

Course Handbook

Bachelor with Honours in Psychology

Marbella International University Centre

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Bachelor of Psychology with Honours in

Course Handbook

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Marbella International University Centre

Bachelor (Hons) Psychology

Course Handbook

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Key Information

1.1 Welcome to the Course

We would like to welcome you to the Bachelor (Hons) Psychology course. This course has been designed by staff within the area with the aim of providing you with a wide range of interesting, exciting and challenging opportunities to develop both your creative talents and intellectual abilities over the course of the next years.

During your time at MIUC, our aim is to help you develop your skills and knowledge, and gain new experiences. You will explore and develop links across a broad range of psychological fields, including its applications in the professional spheres. You will gain knowledge and understanding of fundamental and complex psychological processes that govern human function, development, interaction, as well as adaptation and maladaptation. You will foundational skills and insights into the practice of psychology in the educational, industrial, as well as clinical and mental health settings.

Not only do we hope you have an enjoyable learning experience, but that you mature as a person. You will have the support of a personal tutor and you will be given every opportunity to flourish. In return, you'll know that you have spent these years as productively as you might, developing yourself as an individual, but also as someone who has something to offer potential employers.

We wish you the best in your studies and for the future.

1.2 Overview of the Course

Psychology is a very wide subject concerned with the study of human mind and behaviour. As a family of interrelated fields, psychology ranges from highly theoretical approaches following the scientific methods, to highly applied aspects in a broad spectrum of disciplines. It is a highly versatile science, allowing for a strict quantitative approach as well as a more qualitative and personal approach in the pursuit of understanding and improving the human experience. The close relationship between scientific study and practice is central to the application of psychological practice and embedded within the “scientist-practitioner” model. Thus, developing a strong understanding of scientific principles and methods, the experience in conducting investigative projects and analyses, as well as the pursuit of continuing education is of utmost importance to a psychological development.

During this program, you will study the intricacies and theories of human cognition,

development and behaviour at the level of the individual, group dynamics, as well as the macro societal level. You will study the fundamental components of neurobiology and genetics, human perception and cognition, as well as theories of learning. You will also learn about the processes of human development across the life span, as well as broad range of social processes related to individuals and groups within the dynamic social world. In the later stages of the course, you will use your knowledge and understanding of the fundamental topics, as well as your understanding of research methods and principles, to move into discovering the more applied aspects of psychology within the fields of educational, industrial, and clinical applications. As a student on the course, you will be encouraged to take an active approach to your learning, informing and shaping the direction of your learning journey and future career direction.

This handbook contains information based on a Course Specification formally approved by MIUC. The relevant sections of the specification, for example, the course's aims, module content, learning outcomes, teaching and learning methods, assessment requirements, are incorporated into the handbook.

1.3 Sources of Help and Support

Administrative contact:

Jelena Krajacic

E-mail: jelena.krajacic@miuc.org

Telephone: +34 952 860 000

Psychology Course Team

Gloria Nogueiras, PhD	Schools of Thought and Directions in Psychology; Learning and Higher Cognitive Processes; Developmental Psychology: Theory and Methods; Developmental Processes across the Life Span; Educational Psychology: Theory and Methods; Educational Psychology: Psychology in the Classroom.
Almudena Ortega, PhD	Cognitive Psychology; Psychometrics; Work Psychology; Personality; Research Methods
Roberto Muelas, PhD	Social Psychology: The Individual in Society; Social Psychology; Attitudes and Behavior; Political Psychology; Psychology of Terrorism

Alena Kiriljuk, PhD	Neurobiology; Criminal Psychology
Eva Berkovic, MSc	The Basics of Interpersonal Skills: Experiential Groups; Organisational Behaviour; Psycho-Diagnostics
Juho Ahava, PhD	Essentials of Public Opinions and Persuasion; Citizens and Freedom; Gender and Politics
Ming-Jin Jiang, PhD	Consumer Behaviour
Eduardo Rivera, PhD	Web Content Management System

A list of staff phone numbers can be obtained from the University Office (Tel: +34 952 860 000. E-mail: info@miuc.org).

There are many pressures on students today and we are very aware of the implication of this. Should you have any doubts, concerns or difficulties, please speak to us before taking any unexpected action – we are here to help and support you whatever you decide to do. Take the time to read this handbook and keep it safe for future reference – among other things, it contains important ‘survival’ information.

Personal Tutor System

You will be allocated a personal tutor, who will normally be one of your course tutors.

If you have any problems on the program, please consult your lecturers, whom you will find friendly and approachable. A problem in understanding a particular topic can be discussed with the relevant subject lecturer. A problem of a more general nature (e.g., a serious illness or emotional problem that prevents you from attending for more than a week) can be talked over with your personal tutor. Your personal tutor may then refer you to your course team.

As well as giving guidance on study and references in support of applications for employment or further study, your personal tutor will be able to point you to a range of support services including student mentors, careers, welfare, accommodation, study skills, counseling and chaplaincy.

MIUC E-Learning Platform

The MIUC’s Learning Management System is called NEOlms. As soon as you are enrolled at MIUC you will have access to a NEO account. Using NEOlms you can:

- Access details of all the modules you are studying
- Contact tutors, administrative staff, and other students
- Electronically submit your work for assessment
- Start a blog or join a discussion group

- See the latest news relating to your programme of study
- Get your marks for submitted work

The course tutors will ensure that all the information on NEOLms is kept up-to-date, so it is the first place to look if you need to know anything about the programme or the modules you are taking.

1.4 Facts and Figures

Teaching and Learning Data		Level 3	Level 4	Level 5	Level 6
Percentage of students' study time:					
Scheduled teaching & learning time	60	60	40	40	
Guided independent study time	40	40	60	60	
Time on placement	Self-directed	Self-directed	Self-directed	Self-directed	

Assessment		Level 3	Level 4	Level 5	Level 6
Percentage of final marks assessed by:					
Examination	40%	25%	0%	0%	
Coursework	39%	75%	73%	84%	
Practical	21%	10%	27%	16%	

NB: These numbers should be regarded as estimates only. Figures are based on an anticipated pattern of module choices during students' time on the course, and may be subject to changes which are outside the control of the course team.

1.5 Your Responsibilities

Keeping Communication Current

The course team and other MIUC departments will always contact students via your student email address. Please ensure that you check your MIUC email account regularly.

Ensuring Your Information is Up-to-Date

When you enrol in this course, your details will be registered for the appropriate award. It is therefore essential that you check carefully both your personal details and the title of your course when you enrol.

You must keep MIUC informed of any changes in your personal circumstances during your period of study. It is very important that you ensure that MIUC always has your current address and telephone number.

You must also tell us if you change your name during the course, as the name you put on your enrolment form is the name that will appear on your transcript and award certificate. You can make these changes in the Registrar Office.

Organising Yourself

This course handbook details the expectations of you as a student registered in this course. To make the most of your experience with us it is essential that you

- Attend scheduled teaching sessions regularly and on time;
- Prepare by doing the appropriate assignments for every class;
- Hand in all work by the established deadlines;
- Keep your instructors proactively informed about issues that are preventing you from handing in work on time or attending classes regularly.

Safeguarding Your Well-Being

You have a legal and ethical responsibility to follow the MIUC's Health and Safety procedures and to take due care both of your own safety and that of others.

If there are any hazards present in a given activity (e.g., darkroom chemicals in a photography demonstration), you will be given a Health and Safety Induction before participating in that activity. You will also be required to provide consent that you have been inducted and understand responsibilities that you may have to undertake.

Structure and Content

2.1 Introduction

The course Bachelor (Hons) Psychology is a modular course covering Levels 3 through 6 that will enable students to develop a practical and critical understanding of the broad theoretical and applied field of Psychology. Core modules provide the students with the required core knowledge and skills, while elective modules allow the students to shape the course to suit your personal interests and career aspirations.

The course structure ensures that the students of Psychology acquire knowledge and understanding of appropriate theories, allowing them to employ various psychological models in analysing aspects of human cognition and behaviour. Moreover, this structure will help the students in developing the capacity for critical and independent thought regarding the interrelationships between the various areas in psychology, the similarities and differences among different psychological paradigms and research approaches, and the methods of application in different areas.

The qualified students will enter the broad and complex world of psychology with a breadth of knowledge that will provide them with the confidence and understanding aptitude in perusing further qualifications and career directions in the field, or related fields.

2.2 Award title, Exit Points and Progression

A total of 240 ECTS at Level 3, 4, 5 and 6 for the Bachelor degree

2.3 Course Philosophy, Aims and Outcomes

Course Philosophy

This course aims to be current with all the latest trends in Psychology. Our teaching staff are all specialists in various core areas in psychology, including cognitive psychology, research methods, social psychology, educational and developmental psychology, industrial and organisational psychology, and clinical psychology. We also have established relationships with experts who support the course through workshops.

Course Aims

The aims of the course are to:

- Course Aim 1. Ensure that students of psychology acquire knowledge and understanding of the theory, analysis and practice of psychology
- Course Aim 2. Empower students from a variety of educational backgrounds to fulfil their academic and professional potential.
- Course Aim 3. Enable students to understand and use the concepts, approaches and methods of their subject and develop an understanding of their contested nature and the problematic character of inquiry
- Course Aim 4. Develop in students a capacity to think critically and independently about psychological processes involved in learning, cognition and development
- Course Aim 5. Develop in students a capacity to think critically and independently about psychological processes involved in social phenomena and the structure and functioning of personality and individual differences
- Course Aim 6. Develop the skills required to offer informed contributions to decision making and manage relatively complex situations in the clinical, organisational, and educational contexts
- Course Aim 7. Provide students with a learning environment that will develop interpersonal skills, raise self-awareness, and encourage personal and career growth as well as the ability to gain from lifelong learning.
- Course Aim 8. Develop throughout the course a critical understanding of ethical principles and practice, and an awareness of effective practice in

psychological research as well as psychological practice

Course Aim 9. Provide a curriculum supported by scholarship, staff development and a research culture that promotes breadth and depth of intellectual inquiry and debate

Course Aim 10. Create a learning environment that is receptive to the needs and views of students, and encourages them to achieve their full potential

Course Learning Outcomes

Upon completing the Bachelor (Hons) Psychology, students will be able to:

- Establish and maintain a network of professional contacts for taking advantage of synergies and opportunities
- Demonstrate knowledge and understanding of the research process and its application in the field of psychology and social sciences
- Demonstrate knowledge of the different applications and specifications in psychology, and the interrelations among them
- Demonstrate the ability to develop novel ideas, testable hypotheses, and apply appropriate methodological processes in executing a research project in psychology
- Evaluate the different psychological paradigms and their application to different context, including psychopathology, mental health, human development, social processes, personality and individual differences, and work and organisational psychology
- Apply psychological concepts, theories and methods used to the analysis of social, developmental, cognitive, organisational, and clinical issues.
- Demonstrate a knowledge and understanding of the origins, evolution and contemporary dynamics of the field of psychological study
- Benefit from postgraduate, professional study including the ability to participate in individual or group research
- Initiate effective team working at all levels as well as work independently

Course Learning Outcomes for Level 3

Level 3

A – Knowledge and understanding	<p>At the end of Level 3, students will be able to:</p> <p>A1. Demonstrate knowledge of the different psychological paradigms and their key postulates</p> <p>A2. Demonstrate knowledge and understanding of the scientific method and hypothesis testing in psychological research</p> <p>A3. Draw on and refer to the prescribed literature and information sources</p> <p>A4. Demonstrate an understanding of the key postulates and assumptions of the dominant theoretical approaches to understanding learning, thinking, and intelligence</p>
B – Intellectual skills	<p>At the end of Level 3, students will be able to:</p> <p>B1. Demonstrate knowledge of, and the ability to identify, the different approaches to research, different designs, and components</p> <p>B2. Use given classifications and principles to identify and explain information related to the psychological processes of learning and cognition</p> <p>B3. Demonstrate the ability to identify the appropriate statistical and methodological approach given different research questions and designs</p> <p>B4. Present simple ideas in an order which enables understanding</p>
C – Subject practical skills	<p>At the end of Level 3 students will be able to:</p> <p>B1. Demonstrate knowledge of, and the ability to identify the different approaches to research, different designs, and components</p> <p>B2. Use given classifications and principles to identify and explain information related to the psychological processes of learning and cognition</p> <p>B3. Demonstrate the ability to identify the appropriate statistical and methodological approach given different research questions and designs</p> <p>B4. Present simple ideas in an order which enables understanding</p>

D – Key / Transferable skills	<p>At the end of Level 3 students will be able to:</p> <p>D1. Clearly communicate information, attitudes, and ideas in a specified written, verbal or visual form.</p> <p>D2. Access specified resources, collect and use the information and data for a given purpose, and carry out simple exploration of a topic with clear support and guidance.</p> <p>D3. Demonstrate the ability to conduct basic statistical tests with restricted use of ICTs</p> <p>D4. Meet given objectives and own responsibilities within a group situation, and use given approaches, to operate with others in restricted and given situations.</p>
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Course Learning Outcomes for Level 4

	Level 4
A – Knowledge and understanding	<p>At the end of Level 4 students will be able to:</p> <p>A1. Demonstrate understanding of the fundamental themes and problems studied in the field of developmental and social psychology</p> <p>A2. Demonstrate understanding of the processes and key periods in the physiological, cognitive, emotional and social development across the life-span</p> <p>A3. Demonstrate the ability to use data and information from a prescribed range of sources</p> <p>A4. Demonstrate understanding of the differences and similarities between the different theoretical approaches and paradigms in understanding of individual differences</p>
B – Intellectual skills	<p>At the end of Level 4, students will be able to:</p> <p>B1. Demonstrate an understanding of the implications of the different approaches to explaining several aspects of adaptive and maladaptive personality development and functioning.</p> <p>B2. Use the given classifications, principles and psychological paradigms to summarise and collate information and appropriate literature and link reference to literature with own ideas within work.</p>

	<p>B3. Demonstrate the ability to apply the psychological systems rooted in attachment theory to understanding parent-child relationships, romantic relationships, and family dynamics</p> <p>B4. Demonstrate the ability to sort and order information and ideas into a logical line of argument.</p>
C – Subject practical skills	<p>At the end of Level 4 students will be able to:</p> <p>C1. Convey information in accurate, clear English, and adhere to word-counts for assignments.</p> <p>C2. Use academic conventions in line with guidance provided to achieve tasks conforming to instructions, and reference sources in a consistent pattern in line with guidance provided.</p> <p>C3. Demonstrate the understanding of the interdependence of research methods and knowledge production and assessment in different areas of developmental and social psychology, and the understanding of individual differences</p> <p>C4. Demonstrate the ability to operationalize psychological variables for use in research and assessment.</p>
D – Key / Transferable skills	<p>At the end of Level 4, students will be able to:</p> <p>D1. Clearly communicate information, attitudes and ideas in a specific written, verbal or visual form and in such a way as to demonstrate understanding.</p> <p>D2. Collect, use and explain information and data for a given purpose from a range of sources, and undertake simple and straight-forward research tasks with external guidance.</p> <p>D3. Demonstrate the ability to assess and compare different methodological and theoretical approaches to the understanding and application of psychological phenomena and processes.</p> <p>D4. Meet specified objectives and own responsibilities within a group situation, and use specified approaches to operate with others in group projects and group work.</p>

Course Learning Outcomes for Level 5

	Level 5
A – Knowledge and understanding	<p>At the end of Level 5, students will be able to:</p> <p>A1. Demonstrate the knowledge and understanding of the key theoretical and methodological approaches, and the key areas of focus in the field of work and educational Psychology</p> <p>A2. Demonstrate ability to compare the different issues of general psychopathology in different domains of human functioning</p> <p>A3. Demonstrate the ability to draw on information and literature from a largely-prescribed range of sources related to educational psychology, work psychology, psychopathology and mental health, as well as genetics.</p> <p>A4. Demonstrate the understanding of the psychological and cognitive processes in learning and the ability to analyse the implications of these for the structuring of formal learning environments</p>
B – Intellectual skills	<p>At the end of Level 5, students will be able to:</p> <p>B1. Demonstrate the ability to critically evaluate analyses of psychopathology and associated intervention practices based on theoretical paradigms in psychology</p> <p>B2. Coherently collate, analyse, explain, justify and identify the relevance and significance of information, data and appropriate literature, and integrate reference to literature effectively within own work.</p> <p>B3. Demonstrate the ability to assess the utility of the different approaches to evaluating knowledge and educational outcomes and the relationship between learning processes and evaluation</p> <p>B4. Demonstrate the ability to produce a line of argument supported by relevant evidence and use of sources.</p>
C – Subject practical skills	<p>At the end of Level 5, students will be able to:</p> <p>C1. Convey information which has some complexity in accurate and clear English, using appropriate grammar, syntax, vocabulary-choice and style, and produce concise work which adheres to word-counts for assignments.</p> <p>C2. Use academic conventions appropriately for the purpose, topic, situation and audience to achieve a task in line with instructions, and reference a range of different types of sources accurately conforming to guidance provided.</p> <p>C3. Identify the contribution of the different specialisations in psychology and psychological research n developing approaches to</p>

	<p>deal with specific problems in educational, work, and clinical contexts</p> <p>C4. Demonstrate the ability to independently implement analysis of work and the analysis of the demands of a given workplace, and produce basic reports following the given requirements.</p>
D – Key / Transferable skills	<p>At the end of Level 5, students will be able to:</p> <p>D1. Accurately, clearly and appropriately communicate information, attitudes and ideas in written, verbal or visual format in order to demonstrate the understanding of relevant literature in understanding different aspects of psychological phenomena to academic, specialist and non-specialist audiences.</p> <p>D2. Identify, access, use and explain information and data that is relevant to clinical, educational and work contexts, and develop appropriate research and application strategies.</p> <p>D3. Demonstrate the ability to use necessary ICTs to in presenting analyses of psychopathology, work, and educational contexts and issues.</p> <p>D4. Meet specified objectives and own responsibilities within a group situation, using appropriate approaches and techniques to operate with others.</p>

Course Learning Outcomes for Level 6

	Level 6
A – Knowledge and understanding	<p>At the end of Level 6, students will be able to:</p> <p>A1. Demonstrate the ability to evaluate the differences between the different theoretical models of psychotherapy and therapeutic practice, and to assess the effects of broader environmental influences on the psychotherapeutic process.</p> <p>A2. Be able to assess and differentiate the various factors influencing productivity and the organisational functioning</p> <p>A3. Identify and select data, information and literature which are relevant and appropriate for a particular analytical approach within different areas of psychology and from a partially-prescribed range of sources.</p> <p>A4. Demonstrate knowledge and understanding of the theory and principles in a variety of statistical procedures, fundamental calculations in conducting particular statistical tests, and the breadth of their application in research</p>

B – Intellectual skills	<p>At the end of Level 6, students will be able to:</p> <p>B1. Demonstrate the ability employ the different psychological models in evaluations of personality and psychological disorders.</p> <p>B2. Coherently collate, critically evaluate, and make and justify links between information, data and appropriate literature, and integrate reference to literature effectively with own ideas within work.</p> <p>B3. Demonstrate the ability to critically evaluate and compare different approaches to therapy and the different treatment paradigms</p> <p>B4. Systematically develop arguments and new ideas pertinent to the development and application of current theory and research in psychology</p>
C – Subject practical skills	<p>At the end of Level 6, students will be able to:</p> <p>C1. Convey complex information effectively in appropriate, accurate and clear written and spoken English, and demonstrates a good command of grammar, syntax, vocabulary-choice and style, and express and structure work effectively such that it adheres to word-counts for assignments.</p> <p>C2. Use academic conventions appropriately and effectively to produce a full research project in line with instructions, and reference a range of different types of sources accurately conforming to standard conventions.</p> <p>C3. Demonstrate the ability to integrate the different theoretical models as well as the paradigms from the different specialisations on psychology to address a particular research question</p> <p>C4. Identify, justify and use methods of analysis, enquiry and production which are appropriate to produce a research project, including self-initiated tasks.</p>
D – Key / Transferable skills	<p>At the end of Level 6, students will be able to:</p> <p>D1. Demonstrate the ability to effectively communicate understanding in written, following specified formats, in such a way that demonstrates the understanding of the literature and psychological processes, as well as to communicate the relevant gaps in the literature, develop hypotheses, and present methodologies for addressing research questions</p> <p>D2. Effectively apply the research and methodological skills acquired throughout the module in a dissertation, including skills related to data collection, data preparation, data analysis and data presentation</p> <p>D3. Demonstrate the ability to utilise the necessary ICTs in order to complete a research project including the use of data collection tools, data management and analysis tools, as well as report preparation and presentation</p>

	D4. Identify objectives and own responsibilities within a group situation, and use evaluate strategies to meet them, operating with others in a variety of contexts including the clinical and therapeutic contexts.
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2.4 Course Outline

Students in the Psychology course take 8 modules at each level.

There is no pre-requisite for modules at the same level. The course structure emphasises the students' progression across levels, but not across semester at a same level. Therefore, students who enrol in Spring (January intake) would not be disadvantaged.

Modules at Level 3 are (all modules at Level 3 are Core):

- Schools of Thought and Directions in Psychology
- Cognitive Psychology
- Neurobiology
- History of ideas
- The Basics of Interpersonal Skills: Experiential Groups
- Perception
- Learning and Higher Cognitive Processes
- Statistics

Modules at Level 4 are (all modules at Level 4 are Core):

Core Modules:

- Developmental Psychology: Theory and Methods
- Social Psychology: The Individual in Society
- Organisational Behaviour

- Psychometrics
- Developmental Processes across the Life Span
- Personality
- Social Psychology: Attitudes and Behaviour
- Emotional Attachment

Modules at Level 5 are:

Core Modules:

- General Psychopathology
- Work Psychology
- Educational Psychology: Theory and Methods
- Mental Health
- Research Methods
- Educational Psychology: Psychology in the Classroom

Elective Modules (to choose 2):

- Understanding Consumer Behaviour
- Essentials of Public Opinions and Persuasion
- Web Content Management System
- Criminal Psychology

Modules at Level 6 are:

Core Modules

- Clinical Psychology
- Advanced Statistics
- Psychotherapy
- Psycho-Diagnostics
- Capstone Project (semester 1 & 2)

Elective Modules (to choose 2):

- Psychology of Terrorism
- Citizens and Freedom
- Political Psychology
- Gender and Politics

2.5 Module Summary

Level 3

Schools of Thought and Directions in Psychology

This module will guide students in exploring the origins and the historical development of psychology as a scientific and applied field, and will introduce you to the classical and contemporary psychological schools of thought, their development, similarities and differences, and the different approaches to questions and problems in psychology. The module will be structured around four blocks of contents: (1) Introduction to the study of Psychology as a science and the historical origins of psychological thought; (2) Development of Psychology in the XIX century, including key transformations in the field which led to modern psychology, as well as the early schools of thought in Psychology, known as Structuralism and Functionalism; (3) Schools of thought in Psychology throughout the XX century, including: Psychoanalysis, Behaviourism, Gestalt Psychology, Humanistic psychology, and Cognitive psychology; (4) Contemporary psychology.

Cognitive Psychology

This module will introduce students to the scope, theories, and methodological approaches to cognitive psychology. The module will guide the students through a variety of topics including the Historical Development in the field, Auditory and Visual Awareness, as well as the Models of Human memory.

Neurobiology

This module will introduce the students to the foundations, the scope, and the methods in the field of neuropsychology. The module will guide the students through the understanding of the anatomy, structure, and function of the nervous system and the brain, and the neurological bases involved in the human cognitive and behavioural processes including, motor control, attention and recognition, learning and memory, emotion and motivation and communication, speech and comprehension.

History of ideas

This module aims to familiarize students with the main currents of Western political thought and its authors. However, it also deals with the environments and the socio-political and economic contexts that lead to the birth and development of ideas that transform society. More specifically, the objective of this module is to introduce students to the main currents of political thought. Social change as well as economic, demographic and value transformations will be introduced in order to understand the social scenario in which we live in today. Special emphasis will be given to economic thought and the traditional idea of the social contract. To have a basic understanding of the issues at stake is a vital part of anyone's education.

The Basics of Interpersonal Skills: Experiential Groups

This module will introduce the students to the processes of group-work and the theoretical and applied concepts involved in self-awareness and growth. The module will cover a broad range of theoretical and applied topics including Self-Construct, Inter-Personal Communications, and Emotional processes.

Perception

This module will introduce the students to the foundations, the scope, and the methods in the study of perception. The module will guide the students through discussions of the different ‘modalities’ of perception – taste, smell, and tactile senses, auditory and visual perception. The module will also cover more specific issues such as space and object recognition, and perception of movement.

Learning and Higher Cognitive Processes

This module will lead students in the exploration the nature of the learning process and you will be introduced to traditional and contemporary theoretical approaches to the psychological study of learning (behavioural, social-cognitive, cognitive, constructivist). Likewise, students will be introduced to specific issues related to learning, such as intelligence, creativity, and emotions. The module will be structured around 4 blocks of contents: (1) An introduction to learning; (2) Different approaches to learning (3) Key issues related to learning; (4) Integration and revision of the module

Statistics

This module will introduce the students to the statistical techniques used in quantitative research in psychology and in scientific research in general. The module will guide students through developing an understanding of the properties of quantitative data and the foundations of statistical analyses, including frequency distributions, the normal distribution, and basic probabilities. The module will also instruct the students in the understanding and application of measures of central tendency and variability, as well as the basic tests of mean difference (the variations of the t-test), linear bivariate correlations (person’s r and linear regression), as well as different nonparametric tests including procedures for dealing with nominal data (the Chi Square test).

Level 4

Developmental Psychology: Theory and Methods

This module will guide students in exploring the fundamental themes in the study of psychological development. Likewise, students will be introduced to the methodological and theoretical approaches to the study of development, and the main theoretical approaches to the key domains of psychological development. The module will be structured around four blocks of contents: (1) Key issues on the study of psychological development; (2) Research methods on Developmental Psychology; (3) Main theoretical approaches to the key domains of psychological development; (4) Integration and revision of the module.

Social Psychology: The Individual in Society

This module will introduce the students to the wide range of sub-disciplines within the broad field of theoretical and applied Social Psychology. This module will guide the students through developing an understanding for the methodologies applied in social psychological research, as well as topics such as social cognition, self-perception, and the attribution processes.

Organisational Behaviour

The module “Organisational Behaviour” aims at familiarising students with the theoretical frameworks and practical tools to understand and explain the dynamics of individual and group behaviour in public and private organisations. Micro-level of analysis includes emotions, motivation and framing at the individual level. Beyond mere academic knowledge, this module is designed to help students build a solid foundation to further develop their interpersonal, critical thinking, team, social and multicultural skills during their study.

Psychometrics

This module will introduce the students to the complex area of psychological measurement, basic principles and considerations in psychological measures. The module will guide the students through developing the knowledge and understanding of the different types of tests and the key concepts and considerations in psychological measurement, as well as the key psychometric characteristics of reliability and validity.

Developmental Processes across the Life Span

Welcome to the Developmental Processes Across the Life Span module. This is a Level 4 core module for the BSc in Psychology programme. This module will build on the foundational knowledge developed in Level 3 to familiarise students with the fundamental characteristics and determinants of psychological development across the entire human lifespan, from the prenatal period to death. Drawing a chronological timeline, students will be introduced to the key developmental changes in the physical, cognitive, emotional, and social domains. The module will be structured around 5 blocks of contents corresponding to the various life stages: (1) Prenatal development and birth; (2) Infancy; (3) Childhood (early, middle, and late); (4) Adolescence; (5) Adulthood (young, middle, and late).

Personality

This module will expand the student's understanding of the psychological approaches and study of personality. This module will guide the students through developing a critical understanding of the different theoretical paradigms in the understanding of the person and personality, as well as their historical context and development and critical comparisons. The students will be guided through classical psychodynamic approaches, learning based approaches, socio-cognitive approaches, and some humanistic paradigms.

Social Psychology: Attitudes and Behaviour

This module will build on the foundational knowledge developed in Level 3 to provide a comprehensive and detailed overview of individual and collective socio-psychological processes. The module will guide the students through developing an understanding of formation, structure and function of social attitudes, the relationship between attitudes and behaviours, and different domains of social behaviour on the individual and group level, as well as some applications of social psychology.

Emotional Attachment

This module will introduce the students to the theoretical and applied study of attachment through the scope of the attachment theory. The module will guide the students through the exploration of attachment, its biological and evolutionary bases, the processes of attachment in childhood, adolescence, and in adulthood, and the implications of attachment to wellbeing.

Level 5

General Psychopathology

This module will introduce the students to the fundamental aspects of psychopathology, understanding of causes of psychopathological phenomena, as well how these phenomena can be prevented, treated, managed, and mitigated. The module will guide the students through the historical development of the different psychological paradigms and research methods in the understanding of psychopathology. The students will also be introduced to the systems of classification, diagnosis and evaluation of psychopathology, as well as a range of disorders, their inferred causes, characteristics and processes.

Work Psychology

This module will introduce the students to the key conceptual and practical issues and the dominant theoretical and methodological approaches to the Psychology of Work. The module will guide the students through the understanding of the paradigms and research approaches in work psychology, as well as the practical considerations of individual differences and work efficacy, occupational analysis, and processes and practice of personnel selection, recruitment, management, and training.

Educational Psychology: Theory and Methods

This module will guide students through the fundamental theoretical issues and methods in the field of Educational Psychology, including a critical approach to the value of formal education, the role of the different participants in such a context and the research methods adopted when studying the different processes taking place on it. The module will be structured around four blocks of contents: (1) Key issues on the study of educational psychology; (2) Research methods on educational psychology; (3) The educational environment with a focus on the student; (4) Integration and revision of the module.

Mental Health

This module will introduce the students to the fundamental theoretical concepts in the field of mental health, including the approaches to prevention and treatment of mental health issues. The module will guide the students through developing an understanding of the concepts of mental illness, as well as the practices and consideration in mental health, including diagnosis and mental health services. The students will also learn about the relationship between mental health and society and the considerations in public mental health, as well as practical approaches to different mental health issues.

Moreover, the students will learn about the practical approaches to mental health service in the context of specific mental health issues.

Research Methods

This module will introduce the students to the research methods used in psychological and social research. The module will guide the students through the fundamental concepts in research and measurement, including levels of measurement, conceptualization and operationalization of variables, as well as the logic and process of hypotheses and hypothesis testing. The module will also cover the different types of qualitative and quantitative research methods, as well as the processes of research preparation and producing a research report.

Educational Psychology: Psychology in the Classroom

This module will build on the foundational knowledge developed in Levels 3 and 4 to further students' understanding of the applied aspects of Educational Psychology. In doing so, emphasis will be on the need to attend students' diversity through psychoeducational assessment and intervention. The module will guide students through developing a critical understanding of the applied educational approaches to particular students' Special Educational Needs (SEN), including the following: (1) Sensory-motor needs, and specifically visual and hearing impairment and physical needs; (2) Cognitive needs, and specifically intellectual disabilities and high intellectual abilities; (3) Speech, Language and Communication Needs (SLCN); (4) Learning Difficulties (LD),

including dyslexia, dysgraphia and dyscalculia; (5) Autistic Spectrum Disorders (ASD); (6) Behavioural, Emotional, and Social Difficulties (BESD), including Attention-Deficit / Hyperactivity Disorder (ADHD).

Understanding Consumer Behaviour (elective)

The module starts with the traditional economic theory of consumer behaviour. Students will be familiarized with the concepts of consumer preferences, demand function and the underlined rationality assumption. However, the traditional economic tool seems to be insufficient to explain real-life phenomenon. We often identify the gap between the theory and real cases. In order to close this gap, we further introduce behavioural economics as an analytical tool. More specifically, the assumption of perfect rationality is eliminated. Instead, consumers are often irrational and even more, our irrationality happens again and again. Consumers' irrationality could be systematic. Therefore, the purpose of the module is to offer an analytical framework to study those systematic consumer irrationalities. We will study topics such as decoy effect, anchoring and imprinting, cost of regret, expectation effect, self-destructive behaviour, cost of social norms and guilt. Finally, students will be able to apply these concepts and tools to real cases and furthermore, to gain a basic understanding of the implication of consumer behaviour for competition, social and consumer policy making.

Essentials of Public Opinions and Persuasion (elective)

The module will study the relationship between the contents and structure of mass media in the process of formulation and diffusion of an opinion and the influence of public opinion on political and social tendencies in cyberdemocracies. The module will approach the public opinion from the perspective of digital media as their impact on public sphere and formulation of opinion is key factor of modern democratic processes in the globalised world. The content will examine the different functions and concepts of public opinion and public sphere as the mass phenomenon throughout the modern history and its influence on the political and social models in the digital modernity and from globalised perspective. This will include the instruments and multiple groups and institutions that act on the public opinion in modern democracies, including the processes and factors of political and social nature that help to understand the phenomenon. Given the importance of digital tools of communication, the module includes the digital public sphere of Internet and its influence on public opinion formulation processes. The module will investigate Internet as the new public space of the direct access to multitude of individual opinions that can serve to generate a critic, knowledge, protest or apathy and thus the processes of social structure creation. Additionally, the module will differentiate between rumour, leadership and public opinion in public sphere and democratic process of social and political communication.

Web Content Management System (elective)

Web development can range from developing the simplest static single page of plain

text to the most complex web-based internet applications, electronic businesses, and social network services. In addition, developing such complex applications from scratch is not an easy task. The aim of this module is to provide you with the ability to develop a website with e-commerce capabilities without the need of a sound knowledge of databases and programming. Among all the platforms that currently exist that enable this task; you will explore a consolidated and user-friendly web content management system that will allow you to design and develop of professional standard websites, including blogs and online shops. You will learn the different features that the platform offers, and you will explore further web-related topics such as web usability and web customization.

Criminal Psychology (elective)

This module will introduce the students to the fundamental principles of a criminal psychology and criminology. Students will develop an understanding of the dominant theoretical models and their applications in the process of a criminal profiling. The module will guide students through basic critical analyses of the different approaches in an applied criminal profiling and psychology, as well as the analysis of ethical principles, forensic structure in a socio-cultural context.

Level 6

Clinical Psychology

This module will introduce the students to the fundamental conceptual, theoretical and methodological systems and approaches to understanding the application of psychology in clinical settings. The students will develop the capacity for critical and analytical understanding of the complex ethical considerations inherent in clinical practice, and the processes of clinical evaluations and understanding. The module will guide the students through comparative analysis of the dominant theoretical models in clinical psychology, as well as their relative utility in understanding and explaining the dynamics of clinical and psychopathological phenomena. Through this module the students will develop the capability for applications of psychological models and observational methods in evaluating aspects of personality and psychological disorders

Advanced Statistics

This module will familiarise the students to the more complex statistical methods with the aim of enabling the students to apply this knowledge in their own individual work and in evaluation and analysis of professional and scientific literature. The students will review the basic concepts in statistics – covered in the “Statistics” module at Level 3 – and extend this knowledge to the theory, practice, and application of multivariate statistical techniques. Different forms of Analysis of Variance, simple and multiple correlations, and regression-based methods including multiple regression, as well as factorial analysis will also be covered.

Psychotherapy

Through this module the students will develop a comprehensive understanding of the fundamental principles and practice of psychotherapy. The module will guide the students through practically oriented topics including application of different therapeutic approaches such as psychodynamic approaches, cognitive-behavioural-therapies, person-centred therapies, group-based therapies, as well as systemic and family approaches.

Psycho-Diagnostics

This module will instruct the students in the various clinical methods and basic techniques for clinical evaluations and clinical case studies. The students will learn about the definitions and the functions of characteristics, applications and limitations of various psycho-diagnostic instruments and psychological measures within test batteries – such as intelligence tests, questionnaires, and projection tests. Throughout this module the students will develop an understanding of the relationships between particular psychological tests and appropriate diagnostic categories, as well as of the principles of dimensional evaluation of personality and psychopathology. The students will develop theoretical and practical knowledge of the processes and principles in the administration of appropriate diagnostic tests, developing of appropriate relationships with clients,

interpretation of test results, as well as formulation of case summaries and the writing of a psychological evaluation report. The module will highlight the critical understanding of how the different theories of personality and psychopathology relate to the results of specific psycho-diagnostic tests, and the application of these in the development of an appropriate treatment plan.

Capstone Project (semester 1 & 2)

This module runs across both semesters. A Capstone Project is an extended piece of research work (around 10,000 words) on a specific topic of your choice related to your Bachelor Programme. In this module, students will work in close collaboration with the module leader and with their specific supervisor, who will guide them through the process of applying your skills and knowledge to researching a specific topic in an area of your interest within the field of Psychology. In doing so, students will have regular meetings with their specific supervisor and with the module leader when needed, who will provide them with support while advancing on your work and elaborating the formative and summative assessments that they will engage in throughout the academic year. Through the elaboration of your Capstone Project, students will be assessed on your capacity to select and define a topic for research, to articulate a coherent plan for researching this topic through the selection of a method, to gather the necessary data, to analyse those data and to discuss your findings in a way which satisfactorily addresses the set research question. Thus, this module aims to: (1) Support students in gaining research experience in developing a complete research project in the chosen field, including the definition of a research question, the critical review of appropriate literature to frame and justify such question, the choice of data collection and analysis techniques to collect empirical data, the interpretation and discussion of findings and the elaboration of a conclusion; (2) Develop students' ability to independently apply knowledge and competences related to research experience in an ethical and professional manner, with sensitivity, understanding, and appreciation of the research participants' differences.

Psychology of Terrorism (elective)

Welcome to the module Psychology of Terrorism. This module will guide students towards developing the overall knowledge and understanding of theory and research in Psychology of Terrorism. You will be introduced to the main knowledge for understanding the psychological and social aspects of terrorism. This module will introduce students to a range of theoretical approaches in the area of Psychology of Terrorism, as well as classic and current research within the field.

Citizens and Freedom (elective)

This module explores the critical analysis of politics of resistance and issues of citizenship and freedom in the international system. The module is divided into three parts. First, taking an actor-oriented approach to the study of resistance and liberation, students are presented with the three main types of resistance and liberation movements: (1) national liberation movements striving for freedom through self-determination; (2)

movements representing an oppressed / marginalised ethnic community advancing agenda for cultural, economic or political rights with no claims to seize central state power, and (3) ideological/revolutionary armed movements. Second, taking an action-oriented approach, students will engage in a critical investigation of armed (sabotage, protest violence, guerrilla insurgency, terrorist attacks, conventional warfare) and unarmed (protest and persuasion, non-cooperation and civil disobedience, disruptive intervention and creative resistance) struggles. Third, through empirical case studies, we will engage with different transition patterns and major demilitarisation trajectories (transitions from armed to unarmed resistance) in the contemporary global context.

Political Psychology (elective)

This module will guide students towards developing the overall knowledge and understanding of theory and research in Political Psychology. This module will introduce students to a range of theoretical approaches in the area of Political Psychology, as well as classic and current research within the field. The module aims to encourage students to critically engage with the theory and research in the field and develop novel hypotheses with relevant implications for the theories, their application and integration. This is a seminar-based course on the interdisciplinary field of political psychology—lecturing will be minimal and active class participation is essential. Because this is a broad subject, the module will cover a distinct topic each week. By providing an overview of such a diverse literature, it is hoped that students will find that some (but hopefully most!) of the readings pique their interest. Students will be expected to participate in all class discussions. This is a way for them to (a) show that they have read (and understood) the material and (b) further their understanding of the literature. Class discussion will also help students develop a nuanced view of the readings, as each of them will likely have a unique perspective on the material.

Gender and Politics (elective)

This module aims to engage you in a critical assessment of politics and international relations as gendered disciplines. The module is divided into three main parts. First, different concepts and methods are discussed, including the concepts of gender and sexuality; intersectionality; feminisms; power, politics, domination and oppression. Second, the module introduces you to Body Politics, including the topics of heteronormativity and sexuality, reproductive rights, or gender violence. Third, the module discusses gender in different levels of international relations through empirical case studies. These topics include: Political Economy and issues of production; Civil Society and Feminist organising; Participation and Representation; and Equality and Citizenship.

Learning, Teaching and Assessment



Section

3

3.1 Learning and Teaching Approaches

The course includes an appropriate balance of teaching and learning methods, including:

- Lectures
- Small group seminars
- Individual tutorials
- Workshops
- On-campus simulations
- Field trips
- Guest speakers
- Group project work
- Internship (non-credit-bearing)

In keeping with the Learning and Teaching Assessment Strategy developed by the Faculty, the Bachelor (Hons) Psychology course has a ‘blended learning’ approach that brings together lectures and small-group seminars with extensive independent and group project-based study.

Lectures (internal faculty, guest speaker) retain an important part in the course strategy as they are a very useful way of outlining key information. However, the course team will regularly reflect on the role of lectures in the process of students’ ‘active learning’. Group learning (group seminars, group project work) is a significant part of the timetable, and it is intended that these sessions provide students with the opportunity to improve their self-confidence, develop practical skills, and team working skills through structured discussion led by the lecturers.

Workshops and practical sessions (tutor/lecturer-led and/or student self-led) are the essential supplements allowing students to apply theory/knowledge into real-world contexts.

Personal tutors offer one-to-one tutorials to supervise the students’ academic progress throughout the course, and to deal personal problems. This assists students with their own Personal Development Plan.

Field trips and internships(non-credit-bearing) highlight the need for practical and experiential learning, which prepare students effectively for their future career. These

would help students develop hands-on subject-specific and transferable skills.

In addition to numerous face-to-face learning activities, the virtual learning platform NEOLms and other online resources will be used to facilitate the exchange of information between students and staff.

All students will be encouraged to reflect on how they apply their knowledge and understanding of the course content. Throughout the course, students will engage in constructive criticism/feedback to demonstrate their acquired knowledge. All modules will be underpinned by specialist workshops as relevant.

3.2 Assessment

Student progress is monitored and assessed throughout the course in terms of the aims and objectives of each module / semester / year with regard to the overall aims and objectives of the course.

All assessment work will incorporate some form of critical analysis / reflection / evaluation which will encourage the student to reflect on the thinking, knowledge, technical skills and processes applied to the work. A variety of methods will be used including;

- written work: essays, seen and unseen exams, book reviews, reports, dissertations, research problems
- oral assignment and presentations
- group and individual projects
- Participation, discussion and role play simulation
- tutor-directed and student-directed tasks
- tutor, peer and self-assessment
- briefing papers, blogs

Written work: examinations, assignments and reports / analysis / essays

Students will also be expected to develop their ability to communicate through written

means. This will be supported over the course through office hours, workshops and seminar sessions.

Group and individual presentations / practical projects

Students will be encouraged to actively engage with both individual and group presentations. These are key to their progression. This skill will be developed in modules and will be an essential element of the assessment of all modules. Students should begin to develop the ability to synthesise ideas through visual and verbal communication.

Feedback

Feedback is an essential part of assessment to help students evaluate their progress and identify how they can improve further. As such, students receive constructive feedback throughout their studies, with particular attention paid to building skills of self-reflection and self-criticality. Given the contested nature of many more concepts in the subject, an appreciation of the multiple approaches that may be legitimately taken to any given question is acknowledged and discussed: peer and self-assessment are therefore potentially valuable mechanisms for supporting this. Feedback is provided through various mechanisms, including written and spoken comments, group discussion and activities within the virtual learning platform **NEOLms**.

Handing in assessments

The hand-in date will be clearly stated in the Module Study Guide as part of the assessment briefing. We aim to use the virtual learning platform **NEOLms** as the means for submission for most modules, as appropriate. It is an electronic submission system and you will learn about it in your induction and during your modules. You must refer to your Module Study Guide for details on assessment for each module.

Always keep a copy of the work you hand in. This is both an insurance against loss and a useful record of your work to which you can refer. Should your work be lost for any unexpected reason, you may be asked to present your backup to us. Please note that it is your responsibility to ensure your work is sufficiently backed up using a hard-drive or USB. The loss of work due to failure to successfully back it up will not be sufficient grounds for an extension to the deadline to be granted.

Plagiarism

Plagiarism is, simply defined, passing off the work of another person's as one's own (whether accidentally or wilfully). By plagiarism, we do not just mean the copying of

other people's words and thoughts, but also the use of artefacts that have been created by other people without due recognition. This may include, for instance, images, sound, videos, code, processes, applications and many other formats and media. Plagiarism is an extremely serious issue and will not be tolerated on any level.

Policy on plagiarism

These notes for guidance set out the principles and academic penalties to be applied across MIUC.

Deadlines

When the student fails to meet the original deadline and has not obtained an extension or requested mitigation of assessment: a) if the assessment is late up to a maximum of 10 calendar days from the original deadline, the assessment mark will be capped at the pass mark for the element of assessment. b) If the assessment is late by over 10 calendar days, the piece of work will be deemed a Non-Submission.

Extensions

Where students have good reason to require an extension to a deadline for coursework submission, they may self-certify for an extension on up to three occasions, provided that they have not used these opportunities by self-certifying for mitigation.

A student is free to decide whether to use a self-certification opportunity for Extension, or to submit an extension request with supporting evidence for consideration by Academic Registry, which would not then count as one of your three self-certifications.

An application for an extension to be considered by Academic Registry must be made prior to the original submission deadline and the work then submitted as soon as possible, up to 10 calendar days after the original deadline. Where this process is followed, and the extension is agreed, the work submitted late following an extension request to Academic Registry will be graded with an uncapped mark.

Work submitted late without an extension will be considered as follows: a) Up to a maximum of 10 calendar days from the original deadline: work will be marked and the assessment mark will be capped at the pass mark for the element of assessment. b) If the assessment is late by over 10 calendar days, the piece of work will be deemed a non-submission.

Mitigation

Mitigating circumstances are circumstances that are outside a student's control which may negatively impact a student's ability to undertake or complete any assessment, such that the assessment submitted would not be a true reflection of the student's capabilities in normal circumstances.

Such circumstances may include the following:

- Serious short-term illness or injury
- Worsening of an ongoing illness or disability, including mental health conditions
- Symptoms of an infectious disease that could be harmful if passed on to others
- Death or significant illness of a close family member or friend
- Unexpected caring responsibilities for a family member or dependant
- Significant personal or family crises leading to acute stress
- Witnessing or experiencing a traumatic incident
- A crime which has had a substantial impact on the student
- Accommodation crisis such as eviction or the home becoming uninhabitable
- An emergency or crisis that prevents the student from attending an exam or accessing an online assessment
- A technical problem that prevents the student from accessing online teaching or assessment
- Safeguarding concerns

Examples of circumstances likely to be excluded*:

- Holidays, house moves or other events that were planned or could reasonably have been expected
- Minor illness such as common colds or hay fever, unless the symptoms are particularly severe
- Assessments that are scheduled close together
- Misreading the exam timetable
- Poor time management
- Minor transport disruption
- Computer or printer failure where the student should have backed-up their work
- Normal exam stress
- Minor life events, unless the circumstances have had a disproportionate impact

Note: The above examples are proposed for illustration only and not intended to be definitive or exhaustive.

Students may apply for mitigation through self-certification for up to three attempts provided they have not used these opportunities by self-certifying for extensions.

A student is free to decide whether to use a self-certification opportunity or to submit a Mitigation request for consideration by Academic Registry.

Where a student has self-certified for an extension, there is no opportunity to apply for self-certified mitigation. However an application for mitigation consideration may still be made to Academic Registry.

Evidence is not required to be submitted with a self-certification, but it must be supplied if requested.

Mitigation cannot be requested for an assessment that has been passed.

Where mitigation is self-certified or requested, but subsequently coursework is submitted or any other assessment completed, the mitigation will not stand where a pass mark is achieved in the submitted assessment.

The Mitigation Process cannot consider applications for mitigation where an allegation of Academic Misconduct is proven. Students should present any extenuating circumstances to the Academic Misconduct Panels although students should note that they may do this once only.

How to Submit Mitigation and Extensions

Mitigation self-certification or Mitigation applications are to be submitted no later than the date of the assessment deadline.

Mitigation may be requested beyond this date; any application beyond the date of the assessment deadline must be evidenced.

Appeal

An Appeal is a request from a student for a decision by an assessment board is reviewed because it is believed that an injustice has occurred. As such, the appeal will be dealt with under MIUC procedures. Be aware that there is a time limit from the date of publication of marks within which an appeal must be made.

Please note that an academic appeal is not the appropriate procedure to use should you feel that your academic performance has been adversely affected through failings in the provision of a course of study or an academic service. The MIUC Student Complaint Procedure must first be used. You should also be aware that academic appeals will not normally be considered where you have failed to make yourself aware of, or failed to have followed, MIUC regulations.

Finally, it should be noted that there is no appeal against academic judgement (the judgement that an academic passes on your work).

Re-sits and Re-takes

Re-sit

A re-sit is an opportunity to do assignments (or part of an assignment) again, or in some case to do a special re-sit assignment devised by your module leader(s). You will normally do re-sits *before* the commencement of the following academic year. You will need to complete re-sits as a pre-requisite for progression.

If for some reason a student fails to successfully complete a module (or part thereof) he or she will be allowed **one** re-sit opportunity.

Please note:

It is a student's responsibility to ensure that re-sit work has been submitted on time. In the event of not receiving an instruction on the precise deadline date it is a student responsibility to call the academic office for information.

If a student fails to submit re-sit work, he or she will be required to re-take the module. Only one re-take is permitted. Such failure may affect student progression.

Re-take

A re-take is doing the module again (usually in the following academic year). See notes on progression above.

Finally, it is a student's responsibility to ensure that they know their results at the end of an academic year (June/July for most students). Results and re-sit instructions are sent out in July. *In the unlikely event that you do not receive results, do something about it - contact the Registrar Office as soon as possible.*

Please note that students must pass all modules in order to become eligible for an honours award. If you fail to pass a module it must be re-sat or re-taken otherwise you may not qualify.

3.3 Graduate Attributes

Graduate Attributes reflect MIUC's approach to education which includes developing graduates who are well prepared for employment, adopting a definition of 'employability' that includes creative and enterprising attributes, lifelong learning attitudes, and an awareness of the global context since educational and working experience are necessarily anchored in the context of the wider world.

Graduate Attributes are embedded in the subject and involve preparedness and the confidence to analyse; question; categorise; interpret; see relations; explain; theorise; and reflect with reference to the broader context.

Upon graduation, you will be developing the following Graduate Attributes and become:

- ***A creative and enterprising professional***
 - Be able to communicate effectively
 - Develop career management skills
- ***A reflective and critical lifelong learner***
 - Be able to plan and reflect
 - The ability to base judgment on evidence
- ***A globally aware individual***
 - Develop awareness of cultural diversity
 - Develop awareness of equity and equal opportunity principles

How will you acquire and record these attributes?

These Graduate Attributes will be reflected in the module assessment for each module. You may wish to discuss this with your lecturers, and your personal tutor.

Section

4

Quality Management and Enhancement

4.1 Course Management

Continuous scrutiny of courses, as they are delivered, is undertaken as part of the annual monitoring process to ensure academic standards are being met and learning outcomes are being achieved.

The management team of the course consist of the following roles:

Dean	Beata Froehlich	beata@miuc.org
Module leaders	Gloria Nogueiras, PhD	gloria.nogueiras@miuc.org
	Almudena Ortega, PhD	almudena@miuc.org
	Roberto Muelas, PhD	roberto@miuc.org
	Alena Kiriljuk, PhD	alena.kiriljuk@miuc.org
	Eva Berkovic, MsC	eva@miuc.org
	Idir Ouahes, PhD	idir@miuc.org
	Eugenio Clavijo, MsC	eugenio@miuc.org
	Juho Ahava, PhD	juho@miuc.org
	Ming-Jin Jiang, PhD	ming-jin@miuc.org
	Eduardo Rivera, PhD	eduardo@miuc.org
Student representative(s)	TBC	

It is important to note that MIUC is responsible for students enrolled at MIUC, including student academic issues, appeals, and complaints. Students are to report these issues directly and solely to Marbella International University Centre.

Course leader

The course leader is the main point of contact between the course team and MIUC with respect to the strategic operational and administrative issues of the course. It is the course leader's role to co-ordinate and support the activities of the course team and to ensure that the responsibilities of the individual members are carried out.

Module leaders

Each module will have a person nominated from the module teaching team to take responsibility for the organisation and co-ordination of the modules' delivery. This responsibility includes assessing the efficacy of the module in terms of staff delivery and integration with the rest of the level of the course; recommendations for areas of curriculum development; and coordinating the assessment schedule for the module and ensuring that outcomes are communicated to the students and course administrator.

Personal Tutor

Throughout the course, students will receive regular support from their personal tutor, on a one-to-one basis. The personal tutor will be able to offer guidance and provide students with pastoral / academic support, as appropriate. The module leader (for the modules listed above) will provide students with a clear Induction on the role of the personal tutor and how it will benefit students at the start of these modules.

Student representative

The course will have at least one student representative for every level of the course. The representative's role is extremely important as students' the voice at the course level and provides a vital link between students and staff. By alerting staff to what works well and what could be improved, course representatives can make a real difference and enhance the quality of MIUC experience for fellow students and staff. As a course team we view your education as a partnership and are very keen to hear your views in both a formal and informal way.

You will be asked to nominate a student's representative at the beginning of the academic year.

4.2 Student Evaluation

You will be provided with an online/paper module evaluation form near the end of each module. Please fill this in, as this gives us invaluable information and feedback that your tutors can use to help you and other students. Additionally, student representatives convey the views of students to the relevant committees.

Student experience of the course is measured in the following ways:

Module feedback

Each module team is required to obtain feedback from you during and at the end of each module, this will be through informal feedback and paper based and/or electronic questionnaires.

Annual course monitoring

This is an annual process whereby every module leader is required to review the module's previous year of operation and produce a report. The views of the external examiner are taken into account as is student representative feedback.

MIUC Student Survey

The MIUC Student Survey runs every semester. Through the survey, students are asked to provide feedback on the following topics:

- Quality of teaching
- Assessment and feedback
- Academic support
- Organisation and management
- Learning resources
- Personal development
- Overall satisfaction

4.3 Course Committee/Board

Course Committee/Board meetings will be held each Semester, dates to be confirmed. At least one student representative from each year will be elected to attend these meetings and put forward the views of all students.

Semester 1 (TBA)

Semester 2 (TBA)