UCLAN CYPRUS

BSc (HONS) PSYCHOLOGY

Appendix I

TABLE 2: COURSE DISTRIBUTION PER SEMESTER – BSc (*Hons*) Psychology

Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
Year 1 – A' Semester							
Compulsory	Historical Foundations of Psychology	PS1710	2	1 hour	13	26	---
Compulsory	Understanding Behaviour	PS1720	2	1 hour	13	26	---
Compulsory	Introduction to Developmental and Social Psychology	PS1020	2	1 hour	13	26	---
Optional	Academic Writing	EF1498	2	1 hour	13	26	---
Optional	Introduction to Probability & Statistics	MA1861	3	1 hour	13	39	---
Optional	English for Academic Purposes	EF1707	4	1 hour	13	52	---
Optional	University elective	---	---	---	---	---	10
Year 1 - B' Semester							
Compulsory	Introduction to Developmental and Social Psychology	PS1020	2	1 hour	13	26	10
Compulsory	Historical Foundations of Psychology	PS1710	2	1 hour	13	26	10

Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
Compulsory	Understanding Behaviour	PS1720	2	1 hour	13	26	10
Optional	Academic Writing	EF1498	2	1 hour	13	26	10
Optional	Introduction to Probability & Statistics	MA1861	3	1 hour	13	39	10
Optional	English for Academic Purposes	EF1707	4	1 hour	13	52	10
Optional	University elective	---	---	---	---	---	10
Year 2 - A' Semester							
Compulsory	Methods and Practice of Psychological Inquiry	PS1010	2	1 hour	13	26	---
Compulsory	Introduction to Psychobiology and Cognition	PS1030	2	1 hour	13	26	---
Compulsory	Topics in Psychology	PS1060	4	1 hour	13	52	---
Compulsory	Being a Psychologist	PS1050	2	1 hour	13	26	---
Compulsory	Psychology of the Media	PS1640	2	1 hour	13	26	5

ΔΙΠΑΕ ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
Year 2 - B' Semester							
Compulsory	Methods and Practice of Psychological Inquiry	PS1010	2	1 hour	13	26	10
Compulsory	Introduction to Psychobiology and Cognition	PS1030	2	1 hour	13	26	10
Compulsory	Topics in Psychology	PS1060	4	1 hour	13	52	20
Compulsory	Being a Psychologist	PS1050	2	1 hour	13	26	10
Compulsory	Turning Goldfish into Elephants	PS1650	2	1 hour	13	26	5
Year 3 - A' Semester							
Compulsory	Psychological Research 1: Design and Quantitative Analysis	PS2010	2	1 hour	13	26	---
Compulsory	Qualitative Psychological Research	PS2050	2	1 hour	13	26	---
Compulsory	Social and Developmental Psychology	PS2020	4	1 hour	13	52	10
Optional	Neurocognitive Development and Disorders	PS2250	2	1 hour	13	26	---

Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
Optional	Forensic Psychology	PS2800	2	1 hour	13	26	---
Optional	Clinical Psychology	PS2360	1.5	1 hour	13	19.5	---
Optional	Cyberpsychology, Identity and Online Behaviour	PS2570	1.5	1 hour	13	19.5	---
Year 3 - B' Semester							
Compulsory	Psychological Research 1: Design and Quantitative Methods	PS2010	2	1 hour	13	26	10
Compulsory	Qualitative Psychological Research	PS2050	2	1 hour	13	26	10
Compulsory	Cognitive and Physiological Psychology	PS2030	4	1 hour	13	52	10
Optional	Neurocognitive Development and Disorders	PS2250	2	1 hour	13	26	10
Optional	Forensic Psychology	PS2800	2	1 hour	13	26	10
Optional	Clinical Psychology	PS2360	1.5	1 hour	13	19.5	10
Optional	Cyberpsychology, Identity and Online Behaviour	PS2570	1.5	1 hour	13	19.5	10

Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
Year 4 - A' Semester							
Compulsory	Essential Issues in Psychology	PS3350	2	1 hour	13	26	---
Optional	Neuropsychological Disorders and Techniques	PS3020	2	1 hour	13	26	10
Optional	Advanced Developmental Psychopathology	PS3051	2	1 hour	13	26	10
Optional	Application of Clinical Psychology Practice, Clinical Research, Service Delivery	PS3081	2	1 hour	13	26	10
Compulsory	Psychology Project	PS3900	1	1 hours	13	13	---
Optional	Psychology Placement Module	PS3070	4	1 hours	13	52	10
Year 4 - B' Semester							
Compulsory	Essential Issues in Psychology	PS3350	2	1 hour	13	26	10
Optional	Applying Psychology to the Educational Setting	PS3050	2	1 hour	13	26	10
Optional	Violent and Sexual Offending	PS3010	2	1 hour	13	26	10
Optional	Crime: Impacts and Consequences	PS3015	2	1 hour	13	26	10

ΔΙΠΑΕ ΣΥQΑΑ ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
Optional	Brain, Treatments and Behaviour	PS3025	2	1 hour	13	26	10
Compulsory	Psychology Project	PS3900	-	1 hour	13	-	20
Optional	Cognitive Behaviour Assessment and Treatment Planning in Clinical Psychology	PS3085	2	1 hour	13	26	10

Module descriptors

Course Title	**Introduction to Probability and Statistics**				
Course Code	**MA1861**				
Course Type	Optional				
Level	Level 4				
Year / Semester	Year 1 / YL				
Teacher's Name	Milto Hadjikyriakou				
ECTS	10 ECTS	Lectures / week	2	Laboratories / week	1
Course Purpose and Objectives	The aims of the module are to: 1. Give students a grounding in the basic concepts and techniques of applied statistics. 2. Develop students' critical and analytical skills in discerning the correct and incorrect use of statistics in practice 3. Develop students' skills in solving statistical problems.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Assess, analyse and interpret basic statistical problems. 2. Discern when statistics are being misused. 3. Present results of basic statistical analyses (both descriptive and inferential). 4. Apply simple probabilistic and statistical concepts. 5. Construct and apply mathematical descriptions of probability distributions.				
Prerequisites	N/A		Required	N/A	
Course Content	**Data and surveys:** Sampling; Questionnaires; Bias, error and precision. **Descriptive Statistics:** Measures of location and dispersion; Diagrams and data presentation. **Statistical Inference:** Significance testing and confidence intervals (sample means). **Probability:** Axioms and interpretations; Addition and multiplication laws; Conditional probability.				

ΔΙΠΑΕ CYQAA — ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ / THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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	Probability Distributions: Binomial, Poisson and Normal.					
	Further Inference: z-tests, t-tests, paired and unpaired tests, χ^2-tests.					
	Correlation and regression: Linear regression and significance tests on *r*.					
	Use of statistical packages in analysing data will appear as relevant in the syllabus, with an emphasis on the use of the spreadsheet software Excel.					
	There will be a strong emphasis throughout the module on the understanding of the context of practical use of statistics.					
Teaching Methodology	The module will be delivered on campus, with weekly lecture/tutorial sessions. Printed notes will be given for each part of the course. Concepts and underlying theory will be explored in the lecture period. Students will learn through a formative process of tackling the exercises at the end of each section, with feedback and extension in tutorials.					
	In the first semester, students will be taught to use the spreadsheet software Excel to help with their statistical calculations. The material taught in the first semester (data, descriptive statistics, and an introduction to inference) will be tested by a practical assignment using realistic data sets in Excel. In the second semester, the course will be of a more theoretical nature (from the axioms of probability to different inferential tests).					
Bibliography	http://readinglists.central-lancashire.ac.uk/modules/MA1861.html http://cypruslists.central-lancashire.ac.uk/modules/MA1861.html					

Assessment	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration / Word count (indicative only)	Category of assessment	Learning Outcomes being assessed
	1	Assignment	40%	1500 words equivalent.	Coursework	1,2,3
	1	Examination	60%	2 hours	Written Exam	1,3,4,5

To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments

Language	English

ΔΙΠΑΕ ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Course Title	**English for Academic Purposes**				
Course Code	**EF1707**				
Course Type	Optional				
Level	Level 4				
Year / Semester	Year 1 / YL				
Teacher's Name	Andria Michael				
ECTS	10 ECTS	Lectures / week	1h	Laboratories / week	3h (Tutorial)
Course Purpose and Objectives	This course aims to: 1. develop the language of second language users of English to meet high level language requirements of academic courses. 2. develop students' awareness of academic expectations in Higher Education and help them develop knowledge and skills to meet these.				
Learning Outcomes	On successful completion of this module a student will be able to demonstrate: 1. a high level of fluency and accuracy in using English in a range of written academic tasks. 2. ability to comprehend high level written and spoken English in field-specific academic contexts, and use reading and listening materials as sources. 3. a high level of competence in spoken English and ability to take active role in spoken interaction in academically appropriate contexts.				
Prerequisites	None		Required	None	
Course Content	The syllabus integrates development of language skills with study and communication skills using a range of academic topics drawn from social and natural science, arts and humanities, business and management, technology and IT. Where a cohort of students has similar study or professional goals, it is also possible to tailor topics to that group's needs. The module will focus on: • developing English language knowledge and skills to the appropriate level of competence (B2+) • refining English language skills to demonstrate high levels of awareness of contextual variation in language style, appropriacy to context and genre and refining ability in producing spoken and written English texts which demonstrate competence in this. • increasing academic reading, writing, listening and speaking skills.				

	• improving students' reading and listening comprehension by helping them develop effective methods and strategies.
	• improving students' language proficiency by developing their vocabulary and grammar.
	• refining essential academic writing skills.
	• developing skills for participating appropriately in events such as lectures, seminars, meetings, teamwork or tutorials.
	• developing critical thinking abilities such as actively questioning texts and evaluating their content and competence in expressing critical opinions.
Teaching Methodology	The teaching and learning approach integrates the development of English language skills with relevant academic and/or professional skills, appropriate to the cohort of students. This means for example that the material that students will read (or lectures they will listen to) will be used as input for language work, seminar discussion, oral presentation and essay writing. This integration reflects the nature of academic and professional practice and allows an in-depth exploration of various academic topics while developing English language knowledge and skills. Class contact sessions typically consist of a mix of tutor input (or recorded input) and interactive pair/ group tasks. Authentic academic and professional texts and scenarios are used to increase students' knowledge and awareness of a range of typical genres in their field, and to enable them to develop appropriate language and skills. There is a strong focus on academic vocabulary development, using the Academic Wordlists and other (online) resources, on improving reading speed, comprehension of spoken and written and particularly on improving academic and/or professional writing ability. Group and independent learning activities are used to replicate the typical demands of undergraduate study and/or the workplace. Independent work will involve preparation for classes, reading and researching academic texts, writing short texts in preparation for the portfolio of tasks. A range of online resources will be made available to students through Blackboard. These activities complement those undertaken during the module's Scheduled Learning and Teaching Activity and allow students to consolidate and develop both subject-specific and other transferable skills.
Bibliography	Course-books at B2+ level Chazal, E. de & McCarter, S. (2013) Oxford EAP (B2), Oxford: Oxford University Press. Chazal, E. de & McCarter, S. (2013) Oxford EAP (C1), Oxford: Oxford University Press. Hewings, M., Thaine, C. & McCarthy, M. (2012) Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP (C1), Cambridge: Cambridge University Press. Phillips, T & A Phillips (2012) Progressive Skills in English: Level 4 Course Book, Reading: Garnet Supplementary material: Bailey, S. (2003) Academic Writing – A Practical Guide for Students, London: Nelson. Burgmeier, A., Richmond, K., Rubin, B., Zwier, L.j. (2012) Inside Reading.

The Academic Wordlist in Context, Oxford: Oxford University Press.

Cottrell, S. (2008) The Study Skills Handbook (3rd edition), Basingstoke: Palgrave Macmillan

Cottrell, S. (2011) Critical Thinking Skills: developing effective analysis and argument (2nd edition), Basingstoke: Palgrave Macmillan.

Drew, S., & Bingham, R. (2002) The Student Skills Guide, Hampshire: Gower.

Oshima, A. & Hogue, A. (2006) Academic Writing English. (4th ed). New York: Longman.

Pallant, A. (2009) Writing Course Book, London: Garnet Education.

Pear, R. (2010) Cite Them Right: the Essential Referencing Guide, Palgrave Macmillan.

Shields, M. (2010) Essay Writing. A Student's Guide, London: Sage.

Slaght, J., Harben, P. & Pallant, A. (2006) Reading and Writing. Source Book, London: Garnet Education.

Online resources for independent study:

Online Writing Tutor, available together with:

Savage, A., Mayer, P. Shafiel, M., Liss, R. And Davis, J. (2012) Effective Academic Writing, Oxford: Oxford University Press

Other online resources:

Academic Phrasebank, at http://www.phrasebank.manchester.ac.uk/

Academic Wordlists:

http://www.nottingham.ac.uk/~alzsh3/acvocab/index.htm

http://www.victoria.ac.nz/lals/resources/academicwordlist/most-frequent.aspx

Assessment	The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Word count	Category of assessment	Learning Outcomes being assessed
1	Examination	50%	3 hours	Written exam	1, 2
1	Portfolio of Tasks	50%	4 Tasks	Coursework and Practical	1, 2, 3

Students must achieve a minimum of 40% overall in order to pass the module.

Language	English

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Course title	**Introduction to Developmental and Social Psychology**
Course code	**PS1020**
Course type	**Compulsory**
Level	Level 4
Year / Semester	Year 2/ YL
Teacher's name	Militsa Nikiforou

ECTS	10 ECTS	**Lectures / week**	1.75 h	**Laboratories / week**	0.25

Course purpose and objectives	The aim of this module is to introduce key concepts, studies, subject areas and methodological approaches within developmental and social psychology making reference to some key issues and debates in the history of psychology.
Learning outcomes	On successful completion of this module a student will be able to: 1. Define, identify and describe introductory themes and topics related to the theory and practice of developmental psychology. 2. Define, identify and describe introductory themes and topics related to the theory and practice of social psychology. 3. Describe and discuss a key theme or topic in either developmental or social psychology.

Prerequisites	N/A	**Required**	N/A

Course content	Developmental Psychology Piagetian theory Moral development Gender development Attachment and separation Social learning theory and socialisation Adolescence and life-span development Social Psychology Social perception and attribution Attitudes Pro-social behaviour

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	Interpersonal attraction Aggression Social influences					
Teaching methodology	The module consists of lectures and workshops. Workshops expand on syllabus topics or cover additional topics, for instance: evaluation of the Zimbardo prison study replication and the impact of daycare on child development. The assessments test a broad understanding of material (MCQ) but also offer the opportunity to research a particular topic in detail (essay).					
Bibliography	Hogg, M.A. and Vaughan, G.M. (2011). *Social Psychology (6*th Ed.*).* London: Prentice Hall. Smith, P.K., Cowie, H. and Blades, M. (2011). *Understanding Children's Development (5*th Ed.*).* Oxford: Blackwell.					

	Number of Assessments	**Form of Assessment**	**% weighting**	**Size of Assessment/Duration/ Word count** (indicative only)	**Category of assessment (**1 of written exam/practical assessment/course work –see guidance notes)	**Learning Outcomes being assessed**
Assessment	1	Examination	50%	1 hour	Written exam	1, 2
	1	Written Assignment	50%	3000 words	Coursework	3 & 4

	Students must achieve an overall weighted average mark of 40% or higher on the module, and receive a pass mark for the Employability assessment (Portfolio).
Language	English

ΔΙΠΑΕ ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Course title	**Introduction to Psychobiology and Cognition**
Course code	**PS1030**
Course type	**Compulsory**
Level	Level 4
Year / Semester	Year 2/ YL
Teacher's name	Lilia Psalta

ECTS	10 ECTS	**Lectures / week**	1.50h	**Laboratories / week**	0.50h

Course purpose and objectives	This module aims to: • Introduce students to physiological systems which underpin behaviour. • Provide a foundation in perception and human information processing. • Explore the explanation of behaviour in terms of physiological systems and neural structures
Learning outcomes	On successful completion of this module a student will be able to: 1. Define, identify and describe introductory themes and topics related to the theory and practice of psychobiology 2. Define, identify and describe introductory themes and topics related to the theory and practice of cognitive psychology 3. Describe, discuss and interpret a key theme or topic in psychobiology / cognitive psychology

Prerequisites	N/A	**Required**	N/A

Course content	Neuronal structure, function and connectivity. Structure and function of the nervous system. Neuropharmacology and the influence of drugs on behaviour. Research techniques in physiological psychology. The visual and auditory pathways. Psychophysics. The perception of form and depth and sensori-motor systems. Attention, subliminal processing and the effects of stress. Memory systems and the neuropsychology of memory. Hypothalamic function and neuroendocrinology. Visual and auditory perception, language, thinking, mental imagery, and memory.
Teaching methodolo	The module is taught through a mixture of lectures and workshops. Psychobiology is delivered entirely through lectures. The perception and cognition part of the module is

gy	taught mainly via lectures, including a range of practical demonstrations or interactive exercises. ELearn materials, including webpage links support the lecture content. Workshop classes aim to develop practical skills and knowledge of experimental techniques in psychobiology and cognition along with oral communication skills. The assessments test students' broad understanding of material (MCQ), and more depth understanding through a piece of written coursework (learning outcome 3).
Bibliography	The bibliography for this module is available via the on-line reading list – click on the link below: www.uclan.ac.uk/readinglists

Assessment	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount (indicative only)	Category of assessment (1 of written exam/practical assessment/coursework –see guidance notes)	Learning Outcomes being assessed
	1	Examination	50%	1 hour	Written exam	1, 2
	1	Written Assignment	50%	3000 words	Coursework	3, 4

	Students must achieve an overall weighted average mark of 40% or above, aggregated across all the assessments.
Language	English

Course title	**Being a Psychologist**				
Course code	PS1050				
Course type	**Compulsory**				
Level	Level 4				
Year / Semester	Year 2/ YL				
Teacher's name	Vasiliki Christodoulou				
ECTS	10 ECTS	**Lectures / week**	1.85h	**Laboratories / week**	0.15h
Course purpose and objectives	The module aims to introduce students to the ethical practice of psychology, and to start the process of planning a career either as a psychologist, or in another career which will use the knowledge and skills developed in a psychology degree.				
Learning outcomes	On successful completion of this module a student will be able to: 1. Plan a pathway to a chosen career in Psychology 2. Identify ethical issues and consider the implications of these.				
Prerequisites	N/A		**Required**	N/A	
Course content	The module will focus on employability matters such as the pathways to practice in various fields of psychology and provide an opportunity for students to reflect on their current position, their career aspirations and how they will achieve them. With a focus on psychological practice, the module will discuss key ethical issues and principles within the BPS Code of Ethics and Conduct, to develop students' awareness of working ethically as at the heart of being a psychologist.				
Teaching methodology	Core material will be delivered via lectures, this will allow students (whatever their previous educational experience) to be made aware of ethical practice, the principles of which can be applied with the work of Psychologists, but in other professions also. Students will have an early formative essay on ethical practice, which will give feedback on essay writing skills as well as consolidating early learning on ethics. Small group work on case studies will further develop students' thinking about ethics issues. Students will learn about employment options with a Psychology degree, as well as developing their own employability such as via CV writing. Employability matters will also be linked to theories within Vocational Psychology, to help students to set employment choices into a theoretical and research context.				
Bibliography	The bibliography for this module is available via the on-line reading list – click on the link below: www.uclan.ac.uk/readinglists				

		Indicative References
		British Psychological Society Code of Ethics and Conduct (2018) www.bps.org.uk/news-and-policy/bps-code-ethics-and-conduct
		Kitchener, K. S. (2000) Foundations of Ethical Practice, Research and Teaching in Psychology. New Jersey, Lawrence Erlbaum Associates.

Assessment	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount *(indicative only – see Workload Table for guidance)*	Category of assessment *(select 1 of written exam/practical assessment/course work –see guidance notes)*	Conducted within central examination period *(Y/N)*	Learning Outcomes being assessed
	2	*Coursework*	*2 x 50 %*	*2,000 words each*	*Coursework*	*N*	*1, 2*
	To pass this module you must achieve a mark of 40% or above), aggregated across all the assessments.						

Language	English

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Course title	Topics in Psychology				
Course code	PS1060				
Course type	Compulsory				
Level	Level 4				
Year / Semester	Year 2/ YL				
Teacher's name	Kalypso Iordanou				
ECTS	20 ECTS	Lectures / week	3.5h	Laboratories / week	0.5h
Course purpose and objectives	The module aims to • Introduce students to areas of psychology some of which they will choose to study in more depth in Stage 2 of their degree • Familiarise students with staff in the school and their research interests and to encourage participation in the research going on in Psychology • Help students build networks within the student cohort via group activities • Develop students' knowledge of, and skills in, resilience and coping to facilitate successful progression in their course				
Learning outcomes	On successful completion of this module a student will be able to: 1. Define, identify, select and describe terms and concepts relevant to a range of psychological research. 2. Work effectively as part of a group. 3. Research, summarise and present material from a chosen topic. 4. Discuss the process of psychological research. 5. Search and engage with relevant literature.				
Prerequisites	N/A		Required	N/A	
Course content	Block 1 Introduction to a range of current topics being researched by colleagues within the School. Introduction to the SONA research participation system. Theory and practice of group formation and effective working. Factors affecting successful transition to university and managing these.				

	Block 2
	Extended coverage of introductory material in relation to key fields in psychology, e.g., forensic, clinical, developmental, neuro and cyber psychology in preparation for work at level 2.
	Engagement with and interpretation of psychological literature and methods.
Teaching methodology	The module will be delivered via lectures and supervised group work.
	The content will be separated into blocks. The early weeks of the module will focus on supporting students to make the transition to university, both by the formation of friendship groups and exploring factors such as coping strategies both as areas of research, and as practical tools. The lectures on current staff research will deliver content and the group work sessions will facilitate the development of skills. The first assessment allows for team-working, as groups work towards producing a poster and presenting this as a group.
	The second part of the module will focus on delivery of groups of lectures in relation to fields of psychology in which students might choose to specialise later. Informal group work will consolidate learning through, for example, discussion of case studies.
	The second assessment is more individually-focused and will develop students' awareness of ethics and research issues either by participating in, and reflecting on, psychological studies (e.g. experiments and questionnaires) or by writing an essay on research ethics. The assessments on the module are intended to expose students to different assessment types to provide training in a range of skills.
Bibliography	The bibliography for this module is available via the on-line reading list – click on the link below: www.uclan.ac.uk/readinglists
	For modules pending approval, the bibliography should be included in the module descriptor until such time as the online reading list is live.
	There are no set texts which cover all topic areas covered by this module. Individual lecturers will suggest appropriate reading.
	General study skills books:
	Freeman, R.P.J. & Stone, T. (2006). Study Skills in Psychology: Succeeding in Your Degree. Sage Publications.
	Smyth, T. R. (2004). The Principles of Writing in Psychology. Palgrave Macmillan

Assessment	Number of	**Form of Assessment**	% weighting	**Size of Assessment/Duration/ Wordcount** *(indicative only – see Workload Table for guidance)*	**Category of assessment** *(select 1 of written exam/practical assessment/coursework –see guidance notes)*	**Conducted within central examination period** *(Y/N)*	**Learning Outcomes being assessed**

1	Group Poster Presentation	30%	10 minutes	Practical Assessment	N	1,2 &3
1	Coursework/ SONA points	30%	2000 words	Coursework	N	1, 3, 4
1	Exam	40%	60 minutes	Exam	Y	1
To pass this module you must achieve a mark of 40% or above aggregated across all the assessments.						

Language	English

THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION
ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
ΔΙΠΑΕ
ΣΥΩAA

University of
Central Lancashire
UCLan Cyprus
1828

Course title	Psychological Research Methods 1: Design and Quantitative Analysis
Course code	PS2010
Course type	Compulsory
Level	Level 5
Year / Semester	Year 3 /YL
Teacher's name	Dina Themistokleous

ECTS	10 ECTS	Lectures / week	1h	Laboratories / week	1h

Course purpose and objectives	The aim of this module is to advance student knowledge and expertise in psychological research methods and quantitative statistics as they relate to psychology beyond introductory level. The module aims to give students the skills to carry out, and write-up, their own empirical study using quantitative methods.
Learning outcomes	On successful completion of this module a student will be able to: 1. Analyse and interpret the results of statistical techniques commonly used in empirical investigation within the discipline of Psychology, using SPSS. 2. Design and implement an empirical project addressing a psychological research question using quantitative methods. 3. Write up and critically analyse the results of a quantitative research study in an appropriate subject style.

Prerequisites	N/A	Required	N/A

Course content	Teaching covers a range of research designs and methods (e.g., experimental and observational), and quantitative statistics used in Psychology such as factorial ANOVA and multiple regression. The application of statistical techniques to project work and the implications for design and data handling are addressed. Students are given practice in conducting statistical analyses using SPSS.
Teaching methodology	An integrated and inclusive approach to syllabus delivery through using a range of teaching activities to address the needs of students with varying learning styles, abilities and needs. Core material is delivered in lectures, and where necessary or useful these may be supplemented with recorded lectures. Further examination of selected topics is done in interactive seminars. Practical application of SPSS and how to run tests is done via computer workshops. Workshops/seminars will also guide students through the process of research question design, deal with application and interpretation of statistics, and promote research

	methods' understanding. Students will need to read around the lecture topics and develop their ICT and numeracy skills by practising running statistical analyses and interpreting their results. Through their revision of a range of topics, students will develop the ability to reflect on their own progress and will also further develop their knowledge of how to write academically within the context of quantitative analysis.
Bibliography	Reading lists will be organised by module code on UCLan's "Reading Lists Online": http://readinglists.central-lancashire.ac.uk/index.html

<table>
<tr><td rowspan="3">Assessment</td><td>Number of Assessments</td><td>Form of Assessment</td><td>% weighting</td><td>Size of Assessment/Duration/ Wordcount (indicative only)</td><td>Category of assessment (1 of written exam/practical assessment/coursework –see guidance notes)</td><td>Learning Outcomes being assessed</td></tr>
<tr><td>2</td><td>Empirical report</td><td>1 x 40%
1 x 60%</td><td>Approximately 24,000 words each</td><td>Coursework</td><td>1, 2, 3</td></tr>
<tr><td colspan="5">Students must achieve an overall weighted average mark of 40% or higher.</td><td></td></tr>
</table>

Language	English

Course title	**Qualitative Psychological Research**				
Course code	**PS2050**				
Course type	**Compulsory**				
Level	Level 5				
Year / Semester	Year 3/ YL				
Teacher's name	Maria Zeniou				
ECTS	10 ECTS	**Lectures / week**	0.5h	**Laboratories / week**	1.5h
Course purpose and objectives	The aim of this module is to give students the skills to carry out, and write up, their own independent empirical studies using qualitative methods of data collection and analysis.				
Learning outcomes	On successful completion of this module a student will be able to: 1. Design and carry out empirical projects that address psychological research questions with qualitative research methods. 2. Write up the results of qualitative research studies according to relevant conventions and standards.				
Prerequisites	N/A	**Required**			N/A
Course content	Teaching will cover key issues and techniques in a range of data collection and analysis methods that are used in psychological research. Particular attention will be paid to the collection of data with interviews, both one to one and focus group. A variety of methods for analysing data will be introduced and described – for example, thematic analysis, discourse analysis and phenomenological methods. Current debates and issues relating to qualitative methods in psychology will be covered as will issues relating to the evaluation of qualitative research				
Teaching methodology	The core knowledge content of the module will be taught by lectures including discussions and activities within lectures and will be supported by Blackboard. The skills of designing, conducting and writing up their own qualitative research studies will be developed within a series of small group practical sessions, where students will discuss issues affecting the design and conduct of research as well as practising practical tasks such as interviewing and coding in a supportive environment. These tasks will provide formative feedback on skills development. Discussion of writing up will reinforce written guidance about the requirements of empirical reports and facilitate students in applying these to their submissions. This approach will be used for both labs: one collecting data via focus groups and another using one to one interview data.				
Bibliography	The bibliography for this module is available via the on-line reading list – click on the link below: www.uclan.ac.uk/readinglists Sullivan, C. and Forrester, M.A. Eds. (2019). Doing Qualitative Research in Psychology: A Practical Guide. London: Sage.				

	Howitt, D. (2019). Introduction to Qualitative Research Methods in Psychology: Putting Theory into Practice Harlow: Pearson.					
Assessment	Number of Assessmen	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount *(indicative only – see Workload Table for guidance)*	Category of assessment *(select 1 of written exam/practical assessment/coursework –see guidance notes)*	Conducted within central examination period *(Y/N)*	Learning Outcomes being assessed
	2	*Empirical report*	*1x40% 1x60%*	*2,000 words each*	*Coursework*	*N*	*1, 2*
Language	English					

Course title	**Essential Issues in Psychology**
Course code	**PS3350**
Course type	**Compulsory**
Level	Level 6
Year / Semester	Year 4
Teacher's name	Kalypso Iordanou

ECTS	10 ECTS	**Lectures / week**	2	**Laboratories / week**	-

Course purpose and objectives	The aim of this module is to examine psychological theories of individual difference topics such as personality, intelligence, emotion, motivation and the self, within a framework of discussion of concepts and debates within psychology. There will also be a focus on the application of theories in relation to individual differences in relation to this.
Learning outcomes	On successful completion of this module a student will be able to: 1. Critically evaluate and clearly communicate theory and key debates in relation to individual differences. 2. Apply an area of individual differences scholarship to a real-world context. 3. Critically discuss the ethical issues in relation to working in a real-world context.

Prerequisites		**Required**	

Course content	The underpinning framework of concepts and debates within psychology will provide a way to bring together and critically examine a range of topics within individual differences, such as personality and intelligence. Theories of cultural, social, environmental, biological and/or genetic influences on individual differences will be examined as will empirical evidence that can be used to evaluate these theories. Examination of theories will then extend to issues such as the consistency of individual differences across time and context, the impact of individual differences on other behaviours (in contexts such as education, health the workplace), and thus revisit issues of ethical practice when implementing interventions with individuals and groups.
Teaching methodology	Students will learn theoretical content primarily by way of lectures. Teaching sessions will also include interactive elements such as discussion of issues and examples to consolidate learning. To ensure an inclusive approach, the presentation may take different forms (live presentation or recording) and students will also be able to choose from a range of topics to present. The nature of the learning and assessment will develop graduate skills of critical thinking and communication as well as information retrieval, synthesis and application.
Bibliography	The bibliography for this module is available via the on-line reading list – click on the link below: www.uclan.ac.uk/readinglists *Specific reading lists for each topic are provided. Sample texts are as follows:*

	Maltby, J., Macaskill, A., Day, L. (2017). Personality, Individual Differences and Intelligence, 4th Ed. Harlow, Pearson.
	Schunk, D. H., Pintrich, P. R., Meece, J. L. (2014) Motivation in Education: Theory, Research and Applications 4th Ed. Harlow, Pearson.
	Walsh, R.T., Teo, T. and Baydala, A. (2014) A Critical History and Philosophy of Psychology: Diversity in Context, Thought and Practice. Cambridge: Cambridge University Press

	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount *(indicative only – see Workload Table for guidance)*	Category of assessment *(select 1 of written exam/practical assessment/coursework –see guidance notes)*	Conducted within central examination period *(Y/N)*	Learning Outcomes being assessed
Assessment	1	*Individual Presentation*	*50%*	*10 minutes*	*Practical assessment*	*N*	*2, 3*
	1	*Exam*	*50%*	*2 hours*	*Exam*	*Y*	*1*
	To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.						

Language	English