# KentVision Code and title of the module

PSYC0040 Psychology for University Study

# Division and School/Department or partner institution responsible for the module

# Division of Human and Social Sciences, School of Psychology

# The level of the module

Level 3

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

30 credits (15 ECTS)

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

Combined Autumn and Spring

# Delivery of the module

* 1. **Mode of study**

In person

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

Canterbury

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

None

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

* 1. **The module is compulsory for the following courses**

BSc (Hons) Psychology with a Foundation Year

* 1. **The module is optional for the following courses**

BSc (Hons) Economics with a Foundation Year

Credit International Foundation Programme

LLB (Hons) Law with a Foundation Year

BA (Hons) Politics and International Relations with a Foundation Year

# A synopsis of the curriculum

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

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

# Contact Hours

|  |
| --- |
| **Autumn Start** |
| Total contact hours: | 92 |  |
| Private study hours: | 210 |  |
| Total Study hours: | 300 |  |

# Learning and teaching methods

This module will be delivered via lectures, seminars and workshops.

# The intended subject specific learning outcomes

On successfully completing the module students will be able to:

* 1. Demonstrate introductory understanding and knowledge of psychology and its research methods.
	2. Show a familiarity and awareness of how key concepts in psychology relate to current and contemporary issue in modern society.
	3. Show an awareness of sub-disciplines within Psychology and how these relate to each other.
	4. Demonstrate introductory understanding and knowledge of abnormal psychology, sensation, consciousness, child psychology, motivation, emotion, memory and attitudes, group processes (all term 1) and evolutionary psychology, personality, visual perception, social-cognitive psychology, health psychology and psychobiology (all term 2).
	5. Select, evaluate and use relevant information from a range of textual formats (e.g. quantitative, tabular and graphic data, reports, textbooks and articles) relevant to the study of Psychology.

# The intended generic learning outcomes

On successfully completing the module students will be able to:

* 1. Show knowledge, understanding and appreciation of the diversity of theoretical and empirical approaches in university study.
	2. Understand the quality of theories, methods and findings in published research.
	3. Comply with methods of assessment, deadlines, homework, seminars, workshops, laboratory work and tutorials, as appropriate.
	4. Appropriately manage and organise their time.
	5. Present and discuss information gleaned from guided or independent research.
	6. Use information technology and library resources to support learning and personal understanding.

# Assessment Strategy

* 1. **Main assessment methods**

Assignment 1 (1000 words) (15%)

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

Assignment 2 (1500 words) (25%)

Seminar Participation (5%)

Examinations, (2 hours) (40%)

JYA English Plus alternative assessment in lieu of exam:

Written Assignment (1,500 words)

* 1. **How the assessment methods outlined above fit with the course assessment strategy?**

The assessments test knowledge gained in the module via traditional invigilated written papers (ICT and exam) which minimise opportunity for academic misconduct and prepare students for assessments in their substantive degree course. Essays/written assignments help students practice their English written skills as per the course learning outcomes. Seminar participation helps students practice their oral English skills and gain confidence in correctly using subject-specific terminology which they will need in their future studies.

* 1. **Reassessment methods**

100% coursework

# Mapping of Learning Outcomes

Map of module learning outcomes (sections 12 & 13) to learning and teaching methods (section 11) and methods of assessment (section 14).

* 1. **Module learning outcomes against learning and teaching methods**

| **Module learning outcome** | 12.1 | 12.2 | 12.3 | 12.4 | 12.5 | 13.1 | 13.2 | 13.3 | 13.4 | 13.5 | 13.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Lecture  | **x** | **x** | **x** | **x** |  | **x** | **x** |  |  |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Workshops | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |
| Private Study |  |  |  |  | **x** |  | **x** | **x** | **x** |  | **x** |

* 1. **Module learning outcomes against assessment methods**

| **Module learning outcome** | 12.1 | 12.2 | 12.3 | 12.4 | 12.5 | 13.1 | 13.2 | 13.3 | 13.4 | 13.5 | 13.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Written Assignment | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** | **x** | **x** |
| In-course Test 1 | **x** | **x** |  | **x** |  |  |  | **x** |  |  |  |
| In-course Test 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar mark  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |
| Final Examination orJYA written assignment | **x** | **x** | **x** | **x** |  | **x** |  | **x** |  | **x** |  |

# Reading list

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

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

# Inclusive module design

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

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

a) Accessible resources and curriculum

 b) Learning, teaching and assessment methods

**MODULE RECORD**

**All revisions for this module are recorded in the table below for student and staff information.**

| **Date approved** | **New/ Material/ Major/ Minor revision** | **Start date of delivery of this version** | **Applies to new cohorts and/ or existing students**  | **Sections revised (if applicable)** |
| --- | --- | --- | --- | --- |
| 03.11.23 | Minor | Sept 24 | New | Code |
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