

**PS1101 Historical Perspectives in Psychology**

**Academic Year:** 2018/9  
**Module Level:** Year 1  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 15

**Student Workload (hours)**

Lectures	30
Seminars	
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	120
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Gonzalo Urcelay  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		1.5		

**Period:** Semester 1  
**Occurrence:** E1  
**Coordinator:** Gonzalo Urcelay  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay	50				
002	Essay	50				

**Intended Learning Outcomes**

On completion of this module, students should be able to:

- Describe the historical changes associated with the rise and fall of the key psychological theories;
- Analyse how changes within Psychology are influenced by models of science and recognise how the past influences the present in terms of current psychological theories and research methods.
- Explain the different research methods and philosophical traditions associated with mainstream psychological theories
- Compare the central tenets of core and contemporary psychological perspectives and situate them within the discipline.
- Organise, analyse, condense and prioritise information and form judgements on the basis of evidence

**Teaching and Learning Methods**

Lectures  
Guided independent study

**Assessment Methods**

Examination

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

Wider reading  
 Preparation for scheduled sessions  
 Self-directed learning, practice  
 Revision

**PS1102 Introduction to Sensation, Perception and Cognition**

**Academic Year:** 2018/9  
**Module Level:** Year 1  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 15

**Student Workload (hours)**

Lectures	30
Seminars	
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	120
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Claire Hutchinson  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		1.5		

**Period:** Semester 1  
**Occurrence:** E1  
**Coordinator:** Claire Hutchinson  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay	50				
002	Essay	50				

**Intended Learning Outcomes**

On completion of this module, students should be able to:

- Specify the important role of sensory systems in perceiving and interacting with the world around us
- Identify how the brain governs key perceptual and cognitive functions
- Define how different experimental techniques can be employed to study sensory and cognitive processing
- Communicate how scientific principles can be applied to perceptual operations and to higher-level cognitive functions such as reading.
- Organise, analyse, condense and prioritise information and form judgements on the basis of evidence

**Teaching and Learning Methods**

Lectures  
Guided independent study

**Assessment Methods**

Examination

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

Wider reading  
 Preparation for scheduled sessions  
 Self-directed learning, practice  
 Revision

**PS1105 Introduction to Developmental, Social and Applied Psychology**

**Academic Year:** 2018/9  
**Module Level:** Year 1  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 15

**Student Workload (hours)**

Lectures  
 Seminars  
 Practical Classes & Workshops  
 Tutorials  
 Fieldwork  
 Project Supervision  
 Guided Independent Study  
 Demonstration  
 Supervised time in studio/workshop  
 Work Based Learning  
 Placement  
 Year Abroad  
 Total Module Hours

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Ruth Hatcher  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		1.5		

**Period:** Semester 2  
**Occurrence:** E1  
**Coordinator:** Ruth Hatcher  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay	50				
002	Essay	50				

**Intended Learning Outcomes**

On completion of this module, students should be able to:

- Describe the main theoretical perspectives in developmental, social and applied psychology
- Identify the main aspects of physical, cognitive and social development
- Explain the social psychological principles of social cognition, attribution, the self and prosocial behaviour and describe the main methods used in social psychology research
- Identify the key areas of applied psychology (including educational, occupational, clinical, forensic, health, sports & exercise, and counselling psychology); illustrate how psychological theories and techniques are applied within these domains; and identify the key stages in the training and careers of practitioner psychologists.
- Organise, analyse, condense and prioritise information and form judgements on the basis of evidence

**Teaching and Learning Methods**

Lectures  
Guided independent study

**Assessment Methods**

Examination

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

Wider reading  
 Preparation for scheduled sessions  
 Self-directed learning, practice  
 Revision

**PS1106 Introduction to Brain and Behaviour**

**Academic Year:** 2018/9  
**Module Level:** Year 1  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 15

**Student Workload (hours)**

Lectures  
 Seminars  
 Practical Classes & Workshops  
 Tutorials  
 Fieldwork  
 Project Supervision  
 Guided Independent Study  
 Demonstration  
 Supervised time in studio/workshop  
 Work Based Learning  
 Placement  
 Year Abroad  
 Total Module Hours

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Andrew Young  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		1.5		

**Period:** Semester 2  
**Occurrence:** E1  
**Coordinator:** Andrew Young  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay	50				
002	Essay	50				

**Intended Learning Outcomes**

On completion of this module, students should be able to:

- Describe the structure and functional organisation of the brain.
- Identify how the brain regulates key functions in relation to behaviour.
- Understand the impact of brain dysfunction, due to disease, on behaviour.
- Illustrate how animal models of behaviour and disease can provide important insights into the functioning of the brain.
- Organise, analyse, condense and prioritise information and form judgements on the basis of evidence

**Teaching and Learning Methods**

Lectures  
Guided independent study

**Assessment Methods**

Examination

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

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**Guided Independent Study: Indicative Activities**

Wider reading  
 Preparation for scheduled sessions  
 Self-directed learning, practice  
 Revision

**PS2002 Social Behaviour and Development**

**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 10

**Student Workload (hours)**

Lectures	20
Seminars	
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	80
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>100</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Philip Duke  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		2		

**Period:** Semester 2  
**Occurrence:** E1  
**Coordinator:** Philip Duke  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Coursework - Essay	50				
003	Coursework - Essay	50				

**Intended Learning Outcomes**

On completion of the module, students should be able to:

1. discuss theoretical and methodological approaches in core topic areas in social behaviour and development;
2. outline the strengths and limitations of sociocultural and cognitive approaches to development, and core topics in social psychology including: attribution theory, individual and group processes, and social cognition;
3. critically evaluate research findings in these areas in terms of their contribution to theoretical development, current knowledge, and practical issues in applied contexts.

**Teaching and Learning Methods**

Lectures and directed reading

**Assessment Methods**

Examination

**Pre-Requisites**

PS1000, PS1001, PS1003, PS1004

**Co-Requisites**
**Excluded Combinations**

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**Guided Independent Study: Indicative Activities**

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**PS2005 Abnormal Psychology and Individual Differences**


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**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 10

**Student Workload (hours)**

Lectures	20	20
Seminars	0	
Practical Classes & Workshops	0	
Tutorials	1	1
Fieldwork	0	
Project Supervision	0	
Guided Independent Study	80	79
Demonstration	0	
Supervised time in studio/workshop	0	
Work Based Learning	0	
Placement	0	
Year Abroad	0	
<b>Total Module Hours</b>	<b>100</b>	<b>100</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** John Maltby  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		2		

**Period:** Semester 1  
**Occurrence:** E1  
**Coordinator:** John Maltby  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Coursework - Essay	50				
003	Coursework - Essay)	50				

**Intended Learning Outcomes**

On completion of the module, students should be able to:

1. articulate and present arguments in written and verbal form major theoretical and methodological approaches in personality theories;
2. discriminate and articulate the differing psychological theories of intelligence and likewise discuss how psychologists have attempted to measure intelligence;
3. discuss core topics in abnormal psychology including: depression, personality disorders and affective disorders;
4. critically evaluate research findings in these areas in terms of their contribution to theoretical development, current knowledge, and practical issues in applied contexts.

**Teaching and Learning Methods**

Lectures and directed reading

**Assessment Methods**

Examination

**Pre-Requisites**

PS1000, PS1001, PS1003, PS1004

**Co-Requisites**
**Excluded Combinations**

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**Guided Independent Study: Indicative Activities**

**PS2011 Cognitive Psychology**

**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 10

**Student Workload (hours)**

Lectures	20
Seminars	0
Practical Classes & Workshops	0
Tutorials	0
Fieldwork	0
Project Supervision	0
Guided Independent Study	80
Demonstration	0
Supervised time in studio/workshop	0
Work Based Learning	0
Placement	0
Year Abroad	0
<b>Total Module Hours</b>	<b>100</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Carlo De Lillo  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		2		

**Period:** Semester 1  
**Occurrence:** E1  
**Coordinator:** Carlo De Lillo  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Coursework - Essay	50				
003	Coursework - Essay	50				

**Intended Learning Outcomes**

On completion of this module, students should be able to:

1. describe and classify the major theoretical and methodological approaches in core topic areas in cognitive psychology;
2. outline the strengths and limitations of these approaches;
3. critically evaluate research findings in these areas in terms of their contribution of theoretical development, current knowledge, and practical issues in applied contexts.

**Teaching and Learning Methods**

Lectures and directed reading

**Assessment Methods**

Examination

**Pre-Requisites**

PS1000, PS1001, PS1003, PS1004

**Co-Requisites**
**Excluded Combinations**

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**Guided Independent Study: Indicative Activities**

**PS2014 Biological Psychology**

**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 10

**Student Workload (hours)**

Lectures	20
Seminars	
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	80
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>100</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Jose Prados  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		2		

**Period:** Semester 2  
**Occurrence:** E1  
**Coordinator:** Jose Prados  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Coursework - Essay	50				
003	Coursework - Essay	50				

**Intended Learning Outcomes**

On completion of this module, students should be able to:

1. illustrate the relation between brain structure and function and examine the activity of the brain during behaviour;
2. identify, evaluate and discuss the effects of physical changes in the brain, and of drugs on behaviour in normal and in pathological states;
3. analyse behaviour using formal animal learning theory;
4. critically evaluate research findings in these areas in terms of their contribution of theoretical development, current knowledge, and practical issues in applied contexts.

**Teaching and Learning Methods**

Lectures and directed reading

**Assessment Methods**

Examination

**Pre-Requisites**

PS1000, PS1001, PS1003, PS1004

**Co-Requisites**
**Excluded Combinations**

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**Guided Independent Study: Indicative Activities**



**PS3000 Social Behaviour and Development 2**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 20

**Student Workload (hours)**

Lectures	24
Seminars	0
Practical Classes & Workshops	0
Tutorials	1
Fieldwork	0
Project Supervision	0
Guided Independent Study	175
Demonstration	0
Supervised time in studio/workshop	0
Work Based Learning	0
Placement	0
Year Abroad	0
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Briony Pulford  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	67		2		
002	Coursework - Essay	33				

**Period:** Semester 2  
**Occurrence:** E1  
**Coordinator:** Briony Pulford  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework - Essay	33.33				
002	Coursework - Essay	33.33				
003	Coursework - Essay	33.33				

**Intended Learning Outcomes**

On completion of the module, students should be able to:

1. identify and examine the major theoretical and methodological approaches in core topic areas of developmental psychology and social psychology;
2. critically discuss the range of procedures used to study issues in developmental psychology and social psychology;
3. critically analyse empirical work in specific areas of developmental and social psychology and behaviour such as: self-concept development, developmental neuropsychology, adolescent behaviour, ageing, social comparison, social communication and advice, social influence and hypnosis;
4. find relevant empirical material about developmental and social psychology and organise it with reference to a particular goal.

**Teaching and Learning Methods**

Lectures, tutorial, directed reading, and guided independent study.

**Assessment Methods**

Coursework (essay, 33%) and examination (67%)

**Pre-Requisites**

All year 2 modules.

**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

**PS3002 Brain and Cognition**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 20

**Student Workload (hours)**

Lectures	24
Seminars	
Practical Classes & Workshops	
Tutorials	1
Fieldwork	
Project Supervision	
Guided Independent Study	175
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Carlo De Lillo  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	67		2		
002	Coursework - Essay	33				

**Period:** Semester 1  
**Occurrence:** E1  
**Coordinator:** Carlo De Lillo  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
003	Coursework - Essay	33.33				
004	Coursework - Essay	33.33				
005	Coursework - Essay	33.33				

**Intended Learning Outcomes**

On completion of this module, students should be able to:

1. discuss theoretical concepts in key research areas in the study of brain and cognition, including methods, evolutionary and comparative perspectives, motor and cognitive control, executive functions, hemispheric specialisation and language;
2. appraise the strengths and limitations of different methods and theoretical perspectives;
3. critically discuss research findings and theoretical models in these areas;
4. critically evaluate the contribution of neural mechanisms to higher behaviour;
5. appraise the relationship between biology and cognitive psychology;
6. evaluate theoretical concepts and empirical findings in cognitive neuroscience.

**Teaching and Learning Methods**

Lectures, tutorials, directed reading, guided independent study.

**Assessment Methods**

Coursework (essay, 33%) and examination (67%)

**Pre-Requisites**

All year 2 modules.

**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

**PS3006 Cooperation, Conflict and Social Dilemmas**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 10

**Student Workload (hours)**

Lectures	16
Seminars	
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	84
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>100</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Andrew Colman  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		2		

**Period:** Semester 1  
**Occurrence:** E1  
**Coordinator:** Andrew Colman  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Coursework - Essay	50				
003	Coursework - Essay	50				

**Intended Learning Outcomes**

On completion of the module, students should be able to:

- recall and define the fundamental concepts of game theory and techniques of research in experimental games;
- describe and explain research into cooperation and competition in dyads, using the Prisoner's Dilemma and related static games, and sequential-choice games such as the Ultimatum and Centipede games, and review related experimental research critically;
- explain the ideas behind multi-player social dilemmas and their relevance to social problems, and review related experimental research critically;.
- explain the ideas behind evolutionary game theory and to describe computational and simulation research into the evolution of social behaviour;
- examine and evaluate key arguments in current controversies and unresolved problems in the study of strategic interaction.

**Teaching and Learning Methods**

Lectures, directed reading, guided independent study

**Assessment Methods**

Examination

**Pre-Requisites**

All year 2 modules

**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

**PS3007 Legal Psychology**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 10

**Student Workload (hours)**

Lectures	16
Seminars	0
Practical Classes & Workshops	0
Tutorials	0
Fieldwork	0
Project Supervision	0
Guided Independent Study	84
Demonstration	0
Supervised time in studio/workshop	0
Work Based Learning	0
Placement	0
Year Abroad	0
<b>Total Module Hours</b>	<b>100</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Ruth Hatcher  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		2		

**Period:** Semester 1  
**Occurrence:** E1  
**Coordinator:** Ruth Hatcher  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Coursework - Essay	50				
003	Coursework - Essay	50				

**Intended Learning Outcomes**

After studying the module students will be expected to be able to:

1. discuss and articulate the interface between law and psychology
2. critically evaluate and appraise the key theoretical and methodological approaches to the study of forensic psychology and consider practice implications in the following key areas: offender motive and criminal behaviour, victimisation, the police investigative process, challenges in building cases and presenting them in court, and the assessment and rehabilitation of offenders.

**Teaching and Learning Methods**

Lectures, demonstrations and film material, plus reading

**Assessment Methods**

Essay examination containing six essay questions in order to assess full breadth of module content. Students will be required to answer any two of the six essay questions.

**Pre-Requisites**

All year 2 modules.

**Co-Requisites**
**Excluded Combinations**

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**Guided Independent Study: Indicative Activities**

**PS3010 Behavioural Neuroscience**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 10

**Student Workload (hours)**

Lectures	16	16
Seminars		
Practical Classes & Workshops		
Tutorials		
Fieldwork		
Project Supervision		
Guided Independent Study	64	84
Demonstration		
Supervised time in studio/workshop		
Work Based Learning		
Placement		
Year Abroad		
<b>Total Module Hours</b>	<b>80</b>	<b>100</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Claire Gibson  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		2		

**Period:** Semester 2  
**Occurrence:** E1  
**Coordinator:** Claire Gibson  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Coursework - Essay	50				
003	Coursework - Essay	50				

**Intended Learning Outcomes**

On completion of the module, students should be able to:

1. discuss how behaviour can be influenced by drugs, chemicals and hormones;
2. explain the use of drugs as research tools to understand the relationship between brain function and behaviour;
3. discuss the rationale for the development of pharmacological treatments for a number of psychiatric and neurological disorders;
4. critically evaluate research findings in core topics in behavioural neuroscience;
5. search for and retrieve information relevant to a number of key topics in behavioural neuroscience;
6. demonstrate the ability to produce written work that reflects a coherent and comprehensive line of argument.

**Teaching and Learning Methods**

Lectures, directed reading.

**Assessment Methods**

Examination

**Pre-Requisites**

All year 2 modules.

**Co-Requisites**
**Excluded Combinations**

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**Guided Independent Study: Indicative Activities**

**PS3013 Clinical Psychology**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 10

**Student Workload (hours)**

Lectures	16
Seminars	
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	84
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>100</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Noelle Robertson  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		2		

**Period:** Semester 1  
**Occurrence:** E1  
**Coordinator:** Noelle Robertson  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Coursework - Essay	50				
003	Coursework - Essay	50				

**Intended Learning Outcomes**

On completion of this module, students should be able to:

1. discuss the main therapeutic models that prevail in clinical psychology;
2. evaluate the link between theory and practice in clinical psychology for a number of therapeutic models and specific problems;
3. discuss issues and problems for a number of key disorders relevant to clinical psychology;
4. discuss the evolving role of clinical psychologists and their interaction with other professionals in health-care settings;
5. search for and retrieve information relevant to a number of theoretical models and disorders relevant to clinical psychology;
6. produce written work that reflects a coherent and comprehensive line of argument.

**Teaching and Learning Methods**

Lectures, directed reading.

**Assessment Methods**

Examination

**Pre-Requisites**

All year 2 modules.

**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

**PS3019 Cognitive and Clinical Neuropsychology**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 10

**Student Workload (hours)**

Lectures	16
Seminars	
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	84
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>100</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Carlo De Lillo  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		2		

**Period:** Semester 2  
**Occurrence:** E1  
**Coordinator:** Carlo De Lillo  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Coursework - Essay	50				
003	Coursework - Essay	50				

**Intended Learning Outcomes**

On completion of this module, students should be able to:

1. appraise the different methodological approaches used in cognitive and clinical neuropsychology;
2. discuss specific cognitive deficits which can arise following brain damage;
3. critically evaluate research and methodology in clinical neuropsychology by focusing upon a selection of topics in depth including visual agnosia, aphasia, amnesia and disorders of attention, emotion, spatial perception and cognition;
4. discuss the role played by different subsystems in human and animal visual processing.

**Teaching and Learning Methods**

Lectures, directed reading and guided independent study.

**Assessment Methods**

Examination

**Pre-Requisites**

All year 2 modules.

**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

**PS3020 Individual Differences**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 10

**Student Workload (hours)**

Lectures	16
Seminars	
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	84
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>100</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** John Maltby  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		2		

**Period:** Semester 2  
**Occurrence:** E1  
**Coordinator:** John Maltby  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Coursework - Essay	50				
003	Coursework - Essay	50				

**Intended Learning Outcomes**

On completion of this module, students should be able to:

1. synthesise knowledge of the theoretical models and research relevant to Individual Differences when applied to particular topics;
2. defend, evaluate and critique approaches adopted in applying Individual Differences to particular topics;
3. justify and appraise key theoretical papers and key research studies that relate to key topic areas;
4. demonstrate responsibility for undertaking wider reading around theory and research in topic areas from relevant and suitable sources.

**Teaching and Learning Methods**

Lectures, directed reading and guided independent study.

**Assessment Methods**

Examination

**Pre-Requisites**

All year 2 modules

**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**



**PS3022 Visual Cognition: From the laboratory to the real world**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 10

**Student Workload (hours)**

Lectures	16
Seminars	
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	84
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>100</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Sarah White  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		2		

**Period:** Semester 1  
**Occurrence:** E1  
**Coordinator:** Sarah White  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Coursework - Essay	50				
003	Coursework - Essay	50				

**Intended Learning Outcomes**

On completion of the module, students should be able to:

1. outline a broad range of issues that are studied within the field of visual cognition;
2. discuss cutting-edge research issues in a variety of areas, ranging from low level visual processing to high level processing of visual stimuli;
3. identify and evaluate empirical research in the field of visual cognition;
4. outline a range of methods that can be used to study visual cognition;
5. discuss relevant theories and approaches;
6. outline a range of real world implications/applications arising from laboratory studies.

**Teaching and Learning Methods**

Lectures, directed reading, private study.

**Assessment Methods**

Examination

**Pre-Requisites**

All year 2 modules.

**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

**PS3023 Research Methods and Applications in the Neurosciences**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 10

**Student Workload (hours)**

Lectures	16
Seminars	
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	84
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>100</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** John Apergis-Schoute  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		2		

**Period:** Semester 1  
**Occurrence:** E1  
**Coordinator:** John Apergis-Schoute  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Coursework - Essay	50				
003	Coursework - Essay	50				

**Intended Learning Outcomes**

On completion of the module, students should be able to:

1. describe different research methods and how they are utilised to answer research questions in the neurosciences;
2. identify how various research techniques can be applied to investigate a wide range of neuroscientific questions;
3. critically evaluate these techniques and discuss how they can be employed to solve problems in neuroscience research, discussing on their relative merits and downfalls.

**Teaching and Learning Methods**

The material for this module will be taught through lectures, directed-reading and private study.

**Assessment Methods**

This module will be assessed through an essay-based examination.

**Pre-Requisites**

All year 2 modules.

**Co-Requisites**
**Excluded Combinations**

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**Guided Independent Study: Indicative Activities**

**PS3026 Evolution, Cognition & Behaviour**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 10

**Student Workload (hours)**

Lectures	16
Seminars	
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	84
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>100</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Jose Prados  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		2		

**Period:** Semester 2  
**Occurrence:** E1  
**Coordinator:** Jose Prados  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Coursework - Essay	50				
003	Coursework - Essay	50				

**Intended Learning Outcomes**

On completion of the module, students should be able to:

1. identify and critically evaluate contemporary issues in the disciplines that contribute to the understanding of cognitive evolution;
2. discuss the importance of adopting a cross-species approach to perceptual and cognitive processing in the animal kingdom;
3. discuss behavioural research methods used to investigate cognitive abilities in a range of domains and species.

**Teaching and Learning Methods**

Lectures, directed reading, private study.

**Assessment Methods**

Examination.

**Pre-Requisites**

All 2nd year modules.

**Co-Requisites**
**Excluded Combinations**

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**Guided Independent Study: Indicative Activities**

**PS3028 Judgement and Decision Making**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 10

**Student Workload (hours)**

Lectures	16
Seminars	
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	84
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>100</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Briony Pulford  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		2		

**Period:** Semester 2  
**Occurrence:** E1  
**Coordinator:** Briony Pulford  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework - Essay	50				
002	Coursework - Essay	50				

**Intended Learning Outcomes**

On completion of the module students should be able to:

1. Critically discuss judgement and decision making in applied situations.
2. Critically evaluate research on heuristics and biases in judgement and decision making.
3. Distinguish between decisions under certainty, risk and uncertainty and illustrate each with explicit examples.
4. Explain and comment on major problems and paradoxes of rational choice.

**Teaching and Learning Methods**

Lectures, directed reading, private study.

**Assessment Methods**
**Pre-Requisites**

All 2nd year modules.

**Co-Requisites**
**Excluded Combinations**

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**Guided Independent Study: Indicative Activities**

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**PS3033 Psychology across the lifespan**


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**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 10

**Student Workload (hours)**

Lectures	16
Seminars	0
Practical Classes & Workshops	0
Tutorials	0
Fieldwork	0
Project Supervision	0
Guided Independent Study	84
Demonstration	0
Supervised time in studio/workshop	0
Work Based Learning	0
Placement	0
Year Abroad	0
<b>Total Module Hours</b>	<b>100</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Claire Gibson  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		2		

**Period:** Semester 1  
**Occurrence:** E1  
**Coordinator:** Claire Gibson  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework - Essay	50				
002	Coursework - Essay	50				

**Intended Learning Outcomes**

On completion of this module, students should be able to:

1. Discuss current understanding of the development of psychological behaviours and the socio-biological factors contributing to such development.
2. Discuss, using specific examples, the etiology and interventions available to treat disorders resulting from abnormal development of the nervous system.
3. Discuss theoretical concepts in key research areas relevant to key stages of the lifespan (i.e. development, adolescence, ageing) which may include: development of reading/language, development of decision making/reasoning, development of individualism/personality, adolescent vulnerability to addictive behaviours and impact of ageing on psychological behaviours.
4. Identify and evaluate empirical research relevant to key research areas relevant to developmental milestones (see #3).
5. Produce written work that reflects a coherent and comprehensive line of argument.

**Teaching and Learning Methods**

Lectures, directed reading and guided independent study.

**Assessment Methods**

Essay based examination (2 hrs). Students must answer 2 questions from 6.

**Pre-Requisites**

All year 2 modules

**Co-Requisites**
**Excluded Combinations**

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**Guided Independent Study: Indicative Activities**

**PS3040 Occupational Psychology**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** Psychology  
**Credits:** 10

**Student Workload (hours)**

Lectures	16	16
Seminars	0	
Practical Classes & Workshops	0	
Tutorials	0	
Fieldwork	0	
Project Supervision	0	
Guided Independent Study	84	84
Demonstration	0	
Supervised time in studio/workshop	0	
Work Based Learning	0	
Placement	0	
Year Abroad	0	
<b>Total Module Hours</b>	<b>100</b>	<b>100</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Catherine Steele  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		2		

**Period:** Semester 2  
**Occurrence:** E1  
**Coordinator:**  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework - Essay	50				
002	Coursework - Essay	50				

**Intended Learning Outcomes**

After studying the module students will be expected to be able to:

1. Describe, discuss and evaluate the application of psychological principles in the domain of personnel selection.
2. Discuss how psychological theory can be used to improve the measurement and management of performance at work.
3. Discuss a number of theories of skills acquisition and describe how these can be applied to workplace training interventions.
4. Apply theories of work stress to identify the coping strategies, job design interventions and individual differences that can protect / promote health at work.
5. Discuss the core principles of positive psychology and their application to a range of workplace issues.
6. Describe the influence of classic and contemporary career theories on career management practices in the work place.
7. Apply information from the module to critically evaluate the validity and utility of new developments in research and practices.

**Teaching and Learning Methods**

Lectures, Blackboard Discussion Forums; Directed and independent reading

**Assessment Methods**

Two hour examination containing six essay questions. Students will be required to answer any two of the six essay questions.

**Pre-Requisites**

All Year 2 modules

**Co-Requisites**
**Excluded Combinations**

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**Guided Independent Study: Indicative Activities**

