
* BSc Business Psychology with a Placement Year

Non-contributory credits. PASS / FAIL only. Required for progression / award

Not available wild.

Not available to Short-Term credit students.

## The intended subject specific learning outcomes.On successfully completing the module students will be able to:

8.1 write in an appropriately academic style

8.2 be able to effectively read and critique published research

8.3 understand and apply subject-specific referencing styles

## The intended generic learning outcomes.On successfully completing the module students will be able to:

9.1 demonstrate independent learning

9.2 understand what is required of degree-level work

9.3 understand and engage in self-reflection

## A synopsis of the curriculum

This module will provide students with the fundamental skills needed to succeed in degree-level psychology. As well as explicit training in the mechanics of academic writing, referencing, and critical thinking, the module will provide a thorough grounding in the psychology of effective learning, considering key topics from cognitive psychology (e.g. memory, attention) in terms of how they relate to successful study strategies.

## Reading list

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

* McGee, S. (2010). *Key Research & Study Skills in Psychology*. Los Angeles: Sage.
* Penn, P. (2019). *The Psychology of Effective Studying: How to Succeed in your Degree.* Abingdon, Oxon: Routledge.

## Contact Hours

Private Study: 34

Contact Hours: 26

Total: 60

## Assessment methods

* 1. Main assessment methods

## Portfolio 60%

* Essay (1,500 words) 40%

13.2 Reassessment methods

* 100% coursework

## Map of module learning outcomes (sections 8 and 9) to learning and teaching methods and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 |
| --- | --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminars/workshops | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 |
| --- | --- | --- | --- | --- | --- | --- |
| Portfolio | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** |

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

The target learning outcomes are varied and applicable worldwide as they are based on psychological research on effective learning. With regards to subject content, the material has been developed by our teaching team that is diverse and international. Principles of learning are introduced based on international research for use within an educational setting. Students can then apply their knowledge in a wide range of contexts.

**DIVISIONAL USE ONLY**

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

| **Date approved** | **New/Major/Minor revision** | **Start date of delivery of (revised) version** | **Section revised (if applicable)** | **Impacts PLOs (Q6 & 7 cover sheet)** |
| --- | --- | --- | --- | --- |
| 28.01.2022 | New | Autumn 2022 |  | No |
|  |  |  |  |  |