All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
Mission and Values

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

Our values:

- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

Student Charter

The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. Read the full Student Charter

Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
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1. Introduction to the course

1.1 Welcome to the course

I would like to welcome you to the School of Psychology and hope that you will enjoy studying at the University of Central Lancashire (UCLan), and that you will find your course both interesting and rewarding.

The School of Psychology is a large School, with over 40 academic staff, plus administrative staff and research students. We are based in Darwin Building, which was purpose-built for Psychology and so has plenty of specialist resources, which students are encouraged to use.

The purpose of this handbook is twofold. First, it addresses many academic issues, including the modules that are available during each stage of the course. Second, it addresses many of the administrative questions that you may have during the early stages of the course. These questions may relate to enrolment or registering for the appropriate number of modules. This handbook should be used alongside other University guides and should be kept in a safe place.

The handbook has been structured and laid out in a number of sections. This is to ensure that the information is clear and accessible.

The School is very proud of its undergraduate taught programmes, which are delivered by a team of dedicated and enthusiastic academics. In return we expect the highest levels of motivation and commitment from our students.

I would like to take this opportunity to wish you the very best in your studies.

Prof Linden Ball
Dean of School of Psychology
1.2 Rationale, aims and learning outcomes of the course

1.2.1 Aims of the BSc (Hons) Neuroscience programme

The programme is a multidisciplinary course combining psychology, physiology, pharmacology, molecular biology and biochemistry.

- The programme aims to emphasise the integrated nature of neuroscience and to develop skills enabling students to embark on careers as professional scientists.

- Through the provision of a stimulating and supportive learning environment, students will be provided with an up-to-date curriculum in psychology and biological sciences which emphasises the development of skills and knowledge related to the scientific and empirical aspects of the curriculum, but also an appreciation of how these can be applied in the ‘real world’.

- The same curriculum, in its delivery and assessment, will provide students with a range of graduate skills (such as academic enquiry, analysis and construction of arguments and critical thinking) which will enhance their employability in a range of careers.

- The development of other transferable skills such as communication, presentation and time management is also a feature of the programme enabling graduates not only to be effective employees, but to be effective members of the communities in which they live.

This is a Bachelor of Science (B.Sc.) Honours degrees, although lesser awards are available for successful completion of part of the programme (e.g. Degrees without Honours). You have enrolled on the BSc (Hons) Neuroscience degree programme and your course leader for this programme will be Dr. Nikola Bridges.

1.2.2 Assessment and Learning Outcomes

Each course (programme) has a set of objectives, referred to as Learning Outcomes. These Learning Outcomes (LOs) define the knowledge and skills we expect you to be able to demonstrate by the end of the course. Neuroscience employs a number of examination and coursework methods to assess LOs.

As you move through the Levels of your programme, you will encounter changes in the nature and emphasis of what you are learning. At Year 1 (Level 4) you will be exposed to fairly straightforward, uncontroversial, material, and you will not be expected to engage in sustained critical analysis or argument. At Year 2 (Level 5) you will be developing the capacity for criticism and argument as well as a more sophisticated understanding of methods and theories. By the end of Year 3 (Level 6) we expect these skills to be well developed.
There will also be a change in the manner of learning as you move through the levels: this can be characterised as a shift from dependence to independence. This is most clearly shown in the empirical investigations and reports that you have to complete at each level of study (moving from Year 1 lab classes, through to Year 2 small group investigations, ending with the Year 3 Project). Independence at Level 6 is also seen in the type of material you are expected to rely on in developing your arguments (that is, research journal articles rather than textbooks).

The changing manner, nature, and emphasis of the sorts of thing we are expecting you to learn over the three Levels is reflected in corresponding changes to the manner, nature and emphasis of assessment. For example, you will be expected to demonstrate LO 1A at all Levels: what changes from one Level to the next is the expected degree and depth of knowledge and understanding, and the ways of assessing them. With increasing level there is also a progressive differentiation between the Single Honours degree routes in aspects of course content and in the kinds of issues and problems that are addressed.

See Appendix 8.1 for detailed information about specific Learning Outcomes in respect of your programme of study.

Module Handbooks include details of how each module is assessed, and what learning outcome each assessment tests and contributes to the overall mark. Module Handbooks are available on the Blackboard Virtual Learning Environment (VLE) to students enrolled on the module.

1.3 Course Team

Dean of School: Prof Linden Ball
Programme Lead: Lynda Holyoak
Student Experience Lead: Dr Jamie Taylor
Business Development Lead: Dr Andy Morley
Neuroscience Course Leader: Dr Nikola Bridges
Special Needs Advice: Dr Beth Richardson

Academic Staff in the School of Psychology

<table>
<thead>
<tr>
<th>Name-</th>
<th>Tel</th>
<th>Room</th>
<th>E Mail @uclan.ac.uk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbott Janice</td>
<td>3790</td>
<td>229</td>
<td>JAbbott</td>
</tr>
<tr>
<td>Archer John</td>
<td>3430</td>
<td>231</td>
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<tr>
<td>Ball Linden</td>
<td>3421</td>
<td>105</td>
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<tr>
<td>Brewer Gayle</td>
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<tr>
<td>Bridges Nikola</td>
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<tr>
<td>Bryce Jo</td>
<td>3437</td>
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<tr>
<td>Carole Rolph</td>
<td>3918</td>
<td>MB240</td>
<td>CERolph</td>
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<tr>
<td>Chris Smith</td>
<td>5845</td>
<td>MB139</td>
<td>CGSSmith</td>
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<tr>
<td>Clare Lawrence</td>
<td>5809</td>
<td>MB139</td>
<td>CLLawrence</td>
</tr>
<tr>
<td>Dave Griffiths</td>
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<td>MB107a</td>
<td>DMGriffiths2</td>
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<td>EPassante</td>
</tr>
<tr>
<td>Elaine Court</td>
<td>3591</td>
<td>MB104</td>
<td>ENCourt</td>
</tr>
</tbody>
</table>

**Academic Staff on the teaching on the Neuroscience programme**
Phone Numbers: The phone numbers listed are the extension numbers for the staff. Should you wish to call anyone from an external number then you will need to include the Preston dialling code (01772) AND 89 in front of the extension number. If you are unable to contact the member of staff by phone you could either e-mail them, or leave a message either on their voicemail or via the Hub Office (01772 891990/1991).

1.4 Academic advisor

During Induction Week, you are assigned an Academic advisor who will remain in this role for the duration of your undergraduate studies. The role of your Academic advisor is to:

- provide a focal point for academic development;
- provide individual feedback on progress & monitor progress through the course;
- help you identify areas needing improvement & discuss strategies for achieving this;
- discuss your further progression in the course; give individual guidance following Assessment Boards.

1.5 Campus Administrative Services

Campus Admin Services provides academic administration support for students and staff and are located at FB058 and is open from 8:45 am until 5:15pm Monday to Thursday and until 4:00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via blackboard sites.

The hub telephone number is 01772-891990/1991.

The hub email contact is FosterHub@uclan.ac.uk.
1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

**Email:** is the main medium of messaging between staff and students. The University expects you to use your UCLan email address and check regularly for messages from staff. Please note that if you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. Similarly, you should also ensure that all your emails have a meaningful subject line, as emails sent without a subject line can often be missed or automatically filtered as potential spam.

**Text Messages:** We endeavour to ensure all classes are delivered as per the timetable and module handbooks, however, if there is an unavoidable change or cancellation to your class then we will inform you via text messaging. Therefore it is important that you ensure that your mobile phone number details are kept up-to-date at myUCLan.

**Handbooks:** together with this Course Handbook, Module Handbooks and extensive course materials are available on the specific module Blackboard site. These will be demonstrated to you in your induction sessions.

**Meetings:** You are encouraged to maintain regular contact with members of the course team, especially your Academic advisor. Face-to-face meetings are normally the best way to deal with any academic or personal issues and these should be dealt with as soon as they emerge. You can arrange appointments with all members of staff. All academic staff have set aside several hours each week where students may see them and their availability is displayed on office doors. Before meetings, you should make sure that you have a clear agenda of what you would like to discuss in order to make sure that meetings are an effective use of time.

**Noticeboards:** There are notice boards displaying information about your course in Darwin Building. Information on guest lecturers, upcoming events, groupings etc. are posted frequently. It is your responsibility to make sure that you are aware of the information that is posted on the course and general notice boards.

1.7 External Examiner

The University has appointed an External Examiner for your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. Similarly several members of the teaching staff here in the School similarly fulfil this role for other Universities. For Psychology there are three external examiners who oversee our courses; their home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and
internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Current External Examiners are:
- Dr Sue Sherman, School of Psychology, University of Keele
- Dr Aimee Aubeeluck, University of Nottingham
- Dr Natasha Sigala, University of Sussex

External Examiner reports will be made available to you via the Blackboard VLE during the year.
2. Structure of the course

2.1 Overall structure

Each of the three years of the course consists of a number of modules. Some of these modules are full modules and have a credit rating of 20. Others are half modules and have a credit rating of 10. The academic year is split into thirds, the first runs from autumn until the new year, the second from new year until the start of the summer and a third runs from the summer through to the autumn. You must note the teaching sessions associated modules you take. Some modules will be delivered in Semester One, some in Semester Two and others, taught in both Semester One and Two, they are referred to as Semester One, Semester Two and Year Long module respectively. Your course, other than to address any outstanding assessment or perhaps a placement module, will not typically utilise Semester Three, which is used for other functions within the University.

You must register for 120 credits of study on each year of your programme. This will typically mean six modules (each of 20 credits) per year.

You must register for the compulsory modules that form the dominant part of the programme of study. The teaching, learning and assessments that take place within the compulsory modules form the essential aspects of the programme at each level. In addition to the compulsory modules, you have the opportunity to select optional modules. You must adhere to the rules surrounding the selection of optional modules at each level.

Please note that not all “Option” modules may run in any one year and will definitely not run if undersubscribed. You should also note that option means that you have a choice of which module to take from a list of potential modules, not that this is a module you may or may not decide to take in addition to your programme of study.

The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.

Registering and changing modules

To register for modules or make changes to module registrations, you should fill in a Module Change Form, which is available from the Hub Office. This must be signed by you and your Academic advisor and submitted by the deadline indicated on the form (normally early in each semester).

It is important that your programme of study is correct and you must regularly check all details on your profile (including, where different, both home and term-time address details and mobile phone number) via myUCLan. Please follow this direct link.

Note: It is your responsibility to ensure that all details on your profile are correct and up-to-date.
2.2 Modules available

Modules available on the BSc (Hons) Neuroscience programme are as follows. The precise nature of these modules (in terms of being compulsory or optional) varies from programme to programme and this information can be found in Appendix 8.1.

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Title</th>
<th>Comp/ Optional</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS1010</td>
<td>Methods and Practice of Psychological Inquiry</td>
<td>Comp</td>
<td>20</td>
</tr>
<tr>
<td>PS1030</td>
<td>Introduction to Psychobiology and Cognition</td>
<td>Comp</td>
<td>20</td>
</tr>
<tr>
<td>PS1035</td>
<td>Foundations of Neuroscience</td>
<td>Comp</td>
<td>20</td>
</tr>
<tr>
<td>FZ1601</td>
<td>Introduction to Cell Biology</td>
<td>Comp</td>
<td>40</td>
</tr>
<tr>
<td>FZ1604</td>
<td>Science and Society</td>
<td>Comp</td>
<td>20</td>
</tr>
<tr>
<td>YEAR 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PS2010</td>
<td>Psychological Research 1: Design and Quantitative Methods</td>
<td>Comp</td>
<td>20</td>
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<tr>
<td>PS2030</td>
<td>Cognitive and Physiological Psychology</td>
<td>Comp</td>
<td>20</td>
</tr>
<tr>
<td>PS2850</td>
<td>Topics and Techniques in Neuroscience</td>
<td>Comp</td>
<td>20</td>
</tr>
<tr>
<td>PS2860</td>
<td>Physiology: Organisms and their Environment</td>
<td>Comp</td>
<td>20</td>
</tr>
<tr>
<td>BL2203</td>
<td>Molecular and Cellular Biology</td>
<td>Comp</td>
<td>20</td>
</tr>
<tr>
<td>BL2210</td>
<td>Cell Culture Approaches to Drug Testing and Toxicology</td>
<td>Comp</td>
<td>20</td>
</tr>
<tr>
<td>BL2211</td>
<td>Practical skills and Application to Diagnostic analysis</td>
<td>Comp</td>
<td>20</td>
</tr>
<tr>
<td>YEAR 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS3980</td>
<td>Neuroscience Project</td>
<td>Comp</td>
<td>40</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BL3299</td>
<td>Research Project</td>
<td>Comp</td>
<td>40</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BL3298</td>
<td>Group Research Project</td>
<td>Comp</td>
<td>40</td>
</tr>
<tr>
<td>PS3025</td>
<td>Brain, Treatments and Behaviour</td>
<td>Comp</td>
<td>20</td>
</tr>
<tr>
<td>BL3212</td>
<td>Drug Therapies 2: Pathophysiology and Treatment of CNS, Cancer and Pain</td>
<td>Comp</td>
<td>20</td>
</tr>
<tr>
<td>PS3020</td>
<td>Neuropsychological Disorders and Techniques</td>
<td>Opt</td>
<td>20</td>
</tr>
<tr>
<td>PS3070</td>
<td>Psychology Placement Module</td>
<td>Opt</td>
<td>20</td>
</tr>
<tr>
<td>BL3215</td>
<td>Immunology</td>
<td>Opt</td>
<td>10</td>
</tr>
<tr>
<td>BL3217</td>
<td>Molecular Biomedicine</td>
<td>Opt</td>
<td>10</td>
</tr>
<tr>
<td>BL3213</td>
<td>Molecular Neurobiology</td>
<td>Opt</td>
<td>20</td>
</tr>
</tbody>
</table>

2.2.1 Progression

You may of course, like to think about your career goals, aspirations and module choices to ensure progression towards employment at any stage of the course, however, formal discussions about your progression through the course normally take place in February each year. It is an important opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for
you. We strongly advise that you discuss module changes in detail with your Academic advisor before formally requesting any such change.

2.3 Study Time

2.3.1 Weekly timetable

Your weekly timetable is available via the Student Portal Timetable; you are urged to check your timetable on a daily basis in case of room or time changes.

2.3.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

The course requires that you study 6 full (20-credit) modules (or an equivalent made up of half and double modules) in each of the three years of your course. Each full module corresponds a number of taught contact hours with staff and private student study each week for a semester 1 & 2 module. Approximately one half of this time will involve class contact such as lectures, practicals and seminars/tutorials and the rest will be your own individual study time.

We also strongly advise that you take advantage of the other opportunities available to you via the University and the Students Union to develop not only academically but also your general life skills.

Remember, however that there are only so many hours in a day, and it is your responsibility to manage your time effectively.

2.3.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to Lynda Holyoak (Student Experience Co-ordinator).

Student attendance at timetabled learning activities is required, and will be monitored using the Student Attendance Monitoring (SAM) system; this will involve you signing in at every session or swiping your card through an electronic reader. Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

If you are unable to attend for any reason, you should inform staff in the Hub Office, who will notify the Student Experience Co-ordinator (who monitors attendance). If you know you are going to be absent, you must apply for authorisation for leave of absence from the Student Experience Co-ordinator. If you are absent due to illness for five working days or more, a medical certificate must be produced. A medical certificate/ letter will not be required for shorter absences, unless one is requested e.g. by the Student Experience Co-ordinator or Year Co-ordinator.
Unauthorised absence is not acceptable. We will contact you about absence and failure to submit coursework and expect you to respond promptly. If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Students should report non-attendance to the hub email – FosterHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891990 or 01772 891991. The interns will report the non-attendance to the academic adviser who can disseminate the information accordingly.

2.4 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of personal information, please contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk

3. Approaches to teaching and learning

3.1 Expertise of staff

Until very recently scientists in the field of neuroscience still identified themselves exclusively as neurophysiologists, neurochemists, neuropharmacologists, neuroanatomists or physiological psychologists - definitions which were tied to their training or approach to studying the nervous systems. It is now common that the questions asked and the methods applied extend beyond the boundaries of the traditional subdisciplines. Conceptual and experimental problems are much less frequently defined exclusively within one particular area, and the pursuit of answers has carried many investigators across traditional disciplinary boundaries, so that there is now a coherent discipline or field of Neuroscience which is defined by a common interest in the workings of the nervous system. The diversity in the field of Neuroscience is also reflected in the staff teaching the course. Therefore, the Neuroscience programme is taught by staff who are experts in their own field of psychology or the life sciences and are actively engaged in their own research which informs their teaching and ensures that the curriculum is at the very cutting-edge of the field. Information about the specific research interests of the academic staff can be found in the Staff Directory of the School website. In addition, a majority of academic staff engaged in teaching in the School have been awarded Fellowship status by the Higher Education Academy, the organization responsible for enhancing excellence in teaching in higher education.

3.2 Learning and teaching methods

The programme will be delivered with the following criteria in mind:
• The importance of offering a diverse range of teaching styles, both within modules where this is appropriate, and the programme as a whole.

• The need to ensure that the mode of delivery and learning for each module is appropriate to the aims and learning outcomes of both the module itself and the programme of study

• The need to ensure the progressive development of knowledge and skill throughout each year of the programme

• The need to develop confidence and independence of learning in a progressive manner through the course and encourage a reflective and critical approach to the process of learning about management issues within events

The **Lecture** is the most formal teaching method and serves primarily to define the syllabus. It should not be regarded as providing all you need to know, but rather as giving you a framework of information, which you develop through private study. Be prepared to write your own notes to go with each lecture. These should supplement any lecture outlines available on the module BlackBoard site.

**Practical or ‘lab’ classes** are a very important part of the course. Their aim is to train you in relevant techniques and the principles and methods of empirical enquiry, and in the conventions of report writing. Guidelines on report writing are in the Assessment and Policy Handbook, and on the BlackBoard lab website.

**Seminars** are aimed at helping you to develop the skills of communication (verbal and written), criticism, and problem solving through encouraging you to discuss various topics and issues. Generally, seminars place more demand on you from year to year. Successful seminars rely upon student participation, so be prepared to read materials before you arrive at the seminar, and do not be afraid to ask questions or say the wrong thing. You will often learn more from considering “wrong” answers than from the “right” responses.

**Statistics Workshops** are usually held in one of the computer rooms so you get practice at using the statistics package, while the Tutor talks you through it. As a science based course it is important that you gain a good understanding of the statistical principles and using computer packages to conduct analyses. The course is designed to introduce you to this area at a pace that will ensure that you will master this area of the course, and thereby enhance your employment prospects both within neuroscience and outside of the discipline. It is, however, important that you practice the skills you gain in these workshops outside of the classes. If you do this, you will be able to concentrate upon the implications of the analysis you’ve conducted for neuroscience, and understanding the statistics rather than spending these sessions trying to remember how to operate the computer package.

**Workshops** are usually aimed at giving you some practical demonstration of key areas. The intention here is to demonstrate the concepts being taught in a way that is both concrete and memorable to ensure that you have understood material that has been introduced in the lectures.

### 3.3 Study skills

You will find information about where to get help with study skills from university wide services such as WISER: ([https://www.uclan.ac.uk/students/study/wiser/index.php](https://www.uclan.ac.uk/students/study/wiser/index.php))
and the Library/LIS: (https://www.uclan.ac.uk/students/study/). In addition you will find that the development of study skills are embedded within the course.

3.4 Learning resources

3.4.1 Learning Information Services (LIS)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

LIS has recently subscribed to an exciting new interactive e-learning resource offering in-depth modules on four core study skills:-

- Writing skills
- Reading and Note-Making
- Critical Thinking Skills
- Referencing and Plagiarism.

The resource is interactive and online, and enables students to learn essential study skills in their own time and space.

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. The link below will take you to the LIS page for the School of Psychology where you can see subject guides and find how to access a range of on-line databases. Psychology - LIS Resources and Biological Sciences – LIS resources

The School provides online resources that are specific to each module as the course progresses. Access and links to online material is given through the University virtual learning environment, Blackboard, where course materials and resources can be accessed away from campus using any web browser. This system operates in a similar way to Moodle that many of you will have used at school or college.

3.5 Personal development planning (PDP)

The programme provides an intellectually rigorous programme of academic study and enables students to demonstrate a depth of understanding in issues in Psychology, some of the learning outcomes of the Psychology Programmes provide for transferable or key skills. Students are encouraged to engage in all aspects of the course, the School and the university to develop the skills, which will stand them in good stead in their careers. See also section 3.6.

Students may attend School Research Seminars. These are talks presented by invited speakers (staff or researchers either from UCLan or another university). The topic is usually some aspect of the speaker’s own research e.g., a particular study or series of experiments, written for a general psychology audience. These talks can be useful to students in expanding their understanding of research issues; they will be advertised on posters around Darwin Building, on the course Facebook pages and via the School Twitter account (@uclanpsychology)
3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an integral part of it, and will help you to show future employers just how valuable your degree is, and enable you to use your time at university to focus on developing yourself in ways that will beneficial to your career.

These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It’s your future: take charge of it!

Careers offers a range of support for you including:

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 9am-5pm (Mon-Thurs) & 9am-4pm (Fri) for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

All students have access to the Psychology Careers Blackboard site available when you log on to your Blackboard account. The School will organise a number of “Employability Weeks” during your course, and also organises the ‘What Next?’ programme; this is a series of talks and workshops for Psychology students. The aim is to help you develop your employability skills and inform your career choices. They usually happen in Semester 2, are open to all students, and will be advertised on posters around Darwin Building.

4. Student support, guidance and conduct

The vast majority of students progress through their degree course programme and graduate with a well-deserved honours degree without any need for specific support or guidance. However, some students face particular difficulties at various points during their studies and there are support mechanisms at both School and University level to help.

4.1 Academic advisors

During the first week of a course, you will be assigned to one member of the academic staff who will serve as your Academic advisor. In most instances you will stay with that Academic
advisor throughout your undergraduate studies, however if they leave you will be reassigned to another member of staff. In addition, if, for good reason, you wish to change Academic advisor during your course, then this can be done.

You will see your Academic advisor on a regular basis. This will be more frequent in first year to ensure that you are settling in to university life, but will carry on in second and third year to keep track of your progress and to support you towards securing a job or further training at the end of the course.

Academic advisors are here to give you support on:

- Academic matters (such as module choices, or performance on assessments)
- Employability matters (such as considering career plans)
- Personal issues or difficulties

With regard to the last point, you must remember that Academic advisors are not counsellors. They are, however, a very useful first port of call to discuss your problems, as they can offer advice based on their knowledge of School and University procedures and regulations and can signpost you to a number of people or services who would be able to give you more specialist advice and support if you need it. If you are having difficulties which affect your ability to undertake assessments, it is not sufficient to see your Academic advisor, you will have to make an Extenuating Circumstances submission, the process for which is detailed elsewhere in this handbook.

Most of your meetings with your Academic advisor will be one-to-one. At points during the academic year, your Academic advisor will email you to make an appointment to see you. Please do not ignore the email or the meeting request. There will be a good reason why they have asked to see you, and it is in your best interests to attend. Meeting attendance is monitored, and may be used to inform any decision we have to make to withdraw you from the course if we think you are not engaging with your studies. Meeting your Academic advisor will also enable them to get to know you. As most graduates ask their Academic advisor to write references for jobs etc., it really helps if the member of staff knows something about you. Of course, you don’t have to wait for them to invite you to a meeting: if you have an academic, employability or personal issue you wish to discuss, you can request a meeting with them. They will let you know at the outset, how best to arrange a meeting.

4.2 Student Support

The ‘i’ is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the ‘i’ shop and UCLan Financial Support Bursary (first year students only).

Our Student Engagement Assistants have recent experience of studying as a student and can advise you of the support systems available. They work towards improving your student experience here at UCLan, more information about their role can be found by clicking on this link to their web site - Student Engagement Assistants
4.3 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

The School lead (who advises students who have a special educational need or disability that may affect their studies) is Dr Beth Richardson. If you feel you need to discuss issues regarding disability you are encouraged to seek a confidential meeting with Dr Richardson.

4.4 Health and Safety

As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

If you have any questions or concerns about Health & Safety related to your study at UCLan, please feel free to contact Linden Ball, Dean of School LBall@uclan.ac.uk.

4.5 Conduct

You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of academic staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.
4.6 Students' Union

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what we do and is encompassed by our tag line of, *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led *societies*, *sports teams* and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go? Pop into the *Opportunities Centre* on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the *Advice and Representation Centre* are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student-bar (Source) and student venue (53 Degree), can be found at [http://www.uclansu.co.uk/](http://www.uclansu.co.uk/).

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

5.1 Assessment Strategy

Each course (programme) has a set of objectives, referred to as Learning Outcomes. These Learning Outcomes (LOs) define the knowledge and skills we expect you to be able to demonstrate by the end of the course. The neuroscience programme employs a number of examination and coursework methods to assess LOs.

The Module Handbook for each module includes details of how the module is assessed, and what each assessment contributes to the overall mark.

5.1.1 Types of Assessment
Module Handbooks will detail the types of assessment that will be used for each module and, if there are multiple components to the assessment, the handbook will also specify what proportion of marks will be assigned to each component of assessment. If there is an examination, you will also be told how long the examination will take, and when it will take place (normally, this is during one of the university assessment periods). Assessment periods are included in the University Academic Calendar (available on the UCLan website). The examination timetable is not released until a few weeks before the assessment period. This is, however, not the case for in-class tests where the dates are included in the Module Handbook available at the start of the module.

5.1.1.1 Multiple-choice question (MCQ) examinations

In a Multiple Choice Question examination, you are presented with a question (or a statement to complete), and asked to select what you think is the correct answer from a choice of four options. MCQ examinations are used in Year 1 and in some electives. At Level 5 (Year 2) MCQs are used as part of the assessment process on some modules, this is to ensure that you have the broad knowledge of the subject necessary to develop a greater depth of understanding in the specialist modules in the final year (Level 6). MCQ examinations are not used at Level 6 (Year 3).

5.1.1.2 Unseen essay-type examinations

These feature in most Level 5 modules (usually studied in Year 2 of the degree). Typically, candidates answer two questions from a selection, and have no prior knowledge of the questions. The question paper may be divided into sections, where you must answer one question from each section. You should ensure that your revision processes ensure that you have sufficient knowledge to be able to answer a range of questions, and do not rely upon apparent patterns in the year-on-year examination papers to question spot. Such patterns are entirely coincidental, are not part of our assessment strategy and should not be used to predict which topics will appear on any given examination paper.

5.1.1.3 Seen essay-type examinations

This form of assessment involves students being given the questions in advance, but answer them under normal examination conditions. You are encouraged to use your preparation time to ensure that you can produce a strong answer in the examination, as such it would be wise to refer to the assessment criteria for examinations that appears towards the back of this handbook. This will ensure that you are in a position to produce the strongest answer possible.

5.1.1.5 Coursework (Assignments)

Coursework/Assignments allow you to develop your own arguments and conclusions related to set tasks as there are often many possible solutions to a particular problem. Assessment is largely based on the ability to demonstrate clearly which approach you have taken and why.

The most appropriate method of assessment has been selected in order to meet the specified learning outcomes outlined in the module handbook. Assessment methods used include:

- Empirical Investigations
- Formal essays and reports
• Laboratory workbooks  
• IT & Statistics  
• Presentations  

The course team have devised the assessment strategy with the needs of the Neuroscience discipline in mind.

There are six general criteria on which Year 2 and 3 coursework and examination answers are evaluated and classified. The six criteria are:

1. Relevance  
2. Quality of Argumentation  
3. Originality  
4. Knowledge and Content  
5. Quality of Explanation  
6. Style  

There is nothing comparable written for Year 1 where much of the work is about developing your skills in essay and report writing, and in other transferable skills. Year 1 marks do not go towards your degree classification as we recognise that Year 1 involves learning new material and new ways of working.

When you are asked to produce a piece of coursework, you will be given written instructions of what is required and a coursework coversheet that you should complete and submit with your work. The coversheet includes the assessment criteria and space for written feedback. Please adhere to word limits and page limits on assignments as penalties will be incurred (as per your Module Handbook). Students often make false assumptions about the penalties for exceeding a word count. Please note that there are generally penalties for exceeding word limits and that students should ensure they submit work below these limits.

5.1.1.6. Reports of Empirical Investigations

A substantial majority of assessed coursework is made up of reports of empirical investigations (often referred to in Years 1 and 2 as ‘lab reports’). With regard to the investigations themselves, you will find that there is a progression from Year 1 class exercises, through Year 2 group exercises, to the Year 3 Project which is a substantial piece of independent research carried out under the supervision of a member of staff. In all cases, whether done as a class, group or independent exercise, the report itself is an individual piece of work.

You will write up to lab reports in Year 1. The content for the reports is delivered in class and you have two weeks to write the report and submit it. In many Year 2 modules, you will work in a small group to design and undertake an investigation under the supervision of a member of staff. The report submission deadline takes into account the time needed to organize and carry out the group investigation.

The Year 3 Project is the most important single piece of work undertaken during the Degree Course. As a rule, students begin their Final Year with a topic or topic area and a supervisor already decided. The Project is a double module (40 credits); this means it is worth of 33% of Year 3 marks and is the most important assignment on the course in terms of weighting for the degree classification.
5.1.1.7 Other Types of Report

There are other types of report. For example, production of leaflets or consultancy type reports. Where a module involves other types of report you will be told exactly what is required. These reports will often mimic the type of tasks that you might be expected to undertake when working as a scientist and therefore these can be viewed as good preparation for your career beyond UCLan.

5.1.1.8 Essays

You will be asked to write a ‘practice’ essay at the start of Year 1. This allows us to give you early feedback on your essay-writing skills using Year 1 essay assessment criteria. Essay-type examinations are common, it is important you take every opportunity to develop good essay-writing skills and build upon feedback.

5.1.1.9 Information Technology (IT) and Statistical Exercises

Research methods modules will include statistical exercises and the use of IT (e.g. the statistical package SPSS). You may be tested on your understanding and application of statistics through coursework exercises or in-class tests. You are expected to word-process coursework, and you will use library and internet resources in private study.

5.1.1.10 Presentations

Presentations can be either individual, or, more usually, as part of a group, to an audience of peers. They usually involve a talk supported by visual aids, but other forms may be acceptable. There may also be non-assessed presentations during seminars, when you share your views with other students. A variant of the presentation is a poster presentation, where students may put together a poster regarding a topic (a commonly used presentation method at academic conferences) then will answer questions about it. You will be encouraged to apply what you know about the psychology of attention and/or memory to the completion of this work as this is likely to lead to higher marks.

5.2 Notification of assignments and examination arrangements

Module Handbooks give information about methods of assessment for individual modules. Individual coursework deadlines and return dates for marked work will be available within the module Blackboard space. It is your responsibility to manage the research, synthesis and production of your assignments throughout the year to ensure you submit by the submission deadlines. The majority of coursework assignments will be set, submitted, marked and returned via the BlackBoard VLE. Unless stated otherwise the coursework submissions time will be 23:59 on the specific date set.

5.3 Referencing

Detailed instructions on the approach required and the style to be adopted in included in the Student Assessment Handbook, available from the Blackboard VLE, within the School of Psychology area under My Organisations.
5.4 Confidential material

It is possible that during your programme of study you will require access to sensitive information, particularly when working in professional domains. It is essential that you ensure that any participants remain anonymous if they are reported as part of an assignment submission.

Students should be committed to pursue their research activities (project, investigation, enquiry, survey, or any other interaction with people, including the use of data derived from that interaction) in an ethical manner. The practice of ethics is about conducting one’s research activity in a disciplined manner within legal and other regulated constraints and with minimal impact on and detriment to others. In the process of research the student should:

- safeguard the interests of those involved in or affected by their work;
- report their findings accurately and truthfully;
- consider the consequences of their work or its misuse for those they study and other interested parties.

Students are responsible for considering the ethical implications of all research activities and should familiarise themselves with the University’s Ethical Principles. If in doubt about any ethical issues related to their research students should consult their dissertation supervisor for advice.

5.5 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to the relevant Module Leader.

Authorisation of the late submission of work requires written permission. The School with responsibility for your module will be authorised to give permission for one extension period of between 1 and 10 working days where evidence of circumstances has been accepted and where submission within this timescale would be reasonable taking into account those circumstances (Academic Regulations: G3).

You should complete and submit an extension request form, with any supporting evidence, to your Hub office. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

We aim to inform you of a decision about granting an extension within 2 days of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations: G9 and Assessment Handbook).
5.5.1 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (Academic Regulations: G5).

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process is available at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

5.5.1.1 What circumstances qualify as extenuating?

The school follows the guidance offered by the University with regard to what does and does not constitute ECs. The following are acceptable as grounds for ECs:

1. significant illness or injury;
2. the death or critical/significant illness of a close family member/dependant;
3. family crises or major financial problems leading to acute stress;
4. absence for jury service or maternity, paternity or adoption leave.

The following are not grounds for ECs:
1. holidays, moving house and events that were planned or could reasonably have been expected;
2. assessments that are scheduled close together;
3. misreading the timetable or misunderstanding the requirements for assessments;
4. inadequate planning and time management;
5. failure, loss or theft of a computer or printer that prevents submission of work on time. Students should back up work regularly and not leave completion so late that they cannot find another computer or printer;
6. consequences of paid employment (except in some special cases for part-time students);
7. examination stress or panic attacks not diagnosed as illness.

Note: Pregnancy itself is not an illness, though events may arise during pregnancy that may constitute extenuating circumstances, and these need to be judged on an individual basis.

You are expected to re-submit claims for ECs for each assessment period. Each submission will need up-to-date evidence and it is your responsibility to provide the evidence; staff in the School cannot, for example, contact your GP to discuss your medical situation in lieu of a doctor’s note. You can submit your ECs before you have the actual evidence, and you will be emailed to remind you that these need to be added. However, if, by the deadline, no evidence is forthcoming, then the submission will be declined.

5.5.2 Late submissions

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark (ie 40% for levels 4, 5 and 6 work, 50% for level 7 work) for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0%.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0%.

5.6 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations: G2.4). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.
5.7 Cheating, plagiarism, collusion or re-presentation

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations: G7 and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

During the early part of your course you will receive lectures on plagiarism, and be given guidance on how to avoid it. Online coursework submissions will be made to the Blackboard VLE via a submission tool called Turnitin. This will check for potential plagiarism and make the information available to the staff member marking the script. To help you avoid issues around plagiarism, the School has set up a test Turnitin submission tool that will allow you to submit a draft of your work (before the stated deadline submission date/time) and receive the Turnitin output yourself. This will help you identify any potential problems with the work and get further advice on how to avoid plagiarism before you make your final submission.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook, section 5. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark (ie 40% for levels 4, 5 and 6 work, 50% for level 7 work).
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.
In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

### 5.8 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

For the result publication dates please check the academic calendar University of Central Lancashire - Academic Calendar

Please be advised that results will not be issued over the telephone or by e-mail.

### 6. Course regulations

**6.1 Course requirements**

The required modules to pass these programmes are listed in Appendix 8.1
6.2 Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations Section H. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations. In simple terms an undergraduate honours degree classification is based on the highest classification:

1. The Average Percentage Mark (APM) of your level 5 and 6 modules (generally taken in years 2 and 3 of a full time course) weighted 30:70.
   Or
2. Your Average Percentage Mark in year 3 only (i.e. your level 6 modules)

If the APM is near a borderline, ‘at the discretion of the Assessment Board, students may be classified according to the academic judgement of the Assessment Board taking into account their overall profile and performance with the minimum requirement that:

1. A minimum of 3 modules (60 credits) at level 6 are in the classification band and
2. The APM is no lower than 2 percentage points below that required for the higher classification.’

In operating discretion for profiling Course Assessment Boards will use academic judgement and may refer to performance in core modules; the placement component, the dissertation/project or other factors which have been published to students.

7. Student voice

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students’ Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be asking that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union’s Student Affairs Committee (SAC), and members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.
At the end of each module you will be invited to complete a Module Evaluation Questionnaire to enable you to feedback on the content and delivery of the module. These questionnaires are considered by the course teams to drive forward further improvements in the modules. We will also regularly hand out Stop/Start/Continue sheets within classes to get more prompt feedback from yourselves within the modules, which can lead to more immediate responses.

7.1 Course representatives and School Presidents

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role simply the Students' Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

7.2 Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
• Course organisation and management (from each individual year group, and the course overall);
• Experience of modules - teaching, assessment, feedback;
• Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
• Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
• Any other issues raised by students or staff.

7.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information Complaints Procedure.

8. Appendices

8.1 Programme Specification

These are available on the Blackboard VLE within from the School of Psychology area under My Organisations.

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification – Proposed NEW

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

<table>
<thead>
<tr>
<th></th>
<th>Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
<td>University Department/Centre</td>
<td>School of Psychology</td>
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<td>3</td>
<td>External Accreditation</td>
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<td>4</td>
<td>Title of Final Award</td>
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6. Modes of Attendance offered  
   Full-time and Part-time

7. UCAS Code  
   B140

8. Relevant Subject Benchmarking Group(s)  
   n/a

9. Other external influences  
   n/a

10. Date of production/revision of this form  
    Aug 2016

11. Aims of the Programme

   The programme is a multidisciplinary course combining psychology, physiology, pharmacology molecular biology and biochemistry. The programme aims to emphasise the integrated nature of neuroscience and to develop skills enabling students to embark on careers as professional scientists. Through the provision of a stimulating and supportive learning environment, students will be provided with an up-to-date curriculum in psychology and biological sciences which emphasises the development of skills and knowledge related to the scientific and empirical aspects of the curriculum, but also an appreciation of how these can be applied in the ‘real world’. The same curriculum, in its delivery and assessment, will provide students with a range of graduate skills (such as academic enquiry, analysis and construction of arguments and critical thinking) which will enhance their employability in a range of careers. The development of other transferable skills such as communication, presentation and time management is also a feature of the programme enabling graduates not only to be effective employees, but to be effective members of the communities in which they live.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

   Evidence up-to-date knowledge, including the main methodologies and the conceptual frameworks, of the major areas of neuroscience

   A1 Biological Psychology
   A2 Cognitive Psychology
   A3 Physiology
   A4 Cellular and Molecular Biology
   A5 Pharmacology
   A6 Conceptual and Historical Issues in Neuroscience
   A7 Research Methods

Teaching and Learning Methods

There are many different forms of teaching and learning employed in the programme. Lectures provide the core material of the syllabus, supported by independent work such as individual background reading and work in groups. As well as providing a framework for knowledge acquisition, lectures also afford the opportunity for student to consider case studies, reflect on issues and to ask questions of each other and of the member of staff taking the session. Online sessions provide further support for delivery of the core curriculum and for students to check their understanding of key concepts. Seminars, with their small group
size, enable students to explore key issues from the curriculum, both to improve their understanding of the content and to develop their skills in, for example, communication and formulating an argument. Workshops are used often to develop practical skills such as manipulation of data in statistical packages. As these are in smaller groups than would be experienced in lectures, students are also able to interact with staff more effectively to clarify understanding. Practical laboratory sessions enable students to engage in research activities first hand. Labs will be move from being highly directed in first year, to a greater degree of independence working as a small group in second year, to the individual project in third year.

**Assessment methods**

Assessment within modules involves one or more of the following:

Examinations: Multiple choice questions (MCQ) only; mixed MCQ and unseen essay-type questions; unseen essay-type questions only; mixed seen and unseen essay-type questions.

Coursework: Reports of empirical investigations ('laboratory' exercises and final year projects); essays; IT and study skills exercises; statistical exercises; presentations, assessment of laboratory notebooks

**B. Subject-specific skills**

B1. Generate testable hypotheses about behaviour (broadly defined), devise investigations to test such hypotheses, analyse and interpret the results and write coherent reports of the investigations.

B2. Undertake research in accordance with relevant ethical guidelines.

B3. Apply multiple perspectives (e.g. theories, methods and evidence sources) to issues in neuroscience

B4 Integrate ideas from across neuroscience and to apply these to relevant issues.

B5. Identify and evaluate general patterns in behaviour, functioning and experience and understand the role of brain function in these.

B6. Employ evidence-based reasoning, and use different methods, paradigms and scientific tools to examine these issues.

**Teaching and Learning Methods**

See A.

**Assessment methods**

See A.

**C. Thinking Skills**

By the end of the programme, successful students should demonstrate the following skills

C1 Information finding and analysis.

C2. Critical reading and analysis of the published literature, leading to the clear and concise presentation of balanced, evidence-based and reasoned arguments and conclusions

C3. Interpretation and application of neuroscientific theories, concepts and evidence to the understanding of behaviour and functioning.


**Teaching and Learning Methods**

See A.

**Assessment methods**

See A.

**D. Other skills relevant to employability and personal development**

D1. Identify appropriate sources of evidence, analyse information and critically evaluate research.

D2. reflect on their own personal development

D3. Organise themselves and their work and be able to sustain their efforts to complete project work

D4. Use IT effectively to seek out evidence, to analyse data and to communicate and present their ideas.

D5. work with numbers, both with regards to interpreting data in research and statistics provided by agencies, as well as analysis of data they have generated.
D6. Work independently.
D7. Research possible career opportunities and demonstrate personal effectiveness in a selection method.
D8. Work as part of a team

<table>
<thead>
<tr>
<th>Teaching and Learning Methods</th>
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</thead>
<tbody>
<tr>
<td>See A.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment methods</th>
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</thead>
<tbody>
<tr>
<td>See A.</td>
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### 13. Programme Structures*

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<th>Credit rating</th>
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<td>Research Project (COMP)</td>
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<td>BL3298</td>
<td>Group Research Project (COMP)</td>
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<td>BL3212</td>
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<td>20</td>
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<tr>
<td></td>
<td>PS3025</td>
<td>Brain, treatments and behaviour (COMP)</td>
<td>20</td>
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<tr>
<td></td>
<td>PS3020</td>
<td>Neuropsychological Disorders and Techniques (O)</td>
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<tr>
<td></td>
<td>PS3070</td>
<td>Psychology Placement module (O)</td>
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<td>BL3217</td>
<td>Molecular Biomedicine (O)</td>
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<tr>
<td></td>
<td>BL3215</td>
<td>Immunology (O)</td>
<td>10</td>
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<tr>
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<td>Molecular Neurobiology (O)</td>
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<td>PS2030</td>
<td>Cognitive and Physiological Psychology (COMP)</td>
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<td>PS2850</td>
<td>Topics &amp; Techniques in Neuroscience (COMP)</td>
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<td>PS2860</td>
<td>Physiology: Organisms and their Environment (COMP)</td>
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<td>Molecular and Cellular Biology (COMP)</td>
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<td>PS1030</td>
<td>Introduction to Psychobiology and Cognition (COMP)</td>
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<td>PS1035</td>
<td>Foundations of Neuroscience (COMP)</td>
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### 14. Awards and Credits*

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<th>Programme</th>
<th>Credits</th>
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<td>Requirements 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6.</td>
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</tr>
<tr>
<td>BSc Neuroscience</td>
<td>Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6.</td>
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### 15. Personal Development Planning

At the start of the course, students are briefed on what Personal Development Planning entails and the purpose of the scheme. There is a PDP Co-ordinator who oversees the preparation and dissemination of information, but the main point of contact for students is their Personal Tutor. Academic writing and thinking skills are developed through the Year 1 seminar programme, which is delivered by Personal Tutors. Teamwork is practised in various Year 1 and 2 modules through practical groups. PS1010 covers academic skills, such as using the library, as well as considering research and employability issues. There is an eLearn site for all students in Psychology that gives information on careers, including using the Careers Service and other resources. All modules in all years develop a range of key skills, and students continue to have their Personal Tutor as a source of support.

### 16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry
requirements may have been made after these documents were published and you should consult the University’s website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.

Offers for admissions to the course are typically made in the range of BBB to BCC from three A2 qualifications along with GCSE (or equivalent) Maths and English Grade C or above. Other acceptable qualifications include Scottish Certificate of Higher Education Higher Grade passes, Irish Leaving Certificate Higher Grade, International Baccalaureate, BTEC National Certificate/Diploma and Kitemarked Access courses. Admissions to UK and International partners is based around equivalent national and/or international qualifications, for international students a minimum IELTS score of 6.0 or equivalent qualifications is required.

17. Key sources of information about the programme
   - University website www.uclan.ac.uk.
   - University Course enquiries 01771 892400
   - University prospectus
   - School brochure
## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed.

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<th>Module Title</th>
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<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
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</table>

*Level 4*
19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of BSc Neuroscience:

Have knowledge, including the main methodologies and the conceptual frameworks, of the major areas of neuroscience
Biological Psychology, Cognitive Psychology, Physiology, Cellular and Molecular Biology, Pharmacology, Conceptual and Historical Issues in Neuroscience, Research Methods
Be able to generate testable hypotheses about behaviour (broadly defined), devise investigations to test such hypotheses, analyse and interpret the results and write coherent reports of the investigations.
Be able to undertake research in accordance with relevant ethical guidelines.
Be able to apply perspectives (e.g. theories, methods and evidence sources) to issues in neuroscience
Be able to integrate most ideas from across neuroscience and to apply these to relevant issues.
Be able to identify and evaluate some patterns in behaviour, functioning and experience and understand the role of brain function in these.
Be able to employ evidence-based reasoning, and use different methods, paradigms and scientific tools to examine these issues.
Be able to find and analyse information.
Be able to critically read and analyse the published literature, leading to the clear and concise presentation of balanced, evidence-based and reasoned arguments and conclusions.
Be able to interpret and apply many neuroscientific theories, concepts and evidence to the understanding of behaviour and functioning.
Be able to apply problem-solving approaches.
Be able to identify appropriate sources of evidence, analyse information and critically evaluate research.
Be able to reflect on their own personal development
Be able to organise themselves and their work and be able to sustain their efforts to complete project work
Be able to use IT to seek out evidence, to analyse data and to communicate and present their ideas.
Be able to work with numbers, both with regards to interpreting data in research and statistics provided by agencies, as well as analysis of data they have generated.
Be able to work independently.
Be able to research possible career opportunities and demonstrate personal effectiveness in a selection method.
Be able to contribute to team work

Learning outcomes for the award of Dip HE Neuroscience:

Have knowledge, including the main methodologies and the conceptual frameworks, of the major areas of neuroscience
Biological Psychology, Cognitive Psychology, Physiology, Cellular and Molecular Biology, Pharmacology, Conceptual and Historical Issues in Neuroscience, Research Methods
Be able to generate simple hypotheses about behaviour (broadly defined), devise investigations to test such hypotheses, analyse and interpret the results and write coherent reports of the investigations.
Be able to undertake research in following relevant ethical guidelines.
Be able to apply perspectives (e.g. theories, methods and evidence sources) to issues in neuroscience
Be able to integrate some ideas from across neuroscience and to apply these to relevant issues.
Be able to identify and evaluate some patterns in behaviour, functioning and experience and understand the role of brain function in these.
Be able to employ reasoning, and use different methods, paradigms and scientific tools to examine these issues.
Be able to find and analyse information.
Be able to read and analyse the published literature, leading to the clear and concise presentation of balanced, evidence-based and reasoned arguments and conclusions.

Be able to interpret and apply many neuroscientific theories, concepts and evidence to the understanding of behaviour and functioning.

Be able to apply problem-solving approaches.

Be able to identify appropriate sources of evidence, analyse information and critically evaluate research.

Be able to reflect on their own personal development.

Be able to organise themselves and their work.

Be able to use IT to seek out evidence, to analyse data and to communicate and present their ideas.

Be able to work with numbers, both with regards to interpreting data in research and statistics provided by agencies, as well as analysis of data they have generated.

Be able to work independently.

Be able to research possible career opportunities.

Be able to contribute to team work.

Learning outcomes for the award of Cert HE:

Have some knowledge, including methodologies and conceptual frameworks, of the major areas of neuroscience:

Biological Psychology, Cognitive Psychology, Physiology, Cellular and Molecular Biology, Pharmacology, Conceptual and Historical Issues in Neuroscience, Research Methods.

Be able to generate simple hypotheses about behaviour (broadly defined), devise investigations to test such hypotheses, analyse and interpret the results and write coherent reports of the investigations.

Be able to undertake simple research in following relevant ethical guidelines.

Be able to apply perspectives (e.g. theories, methods and evidence sources) to issues in neuroscience.

Be able to integrate simple ideas from across neuroscience and to apply these to relevant issues.

Be able to identify and evaluate some patterns in behaviour, functioning and experience and understand the role of brain function in these.

Be able to employ basic reasoning, and use different methods, paradigms and scientific tools to examine these issues.

Be able to find and analyse information.

Be able to read and analyse the published literature.

Be able to interpret and apply some neuroscientific theories, concepts and evidence to the understanding of behaviour and functioning.

Be able to apply some problem-solving approaches.

Be able to identify sources of evidence, analyse information and critically evaluate research.

Be able to reflect on their own personal development.

Be able to organise themselves and their work.

Be able to use IT to seek out evidence, to analyse data and to communicate and present their ideas.

Be able to work with numbers.

Be able to work with some independence.

Be able to research some possible career opportunities.

Be able to contribute to team work.