

BSc (HONS) PSYCHOLOGY WITH FOUNDATION YEAR

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STUDENT HANDBOOK

2011 - 2012

WELCOME TO THE BSC (HONS) PSYCHOLOGY FOUNDATION YEAR

In this handbook we have tried to put together as much as possible of the general information you will need to know during the year - both information about the course itself, the staff who will be teaching you, the learning resources available to support your studies, the regulations of the award, and the various guidelines and procedures associated with important things like assessment. You should keep this handbook by you at all times as a reference point, though obviously there will be lots of other important bits of paper you need to collect too! Do feel free to ask if there is information you need which we have omitted to provide. You will find points of contact in here as well. Your feedback will also help us improve the handbook for successive years.

During your induction into College you will receive details about the general day-to-day life of the College and College policies. You will also have a tour of the College to enable you to familiarise yourself with your surroundings and ensure that you know where all the facilities are that you need during your time here at College.

In your first week you will be introduced to your psychology lecturers, personal tutor, IT lecturers and study skills lecturers. They will talk you through the outline of the course and a number of key areas such as assessment criteria.

As part of your general introduction a representative from Staffordshire University will come to talk to your group to introduce themselves and discuss with you the progression from this College to the University, they will also talk through any procedures that may need to be followed. A visit will be arranged for your group to go to Staffordshire University for a tour of the campus and the procedures for using the library and resource centre will be explained. This is to ensure that you feel confident about using the resources that the University has to offer as well as those at the College.

We hope you will find your studies in the Psychology Department at Newcastle College valuable, challenging and enjoyable.

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SUMMARY OF AWARD DETAILS

Title of Award:	BSc (Hons) Psychology with a Foundation Year
Fields:	Psychology
Sponsoring Faculty:	Sciences
Mode of Study:	Full Time
University Campus:	Newcastle-under-Lyme College – Level 3 (Staffordshire University – Levels 4 – 6)
Professional Body Accreditation	The Foundation Year leads to the BSc (Hons) Psychology which provides eligibility for Graduate Basis for Chartership with the British Psychological Society

INTRODUCTION AND RATIONALE

The BSc (Hons) Psychology with a Foundation Year award is part of the BSc Psychology programme of awards. It is offered by the Psychology Department at Staffordshire University in partnership with Newcastle-under-Lyme College. The first year of your programme will be at Newcastle-under-Lyme College with the next three years of your programme at the Stoke-on-Trent campus of Staffordshire University.

The Psychology Foundation Year exists to facilitate and stimulate the development of your interest in psychology. Furthermore, it will give you the opportunity to achieve your goal of attaining a BSc (Hons) degree in Psychology at Staffordshire University. This course will provide you with a framework in the foundations of psychology and enable you to develop these further within the units of social and applied psychology. At the end of the year you will have a very firm grounding in key areas of psychology that you can then build on in the following three years of your course.

Whilst learning here at Newcastle College you will have access to all the facilities here and at Staffordshire University. Throughout this handbook you will get information about all the facilities available to you at both institutions.

As a BSc (Hons) Psychology with a Foundation Year student you will be joining a highly successful programme of awards which includes: BSc (Hons) Psychology, BSc (Hons) Psychology and Counselling, BSc (Hons) Psychology and Criminology, BSc (Hons) Sport & Exercise Psychology, BSc (Hons) Psychology, BSc (Hons) Forensic Psychology; BSc (Hons) Psychology and Life Challenges , BSc (Hons) Health Psychology and joint and combined degrees (with Philosophy, English, Computing, Law and Legal Studies).

The Psychology staff of Newcastle College, who deliver the Foundation year, are listed overleaf.

Newcastle-under-Lyme College Staff Profiles

Adele Richards (Head of Psychology)

Adele has taught Psychology for the last eleven years and teaches on all of the Psychology courses offered in the college. Adele also had the role of personal tutor for a number of years. Adele gained a B.Ed (Hons) degree from Manchester Metropolitan University in 1994. She is also an Advanced Practitioner and is working to improve quality in teaching in the college. She has been on both the Academic and Faculty board and also the Equal Opportunities board at college. Adele has also been an External Examiner for the AQA Examination Board.

Tel 01782 254318

Claire Poole (Head of Psychology)

Claire has taught in this college for the last ten years and shares the job of Programme Leader with Adele Richards. Claire teaches both psychology and sociology and also has a tutor group. Before becoming a teacher, she had a wide range of jobs working with people with mental health problems in both clinical and residential settings. Her most recent experience was working with the homeless, mainly drug users and alcoholics at the Potteries Housing Association. She gained an Honours degree in psychology from the University of Central Lancashire in 1995, a Further and Adult teaching Certificate in 1996 and a PGCE from Manchester Metropolitan University in 1997. She is one of the colleges Advanced Practitioners involved with raising Achievement on a college wide scale and is currently working towards a Diploma in Educational Management.

Tel 01782 254318

Jon Stanfield (Psychology and Sociology Lecturer)

Jon joined the team in 2001 just after completing his PGCE at Keele University. He holds an Honours degree in Psychology, Sociology and Social Anthropology also from Keele University. He is currently working towards a Masters Degree in Social and Cultural Theory at Staffordshire University. Jon teaches on many of the social science courses offered in the college and undertook many jobs related to social sciences while at university and after graduation including experience of working with individuals with special needs. He is also a personal tutor.

Tel 01782 254318

Sharon Hulse (Psychology and Sociology Lecturer)

Sharon has taught at the college since September 2001 and teaches Psychology and Sociology at AS and A Level. She also teaches on the Access to Higher Education course and the Psychology Foundation Year. After completing her Psychology Honours degree which she gained from Staffordshire University in 1998, Sharon worked as a careers advisor before undertaking a teaching qualification in 1999 at Keele University. Sharon has a published research paper in the British Journal of Developmental Psychology on "The Relationship Between Childrens Production and Comprehension of Realism in Drawing".

Tel 01782 254318

Helena Edwards (Psychology Lecturer)

Helena joined us in June 2002. She studied psychology at Staffordshire University and gained an Honours degree in 2000. She then went on to complete a PGCE in 2001 at Cardiff University. She teaches on a wide range of psychology courses within the college and is a member of the British Psychological Society. Helena travelled around Australia and New Zealand after completing her PGCE and then worked Part time at Sixth Form College in Fenton. She is currently developing interactive activities for students to use in Learnwise, part of the colleges Intranet system.

Tel 01782 254318

Zoe Emery (Sociology and Psychology Lecturer)

Zoe joined the College in September 2004 and teaches Sociology and Psychology. Before joining the College she trained as a teacher working in secondary schools across Stoke-on-Trent. She has an Honours degree in Sociology from Staffordshire University and a PGCE from Keele University.

Tel: 01782 254318

Sarah Ainsworth (Psychology Lecturer)

Sarah graduated with a first class honours degree in psychology from Lincoln University in 2000. After graduating, she spent eighteen months travelling around Australia and New Zealand. She spent time working in both primary and secondary schools before moving back to Stoke in 2003.

Tel: 01782 254318

All members of staff are happy to help you with any queries that you have or areas of the course you find problematic. Students and staff are on first name terms and it is important that you get to know the people who teach and work on this course.

The Psychology Staff at Newcastle-under-Lyme College will be your front line support team. They can be contacted at:

Newcastle-under-Lyme College
Knutton Lane
Newcastle-under-Lyme
Staffs
ST5 2GB

Or via the telephone number above or via the following email addresses;

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AIMS AND LEARNING OUTCOMES OF THE AWARD

Aims

The Psychology Foundation Year is part of the Psychology Scheme of Undergraduate awards at Staffordshire University. The Scheme as a whole aims to provide:

- A range of awards which meet the requirements of the professional body (British Psychological Society (BPS) and the Framework for Higher Education Qualifications (FHEQ) and provide a firm foundation in the core areas of the discipline, along with opportunities for diversification into more specialised areas;
- Opportunities for all students to choose routes of study, the successful completion of which will enable them to seek Graduate Basis for Chartership with the British Psychological Society;
- Programmes of learning that meet, through a range of high quality learning, teaching and assessment methods, the needs and competencies of students from a diverse and widening background of participation;
- A stimulating learning environment that is supportive and responsive to changing needs;
- Opportunities for students to engage with enthusiastic and well-qualified staff, who in turn engage in research and/or scholarship that informs learning and teaching at all levels;
- Opportunities for students to develop transferable skills which will enhance employability both in the Psychology profession and in other employment;

- Support for learning through the provision of appropriate physical resources (equipment, learning materials, library and technical support, including laboratory facilities) and high quality academic support and guidance.

In particular, the Psychology Foundation Year aims to prepare you for your studies at Staffordshire University beyond the Foundation Year by:

- Providing a thorough grounding in the basic knowledge, concepts and practical skills that underpin Psychology
- Initiating the study culture and habits necessary to pursue to completion, a degree in the Faculty of Sciences

Learning Outcomes

At Level 3 of their undergraduate course (Psychology Foundation Year), all students should be able to:

- demonstrate an awareness of the fundamental concepts and basic issues across a range of psychology topics including individual differences, cognitive, developmental, biological and social psychology
- apply their knowledge of psychology to different contexts
- work towards the co-operative production of presentations and practical investigations in small groups
- demonstrate some basic skills of psychological enquiry and method
- design, execute and report small scale research studies and interpret data with assistance
- develop their introductory computing, information gathering and independent learning skills
- develop their ability to write coherently and argue effectively in appropriate academic forms

AWARD STRUCTURE AND CONTENT

Structure and Content of the BSc Psychology with a Foundation Year

This section will describe the content and structure of the BSc (Hons) Psychology with a Foundation Year. This award is regulated by the Staffordshire University Undergraduate Modular Framework.

The Psychology Foundation Year is taught over two semesters of fifteen weeks each. There are four modules that run over semesters 1 and 2. They are:

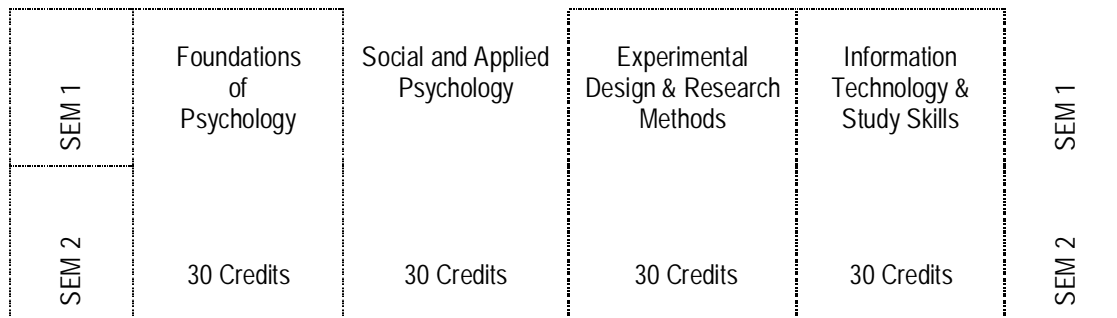
- Foundations of Psychology
- Social and Applied Psychology
- Experimental Design and Research Methods
- Information Technology and Study Skills

These modules are worth 30 credits each in the University Modular Framework which is explained in the next section. The overall total for the Foundation Year is 120 credits. These four modules are compulsory.

Alongside this runs a tutorial, where your personal tutor will discuss your progress with you (see later section on the Personal Tutor System). They will discuss with you any problems you may have during your course.

The level 3 is outlined in diagrammatic form below with each box representing 30 credits of study.

LEVEL 3



Brief descriptions of the modules for Level 1 follow. Module descriptors for all Level 3 modules are available to you in Appendix 1 and detailed schemes of work for each module are available to you in Appendix 2 of this handbook.

Foundations of Psychology

This module introduces you to core areas of psychology – Cognitive, Bio-Psychology, Developmental and Individual Differences.

In Cognitive Psychology you will be examining the structure and function of memory, looking at areas such as forgetting, problems with access to memory and applications of memory research such as eye witness testimony and mnemonics. Bio-psychology will look at sleep, dreams and hypnosis. In Developmental Psychology you will consider different approaches to the topics of gender and personality. Individual Differences will explore psychological ideas about 'normality' and 'abnormality' and will look at explanations of psychopathology along with treatments and therapies.

Social and Applied Psychology

This module looks at two areas of Social Psychology along with more specialised sections on Environmental Psychology and Psychology of Crime.

The Social Psychology looks at topics such as social influence including conformity, obedience, prejudice and discrimination. Environmental Psychology considers psychological aspects of environmental disasters and catastrophes along with the psychology of crowds and collective behaviour. Psychology of Crime will consider explanations of crime and offender profile.

Experimental Design and Research Methods

This module introduces you to key aspects of experimental design and research methods in Psychology. You will be introduced to a variety of methods including experiments, questionnaires and case studies. You will be asked to carry out practical investigations using a number of these methodologies and you will develop skills to analyse the results of these investigations.

Information Technology and Study Skills

In Information Technology you will be introduced to and become acquainted with essential computer applications including word processing, spreadsheets and data bases. The Study Skills section of this

module will give you practice in secondary research techniques, essay writing, presentation skills and exam and revision skills. It will also give you an opportunity to improve your group working skills and provide preparation for further University study.

Psychology - Foundation Year

Weeks 1 - 6	Weeks 7 – 13	Weeks 14 - 20	Weeks 21 - 28	Weekly Hours	
FOUNDATIONS OF PSYCHOLOGY COGNITIVE	FOUNDATIONS OF PSYCHOLOGY BIOLOGICAL	FOUNDATIONS OF PSYCHOLOGY DEVELOPMENTAL	FOUNDATIONS OF PSYCHOLOGY INDIVIDUAL DIFFERENCES	SESSIONS 3 X 1.5	TOTAL 4.5
SOCIAL AND APPLIED PSYCHOLOGY SOCIAL 1	SOCIAL AND APPLIED PSYCHOLOGY ENVIRONMENTAL	SOCIAL AND APPLIED PSYCHOLOGY SOCIAL 2	SOCIAL AND APPLIED PSYCHOLOGY CRIME	SESSIONS 3 X 1.5	TOTAL 4.5
EXPERIMENTAL DESIGN AND RESEARCH METHODS				1 X 1.5	1.5
INFORMATION TECHNOLOGY STUDY SKILLS				1	1.5
				1	1.5
TUTORIAL				1	1.5
Total Weekly Sessions and Hours				10	15

Structure of the BSc (Hons) Psychology degree

Following the successful completion of your Foundation Year programme you will proceed onto Level 1 of the BSc (Hons) Psychology degree. The content and structure of this degree is shown overleaf.

The most important principles for you to remember about the structure of the Foundation Year and the BSc (Hons) Psychology are:

- Your award consists of a series of modules that are taught in two semesters at each level.
- That each module that you take is worth 15 or 30 credits. In your Foundation Year your four modules are worth 30 credits each. You get the credits as long as you pass the module at grade point 4 or above. You don't get any more credits for getting a better mark, but as you degree progresses, the marks you actually get influence the classification of degree you will earn.
- In each year after the Foundation Year you will take a mix of modules which in total are (usually) worth 120 credits. This could take the form of any combination of 15 and 30 credit modules.
- To achieve a degree you must have passed modules to the value of 360 credits with at least 120 credits at each level plus the successful completion of your Foundation Year.
- These credits will come from modules that are either *core or options*. In addition you may also have the opportunity to choose *general options*, which are not necessarily psychology modules.
- The classification of your degree (1st, 2i, 2ii, 3rd, Pass) depends on the actual marks (or Grade Points) which you get in each module at Levels 2 (weighted at 30%) and 3 (weighted at 70%).

BSc PSYCHOLOGY Single Honours Structure

BSc Psychology single honours structure shares a common Level C core with other psychology awards but also requires additional study of specific psychology award options at higher levels. At Level I and H, the structure assures that all students meet the requirements for Graduate Basis for Registration. Please note this structure is subject to change as some modules may not run every year.

Level C (Level 1) Structure – All modules are 15 credits – You must study 120 credits at each level

Core Modules (60 credits)	Specific Options (45 credits)	GENERAL OPTION (15 CREDITS)
<p><u>Teaching Block 1</u></p> <p>Exploring Psychology 1 Research Methods 1</p>	<p><u>Teaching Block 1</u></p> <p>Comparative Basis of Behaviour Growing and Changing</p>	<p><u>Teaching Block 1</u></p> <p>Psychology Specific Option Or University General Option</p>
<p><u>Teaching Block 2</u></p> <p>Exploring Psychology 2 Research Methods 2</p>	<p><u>Teaching Block 2</u></p> <p>Applications of Psychology People Behaving Badly Introduction to Counselling Applications of Child Development</p>	<p><u>Teaching Block 2</u></p> <p>Psychology Specific Option Or University General Option</p>

Level I (Level 2) Structure – All modules are 15 credits – You must study 120 credits at each level

Core Modules (90 credits)	Specific Option (15 credits)	General Option (15 credits)
<p><u>Teaching Block 1</u></p> <p>Social Psychology: Theory and Method Research Methods 3 Psychopathology and Health</p>	<p><u>Teaching Block 1</u></p> <p>Manage Your Career Volunteering: Action and Experience 2 Children in Context The Psychology of Social Perception and Communication</p>	<p><u>Teaching Block 1</u></p> <p>Psychology Specific Option Or University General Option</p>
<p><u>Teaching Block 2</u></p> <p>Cognitive Psychology Biological Bases of Behaviour Understanding Relationships: An Integrated Approach</p>	<p><u>Teaching Block 2</u></p> <p>Manage Your Career Psychology of Criminal Conduct Volunteering: Action and Experience 2 Developmental Psychopathology</p>	<p><u>Teaching Block 2</u></p> <p>Psychology Specific Option Or University General Option</p>

Level H (Level 3) Structure – All modules are 15 credits (except where indicated) – You must study 120 credits at each level

Core Modules (60 credits)	Specific Options (45 credits)	General Option (15 credits)
<p><u>Teaching Block 1</u></p> <p>Project (30) Developmental Psychology</p>	<p><u>Teaching Block 1</u></p> <p>The Psychology of Counselling Theories Psychology in the Justice System Evolution and Psychology Advanced Research Methods Autistic Spectrum Conditions</p>	<p><u>Teaching Block 1</u></p> <p>Psychology Specific Option Or University General Option</p>
<p><u>Teaching Block 2</u></p> <p>Project (contd) Dealing with Difference</p>	<p><u>Teaching Block 2</u></p> <p>Children and Pictures The Psychology of Drugs Health Psychology Families in Context</p>	<p><u>Teaching Block 2</u></p> <p>Psychology Specific Option Or University General Option</p>

(NB. It is possible that some option modules may not be offered in any year)

TEACHING, LEARNING AND ASSESSMENT

Teaching and Learning

You will find your tutors adopt a wide range of methods in their class contact time with you. Classes will have a variety of activities as appropriate to the particular learning material. Part of the time will be occupied by lectures which will provide a basic framework of concepts, theories and evidence. Around these lectures there will be interactive learning activities such as group discussion, practical demonstrations and tests, oral presentations, videos and web based activities. You will also be expected to work in small groups to produce group based investigations. In the Experimental Design and Research Methods module you will be carrying out practical investigations and research projects, using basic statistics for psychological investigation. There will also be hands-on development of your computing skills and more general study skills in the Information Technology and Study Skills module.

Of course in addition to the classroom activities described above, you will be expected to develop your independent learning skills in this Foundation Year. You will see in the Modular Descriptors in Appendix 1 that there are substantial independent study hours for each module. The University is continuing to encourage a shift from traditional teaching towards facilitating independent learning and you will find less of your time taken up in the form of conventional class contact as you proceed on the award through levels 1, 2 and 3. You will also find yourself learning through alternative media such as computers and the internet.

You will find that different modules have different expectations about the amount of independent work which you need to do in the Psychology Foundation Year. These expectations will be made explicit to you at the beginning of each module. You will find that you are often expected to work on your own initiative – to take control of the nature and direction of your own learning. As already indicated, you should expect to do more and more of your work in this way as the University pursues its goal of creating a learning rather than a tutor/teacher centred environment. This is certainly likely to be where some of your best learning will take place.

Assessment

This variety in learning and teaching strategies is also reflected in the variety of methods used to assess your work. Assessment methods are linked explicitly to methods of teaching and learning, and to a module's aims and learning outcomes. These links are made clear in the module descriptors that summarise each module and in the module handbooks that you receive at the start of each semester.

You will be assessed throughout your foundation year and will also have some opportunities to practice or think about assessments in advance of deadlines. After each assessment you will be given feedback on your work, which may be verbal or written. The feedback is intended to help you improve your performance either on the Foundation Year or for the subsequent years at the University. For all formal assessments the marks awarded will count towards your final module grade. The summative assessment is clearly marked on the psychology foundation year scheme of work. Ultimately, the marks attained will determine whether you are allowed to progress from level 3 to level 4.

The regulations that govern your progression between levels and the classification of degrees of the university can be accessed via the University's web page (<http://www.staffs.ac.uk>), then follow these links: Quick Links, Student Information, University Policies and Regulations, Academic Award Regulations).

The types of assessment that you will encounter are:

Structured Questions: A series of questions requiring a fairly short response, usually a few hundred words.

Exam / Test (Class): You will be asked to produce an unseen essay in timed conditions in class.

Essay (Independent Study time) You may be asked to produce an essay at home or in class.

Presentation: You may be asked to prepare and take part in presentations, either individually or more often, in a group.

Practical Investigation: You will be asked to take part and write up some practical investigations during your Psychology Foundation Year.

Poster / Visual Displays: you may be asked to demonstrate understanding using visual displays/charts

For each of the modules that you complete, you will receive official notification of the overall grade point that you have attained. The overall pattern of assessment is shown in the following table.

Overview of the Psychology Foundation Year assessments

		Assessment % weighting
Foundations of Psychology (30 credits)	Cognitive Biological Developmental Individual Differences	Poster 25% Presentation 25% Essay 25% Exam 25%
Social and Applied Module (30 credits)	Social 1 Environmental Social 2 Crime	Essay 25% Exam 50% Article 25%
Experimental Design and Research Methods (30 credits)	Experimental Design and Research Methods	2 written Practicals 30% each – 60% Exam 40%
IT/Study Skills (30 credits)	IT Study Skills	Portfolio 1 (IT) – 50% in total Portfolio 2 (Study Skills) – 50% in total

General Assessment Criteria

The assessment criteria which members of staff use are individual to each module, and will be notified to you in module handbooks. They are based on the general departmental criteria given below, though other forms of assessment have their own more assignment specific requirements e.g. practical reports and presentations.

- § Work should be well organised, with a logical sequence of points, a clear rationale and effective introduction and conclusion.
- § The style of writing should be clear, fluent and succinct. Spelling and grammar should be correct. Coursework should be presented in word-processed form.
- § Work should not exceed the word limit assigned.
- § Evidence should be cited in support of statements made.
- § Evidence of reading in specialised psychology texts is essential.
- § The relevant literature should be consulted widely, but utilised selectively in the context of the specific question(s) to be addressed. Work will be assessed on the extent to which appropriate parts of the literature are chosen and/or emphasised in the answer, and the way this material is directed at the question in order to create a detailed and effective answer
- § It is expected that the theory and research reviewed should be relatively up-to-date.
- § There should be evidence of some evaluation i.e. having done more than just reproduce material from books and journals, and more than provide a descriptive answer. An evaluation of various theoretical, conceptual and/or methodological issues is appropriate.
- § Good work will show evidence of originality. For example, it might be possible to draw together literature from disparate sources or areas, or to propose a new interpretation of the literature. Original critical evaluation would also be appropriate.

On the next two pages is a feedback sheet for students which incorporates much of the general assessment criteria above. These module assessment criteria will help to clarify what is expected from you.

Following these module assessment criteria is a table indicating broad University criteria for work at Honours level. Included here are definitions of the grade point system used to grade all work, and an indication of how these grade points convert into the classifications, which will be applied to your award.

PSYCHOLOGY FOUNDATION YEAR

MODULE ASSESSMENT CRITERIA

1. Evidence of reading in introductory texts, and some wider reading.			<i>Grade point achieved</i>
<i>Grade</i>	<i>Grade points</i>	<i>Standard achieved</i>	
A	15 - 13	Evidence of thorough reading of several texts, including specialist texts.	
B	12 - 10	Evidence of reading of more than one text, including at least one specialist text.	
C	9 - 7	Evidence of reading in several texts.	
D	6 - 4	Evidence of reading in more than one text.	
E	3 - 1	Evidence of reading in only one text, or no evidence of reading of texts.	
2. Understanding of material must be evident in descriptions and explanations of concepts, theory and research.			
A	15 - 13	Clear, logical and accurate descriptions/explanations are given throughout the work.	
B	12 - 10	Clear, logical and accurate descriptions/explanations are given in relation to some of the key areas.	
C	9 - 7	Clarity and accuracy of descriptions/explanations are adequate.	
D	6 - 4	Descriptions/explanations are present, though limited in clarity and accuracy.	
E	3 - 1	Descriptions/explanations are inadequate, confused, or absent.	
3. Arguments should be clearly presented, and supported by evidence from research.			
A	15 - 13	Arguments are presented in a clear, logical manner, and supported by a thorough overview of relevant evidence.	
B	12 - 10	Arguments are, in the main, clear and logical, and supported by substantial evidence.	
C	9 - 7	Clarity/logic of arguments is present, and there is adequate reference to supporting evidence.	
D	6 - 4	Arguments are presented, but there is some lack of clarity and/or support research evidence.	
E	3 - 1	Arguments are either unclear or absent, and/or there is inadequate reference to supporting evidence.	

4. Critical analysis of concepts, theory and research should be demonstrated.			<i>Grade point achieved</i>
<i>Grade</i>	<i>Grade points</i>	<i>Standard achieved</i>	
A	15 - 13	There is thorough critical analysis of concepts, theory and research (including aspects of eg underlying assumptions, validity, scientific status, methodology, biases, ecological validity, alternative explanations, ethics etc).	
B	12 - 10	Concepts, theory and research are, in the main, critically analysed, with reference to most key aspects.	
C	9 - 7	Critical analysis of concepts, theory and research deals adequately with some of the key points.	
D	6 - 4	Some analysis is present, but it is limited either in substance or appropriateness.	
E	3 - 1	Analysis of concepts, theory and research is inappropriate or absent.	
5. Work should be well-organised, clearly and fluently expressed, and in an appropriate writing style.			
A	15 - 13	Work is well-organised, concepts and arguments are clearly and fluently expressed, and in an appropriate writing style.	
B	12 - 10	Work is well-organised, concepts/arguments are expressed with some clarity/fluency.	
C	9 - 7	Work shows adequate organisation and expression of concepts/arguments.	
D	6 - 4	Work shows adequate organisation, though expression of concepts/ideas is unclear, and/or writing style is inappropriate.	
E	3 - 1	Work is poorly organised, explanations lack clarity, and writing style is inappropriate.	
<i>Lecturer's Comments</i>			<i>Grade</i>
			<i>Total grade point average</i>

PSYCHOLOGY STUDY SKILLS

MARK SCHEME

A/ Taking notes from lectures/secondary sources and audio sources			Grade
Grade	Grade points	Standard Achieved	Point achieved
A	15 – 13	Notes used in essay, presentation are very well paraphrased and there is excellent knowledge and understanding.	
B	12 – 10	Notes used in essay, presentation are well paraphrased and there is a good knowledge and understanding.	
C	9 – 7	Notes used in essay/presentations are paraphrased and used in a satisfactory way and there is satisfactory knowledge and understanding.	
D	6 – 4	Notes used in essay, presentation and particularly paraphrased and there is some evidence of knowledge and understanding.	
E	3 – 1	Notes used in essay/presentation are partially paraphrased or there is some evidence of knowledge and understanding.	
B/ Essays/presentations – structure			
A	15 – 13	The structure of the essay/presentation is excellent. It follows an appropriate format for academic work.	
B	12 – 10	The structure of the essay/presentation is very good. It mainly follows an appropriate format for academic work.	
C	9 – 7	The structure of the essay/presentation is satisfactory. It satisfactorily follows an appropriate format for academic work.	
D	6 – 4	The structure of the essay/presentation is partially correct. It partially follows an appropriate format for academic work.	
E	3 – 1	The structure of the essay/presentation is partially correct or it perhaps follows an appropriate format presentation for academic test.	

C/ References and Bibliography			
Grade	Grade Points	Standard Achieved	
A	15 – 13	Evidence of thorough reading and texts are referenced fully.	
B	12 – 10	Evidence of wider reading and texts are referenced fully.	
C	9 – 7	Good evidence of wider reading and texts are referenced but there are omissions/mistakes.	
D	6 – 4	Some evidence of wider reading and texts are referenced but there are omissions/mistakes.	
E	3 – 1	Limited evidence of wider reading and texts are not referenced or not appropriate.	
D/			
A	15 – 13	Information is very clear, well presented.	
B	12 – 19	Information is clear, well presented.	
C	9 – 7	Information is reasonably clear, well presented.	
D	6 – 4	Information is partially clear and partially well presented.	
E	3 – 1	Info lack clarity and is not well presented.	
F/			
A	15 – 13	An excellent range of specialist concepts and terms are used.	
B	12 – 10	A good range of “ “ “ “ “ “	
C	9 – 7	A satisfactory “ “ “ “ “ “	
D	6 – 4	Some “ “ “ “ “ “	
E	3 – 1	A limited “ “ “ “ “ “	

Indicative University Assessment Criteria

Grade Point	Knowledge	Communication	Analysis
15, 14, 13 First	subject/discipline-specific knowledge is used to illuminate the task and to make links with related issues/tasks i.e. a capability of extending particular analysis to other issues/tasks; where appropriate discipline/paradigm boundaries are recognised and critical awareness demonstrated	the structure is clear; the form of communication/medium selected is appropriate to the task; the argument is clear and coherently developed; appropriate technical and/or conceptual language or set of skills is used with confidence.	the focus of the question/problem/task is understood; related issues identified; theory and concepts are deployed in a manner which is critically self-aware; ability to deploy competing/ alternative/ analyses/ perspectives/ solutions is apparent
10, 11, 12 Upper Second	subject/discipline specific knowledge is used to illuminate the task	structure is clear; the form of communication/medium selected is appropriate to the task, overall the argument is concise and coherently developed; an appropriate technical and/or conceptual language is used with reasonable confidence.	the focus of the question/problem/task is understood and one or two related issues identified; analytical techniques/ methods are theoretically informed; some awareness of competing/alternative analyses/perspectives/ solutions is apparent.
7, 8, 9 Lower Second	there is evidence that subject specific knowledge related to the core issues or tasks has been selected	the structure is broadly appropriate, elements of development/progression and basic concepts are correctly used.	the focus of the question/ problem/ task is understood and key issues identified.
4, 5, 6 Third	there is evidence of subject/ discipline/specific knowledge	one or two elements of an appropriate structure are present.	the focus of the question/problem/task is understood and one or two issues identified.
3, 2 Compen- satable Fail	subject/discipline specific knowledge is present but is anecdotal, scant and/or confused.	elements of an appropriate structure are present but overall the structure is partial and/or confused. Appropriate concepts are referred to but are poorly expressed.	the question/ problem/task is understood, but the key issues are ignored and there is no evidence of understanding concepts.
1 Non- compen- satable fail	subject/discipline specific knowledge is not present	structure is inappropriate or missing.	There is no evidence of appropriate analysis or conceptual language.

The Assessment Process

Some of the more important features of your assessment follow in this section.

Submission of Assignments

Any work that is submitted solely for formative assessment should be handed in accordance with the instructions of the lecturer who set the work.

Attempting ALL Assessments

It is important that you attempt ALL assessments for all your modules. A module cannot be passed or compensated if an assessment in that module has not been attempted. You should ensure that the appropriate coursework is submitted on time and required timed assessments (including exams, class-tests, presentations, vivas) are attended.

The University has changed its regulations to minimise the number of students who do not complete modules. *Now, your right to a second (referral) attempt at a failed assessment(s) will be conditional on whether you have or have not made a first attempt (unless a successful claim for extenuating circumstances has been made) at the assessment(s).* The award board will have the discretion to NOT offer a referral for any assessments not attempted.

What does that mean? It means that in most cases, unless a successful claim for extenuation is made, students who have not attempted assessments, at the discretion of the award board . .

. . . may not be allowed a referral for the module,

. . . so fail the module

. . . and if a core module, fail the award!

Attempting all assessments is therefore ESSENTIAL.

DO NOT think it is better to ignore some modules and concentrate your efforts on other modules.

This re-enforces the fact that it is always better to submit a half-finished assignment than not submit anything or attempt an examination you are not confident about than not attend – you may gain sufficient marks to pass the module or at least allow the possibility for compensation between modules (if allowed by your award).

If there are extenuating circumstances that prevent you from submitting / attending assessments then ensure you gather evidence to support an extenuating claim. Again, submitting a draft assignment by the required deadline is better than nothing and if the extenuation claim is successful a further assessment opportunity can always be offered.

If you are unable to attend a timed-assessment then you should inform your tutor at the earliest opportunity and then if appropriate make an extenuation claim.

So there are 5 clear pieces of advice:

- 1) Attempt all assessments
- 2) It is better to submit something on time than nothing (DO NOT think 'it is better to submit the finished assignment late')
- 3) It is better to attend a 'timed assessment' than not attend
- 4) Let your tutor know immediately if you do miss a timed assessment
- 5) If extenuating circumstances apply get evidence and make a claim

We expect you to attend all classes and where your absence is unavoidable, to contact us directly on 01782 254318 or 254319. You are also subject to the University's rules on absences from classes. The rules state that

"If you are absent from a module(s) or programme of study on four consecutive occasions in a semester, including lectures, tutorials, seminars and laboratory based classes for reasons other than personal illness....you may be deemed to have withdrawn from the module(s) or programme of study and your registration on that module(s) or programme of studies cancelled."

Extenuating Circumstances

If you have medical or family circumstances that mean you cannot submit on time some coursework, or attend an exam, it is sensible if you can to tell your personal tutor about what has happened. Then get a copy of the *Extenuating Circumstances Claim Form* from the appropriate lecturer.

Complete it and get the endorsement of an appropriate corroborator (nurse/doctor/counsellor/personal tutor). Make sure that the completed form is returned to the Programme Leader for Psychology - and certainly, before any of the Assessment Boards meet. *No form means no claim*. A Panel that meets at regular times throughout the year will then consider this claim form. Rest assured that the information, which you supply, is regarded as confidential by the Chair of the Panel. If your claim is upheld by the Panel, Assessment and Award Boards will take decisions on the affected pieces of assessment which ensure that you are not penalised - for example, you will be offered 'sit as if for the first time' rather than 'resit' if you failed a module. It is not up to any individual member of staff to decide whether or not you should have an extension for assessed work; in each case, the panel assesses your claim.

If your extenuating circumstances are continuing, you must submit a new claim form for each period of assessment, which has been affected, including resubmission if circumstances carry over into both semesters.

Special Assessment Needs

If you have reason to require additional time, resources or conditions under which to produce your assessment then you should contact the Programme Leader for Psychology. This needs to be done in plenty of time to make arrangements i.e. let it be known what you require as soon as you can. You will probably be asked to produce documentary evidence to support and assess your claim. A perfectly legitimate example of a claim for extra time in an examination would be for dyslexia. In doubt please ask, you are only requesting that to which you are entitled – conditions under which you can produce a true reflection of your ability. Staffordshire University is committed to equal opportunities and diversity; these are part of the core values of the institution. We aim to be an inclusive organisation where everyone has a fair opportunity to fulfil his/her potential and as such have set up a Disability Equality Scheme (see www.staffs.ac.uk/des for more details).

Marking of Assessments

The University has now implemented an anonymous marking policy for all examinations, class tests and appropriate forms of coursework assessment. This means that these assessments will be marked without tutors knowing whose script they are marking. We believe this procedure ensures that all students are treated in exactly the same way, and must therefore result in fairer judgements of the quality of work produced.

In practice the main thing to remember is that you should not put your name on these assignments but should identify yourself only by your student number. You will receive instructions on the appropriate forms.

We also ensure our marking procedures are fair is by having a set procedure of sample double marking for all assessed work. Each module tutor arranges for a 10-15% sample of work to be double marked by another member of staff. This sample would include all first class and failed scripts. Marks in all of your assessments are also moderated by staff in the Psychology Department at Staffordshire University. In addition the Psychology field has External Examiners who are responsible for monitoring marking processes and standards

Assessment Results

The results from your assessed coursework will be given to you when the coursework is returned, usually within ten working days of the deadline. The results of your assessment are provisional until they have been confirmed by External Examiners, and by the Assessment Boards, which meet in June. You will also not know the number or nature of any re-assessment requirements until after the Award Board has met (also in June). (See below for definitions of the functions of these bodies).

Once the Award Board has met the Faculty of Sciences will write to you confirming the number of credits you have (this may include grade points where possible and appropriate), whether you may progress, and what you have to do to retrieve any failed modules.

Module Failure

The Assessment Boards make recommendations to the Award Boards about the retrieval of failed components or modules. In doing this, Assessment Boards will take into account (on the advice of the Faculty's Extenuating Circumstances Panel) any extenuating circumstances which led to failure. In these cases - i.e. where extenuating circumstances have affected performance (such as where illness meant that you missed an exam, had to leave the exam early or affected your ability to complete coursework) - the Award Board will make a reassessment decision which asks you to submit coursework or sit an examination 'as if for the first time' (i.e. you do not lose one of your assessment 'lives' [two attempts at all levels]). If, on the other hand, the failure was not attributable to anything other than your own lack of preparation or effort, you will be asked to 'resit or resubmit' the failed elements of assessment. You can only get a maximum of a grade 4 for any resit or resubmission.

The Psychology Department also has an assessment rule that, where a module has a number of assessed components within it, you must achieve a minimum of a grade point 2 for each assessed component. This means that you must submit all parts of the assessment for a module, and you cannot rely on good marks in one element of the assessment to carry you through. If you fail any part of the module assessment at less than a grade point 2, you must resit that element of the assessment, even if your overall grade is a pass grade.

Requirements for the Foundation Year in Psychology

In order to progress to Level 1 of the BSc (Hons) Psychology you must achieve a pass grade in the 120 credits that comprise the Foundation Year programme. Subject to the paragraph on Module Failure above, you have the right to be reassessed in the failed module(s) on one subsequent occasion. The time scale for receiving referred work will be set by the Assessment Board at the time of the initial failure. There are no provisions for the award of compensated pass for any module taken on the Foundation Year in Psychology.

Assessment and Award Boards

The Student Information section accessed via the University homepage (www.staffs.ac.uk) provides a useful summary of the Award Regulations that govern your academic career and progress, and is worth looking at. In terms of the crucial Boards that are bound by these regulations, there are two that you need to know about: -

Assessment Boards.

These are committee meetings made up of staff from the relevant field, who consider results by subject area (or 'field'). The primary function of Assessment Boards is to determine the appropriate grade point for each student for each module, to note any extenuating circumstances and to make recommendations concerning the compensation or the reassessment of failed components. The External Examiners always attend the Assessment Boards for each field.

Award Boards.

These meet after the summer Assessment Boards. Award Boards consider the results of *all* the modules that you have taken during the academic year. The Award Board that considers your case is determined by the Faculty which 'owns' your Award. In your case, the Award board will be held within the Faculty of Sciences. The primary function of Award Boards is to confirm your eligibility to proceed to the next year of your degree; to leave the University with intermediate certification if that's what you want (i.e. a Certificate or a Diploma); to determine your degree classification if you are a final year student; to confirm recommendations from Assessment Boards regarding extenuating circumstances and reassessment requirements; and to exercise its right within the University regulations to compensate failed modules if appropriate.

Absence for reason other than personal illness

If you are absent from a module(s) or programme of study on four consecutive occasions in a semester, including lectures, tutorials, seminars and laboratory based classes for reason other than personal illness without the written approval of the appropriate tutor or Faculty Pro Vice-Chancellor in which your award is based you may be deemed to have withdrawn from the module(s) or programme of study and your registration on that module(s) or programme of studies cancelled.

Academic Misconduct and Referencing Policies

Academic Misconduct refers passing someone else's writing off as your own, or working too closely with someone else so that your work is not original any more. You will naturally, in the process of writing course essays, make notes from a variety of primary and secondary sources. What you must not do is copy out chunks of material word for word without acknowledgement. Even one sentence of someone else's words can count as academic misconduct. If you do feel it necessary to use direct quotes then you must place them in parentheses and provide the appropriate reference, including the page number.

Where Academic Misconduct is detected in students' work, and can be proved, that work can be awarded 0.

The University has regulations concerning cheating, plagiarism and other forms of academic misconduct in any form of assessment. These are detailed in the University's Academic Award Regulations. These University regulations can be found under the Student Information section of the University Web site www.staffs.ac.uk.

Referencing Policy

In an academic essay or report you must identify and acknowledge your sources in a systematic style of referencing. This should be done whenever you: quote the exact words of another writer; refer to a particular theory or piece of research or closely summarise the work of another writer.

There are a variety of ways of giving references. The common aim is to provide all the information necessary for your reader to trace the source of your material easily and accurately. These guidelines are taken from the American Psychological Association's Publication Manual (you will be given more advice on this style of referencing throughout the course).

In the text itself:

- You give the name(s) of the author(s), and the date the work was published
e.g. 'Bransford, Stein, Shelton and Owings (1981) found that ...'
or, when the authors are not referred to in the text itself,
'It has been found (Bransford, Stein, Shelton and Owings, 1981), that ...'
- When there are more than two authors present you can abbreviate later mentions of them:
'As Bransford et al. (1981) found ...'
- When you directly quote from an author's work you should place the quote in inverted commas, and the reference should include the page number from which the quote is taken:
'As Bransford et al. (1981, p.27) say: ".....".'

After the text:

We expect a full list of references for all the authors you have mentioned in your essay or report. The list of references should take the following form:

It should be in alphabetical order by surname of writer. Where there is more than one book or paper by the same author, they are ordered by date of publication, starting with the earliest.

The format of these differs slightly depending on whether the text is a book, chapter from a book, a journal article or a web site. Titles of books and journals are given in *italics*, but if this is not possible are underlined. Both styles are illustrated overleaf.

Book Chapters:

Bransford, J.D., Stein, B., Shelton, T., and Owings, R. (1981). Cognition and adaptation: the importance of learning to learn. In J.H.Harvey (ed.) Cognition, Social Behaviour, and the Environment. Hillsdale: Erlbaum.

Books:

Harris, P. (1988). *Designing and Reporting Experiments*. Milton Keynes: Open University Press.

Papers/Journal Articles:

Brown, R. and McNeill, D. (1966). The 'tip of the tongue' phenomenon. *Journal of Verbal Learning and Verbal Behaviour*, 5, pp.325-337.

Web Sites:

http://www.staffs.ac.uk/services/library_and_info/cite2.html
<http://www.i-cite.bham.ac.uk>

Teaching and Learning Service Standard at Newcastle-under-Lyme College

For students and staff to get the best from the Award, it is important that both are aware of the expectations concerning teaching and learning.

What you can expect from us

When you join us we will

- § Provide a comprehensive introduction (induction) to the College within the first month of study.
- § Provide access to impartial advice, guidance, counselling and personal support in any matters of individual interest and concern within three working days of request.
- § Ensure that you receive advice on any facilities to support your learning within three working days of request.

Whilst you are with us we will

- § Provide suitable, safe and healthy environment in which you can learn.
- § Provide qualified and competent staff who will equip you with high-quality learning opportunities.
- § Promptly begin and end all classes.
- § Use a variety of learning activities in order to maintain your interest.
- § Regularly set appropriate homework and other assignments.
- § Mark and return all assignments and coursework within 10 working days of receipt.
- § Provide you with regular feedback on your progress against the targets we have jointly set.
- § Provide you with adequate resources for study and encourage you to acquire study skills.
- § Provide the opportunity for you to comment on, and improve, the College and your course through our regular surveys of students, staff and stakeholders and through our Compliments, Suggestions and Complaints scheme (accessed through the College Information Centre).
- § Provide a wide range of student support services such as guidance, counselling, careers facilities and child care assistance (accessed through the Careers and Counselling Centre).
- § Make available examination dates and coursework deadlines within 25 working days of the start of your course.
- § Ensure that you have the opportunity to participate in the Students' Union and take part in a range of social, sport, cultural and other enrichment activities.
- § Ensure that you benefit from student representation on appropriate College Committees and the Academic Board and Committees of the Corporation.
- § Adopt a fair and consistent approach to any matters of discipline, as detailed in the Disciplinary Procedure (copies of which are available from the College Information Centre).

When you are ready to progress we will

- § Provide the opportunity to access individual advice and guidance on careers, further study, employment or other options within five working days of request.
- § Make available your assessment and exam results within 15 working days of notification by awarding bodies.
- § Provide any employer with a reference for you within 15 working days of receipt of your request.
- § Provide you with references for up to three years after you leave the College.

For the Community we will

- § Provide accurate and well-timed information to community groups.
- § Actively liaise with community groups and identify community needs.
- § Actively promote the concept of 'lifelong learning' for all.
- § Provide access to learning and outreach activities in the community where possible.

- § Provide opportunities for speakers of other languages and those with basic skills needs in the community.
- § Provide flexible attendance patterns, new technology and a wide range of strategies to continue to improve access and widen participation.

What we expect from you

- § That you punctually attend all your classes and tutorials.
- § That you inform your subject and/or personal tutor if you are going to be absent before noon on the first day of your absence.
- § That you complete all the work set on time and to the best of your ability.
- § That you fully co-operate with College staff, and share the responsibility for your learning.
- § That you study out of class to reinforce your learning.
- § That you are willing to see staff at a mutually convenient time outside normal timetabled classes.
- § That you are willing to undertake any relevant commitments such as work experience or field trips.
- § That you adopt a courteous and reasonable manner which shows respect for all members of the College community and its property and buildings.
- § That you positively support our Equal Opportunities Policy and refuse to take part in any behaviour which degrades or discriminates against others.
- § That if you have a specific learning difficulty or disability that may be an obstacle to your learning you may wish to inform your course tutor so that we can properly assist you.
- § That you agree to abide by the Study Contract you sign.

Your views

Your views on the services we provide are very important. If you would like to make a compliment, suggestion or complaint about any aspect of the College please complete a 'Compliments, Suggestions and Complaints' form available from the College Information Centre.

All specific enquiries should be directed in the first instance to an appropriate member of College staff. Any general observations or enquiries should be directed to Pat Webb normally available from 8:00am to 5:30pm in the College Information Centre.

Direct line: 01782 254295
 E-mail: pat.webb@nulc.ac.uk

Personal Files

You are entitled to see your personal file, but you may not remove, or copy the contents. You are also entitled to make your own witness statement to be added to the file.

Where information has been provided by an individual, or an organisation outside the College, you may only see this with prior agreement from the originator.

Your Head of School looks after your file and is responsible for its update. If you think there is sensitive material in your file you can ask for it to be kept by the Principal.

Rules & Discipline

When you start at the College you are entering into a 'contract' - the Staff/Student contract. The College staff accept students on the understanding that they are suitable in terms of ability and aptitude for the programme chosen, and that they undertake to make the commitment in terms of time and effort necessary for their success.

It is the duty of the staff to provide the best assistance in terms of teaching and learning, and it is the student's responsibility to make the most positive use of that provision. Both staff and students have a right to expect that both sides fulfil that contract otherwise it may be terminated by either party.

Rules

We expect all our students to behave in a mature and responsible way.

The following examples are given as a guide

- § If you avoid lectures or work, your tutor and lecturers will require you to account for this (see Teaching and Learning Service Standard).
- § You should not sit or lie on the floor in the foyer or corridors.
- § Please place all rubbish in the refuse bins provided.
- § You should only eat or drink in the Refectory. In the warm weather students may picnic outside, but please ensure that all rubbish is disposed of.
- § Smoking is only permitted within designated smoking areas.
- § If you are involved in public displays of affection you may well be embarrassed by staff asking you to stop.
- § Please do not sit on the steps outside the College. We have a constant stream of visitors who need clear access to the entrance.
- § Students are asked not to play audio equipment around the College, except as part of a programme of studies. Personal stereos may not be used in private study areas.

Disciplinary and Grievance Procedure

These will be in accordance with both Staffordshire University Procedure and Newcastle under Lyme College. See the relevant sections of this handbook and the Newcastle under Lyme College Handbook for further information on these.

If a student feels he/she has been unfairly disciplined there is a right of appeal.

FOUNDATION YEAR MANAGEMENT

This section sets out how you will have a voice in the management of the course and how the responsibility for the running of the Psychology Foundation Year is split between the Staffordshire University and Newcastle College. It also sets out the roles of the people who have day-to-day responsibility for the management and administration of the PFY.

Staff – Student Liaison Committee

The Head of Social Sciences, Law and Access Studies will establish a Staff-Student Liaison Committee to deal with issues that arise in the day-to-day running of the Psychology Foundation Year. The Committee will have the Programme Leaders for Psychology and an appropriate number of students for its membership. The Committee will meet at least twice per semester to discuss the operation of the PFY. This committee will advise on issues to be taken to the more formal Psychology Foundation Year Course Committee discussed below.

Psychology Foundation Year Course Committee

The Psychology Foundation Year Course Committee will meet at least once per semester and will consider any issues that are raised by its members (see below) that have a bearing on the operation of the PFY. Any such issues that require resolution will either be resolved by the Board or passed to the appropriate authorities within Newcastle College, Staffordshire University and/or SURF. In addition, the Psychology Foundation Year Course Committee will:

- § Review the operation of the Foundation Year annually and consider proposals for its improvement.
- § Consider, from time to time, the need to substantially update the Foundation Year provision in the light of changing circumstances, and to prepare the appropriate proposals.

The constitution of the Psychology Foundation Year Course Committee will be as follows:

From the University:

Psychology Foundation Year Link Tutor (Chair)
The Psychology Awards Leader

From SURF Collaborative Colleges (Newcastle and Stafford):

Psychology Foundation Year Award Leader (College)
The Psychology Foundation Year teaching team (when appropriate)
Two students from the PFY, to be elected by the students on the PFY

The Psychology Foundation Year Course Committee will report directly to the Psychology Field Board at Staffordshire University. The minutes will also be passed to SURF, when required.

Field Boards

One student representative from the Foundation Year will also be entitled to attend Psychology Field boards, where more general issues related to the award provision as perceived by students can be raised. Training of student representatives is now available through the Students Union.

Division of responsibilities between the University and the College

Newcastle – under – Lyme College will:

- § Deliver the PFY, giving at least the hours of class contact specified in the descriptors for the level 3 modules.
- § Set and grade assignments in accordance with the criterion-referencing scheme.
- § Maintain records on PFY student progress.
- § Review the PFY annually and present the review to the Psychology Foundation Year Board.
- § Prepare, administer and mark the PFY examinations.
- § Supply reports and moderation material as required by the University.
- § Provide the Faculty of Sciences Office with a record of the marks attained by each of the PFY students in each element of assessment for each level 3 PFY module in good time for the Assessment Board meetings.
- § Maintain a named Head of the Psychology Foundation Year who will fulfil the role set out later in this section.
- § Advertise, recruit, interview as part of the recruitment process.
- § Co-operate with the University in the provision of Open Days for prospective students and prospective applicants
- § Send representatives, fully briefed, to University Boards, as required.
- § Resource the Psychology Foundation Year to the standards described in the Validation Support Document, particularly with respect to: Student Services, Library Provision and Computer availability.

Staffordshire University will:

- § Ensure Quality Control through the School of Sciences Quality Committee and the University Academic Collaboration Committee.
- § Advertise nationally, where appropriate.
- § Guarantee places on Level 1 of selected degrees to candidates who complete Foundation Year to a satisfactory standard.
- § Moderate the PFY examinations.
- § Organise an open-day for students at least twice per year.
- § Process the UCAS admissions.

The Head of the Psychology Foundation Year at Newcastle College is responsible for:

- § the day to day management of the PFY;
- § acting as a channel of communication between Newcastle College and Staffordshire University concerning all aspects of the operation of the PFY;
- § ensuring that the timetable for the delivery of the PFY is drawn up and that it operates smoothly;
- § the organisation of the induction programme for the PFY, including organising the reproduction of handbooks and the provision of the appropriate forms.
- § the administration of the PFY examinations
- § the allocation of you to your personal tutor during the PFY;
- § communication with the University concerning any changes in the personal details (name, address, telephone number, private e-mail address) of the students on the PFY;
- § the counselling of PFY students who are considering a change in their modules, award or mode of attendance, or withdrawing or intermitting from the PFY;
- § communication with the University concerning any changes in modules, awards or mode of attendance of the students on the PFY;
- § notifying the University of any student intermissions or withdrawals from the PFY;
- § the monitoring of the attendance and overall performance patterns of each student on the PFY;

- § the collection, collation, maintenance and storage of performance and progression records for all students on the PFY
 - § acting as the primary contact for enquires about the PFY at Newcastle College;
 - § acting as the head of the PFY teaching team, and thereby facilitating communication between members of that team e.g. by calling meetings of that team, as and when required, for planning purposes or problem resolution;
 - § the preparation of oral reports on the progress of the PFY for presentation at the Psychology Foundation Year Board;
 - § arranging for the election of student representatives to attend the Psychology Foundation Year Board;
 - § any other duties that, from time to time, might need to be carried out to facilitate those aspects of the administration of the PFY that occur at Newcastle College.
- §

The Psychology Foundation Year Link Tutor at Staffordshire University is responsible for:

- § ensuring that the students on the PFY have sufficient information about Staffordshire University and their status as students of it;
- § acting as a point of reference at Staffordshire University that can be used by PFY students if they need advice about the University or their studies within it;
- § acting as a channel of communication between Staffordshire University and Newcastle College concerning all aspects of the operation of the PFY;
- § preparing any documents that are required by the University or SURF, in connection with the monitoring, review or revalidation of the PFY (this role is to be carried out in conjunction with other members of staff at Staffordshire University and/or Newcastle College as appropriate);
- § acting as the primary contact for enquires about the PFY at Staffordshire University;
- § acting as the Chair of the Psychology Foundation Year Board;
- § any other duties that, from time to time, might need to be carried out to facilitate those aspects of the administration of the PFY that occur at Staffordshire University.

STUDENT SUPPORT AND STUDENT WELFARE

Psychology Staff

The Psychology Staff at Newcastle-under-Lyme College will be your front line support team. They can be contacted at:

Newcastle-under-Lyme College
Knutton Lane
Newcastle-under-Lyme
Staffs
ST5 2GB

or by telephone

Adele Richards
Claire Poole
Sharon Hulse
Helena Edwards
Jon Stanfield
Zoe Emery
Sarah Ainsworth



01782 254318
(Staff room S025)

or by email.

You will be issued with a user name and ID to enable you to access the computers in the Myatt Building LRC and the LRC in the main building. This ID will also enable you to use the college intranet and learnwise where you can communicate via chat rooms and read any general notices from the teaching staff via the learnwise notice board. Your lecturers will also have your mail address should they wish to contact you. All students will be given an e-mail address. All staff in the departments have one too.

adele.richards@nulc.ac.uk

claire.poole@nulc.ac.uk

sharon.hulse@nulc.ac.uk

helena.edwards@nulc.ac.uk

jonathan.stanfield@nulc.ac.uk

zoe.emery@nulc.ac.uk

sarah.ainsworth@nulc.ac.uk

If you need to see us out of class time whilst you are in college you do not need to make an appointment you can come to our workrooms to see us.

Personal Tutor System

You will be allocated a personal tutor. The tutor group meets once a week for a tutorial session in which any problems with the course can be discussed and any course administration will be done or general college/university information will be issued.

College hours

These are dependant upon the students' programme and timetable agreed at enrolment. Most of the students at the College are in a teaching environment for around 15.5 hours each week. Because of the nature and rigour of the programmes that most of our students undertake, it is very important that their attendance and punctuality is maintained at the highest possible level.

General behaviour

Students are expected at all times to treat staff, students, visitors and the buildings/equipment with respect, and to abide by the College's Equal Opportunities policy. Students who willfully or carelessly damage College property will be asked to make good, or pay for making good. All litter should be placed in the bins provided. If all students act in a responsible manner, the College remains a clean and tidy environment for all. All books, equipment and other materials issued to students on loan become the responsibility of the student, who is expected to return them in good condition. Loss or damage, other than reasonable wear and tear, will be charged for at the actual cost of repair or replacement.

Students are expected to behave at all times in ways that will reflect creditably upon the College. If conduct outside the College results in a complaint being received by the College, the matter will be investigated and if substantiated, may be treated as if it had taken place on College premises.

Attendance

If you are unable to attend college for any reason you must inform your personal tutor either by telephone or by email, your tutor will then inform your lecturers of the reason for your absence. (See also Requirements for the Foundation Year, P.18)

Extra Support & Guidance at Newcastle-under-Lyme College and Staffordshire University

If you need extra support and guidance in any aspect of your course or the College call 01782 254283.

If you have any worries that are causing you anxiety and concern you can talk to our counsellors in absolute confidence. They will help you with any practical or personal problems. Call in to our Careers & Counselling Centre, email mary.bradshaw@nulc.ac.uk.

If you feel unable to talk to us the following groups can help & advise you

- Staffordshire Mental Health Helpline 0808 800 2234
- MIND 01782 262100
- North Staffs Users Group www.nslug.co.uk 01782 683043
- www.at-ease.nsf.org.uk
- Druglink 01782 425100
- Re-Solv 0808 800 2345
- ARCH 01782 204479 - Help for the homeless
- Gingerbread 01782 821401 - The leading support organisation for lone parents and their children
- Potteries Housing Association 01782 279234 - Special needs housing for single people
- Bereavement Care 01782 683155
- The Samaritans (24hrs) 01782 213555
- Alcohol & Drug Services in Staffordshire 01782 271096
- North Staffs Quit Smoking Service 0800 085 0928
- HIV and Sexual Health 01782 400519
- www.crush-onu.co.uk
- www.lovelife.uk.com
- www.ruthinking.co.uk
- Lesbian, Gay & Bisexual Information Line 01782 400519
- www.shepstoke.com
- Rape & Sexual Abuse Support Centre 020 8683 3300
- Womens Aid Domestic Violence Helpline (24hrs) 08457 023 468
- NHS Direct 0845 4647 - 24 hour confidential health advice
- www.mindbodysoul.gov.uk

Useful University Contact Details

Student Health Services www.staffs.ac.uk/services/student_support/health.htm	Tel: 01782 747174
Chaplaincy	Tel: 01782 294974
Childcare Services	Tel: 01782 294970/294981
Counselling Service www.staffs.ac.uk/services/student_support/counsel.htm	Tel: 01782 294977
Careers Services www.staffs.ac.uk/services/student_support/careers/	Tel: 01782 294991
Student Union Advice Centre www.staffs.ac.uk/studentsunion/advice/SAC.html	Tel: 01782 294629
Disability Services www.staffs.ac.uk/services/student_support/disabled.htm	Tel: 01782 294973
Dean of Students	Tel: 01782 294960
Bullying and Harassment Network www.staffs.ac.uk/services/student_support/counsbully.htm	
Student Support www.staffs.ac.uk/services/student_support/welcome.html	Tel: 01782 294977
Director of Student Support	Tel 01782 294975

Financial Services	Tel: 01785 353614
Information Centre Manager	Tel: 01782 292742
Helen Heath - Student Information Manager	Tel: 01782 292734
	E-mail h.heath@staffs.ac.uk
Carolyn Astwick - Student Guidance Manager	Tel: 01782 292768
	E-mail c.astwick@staffs.ac.uk
Janet Brown - Student Finance Manager	Tel: 01782 295756
	E-mail j.e.brown@staffs.ac.uk
Alison Mutimer - Assessment Manager	Tel: 01782 292770
	E-mail a.j.mutimer@staffs.ac.uk
Lynn Jones - Accommodation Manager	Tel: 01782 294918
	E-mail l.e.jones@staffs.ac.uk
International Office	Tel: 01782 292718
www.staffs.ac.uk/international.html	Fax: 01782 292796

Careers Advice at Newcastle-under-Lyme College and Staffordshire University

Careers Counsellors are available in the Careers & Counselling Centre at Newcastle College at most times of the day, either by appointment or on a drop in basis. They can provide advice on careers, student loans for higher education, job applications, interviews and applications. To make an appointment just drop in or call 01782 254265.

You are also welcome to browse around the Careers Library which holds material on a wide range of careers, voluntary work and related subjects. Our Odyssey database enables you to access up to the minute detailed information on a wide range of careers.

The College notice boards and Intranet provide information on visiting speakers and talks on employment and higher education opportunities. Plus we work closely with local Connexions and Information, Advice and Guidance services who visit the College on a regular basis.

You can also check out the following:

<http://www.itsyourcall.org.uk/home.html>

www.cxstaffs.co.uk

www.ucas.ac.uk

How To Contact Us ...

Careers Advice	01782 254265
Counselling	01782 254265
College Fax	01782 717396
College Information Centre	01782 254295

The Careers Service at Staffordshire University offers:

- Advice and guidance, to help you reach your own decisions about your future career, study, time out or other options.
- Information on postgraduate study, occupations, job and course vacancies, local and national employers, voluntary work, work and study overseas.
- Reference material – books, videos, leaflets, brochures, directories.
- 'Take away' material – home grown booklets, careers booklets, directories of graduate recruiters.
- Effective application strategy – help in dealing with job applications, interviews and other selection techniques.

Staffordshire University Career Service resources:

A duty careers adviser is available 10am to 4.30pm at the Stoke office during term time to deal with brief discussions and enquiries. For a more in depth discussion, you can book an appointment with a careers adviser. Computerised guidance is also available, via systems such as 'Gradscope' and 'Adult Directions'.

The careers library is open Monday to Friday, 9am to 5pm. Staff are available to help you find information in the library. You will have the opportunity to browse, make notes or take photocopies as appropriate. Information about companies and careers can also be obtained by attending employer presentations, which are organised by the careers service.

Staffordshire University Information for Students

The University Web site (www.staffs.ac.uk) has a great deal of relevant information for you. This can be accessed by clicking on "students and staff" on the home page and then "student information". This will bring you to a page where the following information can be found:

- Academic Award Regulations
- Campus Maps
- Complaints Procedure
- Contacts
- Extenuating Circumstances
- Lotus Learning Space
- General Student Regulations
- General Student Regulations: Appendices
- Maps of Stoke & Staffordshire University
- Student Academic Calendar
- Students Union
- Student Charter
- Student Jobs

There is particularly important information in the Academic Award Regulations that include:

- The Academic Dress of the University
- The Assessment of Students
- Conferment of Awards of the University
- Expulsion of Students on Academic Grounds
- Procedure for Dealing with Breaches of Assessment Regulations: Academic Misconduct
- Procedure for Review of an Examination Board Decision
- Standard of Awards of the University
- Undergraduate Modular Framework

Under General Student Regulations you will find the following important information:

Section 2	Attendance and Authorised Absence
Section 3	Awards, Examinations and Assessment
Section 5	Complaints Procedure
Section 6	Conduct
Section 7	Contractual Liability
Section 9	Data Protection and Computing
Section 11	Equal Opportunities Policy
Section 12	Fees
Section 13	Gender Bias-Free Language - Policy Statement
Section 14	Health & Safety - Policy Statement
Section 15	Identification

Section 17	Library Regulations
Section 18	Medical Registration
Section 20	Personal Property
Section 21	Policy Statement on Racial and Sexual Harassment and Bullying
Section 22	Registration
Section 23	Student Charter
Section 24	University Property
Section 25	Vehicles

LIBRARY AND LEARNING RESOURCES

Learning Resources Centre at Newcastle-under-Lyme College

Our new Learning Resources Centre provides a wide range of services to support all your information, study and IT needs. The Centre is open access with help & advice available at all times. It contains over 90 computers, 16,000 books, videos, magazines, newspapers and CD Roms.

We also have: helpful & qualified staff, scanners, colour printing, internet & email, a wide range of CD Roms, stationery for sale, learning materials, black & white and colour photocopying, study spaces for group work, audio visual room and silent study area.

Our computers are attached to a high speed network and run all the latest software. You will receive your own user name which enables you to access all the College software including the internet, e mail and on-line databases. These give you access to huge banks of information held outside the College which will be useful for your course.

You are also able to borrow up to 5 books at any one time. Books are issued for 4 weeks and can be renewed if not previously reserved by another student.

Open ...
Monday – Thursday 8.00–9.00
Friday 8.00–4.00

Every full time student will be given a tour of the LRC on beginning College, please ask our staff for any further information if you need it.

Photocopying

Black & white and colour photocopiers are located in the Learning Resources Centre. All students should be aware of copyright law, if in doubt please check with a member of the LRC staff. There is a charge of 5p per black & white copy and 50p per colour copy.

Library and Learning Resources at Staffordshire University

Subject librarian

Your subject librarian is Geoff Walton (e-mail g.l.walton@staffs.ac.uk tel: 294448) who has a degree in Psychology. He can give you advice on which Psychology information resources are available and how to use these resources effectively. Below is a summary of what is available in the LLRS.

Finding information

The main tool for finding information (books, journals, pamphlets etc.) in the library is the online catalogue. This can be accessed through the main University website – www.staffs.ac.uk
You can search the catalogue by author or title. But don't worry if you only have a few words of a title, you can use the title keyword function for your search. In fact if you are just starting to gather information and only have one or two subject words you can search the catalogue using the 'subject keyword' or 'subject alphabetical' functions.

Books

The main classification numbers for Psychology are 150 to 159 inclusive, but remember that relevant books will also be found in many other sections.

Bookmarks and subject guides are available to assist you in locating all Psychology texts.

Library Offprints Collection

Staff have placed photocopies of key articles from journals that are not stocked by the LLRS in the Offprints collection. This can be searched using the online catalogue. The Collection is housed in Short Loan and items are available on 4 hour loan. The vast majority can be photocopied; those items which cannot be photocopied will be marked accordingly.

Your use of primary sources should increase as you progress through the degree scheme. There are Psychology journal articles and other resources available in the Faculty of Sciences Learning Resources Centre.

Periodicals/ Journals

The Library currently has subscriptions to approximately 80 journals related to Psychology. They are arranged alphabetically by title, for example, Journal of Environmental Psychology will be filed under 'J' and similarly British Journal of Psychology will be filed under 'B' (ignore 'the', 'an', 'a' etc.), therefore The Psychologist will be filed under 'P'. Individual tutors will recommend specific journals for their module(s).

DVD and Video

There is a DVD and video collection of 'off-air' recordings, which you may find useful. These are available from the Faculty of Sciences Learning Resources Centre.

Electronic services

When you come to research your final year project (the earlier the better!) you will need to be able to search the literature for relevant past articles and reviews. The major tool that we have in the Libray is Psych Info. You will need to follow the online tutorial. Other major databases to which we subscribe include Social Sciences Citation Index and Science Citation Index which is available via Web of Science.

Some journals are available only electronically; instructions are available from the Help Desk.

Printed Abstracts and Indexes

There are still a number of very useful printed abstracts available in the library, such as:
ASSIA (Applied Social Sciences Index and Abstracts)
Social Sciences Index

This is a brief overview of the resources available to you, for more information contact your subject librarian. Remember, he is there to help you, don't waste time if you have difficulties finding information, seek him out!

Theft

Any student suspected of theft from the library may be suspended from their course or the use of the library while further investigation is carried out. Books and journals are for the use of all university members; please do not be selfish in your use of them.

Access to computers and laboratories

There are four Psychology laboratories which contain networked PC computers – S206, S207, S208, and S247. S247 is not available Tuesdays and Thursdays, when it becomes the base room for Masters students. In addition, there is an observation laboratory and research cubicles, which, as their name

denotes, are principally for research work. However, it is possible to book these facilities when they are not in use. See the Psychology technicians, Terry Harvey or Paul Gallimore, about booking them. A timetable will be on the door of each laboratory to show when they are in use for teaching/research: firstly, so that you will know when they can be used for statistical analysis and word processing; secondly so that you know when to vacate them for the next teaching session. Please vacate them promptly and do not try to print in them when a teaching session is due. There is also a Human Sciences Laboratory that can be used for supervised research.

The Faculty of Sciences provides additional computer support within the Learning Resource Centre on the fourth floor of Mellor Building.

Assignment Deadlines

The final deadline for the submission and re-submission (by agreement) of all assignments is

Friday 4th May 2012

Any work submitted after this date will not be marked in time for Staffordshire University Validation and you may not be allowed to progress to year 1.

NEWCASTLE-UNDER-LYME COLLEGE

CALENDER 2011-2012

Semester 1

Monday September 19th – Induction/Freshers Week

Monday September 26th – Teaching Starts

Tuesday October 18th – Admin Day

Monday October 24th – Half-term/Reading Week

Friday October 28th

Tuesday December 20th – Last day of term

Semester 2

Tuesday January 3rd – Admin Day

Wednesday January 4th – Teaching starts

Tuesday February 7th – Admin Day

Monday February 13th – Half-term/Reading Week

Friday February 17th

Thursday March 22nd – Admin Day

Monday April 2nd – Friday April 13th – Easter Holiday

Semester 3

Monday April 16th - Teaching starts

Friday June 1st – Admin Day

Monday June 4th – Friday June 8th - Half-Term

Friday May 4th - Final Deadline for completion of work

STAFFORDSHIRE UNIVERSITY: UNDERGRADUATE MODULE DESCRIPTORS

10/08/2010



Module Descriptor

Code: SHS85004-3

Version: 1

Approval Status: Valid Current

Title: FOUNDATIONS OF PSYCHOLOGY

Section: Science

Level: 0

Contact	E-mail Address	VLE
ADELE RICHARDS (NEWCASTLE COLLEGE)	ADELE.RICHARDS@NULC.AC.UK	

Pattern Of Delivery

Credits	Contact Hours	Independent Study Hours	Total Learning Hours	Description of Pattern of Delivery

30	126	174	300	Pattern 1, study 50% in period 1
				Pattern 1, study 50% in period 2

Site
STAFFORD COLLEGE
NEWCASTLE-UNDER-LYME COLLEGE

Registration Conditions	Module Version Condition Text
None	

Module Details	
Assessment Details	<p>An ESSAY length 1200 WORDS weighted at 25%. A GP PRESENTAT weighted at 25%. A POSTER weighted at 25%. An EXAM weighted at 25%.</p> <p>? Developmental Psychology Essay 1200 words (to be completed at home) In this, you will have to demonstrate your knowledge and understanding of the development of Gender Identity and/or Personality, and the Nature/Nurture debate. You will also demonstrate your ability to critically assess key issues, concepts, research and theory relating to the study of gender development and Personality. (learning outcomes 1,2,3 and 4) Assessment Weighting 25%</p> <p>? Individual Differences Examination. In this assignment, you will be asked to demonstrate your knowledge of key issues such as what do we mean by normality/abnormality. You will also be asked to demonstrate your knowledge and understanding</p>

	<p>of both theory and Research relating to Schizophrenia and it's treatment. Your ability to critically analyse relevant theory and research will also be assessed. (learning outcomes 1,2,3 and 4) Assessment Weighting 25%</p> <p>? Cognitive Psychology Posters, to express ideas in diagrammatical form. This assignment will require you to demonstrate knowledge and understanding of both the models and organisation of memory through diagrams. You will also be asked to link these to why we forget and based on these diagrams, suggest how memory can be improved (learning outcomes 1,2and 5) Assessment Weighting 25%</p> <p>? Biological Psychology Presentations Here, you will be asked to present your knowledge and understanding (in a group) of one of the areas covered in physiological psychology. You will also be required to demonstrate your ability verbally to critically assess both theory and research. Your awareness of what the key concepts and issues are within the specified are will also be tested. (learning outcomes 1,2,3 and 4) Assessment Weighting 25%</p>
Indicative Content	<p>This module will run in both Semester One and Two. In semester one, you will be introduced to Cognitive Psychology , including the Models of Memory, the Organisation of Memory, Forgetting and the Applications of memory research. You will also cover some aspects of Biological Psychology which investigates the connection between the brain and physiological processes. In this part of the module, you will study Sleep, Dreams and Hypnosis in terms of brain activity and function. In Semester two, you will be introduced to Developmental psychology in which you will look at the development of Gender Identity and the Nature Nurture Debate in terms of Gender Identity(including Gender and Culture). You will also be introduced to Personality development and will take a close look at Freudian theory. Nature/Nurture arguments will also be emphasised during this part of the module. The last part of this module is concerned with Individual Differences, How we define Abnormality, Models of Abnormality and Psychopathology (in this case, Schizophrenia). The treatment of this disorder will also be introduced. Your independent study time will be spent engaging in wider reading and formative assessment.</p>
Learning Strategies	<p>There are 28 weeks of normal classes (3 x 1.5hrs) and two reading weeks. Lectures provide a basic framework of concepts, theories and evidence. Classes also include interactive learning activities, such as group discussion, practical demonstrations and tests, oral presentation, video etc, web based activities and written formative and summative assignments.</p>

Resources	Textbooks, journals, resource packs, videos (available in the psychology department and in the main library)and learnwise,(found on the college intranet)
Texts	Cardwell, Clarke and Meldrum (1996): Psychology for A Level (2nd Edition) Collins, London. Gross,R. and Mcilveen,R. (1998) Psychology: A New Introduction, Hodder and Stoughton, London. Gross, R. (1996) Psychology: the Science of Mind and Behaviour (4th Edition) Hodder and Stoughton, London.

Learning Outcome	
1, AN AWARENESS OF THE BASIC CONCEPTS AND KEY ISSUES RELATING TO COGNITIVE, BIOLOGICAL AND DEVELOPMENTAL PSYCHOLOGY AND THE STUDY OF INDIVIDUAL DIFFERENCES.	Knowledge & Understanding
2,KNOWLEDGE AND UNDERSTANDING OF RELEVANT RESEARCH AND THEORY RELATING TO COGNITIVE, BIOLOGICAL AND DEVELOPMENTAL PSYCHOLOGY AND THE STUDY OF INDIVIDUAL DIFFERENCES.	Knowledge & Understanding
3, ASSESSMENT OF RESEARCH AND THEORY REGARDING COGNITIVE, BIOLOGICAL AND DEVELOPMENTAL PSYCHOLOGY AND THE STUDY OF INDIVIDUAL DIFFERENCES	Learning
4, DISCUSSION OF SOME KEY DEBATES IN PSYCHOLOGY SUCH AS THE NATURE/NURTURE DEBATE	Learning
5, CREATION OF DIAGRAMS TO EXPLAIN KEY IDEAS.	Reflection

10/08/2010



Module Descriptor

Code: SHS85005-3

Version: 2

Approval Status: Valid Current

Title: SOCIAL AND APPLIED PSYCHOLOGY

Section: Science

Level: 0

Contact	E-mail Address	VLE
ADELE RICHARDS (NEWCASTLE COLLEGE)	ADELE.RICHARDS@NULC.AC.UK	

Pattern Of Delivery

Credits	Contact Hours	Independent Study Hours	Total Learning Hours	Description of Pattern of Delivery
30	126	174	300	Pattern 1, study 50% in period 1

Pattern 1, study 50% in period 2

Site
STAFFORD COLLEGE
NEWCASTLE-UNDER-LYME COLLEGE

Registration Conditions	Module Version Condition Text
None	

Module Details	
Assessment Details	<p>An ASSIGMT length 1000 WORDS weighted at 25%. An ESSAY length 1000 WORDS weighted at 25%. A CLASS TEST weighted at 50%.</p> <p>Assignment (1000 words) Learning outcome 3 Assessment weighting: 25%</p> <p>Class Test (short answer questions) Learning outcomes 1 & 2 Assessment weighting: 50%</p> <p>Essay (1000 words) Learning outcomes 1, 2 & 3 Assessment weighting: 25%</p> <p>Formative Learning Formative learning will take the form of practice essays and exams in the core IT and Study Skills module, as well as feedback feeding forward from assessments earlier in the module.</p>

Indicative Content	This module introduces you to aspects of social psychology, specifically social influence. This area looks at how individuals and groups within society influence our behaviour. Topics will include, conformity, obedience, minority influence, prejudice and pro and antisocial behaviour. The module also includes areas of applied psychology, those being crime and the environment. In these areas you will apply the knowledge of key areas that you have already learnt about in psychology and apply them to real life situations. Topics will include, explanations of crime and offender profiling, environmental disaster and technological catastrophe, crowds and collective behaviour.
Learning Strategies	There are 28 weeks of normal classes (3 x 1.5hrs) and 2 reading weeks (ie. 126 hours of taught sessions spaced evenly throughout the academic year). Lectures provide a basic framework of concepts theories and evidence. Classes will also include interactive learning activities, such as group discussion, oral presentations, video and web based activities and written formative and summative assessment.
Resources	Textbooks, journals, resource packs, videos (available in the psychology department and in the main library)and learnwise,(found on the college intranet)
Texts	Cardwell, Clarke and Meldrum (1996): Psychology for A Level, Collins, London Gross,R. and Mcilveen,R. (1998) Psychology: A New Introduction, Hodder & Stoughton, London Gross, R. (1996) Psychology: the Science of Mind and Behaviour (3rd Edition), Hodder & Stoughton, London Hayes, N (1994): Foundations of Psychology, Nelson, Surrey Harrower, J (2001): Psychology in Practice - Crime, Hodder & Stoughton, London Oliver, K (2001): Psychology in Practice - Environment, Hodder & Stoughton, London Dwyer, D (2001): Angles in Criminal Psychology, Nelson Thornes, Cheltenham Roberts & Russell (2001): Angles in Environmental Psychology, Nelson Thornes, Cheltenham

Learning Outcome	
1. A BASIC UNDERSTANDING OF EXPLANATIONS OF SOCIAL INFLUENCE, PSYCHOLOGY AND CRIME, AND PSYCHOLOGY AND	Knowledge & Understanding

THE ENVIRONMENT.	
2. INTRODUCTORY EVALUATION OF STUDIES, EXPLANATIONS AND EVIDENCE RELATING TO SOCIAL INFLUENCE, PSYCHOLOGY AND CRIME, AND PSYCHOLOGY AND THE ENVIRONMENT.	Learning
3. APPLICATION OF PSYCHOLOGICAL KNOWLEDGE TO EVERYDAY LIFE.	Application

10/08/2010



Module Descriptor

Code: SHS85006-3

Version: 3

Approval Status: Valid
Current

Title: EXPERIMENTAL DESIGN AND RESEARCH METHODS (PRACTICAL INVESTIGATIONS)

Section: Science

Level: 0

Contact	E-mail Address	VLE
ADELE RICHARDS (NEWCASTLE COLLEGE)	ADELE.RICHARDS@NULC.AC.UK	

Pattern Of Delivery

Credits	Contact Hours	Independent Study Hours	Total Learning	Description of Pattern of Delivery

30			Hours	Pattern 1, study 50% in period 1
	42	258	300	

Site
STAFFORD COLLEGE
NEWCASTLE-UNDER-LYME COLLEGE

Registration Conditions	Module Version Condition Text
None	

Module Details	
Assessment Details	<p>An EXAM length 1 HOURS weighted at 40%. A 2NDASSIGMT length 1500 WORDS weighted at 30%. An ASSIGMT length 1500 WORDS weighted at 30%.</p> <p>1 written assignment on Experimental Investigations and Ethics (1500 words) 30% (Learning Outcome 3)</p> <p>2nd written assignment on Non-Experimental Investigations and Ethics (1500 words) 30% (Learning Outcome 3)</p> <p>Exam (short answer questions) 40% (Learning Outcomes 1 & 2)</p> <p>Formative Learning Formative learning will take the form of practice assignments and exams in the core IT and Study Skills module, as well as feedback feeding forward from earlier assessments.</p>

Indicative Content	<p>This module introduces you to the key aspects of experimental design and research methods. These include various types of method e.g. experiments, observations, correlation and questionnaires/surveys/interviews and case studies. You will also look at the design of methods including variables, hypotheses, sampling and experimental ethics. These methods will also be applied to examples within the areas of psychology you are studying in your other modules. You will be asked to carry out practical investigations into these methodologies and learn to develop the skills necessary to analyse the results. You will be asked to produce research projects based on these investigations.</p>
Learning Strategies	<p>There are 28 weeks of classes and 2 reading weeks (ie. 42 hours of taught sessions spread evenly throughout the academic year). Lectures provide a basic framework of concepts, theories and evidence. Classes will also include interactive learning activities, such as group discussions, web based activities, use of statistical packages, carrying out practical investigations and written formative and summative assessment. In their own private study time students will be expected to complete background research into their investigations and to write up each investigation to the required standard.</p>
Resources	<p>Textbooks, journals, resource packs (available in the psychology department and in the main library) and a stats package (to be found on learnwise on the college intranet).</p>
Texts	<p>Cardwell, Clarke & Meldrum (2008) Psychology for A Level, Collins, London Hill (1998) Advanced Psychology Through Diagrams, O U Press, Oxford Greene & D'Olivera (1982) Learning to use Statistical Tests in Psychology, O U Press, Milton Keynes Coolican (1994) Research Methods and Statistics in Psychology, Hodder & Stoughton, London Clegg, F (2008) Simple Statistics: A course book for the Social Sciences, C.U.P., Cambridge</p>

Learning Outcome	
1.AN UNDERSTANDING OF RESEARCH METHODOLOGY INCLUDING METHODS, DESIGNS, VARIABLES, HYPOTHESES, SAMPLING, AND ETHICS.	Enquiry
2. EVALUATE THE RESEARCH METHODS COVERED AND ETHICAL ISSUES.	Enquiry

3.APPLY KNOWLEDGE OF RESEARCH METHODOLOGY TO CARRYING OUT AND WRITING UP YOUR OWN PRACTICAL RESEARCH INCLUDING ANALYSIS OF RESULTS.	Analysis
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Module Descriptor

10/08/2010

Code: SHS85003-3

Version: 3

Approval Status: Valid Current

Title: INFORMATION TECHNOLOGY AND STUDY SKILLS

Section: Science

Level: 0

Contact	E-mail Address	VLE
ADELE RICHARDS (NEWCASTLE COLLEGE)	ADELE.RICHARDS@NULC.AC.UK	

Pattern Of Delivery

Credits	Contact Hours	Independent Study Hours	Total Learning Hours	Description of Pattern of Delivery
30				

84	216	300	Pattern 1, study 50% in period 1
			Pattern 1, study 50% in period 2

Site
STAFFORD COLLEGE
NEWCASTLE-UNDER-LYME COLLEGE

Registration Conditions	Module Version Condition Text
None	

Module Details	
Assessment Details	<p>A PORTFOLIO weighted at 50%. A PORTFOLIO weighted at 50%.</p> <p>1. A portfolio of up to 3 IT related tasks Weighted at 50%, to assess LO 1</p> <p>2. A portfolio of up to 3 study skills related tasks Weighted at 50%, to assess LO 2</p> <p>Formative Learning Formative learning will take place throughout the module as tutors provide 'feed forward' guidance and assistance with the development of IT and Study Skills.</p>
Indicative Content	<p>This module will run in both semester one and two and will be divided into Information Technology and Study Skills.</p> <p>During the IT section of the course you will be introduced to Word</p>

	<p>Processing, Spreadsheets, Databases and Presentation Software and their uses.</p> <p>In the Study Skills section of this module you will be introduced to many of the skills which will enable you to be an effective student in a Higher Education environment. These include learning Time Management Skills, Handling Information Skills (such as Locating secondary Sources, Note-taking and Academic Reading). You will also learn Essay Writing Techniques, Presentation Skills, Revision Skills and the Skills required to work in a group.</p> <p>Formative learning will take place throughout the module as tutors provide guidance and assistance with the development of IT and Study Skills.</p>
Learning Strategies	<p>There are twenty- eight weeks of lectures and two reading weeks encompassing 84 hours of taught sessions, spread evenly throughout the academic year. In IT, lectures provide training on a range of uses of IT and your competence will be assessed in terms of using IT. In Study Skills, Lectures will include interactive learning activities such as group discussion, practical demonstrations and tests, oral presentation, video/DVD etc, web based activities and written formative and summative assessment.</p>
Resources	Textbooks, journals, resource packs, the intranet, video/DVD
Texts	Cottrell, S (1999) Study Skills Handbook, Palgrave Study Guide, London

Learning Outcome	
1. DEMONSTRATE AN ABILITY TO USE RELEVANT IT PACKAGES, INCLUDING SOFTWARE FOR DATA HANDLING, PRESENTATIONS AND WORD PROCESSING.	Application
	Communication
	Problem Solving
2. DEMONSTRATE AN ABILITY TO (BOTH INDIVIDUALLY AND AS	Application

PART OF A GROUP) SELECT, PRESENT AND REFLECT ON INFORMATION IN A VARIETY OF DIFFERENT FORMATS.

Reflection

SCHEMES OF WORK

COGNITIVE PSYCHOLOGY				
Session	Week	Topic Area	Details	Assessment
1	1	Memory Introduction	Introduction to and the measurement of memory. Memory tasks.	Memory tasks.
2			The nature of memory (sensory, short term, long term).	
3			Video - The Nature of Memory.	
4	2	Models of Memory	Models of memory - multi store model. Evidence for and against.	Discussion and open and directed questions.
5			Levels of processing model. Evidence for and against.	
6			Reconceptualising short term memory - the working memory model and evaluation.	
7	3	The Organisation of Memory	Reconceptualising long term memory - declarative and procedural memory and evaluation.	Discussion and open and directed questions.
8			The organisation of information in memory - imagery as a form of organisation and evaluation.	
9			Semantic network models. Evidence for and against.	

10	4		Schemata - evidence for and against/ evaluation.	Discussion.
11		Forgetting - Problems With Accessibility	Trace decay (short term memory and long term memory). Displacement (short term memory). Evidence for and against.	Discussion.
12			Interference (short term memory). Evidence for and against and prevention of consolidation.	Directed questions.

Session	Week	Topic Area	Details	Assessment
13	5	Problems With Availability	Retrieval cue failure (long term memory and evaluation.	Discussion and directed questions.
14			Interference (long term memory) and evaluation.	
15			Motivated forgetting (long term memory) and evaluation.	
16	6	Applications of Memory	Eyewitness testimony and the cognitive interview - discussion.	Discussion and directed questions.
17			Video - Eyewitness Testimony.	
18		Improving Memory	Mnemonics.	Memory test.
19	7	Recap on the Topic	Recap on the previous sessions/ questions and answers.	Posters.
20		Assessment	Students to start their assignment.	
21			Students to complete their assignment and to explain their finished poster to the group.	

INDIVIDUAL DIFFERENCES				
Session	Week	Topic Area	Details	Assessment
1	22	Definitions of Abnormality	What is normal/abnormal?	Group work/ discussion.
2			Attempts to define abnormality:	Discussion.
3			<ul style="list-style-type: none"> - Statistical infrequency. - Deviation from social norms. - Deviation from statistical norms. - Deviation from ideal mental health. 	Gapped handouts.
4	23	Models of Abnormality	Cultural relativism. Video - Mental Illness.	Discussion.
5			Introduction to models of abnormality - biological (medical) model. Explanation strengths/weaknesses.	
6			Psychological models of abnormality - psychodynamic.	Open/directed questions.
7	24		Models of abnormality - behavioural and explanations/strengths and weaknesses.	Comparisons chart.
8			Cognitive model of abnormality - explanations/strengths and weaknesses.	
9			Video - Models of Abnormality.	

10	25	Psychopathology	Description of psychopathology. Characteristics of schizophrenia.	Group work. Discussion.
11			Explanations of schizophrenia - biological.	
12			Explanations of schizophrenia - psychodynamic.	
13	26	Treatments and Therapies	Explanations of schizophrenia:	Comparisons chart.
14			- Behavioural. - Cognitive. Video - Schizophrenia.	
15			Introduction to treatments and therapies.	
16	27		Somatic treatments.	Discussion.
17			Psychodynamic treatments.	
18			Behavioural treatments.	Open/directed questions.
19	28		Cognitive treatments.	Comparisons chart.
20			Video - Treatments.	
21			Timed essay.	Timed essay.

PHYSIOLOGICAL				
Session	Week	Topic Area	Details	Assessment
1	8	Sleep	Why do we sleep - introduction. What happens if we don't sleep?	Discussion. Open questions.
2			Theories of sleep - restoration theory and evaluation.	
3			Evolutionary theory and evaluation.	
4	9	Sleep and REM	Why do we have REM. What happens if we don't have REM?	Discussion and directed questions.
5			Restoration theories of REM sleep function and evaluation. Memory consolidation and sentinel theory and evaluation.	
6			Video on the Nature of Sleep.	
7	10	Dreams	Introduction to dreams. Characteristics.	Discussion. Open and directed questions.
8		Theories Which See Dreams As Having An Important Function	Theories of dream function. Freud and evaluation.	
9			Cartwright - problem solving theory and evaluation. Reprogramming theory and evaluation.	
10	11	Theories Which See Dreams As Having No Important Function	Activation synthesis theory and evaluation.	Directed questions.
11			Video - Dream Sense.	
12			Reverse learning theory with evaluation.	
13	12	Hypnosis	Video - REM and Sleep.	Discussion.
14			Hypnosis - characteristics.	
15			Hypnosis - the process and ethics.	

Session	Week	Topic Area	Details	Assessment
16	13		Hypnosis state theories. Evidence for and against.	Open and directed questions.
17			Hypnosis - non state theories. Evidence for and against.	
18			Hypnosis video.	
19	14		Introduction to presentations and web research.	Presentations.
20			Presentation preparation.	
21			The presentations.	

DEVELOPMENTAL				
Session	Week	Topic Area	Details	Assessment
1	15	Gender	The concept of gender. Terms relating to sex and gender and biological categories.	Discussion.
2			Gender role differences and introduction to the nature/nurture debate.	
3			Video - Gender Concepts.	
4	16	Gender Differences (Nature)	The biological approach.	Open and directed questions.
5			Sociobiological theory and evaluation.	
6			Freud's psychoanalytic theory and evaluation.	
7	17	Gender Differences (Nurture)	Social learning theory and evaluation.	Directed questions.
8			Cognitive developmental and gender schematic processing theories.	
9			Case studies and their role in the nature/nurture debate - Mr Blackwell, the Bastista family, Daphne Went -testicular feminizing syndrome and adrenogenital syndrome - the penectomized twin.	
10	18	Gender and Culture	Cultural relativism and it's role in the nature/nurture debate.	Discussion.
11			Video - Third Gender Persons.	
12		Personality	Introduction to what we mean by personality.	

Session	Week	Topic Area	Details	Assessment
13	19		The psychodynamic approach - psychosexual stages.	
14			Other personality structures including the Id, Ego, Superego and Freudian defence mechanisms and handling conflicts.	
15			A case history of Anna O and evaluation of Freud.	
16	20		Social learning approaches.	
17			Evaluation of social learning approaches.	
18			The biological view. Eysenck and his EPI.	
19	21		Evaluation of Eysenck. The nature/nurture debate.	1,000 word essay to be completed at home.
20			How to write a psychology essay.	
21			Planning the essay.	

SOCIAL 1 (SOCIAL INFLUENCE)				
Session	Week	Topic Area	Details	Assessment
1	1	Conformity	Introduction to social psychology.	Discussion.
2			Conformity: - Definitions.	
3			Studies of conformity - evaluation.	
4	2	Obedience	Overview - why people conform?	Discussion.
5			Video - Human Zoo (1).	
6			Obedience - introduction. Video - Milgram's Study.	
7	3		Studies of obedience and evaluation.	Discussion.
8			Studies of obedience and evaluation.	
9			Overview - why do people obey?	
10	4	Minority Influence	Resistance to authority.	Open/directed questions.
11			Minority influence - studies of.	
12			Why do people yield to minority influence.	
13	5	Prejudice and Discrimination	Video - Human Zoo (2).	Discussion.
14			Definitions of prejudice and discrimination.	

15			Video - Brown Eyes/Blue Eyes.	
16	6		Theories of prejudice and discrimination.	Open/directed questions.
17			Theories of prejudice and discrimination.	
18			Reduction of prejudice.	
19	7		Reduction of prejudice.	Short answer questions.
20			Overview of prejudice.	
21			Recap social/set assignment.	

ENVIRONMENTAL PSYCHOLOGY				
Session	Week	Topic Area	Details	Assessment
1	8	Environmental Disasters and Technological Catastrophes	Introduction and definitions.	Discussion
2			Characteristics of a natural disaster and examples of disasters.	
3			Characteristics of a technological catastrophes and examples of catastrophes.	Discussion.
4	9		Video - Disaster.	Open/directed questions.
5			Behavioural and psychological effects of disasters and catastrophes.	
6			Behavioural and psychological effects of disasters and catastrophes.	
7	10		Link to research methods - naturalistic investigations.	Open/directed questions.
8			Post-traumatic stress disorder.	
9			Video - Post-Traumatic Stress Disorder.	
10	11	Crowds and Collective Behaviour	Psychological intervention before and after events.	Discussion.
11			Psychological intervention before and after events.	
12			Introduction to crowds and collective behaviour.	Open/directed questions.
13	12	Crowds and Collective Behaviour	Definitions and types of crowds.	
14			Crowd behaviour and studies.	

15			Crowd behaviour and studies.	Discussion.	
16	13		Theories explaining crowd behaviour.		
17			Theories explaining crowd behaviour.		
18			Video - Crowd Behaviour.		Discussion.
19	14		Intervention leading to disruptions in behaviour patterns.		
20			Crowds in emergency situations.		Open/ directed questions.
21			Controlling crowds and preventing problems.		Essay set.

SOCIAL 2 (PRO AND ANTI SOCIAL BEHAVIOUR)				
Session	Week	Topic Area	Details	Assessment
1	15	Aggression	Definitions of aggression	Presentations
2			Presentations on Alternatives to the social model	
3			Social learning theory	
4	16		Deindividuation Theory	Short Answer Questions
5			Frustration/Excitation Transfer Hypothesis	
6			Relative Deprivation and Aggression	
7	17		Environmental Factors and Aggression	Gapped Handout
8			Pro-social Beh Def's	
9			Cialdini Negative State Relief Model	
10	18	Altruism	Characteristics of the victim	Short Answer Questions
11			Cultural Factors and Altruism	

12			Environmental Factors and Altruism	
13	19		Presentations on Environmental Factors & Altruism	Presentations
14			Alternatives to Social Explanations of Altruism	
15			Media and Anti-Social Behaviour	
16	20	Media	Longitudinal/Correlation studies on Media Effects	Group work
17			Media Effects-Types of effects on behaviour	
18			Media and pro-social behaviour	
19	21		Evaluation of Media & Pro-social behaviour	Exam
20			Review and summary of Pro and Anti-social behaviour	
21			Exam – Essay Question	

CRIME				
Session	Week	Topic Area	Details	Assessment
1 2 3	22	Theories	Biological Constitutional Theory Brain Structure & crime Genetics	Video Questions
4 5 6	23		Psychodynamic Approach to crime Learning theories – Bandura Learning theories - Sutherland	Questions
7 8 9	24		Social & cultural factors and crime Presentations of social and cultural factors and crime Criminal thinking patterns –rational choice theory	Presentations
10 11 12	25		Cognitive Dysfunction Theory Atypical moral development and crime Evaluation of Kohlberg and criminality	Gapped Handout

Session	Week	Topic Area	Details	Assessment
13	26	Offender Profiling	Offender profiling video	Video questions
14			Explanations of process	
15			Case studies	
16	27	Punishments and treatments	Evaluation of profiling	Gapped Handout
17			Punishment and crime	
18			Rehabilitation Programmes	
19	28		Anger management and sex offender treatments	Essay
20			Crime prevention, Primary/Secondary/Tertiary	
21			Newspaper articles on crime	

RESEARCH METHODS

<i>Session</i>	<i>Week</i>	<i>Topic Area</i>	<i>Details</i>	<i>Assessment</i>
1	1	Introduction of Psychological Research	The aim of research quantitative and qualitative methods/approaches	
2	2	The experimental method	The experimental method, IV's, DV's, variables and other advantages of the lab experiment	
3	3		Field experiments /natural experiments advantages/disadvantages	
4	4		Experimental design, advantages/disadvantages	
5	5	Non experimental research methods	The correlation, nature and strengths/limitations	

6	6		Observations-types, nature and strengths/limitations	
7	7		Questionnaires types, nature and strengths/limitations	
8	8		Interviews, nature questioning, strengths/limitations	
9	9	Factors associated with research	Sampling-types advantages and disadvantages	
10	10		Aims & hypotheses experimental/null one and two tailed	
11	11		Researcher & participant relationships	

Session	Week	Topic Area	Details	Assessment
12	12		Reliability and validity	
13	13	Analysing quantitative and qualitative data	<u>Quantitative</u> Descriptive statistics – measures of central tendency and levels of measurement	
14	14		Measures of dispersion and presenting data inferential tests	
15	15		Qualitative data and analysis	
16	16	Practical 1 The observation	How to design an observation	
17	17		Carrying out the research	

18	18		How to write it up	A practical report
19	19	Practical 2 The independent groups design	How to design the research	
20	20		Carry out the research	
21	21		How to write it up	

Session	Week	Topic Area	Details	Assessment
22	22	The repeated measures design	How to design the research	
23	23		Carrying out the research	
24	24		How it write it up	A practical report
25	25	The correlation	How to design a correlation	
26	26		Carrying out the research	
27	27		How to write it up	A practical report
28	28	Exam		

STUDY SKILLS

Session	Week	Topic Area	Study Skills Details	Assessment	Study Skills Appropriate Assignment	Comments
1	1	Cognitive & special influence	The psychology marks scheme and grades etc			You will be taken through exactly how your work will be marked
2	2		Descriptive skills – breadth & depth			You will be taught how to describe theory and research and the difference between them
3	3		Evaluate skills			How to use research and theory to provide evidence for/against other research and/or theories.
4	4		Analysis skills			How to analyse research in terms of reliability/validity, application methods etc

5	5		How to present visual information			How to incorporate description /evaluation/analysis in a visual format
6	6		How to tackle short answer questions			How to answer structured questions in terms of description & evaluation and the marks available
7	7		The psychology assignments	Posters – cognitive Short answer Q's - Social Influence		Assistance with referencing & bibliographies
8	8	Individual differences & pro and anti social behaviour	Taking notes from written sources			How to take notes from text books, web articles and the reliability of these
9	9		Using secondary sources			How to incorporate information from text books/web/journals essays

10	10		Planning an essay			How to plan – what should an essay plan look like. How to plan one?
11	11		Writing an essay			Intro, main body, conclusions. Incorporating description & evaluation/analysis
12	12					How to revise effectively.
13	13		Exam technique			Reading questions, question deconstruction - writing within a time constraint, planning.
14	14		The psychology assignment	Individual differences exam essay pro and anti social behaviour exam essay	Either assignment may be used to gain this study skills mark. Take a copy and submit it to your module and study skills tutor	Assistance with examination essays. References must be completed in advance of the exam from preparation notes

15	15	Physiology and crime	How to locate secondary sources			How to use info-track, locate journal articles
16	16		How to do a presentation			This lecture will concentrate on presentation skills – how to present the 3 stages etc.
17	17		How to use equipment			How to use OHT's and Powerpoint effectively
18	18		Presenting material visually in presentations			How to present acetates, posters, the amount of info to include
19	19		How to produce handouts			Producing a handout to accompany a presentation. Key ideas and themes etc
20	20		How to work within a group			The importance of cooperation and leadership etc

21	21		The psychology assignment	Physiological – presentations crime	Presentation must be <u>repeated</u> in study skills	Presentation on study skills
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				essay	however, you may use the bio presentation and do it first in SS as appropriate	
22	22	Developmental and environmental psychology	Personal review			Strengths/weakness areas which need to be addressed
23			Stress management			Are you stressed and ways of coping
24	24		Time management and organisation			Planning and using time effectively
25	25		Taking notes from audio/visual sources			Taking notes from OFOTCN or AGAIG – how to extract your information.
26	26		Taking notes from a university style lecture			A lecture will be put on for you in the style of a university lecture

27	27		Research/lab reports		N/A	Assistance with any last minute problems within the lab reports
28	28		Developmental essay and environment essay		Either essay may be used to gain this study skills work. Take a copy and submit your module to your study skills tutor	Assistance with essays