

Term	Week	Focus	Summary	Learning Outcomes	Learning skills
Term 1.1	1	Recap: Biopsychology. Introduction to issues and debates. Gender and culture in psychology: Gender bias and culture bias.	Review and consolidation of Biopsychology. Exam technique, self-assessment. (x 2 lessons) Gender bias: androcentrism, alpha and beta bias. Evaluation: research evidence support and challenge. Culture bias: ethnocentricity, and cultural relativism. Evaluate: research evidence to support and challenge.	Consolidation of knowledge, understanding and skills. Develop an understanding of gender and culture in psychology, and their influence on societies.	Meta thinking- self-regulate, monitor and evaluate own learning. Linking: connection finding to new learning. Critical thinking.
	2	Free will versus determinism. The nature nurture debate.	Key concepts of debate: free will, types of determinism, soft, hard, biological, environmental and psychic determinism. Scientific evidence of causal explanations. Evaluate: research and evidence to support and challenge each side of argument. Key concepts of nature v nurture debate, heredity, environmental and interactionist approach, diathesis stress model, epigenetics. Measuring nature and nurture. Evaluate: research evidence to support and challenge each side of argument.	Develop and understanding of free and determinism and be able to distinguish between the different types of determinism. Develop an understanding of nature verse nurture argument, explain the interactionist approach and how both nature/nurture can affect each other.	Linking: connection finding to new learning. Critical thinking.
	3	Holism and reductionism.	Key concepts of debate: holism, reductionism, levels of explanations in psychology, types of reductionism, biological reductionism and environmental reductionism. Evaluate: research evidence to support and challenge each side of argument.	Develop and understanding of holism verse reductionism debate and the ideographic and nomothetic approach to carrying out investigations in psychology.	Linking: connection to new learning. Critical thinking. Problem solving skills.

		Ideographic and nomothetic approaches.	Key concepts of debate: ideographic/nomothetic approach to investigating in psychology, quantitative and objective verse qualitative and subjective methods, using examples of research evidence previously studied on the course. Evaluate: research evidence to support and challenge each side of argument.		
	4	Ethical implications of research studies and theories. Psychodynamic approach.	Ethical implications and social sensitivity, implications for the research process. Key assumptions and concepts, role of the unconscious, defense mechanisms, repression denial displacement. Structure and dynamics of personality. Evaluation: Research evidence to support and challenge psychoanalytic explanation. Contribution of the psychoanalytic approach.	Develop and understanding of ethical issues, social sensitivity and implications in psychology and ways of dealing with issues and biases. Develop an understanding and critical appreciation of the psychodynamic approach and its contribution to psychology.	Linking: connection to new learning. Critical thinking. Problem solving.
	5	Humanistic approach.	Key assumptions and concepts, free-will, self-actualisation, congruence, conditions of worth, conditional/unconditional positive regard. Rogers person centered theory, Maslow's theory of motivation and hierarchy needs. Influence of humanistic approach on counselling and person-centered therapy. Evaluation: research evidence to support and challenge humanistic approach.	Develop an understanding and critical appreciation of the humanistic approach and its contribution to psychology.	Linking: connection to new learning. Critical thinking.

		Comparison of approaches.	Comparison of all 6 approaches, compare and contrast approaches against each other using, issues and debates .	Develop an understanding of comparing approaches in psychology and using a specific criteria to make comparison-embedding issues and debates within comparisons.	
	6	Recap: Issues and debates and comparison of approaches. Research Methods 2: Case studies and content analysis.	Review and consolidation of issues and debates/approaches. Exam technique. Exam technique, self-assessment. Students to complete end of topic assessment on Biopsychology, Issues and debates and approaches (including comparison) x 3 lessons. Case studies, content analysis, coding and quantitative data, thematic analysis and qualitative data. Evaluate methods.	Consolidation of knowledge, understanding and skills, and completing a summative assessment. Develop knowledge and understanding of research methods and assess strengths and limitations of methods/techniques.	Meta thinking: self-regulate, monitor and evaluate own learning. Linking: connection finding to new learning. Critical thinking.
	7	Research Methods 2: Features of a science, Reliability /validity, probability and significance.	Paradigms and paradigm shifts, theory construction and hypothesis testing, falsifiability, replicability- and objectivity and the empirical method. Reliability, ways of assessing reliability, test-retest, inter observer reliability, measuring reliability and improving reliability. Validity, types of validity, internal, external, temporal, ways of assessing validity, and improving validity. Probability and significance, the null hypothesis, levels of significance and probability, use of statistical tables and type 1 and type 11 errors.	Developing an understanding of psychology as a science, reliability and validity of data and the significance of data obtained/ results in psychology.	Mathematical/Problem solving skills.

Term 1.2

	1	Research Methods 2: Choosing a statistical test. Non-parametric tests/Parametric tests.	Mann- whitney and the Wilcoxon- worked examples. Unrelated and related t-tests-worked examples.	Developing knowledge and understanding of inferential testing and be familiar with the use of inferential tests.	Problem solving skills Risky learning.
	2	Research Methods 2: Tests of correlation/tests of association. Reporting psychological Investigations.	Spearman's rho, Pearson's r and Chi-squared worked examples. Sections of a scientific report.	Developing knowledge and understanding of inferential testing and be familiar with the use of inferential tests. Development skills on reporting psychological investigations and writing sections of scientific reports effectively.	Problem solving skills Risky learning. Hard working skills.
	3	Schizophrenia: Introduction. Diagnosis and classification of schizophrenia. Issues in diagnosis and classification.	Diagnosis and classification: Positive and negative symptoms. Issues in diagnosis and classification: Good reliability, low validity, co-morbidity, gender bias/culture bias and symptom overlap.	Developing knowledge and understanding of schizophrenia and the issues concerning diagnosis and classification., including reliability and validity.	Critical thinking Collaborative learning
	4	Biological and Psychological explanations for Schizophrenia.	The genetic basis of schizophrenia, family studies/twin studies and adoption studies. Neural correlates of schizophrenia and dopamine hypothesis. Evaluate: research evidence to support and challenge explanations. Family dysfunction and cognitive explanations of schizophrenia. Evaluate: research evidence to support and challenge explanations.	Develop knowledge and understanding of biological and psychological explanations of schizophrenia, including criticisms of each explanation.	Critical thinking Linking: connection finding to new learning. Hardworking skills

	5	Biological/ Psychological therapies for Schizophrenia.	Drug therapy: Typical/Atypical antipsychotic drugs. Evaluate: research evidence to support and challenge effective use of drugs. Cognitive behavioural therapy and family therapy. Evaluate: research evidence to support and challenge	Develop an understanding of the use of drug/psychological therapies and the effectiveness in patients with schizophrenia.	Critical thinking Linking: connection finding to new learning. Risky learning
	6	Management of Schizophrenia. The interactionist approach to schizophrenia.	Token economies for schizophrenia. Evaluate: research evidence to support or challenge effectiveness.	Develop an understanding of token economies as a way to manage schizophrenia.	Critical thinking Linking: connection finding to new learning. Risky learning
	7	Revision and exam skills and Techniques.	Review and consolidation of schizophrenia. Exam skills and technique.	Consolidation of knowledge, understanding and skills.	Meta thinking- self- regulate, monitor and evaluate own learning. Linking: connection finding to new learning. Critical thinking.
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