Curriculum Proposal

# INTRODUCTION TO PSYCHOLOGY

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# OVERVIEW

The proposed Introduction to Psychology course aims to provide a learner an overview of the field and its relevance to daily life. The course will cover a wide range of topics. Including the study of the brain and its influence on behaviour, the concept of nature and nurture and how these two are intertwined in our development from preconception to late adulthood, as well as everyday behaviours such as sleeping and dreaming. It will also focus on equipping learners the ability to critically evaluate research by exploring ethical issues and reliable research methods, particularly in the context of misinformation in a world where information is readily available on all shapes and sizes. By developing these skills, learners will be better prepared to navigate the world of psychology and appreciate its significance in our everyday lives.

The course will be structured to align with the needs and preferences of adult learners, offering engaging and interactive learning experiences. It will emphasize the practical applications of psychological principles in everyday life, work, and personal development. The teaching methods will include a combination of lectures, discussions, multimedia presentations, and practical exercises to accommodate diverse learning styles.

This unaccredited leisure course will be offered to all 6 Community Learning Centres within Pembrokeshire County Council and will have a total of 20 teaching hours from September 2024. This course aims to bridge a gap in the adult learning community in Pembrokeshire and will therefore be offered both in person and online. The proposed schedule will be as follows:

Monday: Fishguard- 10:00 a.m.-12:00 noon; Crymych- 1:00-3:00 p.m.

Tuesday: Haverfordwest- 10:00 a.m.-12:00 noon; Narberth- 1:00-3:00 p.m.

Wednesday: Pembroke Dock- 10:00 a.m.- 12:00 noon

Thursday: Tenby- 1:00-3:00 p.m.

Online: Wednesday evening 6:00 -8:00 p.m.

# RATIONALE

## *Participation Logistics*

Psychology has prevailed to be in the top 10 most popular undergraduate degrees in Britain (HESA, 2023). It is also the highest-ranking A-level option, alongside law and sociology, in the most recent Estyn (2021) review of the 16-19 curriculum. This trend of popularity can also be seen in America where the Introduction to Psychology module was found to be studied by about 1.6 million undergraduate students (Gurung et. al., 2016). This finding led to the American Psychological Association, the largest and leading scientific and professional organization representing Psychology in America (APA, 2022), to kickstart a new Introduction to Psychology initiative which has led to the 2021 publication of the new recommendations for curriculum development for the Introduction to Psychology module in the US (Gurung and Neufuld, 2021).

On a more localized scale in Pembrokeshire that has a coverage of 10 Towns and 78 villages with 73% of the population aged between 16-64 (Pembrokeshire County Council, 2023) only one establishment offers adult learners the chance to learn about Psychology. Pembrokeshire College offers a face-to-face opportunity for adult learners to explore the field of Psychology (Pembrokeshire College, 2023). This however does not consider adult learners who may not want to make the commute to Pembrokeshire college which is located in the Southwest of Pembrokeshire. Furthermore, as this course takes place in an establishment that is mostly populated by learners aged 16-19 this may cause adult learners of an older age feel reluctant to attend. Therefore, launching an Introduction to Psychology module to the currently well-established community learning centres under the Pembrokeshire County Council may tackle these issues. Considering the popularity of Psychology in Higher Education and within the 16-19 Curriculum in Wales, Pembrokeshire Learning Centres have not offered this subject of study to the community in the past (See Appendix A and Appendix B). Offering an Introduction to Psychology module to all six learning centres and online can ensure that the population of Pembrokeshire is being given equal access to this educational opportunity. Additionally offering the lesson during school hours, for the face-to-face teaching, can further include carers and parents of school children who would like to take part and more so slotting in the online equivalent after office hours can expand its learner engagement to those who cannot take part during office working hours or want to commute to the learning centres.

According to Boeren's Comprehensive Lifelong Learning Participation Model (2017) to promote and encourage participation in adult lifelong learning, learning providers need to ensure that access is available and inclusive to all those willing to undertake it. By covering several physical locations and an online platform we eradicate the majority of barriers from this specific area of the model and by doing so can promote and encourage participation in

lifelong learning (Boeren, 2017). Furthermore, the logistical recommendation for this proposal covers all grounds that has been highlighted by the Wales Centre for Public Policy (WCPP) report regarding Supporting the Welsh Lifelong Learning System (2021). WCPP compiled a list of barriers they have identified, through a continuous annual survey established in 2002, with the most common participation barrier being work/time pressures or childcare/caring responsibilities. Offering this course with a variety of days and time allocation alongside an online equivalent allows for accessibility amongst a diverse work/caring schedule. Additionally, the online session also breaks down another common barrier to participation that the WCPP has identified which is the aversion to travel (WCPP, 2021). The other difficulties to participation that the WCPP (2021) identified were self-doubt with statements such as "I feel I am too old" or "I don't feel confident enough". This is another reason why offering this course in community centres and online could encourage participation as it is seen to be more informal and/or a leisure activity (Rahma et. al., 2019). Negative experiences or associations that usually come with educational establishments such as schools or colleges are factors that can discourage adults from taking part in lifelong learning (Pennacchia, Jones and Aldrige 2018).

As acknowledged by research (WCPP, 2021; Cros, 1981; Phillipson, 2014) the three main barriers faced by adults undertaking lifelong learning are attitudinal, situational, and institutional. This proposed course tries to tackle some of the barriers faced by adult lifelong learning by promoting accessibility and inclusivity by offering a wide variety of sessions both in person and online with delivery covering all learning centres under the Pembrokeshire County Council.

### *Country, Community and Personal Well-being*

According to the United Nations Population Division report (2022) life expectancy has risen by 25.2 years between 1950 to 2022. Research carried out by the World Economic Forum, which is an international not-for-profit organization that provides discussions and initiatives aimed at improving the state of the world, has shown that this newfound longevity has promoted individuals to find a lifestyle of holistic balance (World Economic Forum and Mercer, 2023). So not only that people are living longer they also want to live better. People are now placing greater emphasis on aspects beyond financial stability, such as relationships, health, meaning and quality of life (World Economic Forum and Mercer, 2023). A large number of people are finding that community engagement such as volunteering or participation in lifelong learning has improved their quality of life (Attree et. al., 2011). These individuals are deemed to have a higher sense of well-being and have been found to contribute more to their communities (Attree et. al., 2011). Increasing the opportunities for engagement within the community through learning can help promote these outcomes.

The Living Longer, Better Insight report published by the World Economic Forum and Mercer (2023) found that Women and those aged under 40 feel more isolated and are affected by loneliness. This issue has become a pressing matter globally with the World Health Organization launching a new Commission on Social Connection in 2023 which aims tackle social isolation (WHO, 2023). According to WHO (2023) social isolation, which is the lack of social connections and loneliness, can have negative health benefits that are similar if not greater than smoking, obesity, high alcohol consumption and lack of physical activity. Increasing opportunity for social connectedness and promoting a more holistically fulfilling life for individuals within the community of Pembrokeshire can bring us a step closer to tackling these global issues. Placing greater emphasis on individuals aged between 20-65+ as they comprise 94.7% of Pembrokeshire's population (Office of National Statistics, 2023) and could possibly be more at risk of social isolation. The rise of self-employment, remote working, and completion of full-time education can contribute to a diminished sense of social connectedness (Hickman, 2019). Community lifelong learning has been identified as a preventative measure for social isolation and an element in the promotion of a more holistically balanced life (Cattan et. al., 2005). Therefore, improving the current services that Pembrokeshire Learning Centres have can be a vital improvement that is needed in order to promote such beneficial outcomes. By offering a subject that has proven to be widely popular can promote engagement and participation from the community. Furthermore, by offering this service in all learning centres across Pembrokeshire and online it can widen its catchment and accessibility, allowing more adult learners to take part and feel a sense of belonging in their community.

It has also been noted within research that promoting the accessibility of services to accommodate the growing ageing population can have beneficial outcomes for the community (Wong, 2017). Adults who remain active in their older age have been found to contribute more to their community and have less impact on resources (Merriam and Kee, 2014). Lifelong learning and its benefits have long been identified and most recently it was one of the topics highly discussed during the seventh International Conference for Adult Education (CONFINTEA). The report published in 2023 summarised the importance placed on adult lifelong learning and its positive correlations to better health and well-being (UNESCO, International Conference on Adult Education VII, 2022). CONFINTEA placed great importance on how adult lifelong learning can help equip individuals with skills and knowledge that can better prepare them for the changes that the world is currently facing (UNESCO, International Conference on Adult Education VII, 2022). Widening the options and access for adult learning within the Pembrokeshire area can improve the populations subjective well-being and promote a community that fosters inclusion and accessibility. Causing rippling benefits that could be felt community and country wide. Benefits which are in line with the Well-being of Future Generations (Wales) Act 2015, as it allows the Pembrokeshire community to become more cohesive by broadening choices in learning that could lead to a healthier, more resilient, prosperous, and equal Wales.

*Misinformation and Disinformation*

The World Economic Forum (WEF) found that the number one Global risk we face today is Misinformation and disinformation (World Economic Forum, The Global Risks Report, 2024). Misinformation and disinformation are false information that is persistently spread through social media networks. This infiltration of incorrect information can shift public opinion and result in a lack of trust in facts and stimulate doubts on those in positions of power and authority (World Economic Forum, The Global Risks Report, 2024). This is an alarming issue that is closer to home as the 2021 OFCOM report of news consumptions in Wales found that 49% of adults use social media platforms as their source of news (OFCOM, News Consumption in the UK- Welsh Overview, 2021). The spread of false information can have serious consequences within the community as it can increase polarisation of views which can intensify division within society (World Economic Forum, The Global Risks Report, 2024). In 2019 the UK Government launched the Counter-Disinformation Unit to try and tackle the spread of misinformation especially on social media platforms (Department for Science, Innovation and Technology, 2023), unfortunately this is not full proof, and mis/disinformation can still spread through other means. There are however several ways individuals can learn to identify and counter misinformation such as debunking, which is a means of correcting misinformation (APA, 2023). In the proposed Psychology course this practice of debunking is pertinent throughout the course. The course design enables learners to develop the skill of utilising evidence-based information to support or disprove claims, which in a larger context can help equip individuals when tackling misinformation. The development of these skills is vital in today's global climate with misinformation being used to cause division within communities, civil unrest and could prevent governments and authorities to tackle global problems such as climate change (World Economic Forum, The Global Risks Report, 2024). Although in order to counter the spread of mis/disinformation is more complicated than just equipping individuals with critical thinking skills it can be a step towards aiding them to adapt with the changes and challenges that our world face today.

Within the field of Psychology there are numerous perspectives about the same subject. For example, in the study of attachment alone you have a Psychodynamic approach, a Humanistic perspective and a Developmental view to name a few. Throughout the teaching of this course these widely different perspectives will all be discussed and explored, this allows learners to consider that even within this study of mind and behaviour there are numerous important perspectives. This could teach learners the ability to recognize and welcome different viewpoints and opinions, a skill that could prove to be useful within the community. Increase in globalisation in the past decade means that diversity is in our doorstep and teaching and developing skills within our community that can enhance unity, prosperity and resilience are vital for the advancement of everyone.

### *Conclusion*

Pembrokeshire Learning Centres have proven to be a popular service utilised by many within its communities. A place where people can cultivate relationships, foster a sense of belonging, growth, development and more. Widening the services that they offer can only make this community-based service stronger and more able to meet the needs of its people. This proposed Introduction to Psychology course could help enforce the values, goals, and growth that Pembrokeshire council wants for its community.

## AIM(S)

- To Provide learners with basic knowledge of the fundamental principles of Psychology and their applications to daily life. Allowing learners, the opportunity to practise and develop skills that could prove to useful to everyday life. Offering flexibility and engaging resources to accommodate diverse learning needs and schedules.

## LEARNING OUTCOMES

Upon the successful completion of this course learners should be able to:

- Identify and explain the different psychological perspectives and concepts.
- Utilise and interpret research findings and its application to the field of Psychology.
- Employ their learning of psychological principles to personal growth and other aspects of daily life.

## BENCHMARKING

### *Future Generations (Wales) Act 2015*

The proposed curriculum has tried to promote the Well-being goals identified by the Well-being of Futures Generations (Wales) Act 2015.

A Prosperous Wales: Provision and elevation of increased local services that the community can utilise in order to promote skills and knowledge that can have generational benefits.

A More Equal Wales: Promotion of inclusive educational opportunities within the community

A Healthier Wales: Offering a service that can promote compassion, active participation within the community. Encouraging the development of skills that can

equip individuals with skills that can foster and support individual and community wide health and well-being.

A Wales of Cohesive Communities: Widening the opportunities of participation within the community that can result in a more connected, united society.

A Wales of Vibrant Culture & Thriving Welsh Language: Creating a service that increases opportunity for educational materials to be available in the Welsh Language. Recognising and respecting the importance of promoting the bilingual status of Wales.

A Globally Responsible Wales: Ensuring that global issues are addressed and that sustainable tactics are utilised in order to help ensure that communities in Wales are safe, welcoming of everyone and endorses fairness and justice.

### *Professional Standards for further education teachers, work-based learning practitioners and adult learning practitioners in Wales (2023)*

The proposed curriculum was created with the Professional standards (2023) in mind. By doing so content, teaching and delivery of this course align with the aim of promoting an environment that optimises learning, collaboration, and inclusion. Employing an evidence-based approach towards teaching and applying reflective practice to elevate ones professional and personal growth.

### *Welsh Language Standards (2016)*

In line with Pembrokeshire County Councils Welsh Language Policy all primary course content i.e. PowerPoints are available in the Welsh language upon request. This is to promote and encourage inclusion and engagement of the Welsh Language in lifelong learning facilities.

### *UNESCO Institute of Lifelong Learning*

The development of this curriculum promoted recommendations outlined in the UNESCO 7th International Conference on Adult Education (2023). Specifically, recommendations regarding the promotion of access and provision of lifelong learning within communities.

*Supporting the Welsh Lifelong Learning System*

This curriculum aims to eradicate the barriers to learning and participation outlined by this report. In doing so it can support and encourage engagement in lifelong learning and is a step towards ensuring Wales becoming a land of learning for everyone at every stage.

## SCHEME OF WORK

| W/C | Topic | Learning Objectives | Teaching & Learning Activity | Resources Required |
|---|---|---|---|---|
| **9TH September** | What is Psychology | • Introduction to the course.<br>• Discussion of Psychology definition.<br>• Overview of the history and evolution of Psychology. | Lecture; Ice Breaker Activity | Journal Printout |
| **16th September** | Research Methods | • Describe the importance of replication in research.<br>• Identify the different methods of research and the threats they can encounter.<br>• Identify the importance of ethical principles in research | Lecture; Critical thinking activity; Discussion | Journal printout; Centre iPads |
| **23rd September** | Brain, Body, and Behaviour | • Describe and identify the anatomy of the brain and its functions.<br>• Explore the process and functions of neurons and synapses.<br>• Distinguish different methods of investigation the brain. | Lecture; Discussion | YouTube, Brain Model, Journal Printout |

| | | | | |
|---|---|---|---|---|
| **7th October** | How we experience the World? | • Analyse the fundamental concepts of how sensory processes work.<br>• Explain and discuss how the various sensory system works. | Lecture; Experiment | Blindspot Activity Printout |
| **14th October** | How we experience the World? | • Explain and discuss how the various sensory system works.<br>• Explore phenomena's that occur when senses become intertwined.<br>• Identify various sensory prosthetics. | Lecture; Simulation | Headphones, Centre iPads Feathers |
| **21st October** | Consciousness | • Explain what consciousness is.<br>• Discuss different states of consciousness.<br>• Evaluate and recognized methods of altering consciousness. | Lecture; Discussion | YouTube |
| **28th October** | Growing and Development | • Describe and discuss environmental factors that can affect development.<br>• Outline different developmental theories.<br>• Evaluate the process of attachment | Lecture; Discussion | YouTube |
| **4th November** | Growing and Development | • Explore and discuss changes that occur in adolescence, adulthood, and old age.<br>• Describe the effects of peers, parents, and | Lecture; Discussion | YouTube |

| | | | | |
|---|---|---|---|---|
| | | culture in shaping the 'sense of self'. | | |
| **11th November** | Personality | • Identify key theories and perspectives of Personality.<br>• Explore various methods of personality measurements. | Lecture; Discussion, | YouTube, Personality Test Printouts |
| **18th November** | Personality and Recap | • Utilize and evaluate various personality tests.<br>• Recap of learning throughout the 10 weeks | Lecture; Personality test samples; Quiz | Centre iPads, Personality Test Print outs, Box of Chocolates |

## ASSESSMENT

As this is a leisure course that aims to promote and encourage learning after compulsory education assessments will be informal and will take form in the following methods:

Formative Assessment: recap discussion of previous weeks learning; class discussions of psychological topics.

Summative Assessment: an fun interactive quiz will take place on the last session to try and quantify learning that occurred during the 10-week course.

## INDICATIVE READING LIST

*Books*


- **Holt, Bremner, A. J., Vliek, M., Sutherland, E., Passer, M. W., & Smith, R. E. (2024). Psychology: the science of mind and behaviour (Fifth edition). McGraw-Hill.**
- **Gazzaniga. (2018). Psychological science (6th edition.). W.W. Norton & Company, Inc.**

### *Websites*

- APA Website
- BPS Research Digest
- SimplyPsychology

### *YouTube Channels*

- Ted Talk Psychology
- Crash Course Psychology

### *Podcasts*

- PsyCrunch
- Terrible, Thanks for Asking
- All in the Mind
- Hidden Brain
- This Week in the History of Psychology

The reading list covers a wide variety of learning pathways. As the proposed curriculum is a leisure course access to books may prove difficult as not all Pembrokeshire Libraries carry the resources or due to funding the number of books available may be limited. Therefore, other platforms have been provided to offer a wide range of access to the learners. It also accommodates for the different preference of learning individuals have.

## DEVELOPMENT OF SKILLS

The structure of topics begins with the establishment of basic background and historical knowledge of Psychology. This allows learners to have a basic grasp of the different schools of thought that Psychology houses. This is where the development and practice of critical thinking will be applied. Learning to accept that several areas of interest can take different shapes depending on the psychological perspective. Establishing and developing this skill is essential when studying psychology but will also have advantages and applications in wider society. Teaching and planning throughout will allow learners ample opportunities to develop and practise this skill. For example, different psychological perspectives will be included in lessons and space for discussions will be available. Wider reading materials will also include a wide variety of sources and views to further develop their ability to critically analyse research findings and their applications.

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# APPENDICES

## Appendix A

Pembrokeshire Learning Centres Leaflet (2020)



ESSENTIAL SKILLS

Do you want to brush up your English or Maths? FREE Essential Skills courses are here to help you.

They can help towards getting a job, helping your children and getting qualifications.

If you need to learn English then we can help you too, with our free English classes for Speakers of Other Languages (ESOL).

If you want to join an Essential Skills or ESOL class, we would like to talk to you first. Leave a message with your number and we will call you back.

FREEPHONE 0808 100 3302

SGILIAU HANFODOL

A hoffech fireinio eich Saesneg neu Futhemateg? Mae cyrsiau Sgiliau Hanfodol AM DDIM yma i'ch helpu.

Galli fod o gymorth i chi gael swydd, i helpu eich plant ac ennill cymwysterau.

Os dych chi eisiau dysgu Saesneg mae dosbarthiadau Saesneg am ddim ar gyfer Siaradwyr Ieithoedd Eraill (ESOL).

Os dych eisiau ymuno â dosbarth Sgiliau Hanfodol neu ESOL, hoffem siarad â chi'n gyntaf. Gadewch neges gyda'ch rhif ac fe wnawn eich ffonio chi yn ôl.

RHADFFON 0808 100 3302

GCSEs / TGAU

Do you need a GCSE to improve your work and employment prospects or to get into further education?

GCSE English language • GCSE Mathematics

LOTS MORE INSIDE!

A oes angen cymhwyster TGAU arnoch i wella eich rhagolygon gwaith a chyflogaeth neu ar gyfer addysg bellach?

TGAU Iaith Saesneg • TGAU Mathemateg

DIGITAL SKILLS / SGILIAU DIGIDOL

Keeping your digital skills up to date has never been so important. Whether you are a beginner or already have some digital skills, we have a course to meet your needs which will help you learn something new, gain a qualification or help with employment.

Classes are small and friendly so come and join us to see what you can learn. We also have tutor delivered online courses which you can attend from the comfort of your own home.

Mae sicrhau eich bod yn medru ar y sgiliau digidol diweddaraf yn hollbwysig. P'un a ydych yn ddechreuwr neu os oes gennych rai sgiliau digidol eisoes, mae gennym gwrs i ddiwallu eich anghenion a fydd yn eich helpu i ddysgu rhywbeth newydd, ennill cymhwyster neu'n eich helpu o ran cyflogaeth.

Mae'r dosbarthiadau'n fach a chyfeillgar felly ymunwch â ni i weld yr hyn y gallwch ei ddysgu. Mae gennym gyrsiau ar-lein yn ceel ei cyflwyno gan diwtor hefyd y gallwch eu mwynhau o eswmythder eich cartref eich hun.

"You are never too old to start." Digital Skills - First Steps

"I am deaf and I have learnt to communicate via email, I have developed more confidence in using a laptop and can understand the language of computing." Digital Skills - First Steps

Quotes from learners using their preferred language

Dyfyniadau gan ddysgwyr yn defnyddio'r iaith o'u dewis

Digital literacy - Llythrennedd digidol -
First steps / Camau cyntaf
More skills / Rhagor o sgiliau

ICDL / ICDL

Microsoft Office skills / Sgiliau Microsoft Office

Photoshop Elements - Introduction / Elfennau Photoshop - Cyflwyniad

Using your tablet - Introduction / Defnyddio eich llechen - Cyflwyniad

Using Windows / Defnyddio Windows

01437 770130

Learning Pembrokeshire | Sir Benfro yn Dysgu
Learning Zone | Parth Dysgu

Would you like to learn from the comfort of your own home?
We now offer a range of tutor led online courses via the Learning Pembrokeshire Learning Zone.
Visit our website www.pembrokeshire.gov.uk/search-for-a-course and search for a course using the word 'online' to see the online options we offer.

A hoffech chi ddysgu o eswmythder eich cartref eich hun?
Rydym yn cynnig ystod o gyrsiau ar-lein dan arweiniad tiwtor erbyn hyn trwy Barth Dysgu, Sir Benfro yn Dysgu.
Ewch i'n gwefan www.sir-benfro.gov.uk/chwilio-am-gwrs a chwiliwch am gwrs gan ddefnyddio'r gair 'ar-lein' i weld yr opsiynau ar-lein rydym yn eu cynnig.

GAN GYNNWYS LLAWER MWY!

WORKSHOPS / GWEITHDAI

Not sure what to do? Our workshops are a perfect way to try something new!

Ddim yn siŵr beth i'w wneud? Mae ein gweithdai yn ffordd berffaith i roi cynnig ar rywbeth newydd!

| | |
|---|---|
| First Aid at Work | Cymorth Cyntaf yn y Gweithle |
| Emergency Paediatric First Aid | Cymorth Cyntaf Brys i Blant |
| Floral art workshop | Gweithdy celf blodau |
| Food safety in catering | Diogelwch bwyd mewn arlwyo |
| Graham Hadlow watercolour workshop | Gweithdy dyfrlliw Graham Hadlow |
| Macrame | Macrame |
| Personal Licencing | Trwyddedu Personol |
| Safeguarding - Children and Young People Level 2 | Diogelu - Plant a Phobl Ifanc Lefel 2 |
| Willow Christmas decorations | Addurniadau Nadolig helyg |
| Willow plant support | Chynnal planhigion helyg |

LANGUAGES / IEITHOEDD

French/German/Greek/Italian/Russian/Spanish

Learning a language is fun and keeps your mind active! It can help you to make the most of your holiday abroad, expand your cultural horizons, advance career prospects and communicate with foreign visitors.

Online, classroom based and blended learning options - see our website for details.

Ffrangeg/Almaeneg/Groeg/Eidaleg/Rwseg/Sbaeneg

Mae dysgu iaith yn hwyl ac yn cadw eich meddwl yn effro! Gall eich helpu i wneud y mwyaf o'ch gwyliau dramor, ymestyn eich gorwelion diwylliannol, ymestyn rhagolygon gyrfa a chyfathrebu ag ymwelwyr tramor.

Opsiynau dysgu ar-lein, yn yr ystafell ddosbarth a dysgu cyfunol - gweler y manylion ar ein gwefan.

CONTACTS / CYSYLLTIADAU

**North Pembrokeshire Community Learning Centres (Fishguard, Crymych, Newport & St. Davids areas)**
Based at the Community Learning Centre, FISHGUARD
Canolfannau Dysgu Cymunedol Gogledd Sir Benfro (Ardal Abergwaun, Crymych, Trefdraeth a Tyddewi)
Lleolir Yng Nghanolfan Ddysgu Gymunedol, ABERGWAUN
NorthPembs.Learning@pembrokeshire.gov.uk
☎ 01437 770140
07468 743867

**Mid Pembrokeshire Community Learning Centres (Haverfordwest, Milford Haven & Neyland area)**
Based at Pembrokeshire Archives, Haverfordwest
Canolfannau Dysgu Cymunedol Canolbarth Sir Benfro (Ardal Hwlffordd, Aberdaugleddau a Neyland)
Lleolir yn Archifdy Sir Benfro, Hwlffordd
midpembs.learning@pembrokeshire.gov.uk
☎ 01437 770150
01437 770165
07557 191452

**Pembroke Dock Community Learning Centre**
Canolfan Ddysgu Gymunedol Doc Penfro
pembrokedock.learning@pembrokeshire.gov.uk
☎ 01437 770170

**Preseli Community Learning Centre - Crymych**
**Learn Welsh Pembrokeshire**
Canolfan Ddysgu Gymunedol y Preseli - Crymych
Dysgu Cymraeg Sir Benfro
learnwelsh@pembrokeshire.gov.uk
☎ 01437 770180

**Tenby Community Learning Centre**
Canolfan Ddysgu Gymunedol Dinbych-y-Pysgod
tenby.learning@pembrokeshire.gov.uk
☎ 01437 770190

**Bloomfield Community Centre - Narberth**
Canolfan Gymunedol Bloomfield - Arberth
narberth.learning@pembrokeshire.gov.uk
☎ 01437 770136
01834 860293

**Springboard**
Sbardun
springboard@pembrokeshire.gov.uk
07500 918050

**Central Services Office - Narberth**
Swyddfa Gwasanaethau Canolog - Arberth
learn@pembrokeshire.gov.uk
☎ 01437 770130
07500 127146

**Essential Skills and English for Speakers of Other Languages (ESOL)**
FREEPHONE / RHADFFON 0808 100 3302

Follow us on Facebook / Dilynwch ni ar Facebook
www.facebook.com/LearningPembrokeshire

Ariennir gan Lywodraeth Cymru
Funded by Welsh Government

www.pembrokeshire.gov.uk/adult-learning
www.sir-benfro.gov.uk/addysg-i-oedolion

Learning Pembrokeshire
Sir Benfro yn Dysgu

COURSES CYRSIAU

Offering courses in community venues and online
Yn cynnig cyrsiau mewn lleoliadau cymunedol ac ar-lein

Learning today for a better tomorrow
Dysgu heddiw ar gyfer yfory gwell

WITAJ NAU MAI VELKOMMEN DOBRO POZHALOVAT KARIBU ZAPRASZAMY SELAMAT DATANG TERVETUL SAVAGA
BENVENUTO FAILTE FITI BIENCVENITI APAKA SVAAGAT HAI
WILLKOMMEN BIENVENUE
KARLOS IRTHATE ISTEN HOZOTT DOBRODOSLI WELCOME WELKOM
BIENVENIDO HOAN NGHENH MABUHAY BAGRISN DOBODROSLI
BEM-VINDO ONGI ETORRI NONE VALKOMEN

www.pembrokeshire.gov.uk/adult-learning
www.sir-benfro.gov.uk/addysg-i-oedolion

## HEALTH & WELLBEING
## IECHYD A LLES

**An active mind and body is key to making the most of your life and enriching the lives of those around you. Have a look at what you can do.**

Mae meddwl bywiog a chorff heini yn allweddol i wneud y mwyaf o'ch bywyd a chyfoethogi bywydau'r rheini o'ch cwmpas. Edrychwch i weld yr hyn y gallwch chi ei wneud.

| | |
|---|---|
| **Emergency First Aid at Work Level 3** | Cymorth Cyntaf Argyfwng yn y Gweithle Lefel 3 |
| **Emergency Paediatric First Aid** | Cymorth Cyntaf Brys i Blant |
| **Pilates** | Pilates |
| **Pilates - Stretch and flex** | Pilates - Ymestyn ac ystwytho |
| **Tai Chi** | Tai Chi |
| **Yoga** | Ioga |
| **Yoga - Chair yoga** | Ioga - Ioga cadair |
| **Yoga beginners** | Ioga i Ddechreuwyr |
| **Yoga for the over 50s** | Ioga ar gyfer pobl dros 50 mlwydd oed |





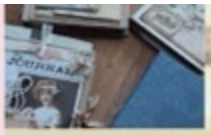
## GENERAL INTEREST
## DIDDORDEB CYFFREDINOL

| | |
|---|---|
| **Food safety in catering** | Diogelwch bwyd mewn arlwyo |
| **Cultural History** | Hanes Diwylliannol |
| **Hanes y Cymry** | Hanes y Cymry |
| **History - 20th Century** | Hanes - 20fed Ganrif |
| **History - Experiences of the Great War** | Hanes - Profiadau o'r Rhyfel Mawr |
| **History - Life in a medieval village** | Hanes - Bywyd mewn pentref canoloesol |
| **History - Tudor Life** | Hanes - bywyd yn oes y Tuduriaid |
| **History of the Welsh People** | Hanes y Cymry |
| **Personal Licencing** | Trwyddedu Personol |
| **Photography - Developing further skills** | Ffotograffiaeth - Datblygu sgiliau pellach |
| **Photography - Basic digital photography** | Ffotograffiaeth ddigidol sylfaenol |
| **Safeguarding - Children and Young People Level 2** | Diogelu - Plant a Phobl Ifanc Lefel 2 |

**We also have lots of clubs and groups that meet regularly at our centres.**

Mae gennym nifer o glybiau a grwpiau hefyd sy'n cyfarfod yn rheolaidd yn ein canolfannau.









## CREATIVE & PERFORMANCE SKILLS
## SGILIAU CREADIGOL A PHERFFORMIO

**There is something for everyone! Give it a go! Learning new skills can give you a sense of achievement and improve your confidence.**

Mae rhywbeth at ddant pawb! Rhowch gynnig arni! Gall dysgu sgiliau newydd roi ymdeimlad o gyflawniad i chi a gwella eich hyder.

| | |
|---|---|
| **Art - Drawing & painting** | Celf - Lluniadu a phaentio |
| **Art - Life drawing** | Celf - bywluniad |
| **Art for all** | Celf i bawb |
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| **Creative writing** | Ysgrifennu creadigol |
| **Dressmaking** | Gwniadwaith |
| **Dressmaking and soft furnishings** | Gwniadwaith a dodrefn meddal |
| **Felt making** | Gwneud ffelt |
| **Floral art workshop** | Gweithdy gwneud ffelt |
| **Graham Hadlow watercolour workshop** | Gweithdy dyfrlliw Graham Hadlow |
| **Guitar beginners** | Gitâr i ddechreuwyr |
| **Journals and memory books - beginners** | Dyddlyfrau a llyfrau atgofion - mynediad |
| **Let's get printing workshop** | Gweithdy Dewch i wneud printiau |
| **Let's get sewing** | Dewch i wnio |
| **Macrame** | Macrame |
| **Printmaking - introduction** | Gwneud printiau - cyflwyniad |
| **Singing - Find your voice - Have fun singing** | Canu - Dewch o hyd i'ch llais i mwynhewch ganu |
| **Stained glass** | Gwydr lliw |
| **Traditional Upholstery** | Clustogwaith Traddodiadol |
| **Ukulele** | Iwcwlili |
| **Willow basketry** | Gwaith basged helyg |
| **Willow Christmas decorations** | Addurniadau Nadolig helyg |
| **Willow plant support** | Chynnal planhigion helyg |





## SPRINGBOARD

**Springboard is a Learning Pembrokeshire project, providing free courses to adults and families in partnership with Pembrokeshire primary schools, in certain areas.**

Mae Springboard yn brosiect Sir Benfro yn Dysgu, sy'n darparu cyrsiau am ddim i oedolion a theuluoedd mewn partneriaeth ag ysgolion cynradd Sir Benfro, mewn ardaloedd penodol.

**Follow us on Facebook / Dilynwch ni ar Facebook**
**www.facebook.com/SpringboardPembrokeshire**

## LEARN WELSH PEMBROKESHIRE / DYSGU CYMRAEG SIR BENFRO

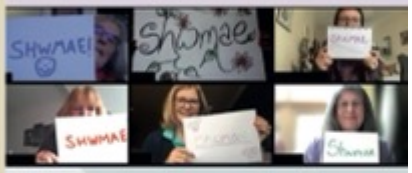
**We provide Welsh courses and informal events for adults of all levels. From Taster sessions, Welsh in the Home, Entry, Foundation, Intermediate to Advanced level. Find a course that's right for you and learn online or at your local learning centre.**

Dyn ni'n darparu dosbarthiadau a digwyddiadau anffurfiol i oedolion a bobl lefel.

O Sesiynau blasu, Cymraeg yn y Cartref, Mynediad , Sylfaen, Canolradd ac Uwch. Dewch o hyd i gwrs sy'n addas i chi a dysgwch ar-lein neu yn eich canolfan leol.

Dysgu Cymraeg / Learn

☎ 01437 770180
✉ learnwelsh@pembrokeshire.gov.uk




## HOW TO BOOK
## SUT I GOFRESTRU

**If you can't see what you want to do - give us a ring. We have lots of clubs and groups that meet regularly at our centres.**

**Booking a course place has never been easier!**

Courses are for adults over 16. You can book online, via email, in person or over the telephone. We accept cash, cheque and card payments.

Search for courses on our website
**www.pembrokeshire.gov.uk/adult-learning**

**OR** contact your local Community Learning Centre or Central Services office for details of courses being offered - see CONTACTS page.

**Remember to book early! We wouldn't want you to miss out.**

Os na allwch weld yr hyn yr hoffech ei wneud - ffoniwch ni. Mae gennym nifer o glybiau a grwpiau sy'n cyfarfod yn rheolaidd yn ein canolfannau.

**Mae'n hawdd iawn cofrestru ar gyfer cwrs!**

Mae'r cyrsiau ar gyfer oedolion dros 16 oed. Gallwch gofrestru ar-lein, drwy e-bost, yn unionyrchol neu dros y ffôn. Rydym yn derbyn arian parod, siec a thaliadau â cherdyn.

Cheliwch am gyrsiau ar ein gwefan
**www.sir-benfro.gov.uk/addysg-i-oedolion**

**NEU** cysylltwch â'ch Canolfan Ddysgu Gymunedol neu eich swyddfa Gwasanaethau Canolog leol i gael manylion am y cyrsiau sydd ar gael - gweler y dudalen CYSYLLTIADAU.

**Cofiwch gofrestru'n gynnar! Nid ydym am i chi golli'r cyfle.**





Appendix B

Pembrokeshire Learning Centres Leaflet (2021)

# Learning Pembrokeshire
# Sir Benfro yn Dysgu

Offering courses in community venues and online
Yn cynnig cyrsiau mewn lleoliadau cymunedol ac ar-lein

## COURSES
## CYRSIAU

Learning today for a better tomorrow
Dysgu heddiw ar gyfer yfory gwell



www.pembrokeshire.gov.uk/adult-learning
www.sir-benfro.gov.uk/addysg-i-oedolion

## ESSENTIAL SKILLS

**Do you want to brush up your English or Maths? It can help towards getting a job, helping your children and getting qualifications. FREE Essential Skills courses are here to help you.**

**English classes for speakers of Other Languages (ESOL)**
Courses for people who want to learn English.

**If you want to join an Essential Skills or ESOL class, we would like to talk to you first. Leave a message with your number and we will call you back.**

☎ **FREEPHONE 0808 100 3302**

## SGILIAU HANFODOL

A hoffech fireinio eich Saesneg neu Fathemateg? Gall fod o gymorth i chi gael swydd, i helpu eich plant ac ennill cymwysterau. Mae cyrsiau Sgiliau Hanfodol AM DDIM yma i'ch helpu.

**Dosbarthiadau Saesneg ar gyfer Siaradwyr Iethoedd Eraill (SSIE)**
Cyrsiau i bobl sydd am ddysgu Saesneg.

Os ydych eisiau ymuno â dosbarth Sgiliau Hanfodol neu ESOL, hoffem siarad â chi'n gyntaf. Gadewch neges gyda'ch rhif ac fe wnawn eich ffonio chi yn ôl.

☎ **RHADFFON - 0808 100 3302**

## GCSEs / TGAU

**Do you need a GCSE to improve your work and employment prospects or to get into further education?**

**GCSE English language • GCSE Mathematics**

A oes angen cymhwyster TGAU arnoch i wella eich rhagolygon gwaith a chyflogaeth neu ar gyfer addysg bellach?

**TGAU Iaith Saesneg • TGAU Mathemateg**

LOTS MORE INSIDE!

## DIGITAL SKILLS / SGILIAU DIGIDOL



**Keeping your digital skills up to date has never been so important. Whether you are a beginner or already have some digital skills, we have a course to meet your needs which will help you learn something new, gain a qualification or help with employment.**

**Classes are small and friendly so come and join us to see what you can learn. We also have tutor delivered online courses which you can attend from the comfort of your own home**

Mae sicrhau eich bod yn meddu ar y sgiliau digidol diweddaraf yn hollbwysig. P'un a ydych yn ddechreuwr neu os oes gennych rai sgiliau digidol eisoes, mae gennym gwrs i ddiwallu eich anghenion a fydd yn eich helpu i ddysgu rhywbeth newydd, ennill cymhwyster neu'n eich helpu o ran cyflogaeth.

Mae'r dosbarthiadau'n fach a chyfeillgar felly ymunwch â ni i weld yr hyn y gallwch ei ddysgu. Mae gennym gyrsiau ar-lein yn cael eu cyflwyno gan diwtor hefyd y gallwch eu mynychu o esmwythder eich cartref eich hun.

**"I think the course is excellent, the tutors are amazing, they boost confidence, teach well, and are very knowledgeable and friendly. Best decision I have made during lockdown!"** ECDL

**"Mental stimulus, personal challenge, social contact during pandemic"**

Quotes from learners using their preferred language
Dyfyniadau gan ddysgwyr yn defnyddio'r iaith o'u dewis

| | |
|---|---|
| **Digital literacy - First steps More skills** | **Llythrennedd digidol - Camau cyntaf Rhagor o sgiliau** |
| **ECDL** | **ECDL** |
| **Filming & Video Editing** | **Ffilmio a Golygu Fideo** |
| **Microsoft Office skills** | **Sgiliau Microsoft Office** |
| **Short Courses - various topics** | **Cyrsiau Byr - pynciau amrywiol** |
| **Smartphone audio recording and editing** | **Recordio a golygu sain ar ffôn clyfar** |
| **Using your tablet** | **Defnyddio eich llechen** |
| **Windows 10** | **Windows 10** |

☎ **01437 770130**

Learning Pembrokeshire | Sir Benfro yn Dysgu
Learning Zone | Parth Dysgu

**Would you like to learn from the comfort of your own home?**
**We now offer a range of tutor led online courses via the Learning Pembrokeshire Learning Zone.**
**Visit our website www.pembrokeshire.gov.uk/search-for-a-course and search for a course using the word 'online' to see the online options we offer.**

A hoffech chi ddysgu o esmwythder eich cartref eich hun?
Rydym yn cynnig ystod o gyrsiau ar-lein dan arweiniad tiwtor erbyn hyn trwy Barth Dysgu, Sir Benfro yn Dysgu.
Ewch i'n gwefan www.sir-benfro.gov.uk/chwilio-am-gwrs a chwiliwch am gwrs gan ddefnyddio'r gair 'ar-lein' i weld yr opsiynau ar-lein rydym yn eu cynnig.

GAN GYNNWYS LLAWER MWY!

## HEALTH & WELLBEING
## IECHYD A LLES

**An active mind and body is key to making the most of your life and enriching the lives of those around you. Have a look at what you can do.**

Mae meddwl bywiog a chorff heini yn allweddol i wneud y mwyaf o'ch bywyd a chyfoethogi bywydau'r rheini o'ch cwmpas. Edrychwch i weld yr hyn y gallwch chi ei wneud.

| | |
|---|---|
| **Introduction to Aromatherapy** | **Cyflwyniad i aromatherapy** |
| **Pilates** | **Pilates** |
| **Pilates - Stretch and flex** | **Pilates - Ymestyn ac ystwytho** |
| **Tai Chi** | **Tai Chi** |
| **Yoga** | **Ioga** |
| **Yoga beginners** | **Ioga i Ddechreuwyr** |
| **Yoga - Chair yoga** | **Ioga - Ioga cadair** |
| **Yoga - Unwind with yoga** | **Ioga - Dadflino gydag ioga** |
| **Yoga for the over 50s** | **Ioga ar gyfer pobl dros 50 mlwydd oed** |



## GENERAL INTEREST
## DIDDORDEB CYFFREDINOL

| | |
|---|---|
| **Basic life support and defibrillator (AED) use** | **Cymorth cynnal bywyd sylfaenol a defnyddio diffibriliwr** |
| **Cultural History** | **Hanes Diwylliannol** |
| **Food Allergen Management for Caterers** | **Arlwywyr mewn Rheoli Alergenau Bwyd** |
| **Food safety in catering** | **Diogelwch bwyd mewn arlwyo** |
| **Health and Safety in the Workplace Level 2** | **Iechyd a Diogelwch yn y Gweithle Lefel 2** |
| **History** By the sword divided Lost Empires Travel in Medieval Europe | **Hanes** A rennir gan y cleddyf Ymerodraethau Coll Teithio yn Ewrop yr Oesoedd |
| **History of the Welsh People** | **Hanes y Cymry** |
| **Personal Licencing** | **Trwyddedu Personol** |
| **Photography** A focus on beginners Developing further skills | **Ffotograffiaeth** Focws ar ddechreuwyr Datblygu sgiliau pellach |
| **RYA Coastal Skipper - Yachtmaster Offshore** | **Y Gymdeithas Hwylio Frenhinol: Capten Arfordirol - Iotfeistr Pell o'r Lan** |
| **RYA Day Skipper - Shorebased** | **Y Gymdeithas Hwylio Frenhinol: Capten Dydd ar y Lan** |
| **Substance Misuse Awareness** | **Ymwybyddiaeth o Gamddefnyddio Sylweddau** |

**We also have lots of clubs and groups that meet regularly at our centres.**
Mae gennym nifer o glybiau a grwpiau hefyd sy'n cyfarfod yn rheolaidd yn ein canolfannau.



RYA Training Centre

## CREATIVE & PERFORMANCE SKILLS
## SGILIAU CREADIGOL
## A PHERFFORMIO

**There is something for everyone! Give it a go! Learning new skills can give you a sense of achievement and improve your confidence.**
Mae rhywbeth at ddant pawb! Rhowch gynnig arni! Gall dysgu sgiliau newydd roi ymdeimlad o gyflawniad i chi a gwella eich hyder.

| | |
|---|---|
| **Art - Drawing & painting** | **Celf - Lluniadu a phaentio** |
| **Art - Life drawing** | **Celf - bywluniad** |
| **Art - mixed media** | **Celf - cyfryngau cymysg** |
| **Art for all** | **Celf i bawb** |
| **Art for all beginners** | **Celf i bawb - dechreuwyr** |
| **Chinese brush painting** | **Paentio brwsh Tseiniaidd** |
| **Crafty capers** | **Materion cyfrwys** |
| **Creative writing** | **Ysgrifennu creadigol** |
| **Drawing - I wish I could draw** | **Arlunio - hoffwn pe gallwn dynnu llun** |
| **Dressmaking** | **Gwniadwaith** |
| **Dressmaking and soft furnishings** | **Gwniadwaith a dodrefn meddal** |
| **Felt making** | **Gwneud ffelt** |
| **Floral design** | **Dylunio blodeuol** |
| **Guitar beginners** | **Gitâr i ddechreuwyr** |
| **Pottery - mixed ability** | **Crochenwaith - gallu cymysg** |
| **Printmaking - introduction** | **Gwneud printiau - cyflwyniad** |
| **Short story writing** | **Ysgrifennu straeon byrion** |
| **Singing - Find your voice - Have fun singing** | **Canu - Dewch o hyd i'ch llais i mwynhewch ganu** |

| | |
|---|---|
| **Stained glass** | **Gwydr lliw** |
| **Traditional Upholstery** | **Clustogwaith Traddodiadol** |
| **Ukulele** | **Iwcwlili** |
| **Willow basketry** | **Gwaith basged helyg** |

**"To be able to have a session during lockdown was great and the online sessions were easy to adjust to."** Yoga

**"Nice to feel part of a learning community. Also doing the course online has helped my IT skills."**
History - By the sword divided

Quotes from learners using their preferred language
Dyfyniadau gan ddysgwyr yn defnyddio'r iaith o'u dewis



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## LEARN WELSH PEMBROKESHIRE / DYSGU CYMRAEG SIR BENFRO

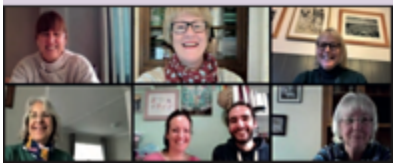
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CYMRAEG Dysgu Learn

☎ 01437 770180
✉ learnwelsh@pembrokeshire.gov.uk



## WORKSHOPS / GWEITHDAI

**Not sure what to do? Our workshops are a perfect way to try something new!**

Ddim yn siŵr beth i'w wneud? Mae ein gweithdai yn ffordd berffaith i roi cynnig ar rywbeth newydd!

| | |
|---|---|
| **Art workshop** | **Gweithdy Celf** |
| **Emergency First Aid** | **Cymorth Cyntaf Brys** |
| **Felt making workshop** | **Gweithdy gwneud ffelt** |
| **Floral art workshop** | **Gweithdy celf blodau** |
| **Graham Hadlow watercolour workshop** | **Gweithdy dyfrlliw Graham Hadlow** |
| **Stained glass workshop** | **Gweithdy gwydr lliw** |
| **Willow Christmas decorations** | **Addurniadau Nadolig helyg** |
| **Willow garden structures** | **Fframweithiau helyg ar gyfer yr ardd** |

## LANGUAGES / IEITHOEDD

**French/German/Greek/Italian/Spanish/Russian/Turkish**

**Learning a language is fun and keeps your mind active! It can help you to make the most of your holiday abroad, expand your cultural horizons, advance career prospects and communicate with foreign visitors.**

**Online, classroom based and blended learning options – see our website for details.**

**Ffrangeg/Almaeneg/Groeg/Eidaleg/Rwseg/Sbaeneg/Tyrceg**

**Mae dysgu iaith yn hwyl ac yn cadw eich meddwl yn effro! Gall eich helpu i wneud y mwyaf o'ch gwyliau dramor, ymestyn eich gorwelion diwylliannol, ymestyn rhagolygon gyrfa a chyfathrebu ag ymwelwyr tramor.**

**Opsiynau dysgu ar-lein, yn yr ystafell ddosbarth a dysgu cyfunol - gweler y manylion ar ein gwefan.**

## HOW TO BOOK
## SUT I GOFRESTRU

**If you can't see what you want to do - give us a ring. We have lots of clubs and groups that meet regularly at our centres.**

### Booking a course place has never been easier!

Courses are for adults over 16. You can book online, via email, in person or over the telephone. We accept cash, cheque and card payments.

Search for courses on our website
**www.pembrokeshire.gov.uk/adult-learning**
**OR** contact your local Community Learning Centre or Central Services office for details of courses being offered - see CONTACTS page.

**Remember to book early! We wouldn't want you to miss out.**

**Os na allwch weld yr hyn yr hoffech ei wneud - ffoniwch ni. Mae gennym nifer o glybiau a grwpiau sy'n cyfarfod yn rheolaidd yn ein canolfannau.**

### Mae'n hawdd iawn cofrestru ar gyfer cwrs!

Mae'r cyrsiau ar gyfer oedolion dros 16 oed. Gallwch gofrestru ar-lein, drwy e-bost, yn uniongyrchol neu dros y ffôn. Rydym yn derbyn arian parod, siec a thaliadau â cherdyn.

Chwiliwch am gyrsiau ar ein gwefan
**www.sir-benfro.gov.uk/addysg-i-oedolion**
**NEU** cysylltwch â'ch Canolfan Ddysgu Gymunedol neu eich swyddfa Gwasanaethau Canolog leol i gael manylion am y cyrsiau sydd ar gael - gweler y dudalen CYSYLLTIADAU.

**Cofiwch gofrestru'n gynnar! Nid ydym am i chi golli'r cyfle.**






## CONTACTS / CYSYLLTIADAU

**North Pembrokeshire Learning Centres**
**(Fishguard, Crymych, Newport & St. Davids areas)**
Based at the Community Learning Centre, FISHGUARD
**Canolfan Ddysgu Gymunedol Abergwaun**
**(Ardal Abergwaun, Crymych, Trefdraeth a Tyddewi)**
Lleolir Yng Nghanolfan Ddysgu Gymunedol, ABERGWAUN
NorthPembs.Learning@pembrokeshire.gov.uk
☎ 01437 770140
07468 743867

**Mid Pembrokeshire Community Learning Centres**
**(Haverfordwest, Milford Haven & Neyland area)**
Based at Pembrokeshire Archives, Haverfordwest
**Canolfannau Dysgu Cymunedol Canolbarth Sir Benfro**
**(Ardal Hwlffordd, Aberdaugleddau a Neyland)**
Lleolir yn Archifdy Sir Benfro, Hwlffordd
midpembs.learning@pembrokeshire.gov.uk
☎ 01437 770150
01437 770165
07557 191452

**Pembroke Dock Community Learning Centre**
**Canolfan Ddysgu Gymunedol Doc Penfro**
pembrokedock.learning@pembrokeshire.gov.uk
☎ 01437 770170

**Preseli Community Learning Centre - Crymych**
**Learn Welsh Pembrokeshire**
**Canolfan Ddysgu Gymunedol y Preseli - Crymych**
**Dysgu Cymraeg Sir Benfro**
learnwelsh@pembrokeshire.gov.uk
☎ 01437 770180

**Tenby Community Learning Centre**
**Canolfan Ddysgu Gymunedol Dinbych-y-pysgod**
tenby.learning@pembrokeshire.gov.uk
☎ 01437 770190

**Bloomfield Community Centre - Narberth**
**Canolfan Gymunedol Bloomfield - Arberth**
narberth.learning@pembrokeshire.gov.uk
☎ 01437 770136
01834 860293

**Central Services Office - Narberth**
**Swyddfa Gwasanaethau Canolog - Arberth**
learn@pembrokeshire.gov.uk
☎ 01437 770130
07500 127146

**Essential Skills and English for Speakers of Other Languages (ESOL)**
FREEPHONE / RHADFFON 0808 100 3302

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www.sir-benfro.gov.uk/addysg-i-oedolion

Appendix C

**Lesson Plan**

| | | |
|---|---|---|
| **Topic: Research Methods** | **Class: Introduction to Psychology course** | |
| **Date: 16th September** | **Length of lesson: 2 hours** | **Number of students: 10** |
| **Resources required:**<br><br>**Journal Printout**<br><br>**Centre iPads** | | |
| **Aim of Lesson**<br><br>**To introduce the different methods of research used within Psychology and their importance and applications.** | | |
| **Learning Outcomes – The Learners Should Be Able To:**<br><br>- **Describe the importance of replication in research.**<br>- **Identify the different methods of research and the threats they can encounter.**<br>- **Identify the importance of ethical principles in research** | | |
| **Previous student knowledge required for the session:**<br><br>**No previous knowledge needed.** | | |
| **Anticipated difficulties (if applicable):**<br><br>**Technical difficulties: PowerPoint not working** | | |

**Professional Standards (where are these being met within the session):**

- **Demonstrate commitment to learners, their learning, safety, and well-being:**
  **Through the promotion of a safe and inclusive learning environment for all, helping learners to practise and develop their critical thinking skills through activities such as group discussions.**

- **Value and promote diversity, equality of opportunity and inclusion:**
  **Advocating inclusion of all opinions and beliefs in all sessions and holding a zero tolerance to any form of discrimination.**

- **Understand the importance of the Welsh culture and language as a bilingual nation:**
  **Providing the opportunity for primary content i.e. PowerPoints to be available in the Welsh medium upon request.**

- **Demonstrate dignity, courtesy, and respect towards others:**
  **By displaying acceptance to all opinions and beliefs and holding a safe space discussion in lessons.**

- **Maintain and update knowledge of subject(s) and how best to teach and assess them:**
  **Engaging in continuous professional development courses to ensure that all teaching content are utilising up to date knowledge and research. Applying this learning when using examples in class and references on materials.**

- **Know how to use evidence and research to improve my practice:**
  **Utilising the most recent practices used in psychological research.**

- **Plan and deliver effective learning, teaching, and assessment:**
  **Preparing assessment and course materials that is suitable for the cohort. Utilising a range of resources that can aid in teaching and learning.**

- **Critically reflect on own values, knowledge, and skills to improve learning:**
  **Engaging in reflective practice and supervision to gain insights and guidance on how to develop my professional practices.**

**Lesson Detail:**

| Stage | Focus | Strategy | Time |
|---|---|---|---|
| **Introduction**<br>- **Assess Entry behaviour.**<br>- **Introduction**<br><br>**Development**<br>- **Hindsight Bias**<br><br>- **Evidence-Based Practice** | - **Identify learners' well-being.**<br>- **Learning objectives**<br>- **Recall of last weeks session**<br>- **Critical thinking activity**<br>- **Kitty Genovese Case Study Example**<br>- **Importance of Evidence-based practice**<br>- **Process of achieving creating evidence-based research, theories, and application**<br>- | - **Quick catch up**<br>- **P.P (slide 2)**<br>- **Ask learners what they remember learning; P.P (slide 3)**<br>- **P.P (Slide 4-6); class discussion**<br>- **P.P (Slide 7-8)**<br>- **P.P (Slide 9)**<br>- **P.P (slide 10-19)** | - **1 min**<br>- **1 min**<br>- **4 min**<br>- **5 min**<br>- **2 min**<br>- **1 min**<br>- **30 min** |

| | | | |
|---|---|---|---|
| - Variables | - Explanation of variables within research | - P.P (Slide 20) | - 1 min |
| - Break | - Break | - Break | - 10 min |
| - Methods of research | - Identifying and exploring the different methods of research used in psychology, their advantages, disadvantages, and applications. | - P.P (slide 21-26), Group work and discussion | - 20 min |
| - Threats to validity | - Describe and discuss the various threats that could be faced when conducting research. | - P.P (slide 27-32) | - 15 min |
| - Ethical Principles | - Discuss the importance of ethical principles in research. | - P.P (Slide 33-38) | - 20 min |
| - Critical Thinking | - Critical thinking activity | | - 5 min |
| Plenary/conclusion | | - P.P (Slide 39-41), Class discussion | |
| - Thoughts and Questions | | - Class check-in and discussion about the lesson | - 5 min |

**Assessment Strategies: when and how are they included within the lesson?**

**Formative assessments: recalling last week's session and topics covered; group work and discussion of findings; critical thinking activity to assess comprehension of evidence-based research.**

**Informal reflection (to be completed after the session)**

Appendix D

PowerPoint for Research Methods Lesson

# Research Methods

## In Psychology



## Learning Outcomes



Describe the importance of replication in research



Identify methods of research and threats



Identify the importance of Ethical principles in research

| | PSYCHO DYNAMIC | BEHAVIOURAL | HUMANISTIC | COGNITIVE | SOCIO CULTURAL | BIOLOGICAL |
|---|---|---|---|---|---|---|
| Conception of Human Behaviour | Human controlled by Inner forces and conflicts | Human as a Reactor to environment | Human as a Free agent, seeking self-actualization | Humans as thinker | Human as a social being embedded in a culture | Human as an animal |
| Major causal factors in behaviour | Unconscious motives, Childhood experiences and unresolved conflicts | Past learning experiences. Stimuli and Behaviour consequences due to environment | Free will, choice and innate drive to self-actualize, search for personal meaning of existence | Thoughts, anticipation, planning, attention and memory processes | Social forces, norms, culture and social environment, social interactions | Genetic and evolutionary factors and biochemical processes |
| Predominant focus and methods of discovery | Intensive observations of personality processes in clinical settings. Some laboratory research | Study of learning processes in laboratory and real-world settings. S-R methods | Study of meaning, values and purpose in life. Study of self-concept and its role in thought, emotion and behaviour | Study of cognitive processes, usually under highly controlled laboratory conditions | Study of behaviour and mental processes of people in different cultures; experiments with social stimuli | Study of brain behaviour relations; role of hormones and biochemical factors in behaviour; behaviour genetics |



# Explanations?

"When people wear seatbelts, they drive more responsibly"

## Explanations?



"When people wear seatbelts, they drive faster"

## Hindsight Bias



Tendency to, upon learning an outcome, overestimate one's ability to have foreseen the outcome.

# Kitty Genovese





A JUSTICE STORY

The scream no one answered

By JOSEPH McNAMARA

HER NAME WAS Catherine (Kitty) Genovese. She was 28, petite, dark-eyed, known to a circle of friends as the shrewd, tough-minded manager of a Queens tavern when she left it for her Kew Gardens apartment at 2:55 a.m. on March 13, 1964.

She never reached home. And within a week, her name had become a nationwide symbol of public apathy, of callousness toward one's neighbor, of a refusal "to get involved."

For Kitty—virtually on her doorstep—was stalked by a sex-tormented knifer, attacked twice and fatally wounded within sight of several dozen neighbors, any one of whom could have called police. But no one did until the slayer had fled. That was 20 years ago this March, and psychiatrists in this day contemplate the implications.

Kitty parked up her red Fiat in the parking lot of the Long Island Rail

...tion, whose pet hobby was keeping a colony of ants, was the troubled product of a broken home. He said that earlier that fatal night he "started thinking about going out to kill a girl and rape her."

He told detectives he followed Kitty from the bar, parked when she did and caught up with her on the sidewalk while she was running and stabbed her twice with a hunting knife. After he was frightened off, he waited a while, became convinced no one was coming to her aid, and went back to find his victim.

In the hallway, he said, he sliced Kitty's clothing off. As his knife bit through her bra, he found she was wearing falsies and this incensed Moseley. "I cut across the right breast," he told cops.

Moseley tried to rape Kitty but he found himself impotent, police related. After stabbing her repeatedly, Moseley turned to leave and discovered one of Kitty's falsies had bloody fingerprints

*"Nothing in this world is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less"*

*-Marie Curie*



# Evidence- Based Practice

- In Psychology, evidence-based practice describes the preference for interventions in mental health treatment that have evidence to support this.

- The importance of an evidence-based approach is mirrored in the scientist practitioner model.

# Steps in the Scientific Process

| Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 |
|---|---|---|---|---|---|---|
| Initial Observation or Question | Gather information and form hypothesis | Test Hypothesis | Analyse data and draw tentative conclusion | Report Findings | Further Research and theory building | New hypothesis derived from theory |

## Step 1:

## Initial Observation or Question

- Curiosity, scepticism and open mindedness are driving forces to scientific inquiry.
- The idea of research is not simply to create new information or facts, but to build on, expand, clarify and illuminate what is already known.

## Step 2:

## Information gathering and Hypothesis

- Examination of existing studies and theories
- Formation of tentative explanation
- Hypothesis if formed

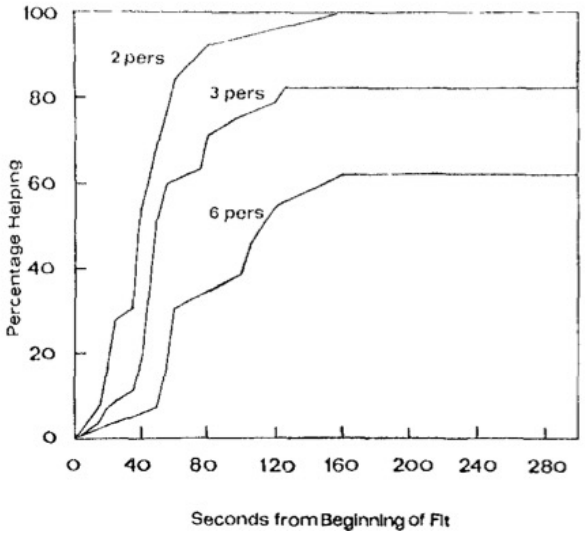
## Hypothesis

- A specific prediction about some phenomenon or other that often takes the form of an 'If – Then' statement.

## Step 4:

## Analyse data, Draw tentative Conclusions and Report Findings

- Information (data) is collected and analysed.



## Step 5:

## Report findings

- Submit report to a scientific journal
- Report goes through peer review
    - Rejected
    - Rejected with invitation to resubmit
    - Accepted

## Step 6:

## Further Research and Theory building

- A **Theory** is a set of formal fact-based statements that explains how and why certain events are related
- In 1968 the study of “Bystander intervention in emergencies” was published and in 1981 the Theory of Social Impact was created
- Between 1968 and 1980 there are about 2,440 papers published studying the same topic

# Social Impact Theory

- Predicts how sources can influence a target depending on :
  - Strength
  - Immediacy
  - Number of sources

## Step 7:

## New Hypothesis

- The theory is tested directly and promotes new hypothesis and theories



- Social Impact theory- Dynamic Social Impact theory

# Dynamic Social Impact Theory

- Dynamic social impact theory considers how the target can influence the source.



## Variables



Independent Variable – manipulated by experimenter



Dependent Variable- being measured by experimenter and may be influenced by independent variable

# Methods of Research

- Descriptive Studies
- Correlation Studies
- Experimental Studies

## Descriptive studies



CASE STUDIES



NATURALISTIC OBSERVATION



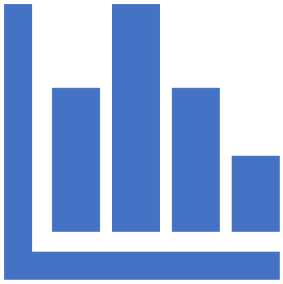
SURVEY RESEARCH (QUESTIONNAIRES AND INTERVIEWS)



## Group Work

- Find description of method
- Find advantages and disadvantages
- Think of examples

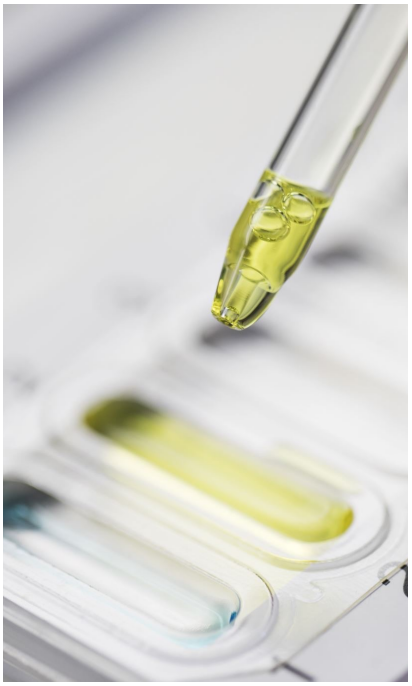
## Correlation Studies



- To examine relationships between variable

## Experimental Studies

- Controlled trials examining cause and effect



## Mixed method

- Gathering both qualitative and quantitative data

# Threats to Validity

## Confounding of Variables

- When two variables are intertwined in such a way that we cannot determine which one has influenced a dependent variable.



## Demand Characteristics

Cues participants pick up about the hypothesis of a study or about how they are supposed to behave

## Placebo Effect



- People perceiving a treatment show a change in behaviour because of their expectations, not because the treatment itself had any specific benefit

# Experimenter Expectancy Effects



- The subtle and entirely unintentional ways in which researchers may influence their participants to respond in a manner that is consistent with the researcher's hypothesis




## Replication

- Is the process of repeating a study to determine whether the original findings can be duplicated



# Ethical Principles in Research

## Informed Consent



- Before people agree to participate to a study they need to be informed about:
  - Purpose and Procedures
  - Potential benefits
  - Potential Risks
  - Right to decline or withdraw
  - Confidentiality or safeguarding of privacy

# Distress, Stigma and Harm



- Participants should not be made to feel bad in any way

# Deception

- Misleading participants about the nature of the study
- Although when studying certain behaviours, deception is the only way to obtain natural, spontaneous responses from participants.
- Deception is permitted by guidelines if:
  - No other feasible alternative is available
  - Results clearly outweigh ethical costs

## Privacy and Confidentiality

- Data provided during the study should not be linked to them publicly.



## Debriefing

- The premise and nature of the study that the participants have just undergone will be explained in full.
- Provide information about support participants may need
- Fulfill the aim of returning the participant to the state they were in at the start of the procedure.



Critical thinking Activity



# A lot of Bull

- Deep inside the brain of humans and other mammals is a structure called the *Caudate nucleus.* Years ago, a prominent researcher hypothesized that this part of the brain is responsible for urning off aggressive behaviour. A scientist was so confident in his hypothesis that he bet his life on it. A microelectrode was implanted inside the *Caudate Nucleus* of a large, aggressive bull. The researcher stood in front of the bull and waved a cape to incite the bull to charge. As the bull thundered towards him, the researcher pressed a button on a radio transmitter that he held in his other hand. This sent a signal that caused the microelectrode to stimulate the bull's caudate nucleus. Suddenly, the bull broke off its charge and stopped. Each time this sequence was repeated, the bull stopped its charge. The researcher concluded that the caudate nucleus was the 'aggression-off' centre of the brain. (Holt et. al., 2024)

# Sleeping late causes memory loss

- The headline of a newspaper article read, ‘Best Way to Retain Complex Information? Sleep on it, Researcher Says’. The article began: ‘Students who work hard from Monday to Friday and then party all night on weekends may lose much of what they learned during the week, according to a sleep researcher.’ The researcher is then quoted saying: ‘It appears skewing the sleep cycle by just two hours can have this effect. Watching a long late movie, the night following a class and then sleeping in the next morning will make it so you’re not learning what you thought. You’ll not lose it all- just about 30 percent’. Next, the experimenter described the study. University students learned a complex logic game and then were assigned to one of four sleep conditions. Students in the control condition were allowed to have a normal night’s sleep. Those in condition 2 were not allowed to have any sleep, whereas the students in conditions 3 and 4 were awakened only when they went into a particular stage of sleep. A week later everyone was tested again. Participants in conditions 3 and 4 performed 30% worse that those in the other two groups.  (Holt et. al., 2024)

## References:


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- Holt, Bremner, A. J., Vliek, M., Sutherland, E., Passer, M. W., & Smith, R. E. (2024). Psychology : the science of mind and behaviour (Fifth edition). McGraw-Hill.
- Stangor, C., Walina, J. (2014, October 17) *Introduction to Psychology: Psychological Science.* BC Campus Open Education https://opentextbc.ca/introductiontopsychology/chapter/chapter-4-sensing-and-perceiving/

Appendix E

**Lesson Plan**

| | | |
|---|---|---|
| **Topic: Sensation and Perception** | **Class: Introduction to Psychology** | |
| **Date: 14th October** | **Length of lesson: 2 hours** | **Number of students: 10** |
| **Resources required:**<br><br>**Centre iPads and headphones, Feathers,** | | |
| **Aim of Lesson**<br><br>**To examine how our senses can affect how we behave and develop.** | | |
| **Learning Outcomes – The Learners Should Be Able To:**<br><br>- **Explain how various sensory systems work.**<br>- **Identify the various sensory phenomena's people can experience.**<br>- **Identify and describe various sensory prosthetics.** | | |
| **Previous student knowledge required for the session:**<br><br>**No previous knowledge needed.** | | |
| **Anticipated difficulties (if applicable):**<br><br>- **Technical difficulties: iPads or headphones malfunctioning.** | | |

**Professional Standards (where are these being met within the session):**

- **Demonstrate commitment to learners, their learning, safety, and well-being:**
  **Through the promotion of a safe and inclusive learning environment for all, helping learners to practise and develop their critical thinking skills through activities such as group discussions.**

- **Value and promote diversity, equality of opportunity and inclusion:**
  **Advocating inclusion of all opinions and beliefs in all sessions and holding a zero tolerance to any form of discrimination.**

- **Understand the importance of the Welsh culture and language as a bilingual nation:**
  **Providing the opportunity for primary content i.e. PowerPoints to be available in the Welsh medium upon request.**

- **Demonstrate dignity, courtesy, and respect towards others:**
  **By displaying acceptance to all opinions and beliefs and holding a safe space discussion in lessons.**

- **Maintain and update knowledge of subject(s) and how best to teach and assess them:**
  **Engaging in continuous professional development courses to ensure that all teaching content are utilising up to date knowledge and research. Applying this learning when using examples in class and references on materials.**

- **Know how to use evidence and research to improve my practice:**
  **Utilising the most recent practices used in psychological research.**

- **Plan and deliver effective learning, teaching, and assessment:**
  **Preparing assessment and course materials that is suitable for the cohort. Utilising a range of resources that can aid in teaching and learning.**

- **Critically reflect on own values, knowledge, and skills to improve learning:**
  **Engaging in reflective practice and supervision to gain insights and guidance on how to develop my professional practices.**

**Lesson Detail:**

| Stage | Focus | Strategy | Time |
|---|---|---|---|
| **Introduction** | | | |
| - **Assess Entry behaviour.** | - **Identify learners' well-being.** | - **Quick check-in with learners** | - **2 min** |
| - **Introduction** | - **Learning outcomes and previous learning** | - **Ask learners what they remember from last session, P.P (Slide 2)** | - **3 min** |
| **Development** | | | |
| - **Hearing** | - **Identify parts and functions.** | - **P.P (Slide 3-8)** | - **5 min** |
| | - **Sound characteristics and their effect on hearing.** | - **P.P (slide 9-12), Simulation activity of Virtual Barber Shop** | - **15 min** |
| - **Taste and Smell** | - **Explanation of Taste and Smell senses and how they are intertwined.** | - **P.P (Slide 13-19)** | - **10 min** |
| - **Touch** | - **Explanation of the sense touch.** | - **P.P (Slide 21)** | - **5 min** |

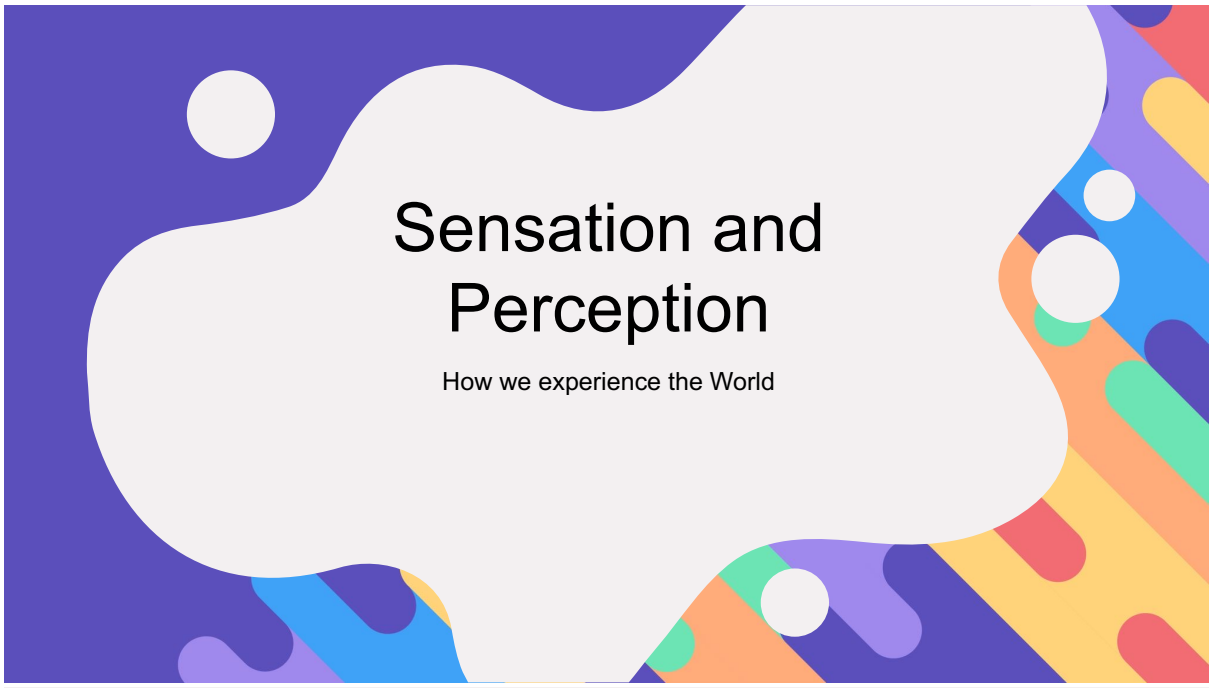
| | | | |
|---|---|---|---|
| | - Describe the process of touch and pain. | - P.P (Slide 22-28), Experiment with feather to demonstrate sensitivities on different parts of the body. | - 15 min |
| - Break | - Break | - Break | - 10 min |
| - Multisensory Brain | - Discuss how the traditional accounts of how the brain processes senses vs current findings. | - P.P (Slide 28-30); Class discussion | - 10 min |
| - Sensory Phenomena's | - Explain various sensory phenomena. | - P.P (Slide 31-33), YouTube clips demonstrating phenomena. | - 25 min |
| - Sensory Prosthetics | - Identify and describe various sensory prosthetics and medical advancements. | - P.P (Slide 34-39) | - 15 min |
| Plenary/conclusion | | | |
| - Thoughts/ Questions | - Discussion of any queries | | - 5 min |

**Assessment Strategies: when and how are they included within the lesson?**

- **Formative assessment: recap from last week's session; discussion of previous findings vs now within the study of senses and perceptions.**

**Informal reflection (to be completed after the session)**

Appendix F




## LEARNING GOALS



Explain how the various sensory system works

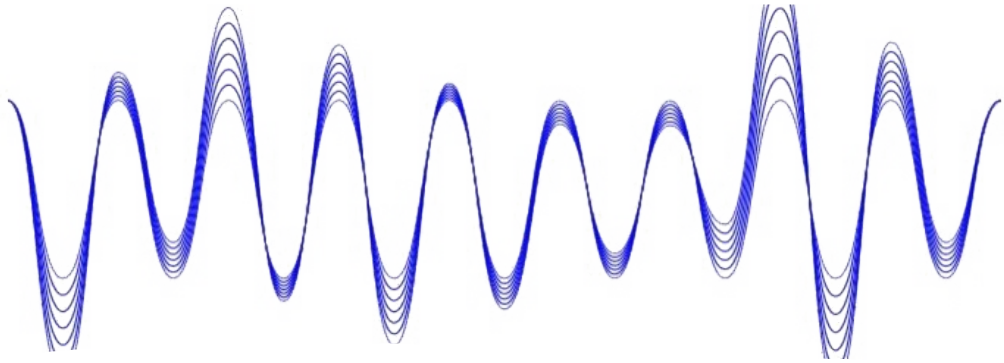


Explore phenomena's that occur when senses become intertwined



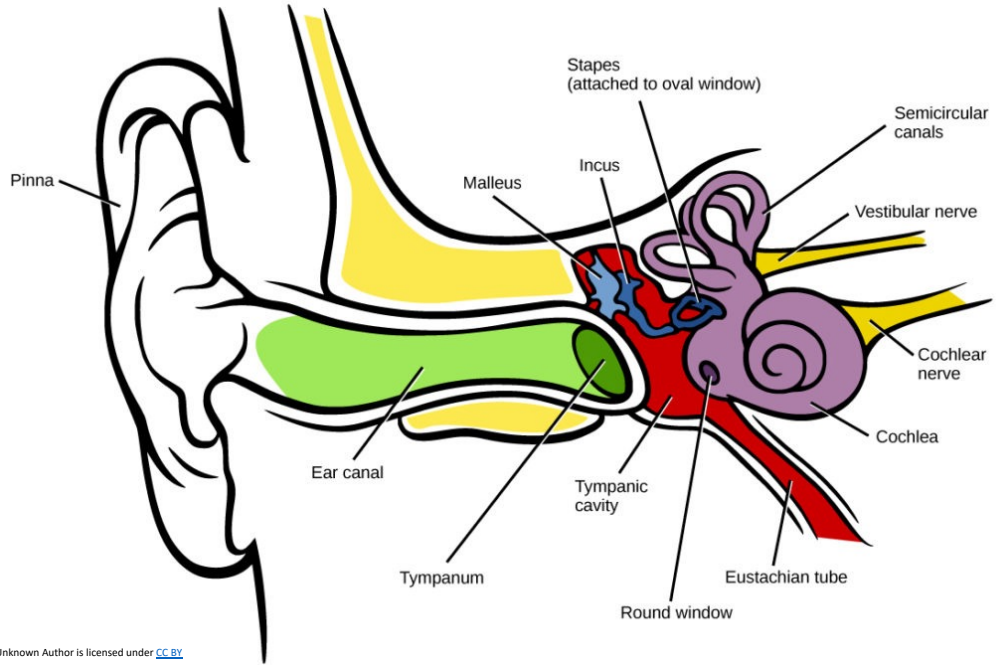
Identify various sensory prosthetics

# Hearing



- **Sound**: is pressure waves in air, water or some other conducting medium
- **Frequency:** is the number of sound waves, or cycles per second
- **Amplitude:** refers to the strength of the sound waves

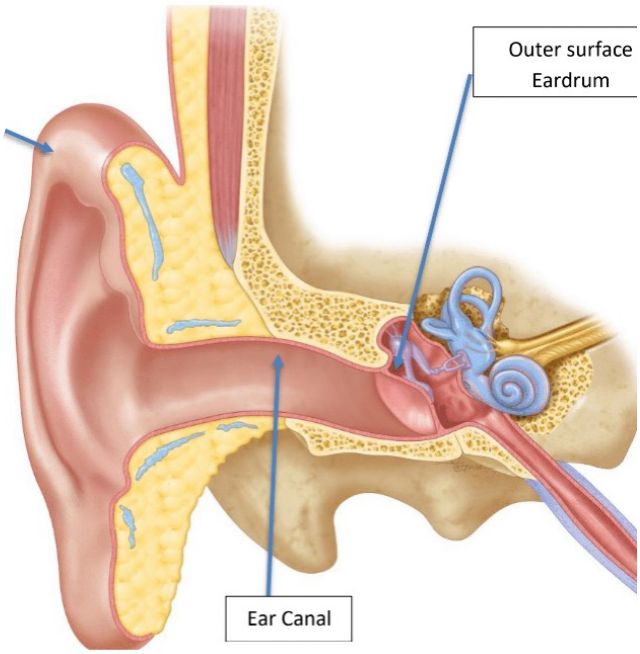
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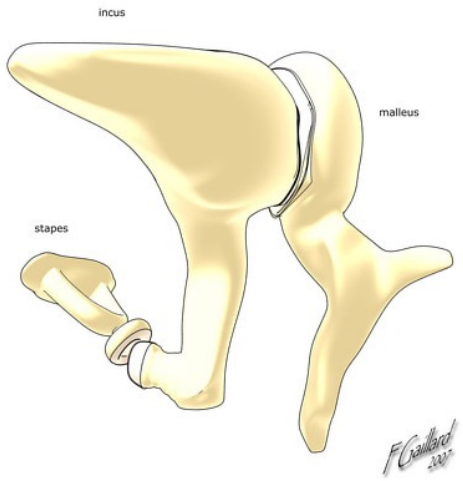
# Outer Ear

- Pinna: is to catch sound and role in sound localization
- Auditory Canal: transmits sound from the pinna to the eardrum



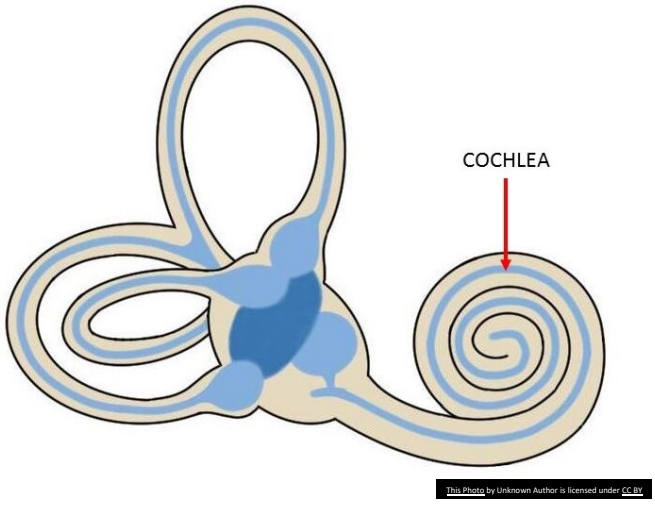
# Middle Ear

- Ear Drum: vibrates from the sound waves collected by the auditory canal
- Ossicles: Malleus (hammer), Incus (anvil) anc Stapes (stirrup)
- Role in impedance matching
- The ossicles match the impedance of the air t that of the cochlea.
- Provides a safety mechanism to help avoid damage to the inner ear




# Inner Ear

- Cochlea: fluid filled, coil, snail shaped tube that contains the basilar membrane.
- Resting on the Basilar membrane is the organ of Corti, which contains thousands of tiny hair cells that are sound receptors.




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# Pitch and Loudness



Frequency theory of Pitch Perception: Nerve impulses sent to the brain match the frequency of the sound wave



Place theory of pitch perception suggests that the specific point in the cochlea where the fluid wave peaks and most strongly bends the hair cells serves as a frequency coding cue

# Sound Localization





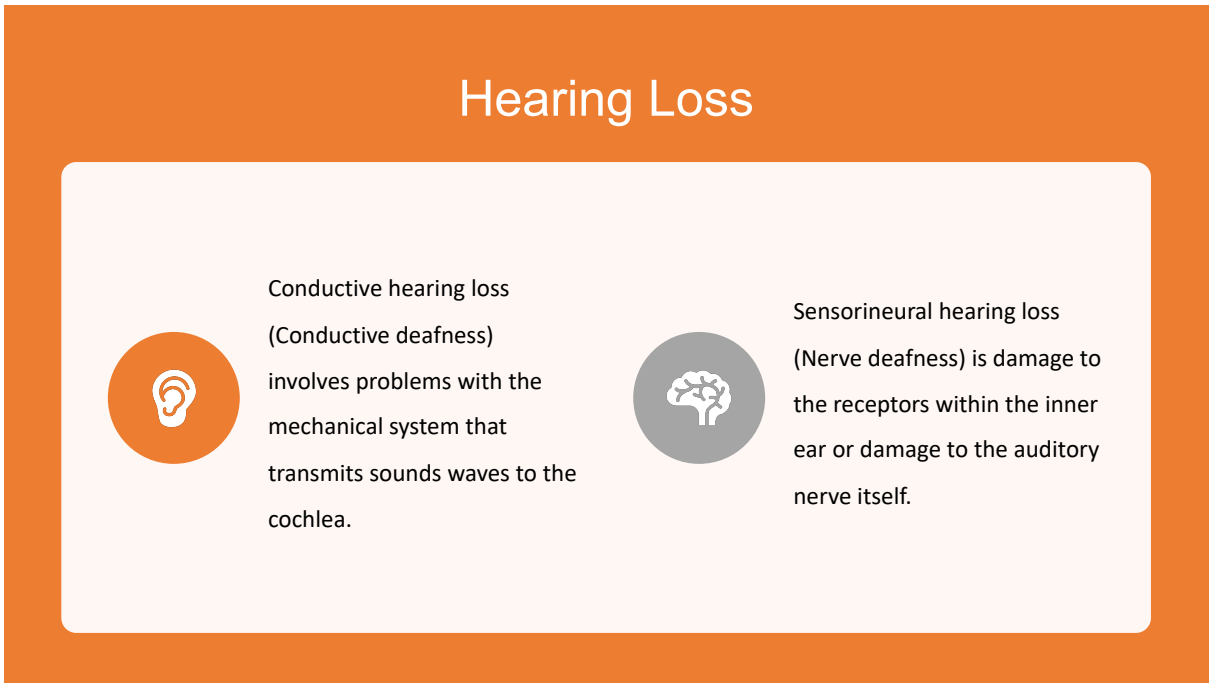
The Nervous System uses information concerning the time and intensity differences of sounds arriving at the two ears to locate the source of sounds in space.



Our Outer Ear also provides us with some sense of height or elevation of an object




Virtual Barber Shop Link



# Taste and Smell





## Chemical Senses

- Gustation: sense of taste
- Olfaction: sense of smell
- These senses are intertwined that enjoying a good meal usually depends on the simultaneous activity of taste and odour receptors.
- Anosmia: loss of the sense of smell

# Gustation

- Taste sensations: Sweet, Salty, Sour, Bitter and Umami
- Taste is a complex multisensory experience
- The tongue is covered with structures called papillae which contains the taste buds.



## Supertasters

- Linda Bartoshuk, first to study supertasters, found that they have more taste buds.
- Recent evidence show underlying genetics is the major determinant of whether a person is a supertaster
- Extreme dislike of bitter substances such as coffee, grapefruit and broccoli
- Highly aware of flavours and textures and are more likely to feel pain when eating very spicy food

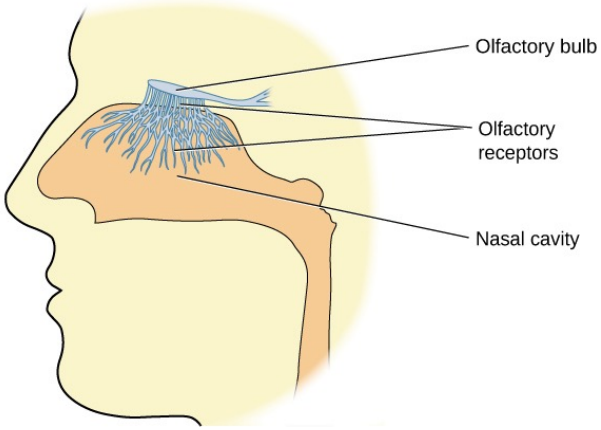
# Cultural Influences



- Menella et. al. (2001) carried out a study with pregnant women
  - Women were assigned randomly to 3 groups:
    - Intake of carrot juice for 3 weeks during last trimester or pregnancy and during first 2 months of lactation
    - Intake of carrot juice only during lactation period
    - Control group: Intake of water only
- At weaning stage babies were exposed to carrot juice in their cereal. Babies whose mothers had intake of carrot juice showed preference to carrot juice compared to the babies whose mothers were in the control group
- Can provide insight into cultural and ethnic differences in cuisines.

# Olfaction

- Humans have about 400 different types of olfactory receptors.
- Olfactory processing involves organizing olfactory neurons into groups.



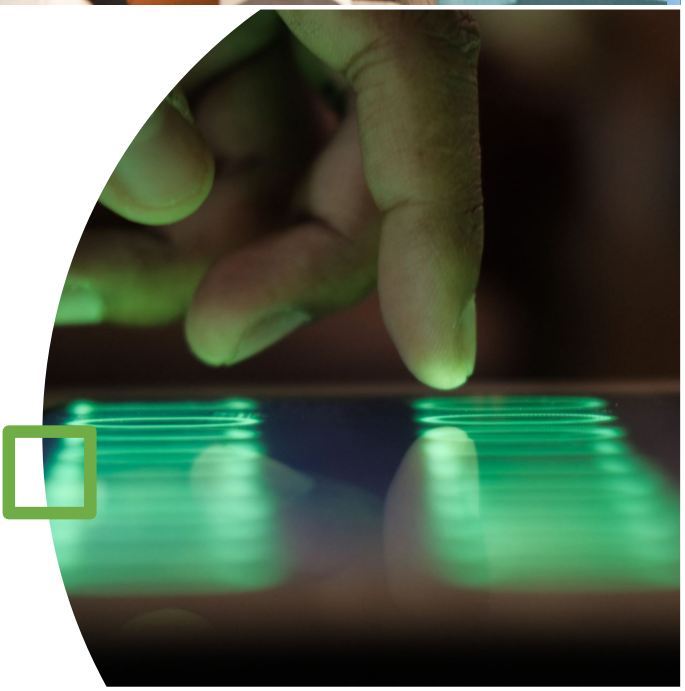

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# Pheromones

- Chemicals released by animals that trigger physiological or behavioural reactions to other animals.
- “smells” that we are unconscious of
- Specialized receptors respond to the presence of pheromones
- Pheromones play a major role in sexual signaling in many animals and they affect humans in similar ways.

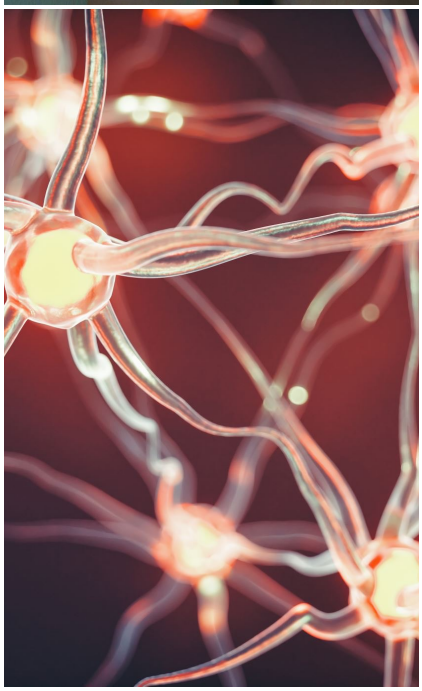


# Touch



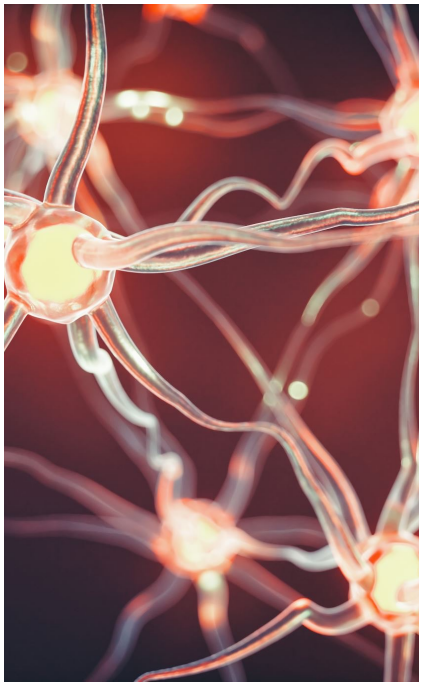


- The **haptic sense**, conveys sensations of temperature, pressure and pain.
- **Kinesthetic sense (proprioception)**: perception of the positions in space and movements of our bodies and our limbs
- **Vestibular system**: enables the body to keep track of movement and is a set of liquid filled areas in the inner ear that monitors the head's position and movement, maintaining the body's balance. The vestibular system sends signals to the neural structures that control eye movement and to the muscles that keep the body upright.



## Sensory Receptors

- Tactile stimulation is produced when anything contacts our skin.
- Haptic receptors for temperature and pressure are sensory neurons that reach to the skins outer layer
- The axons enter the nervous system via spinal or cranial nerves



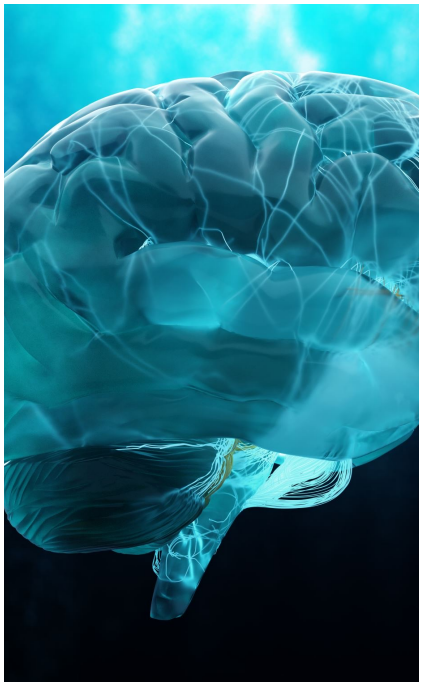
## Sensory Receptors

- Temperature: there are receptors for warmth and receptors for cold. Intense stimuli can trigger both receptors.
- Pressure: nerve fibres at the bases of hair follicles that respond to the movement of hair. Other receptors respond to vibration, pressure, stretching or steady pressure.
- Haptic experiences are a combination of various signals and higher-level mental processes.



## Sensitivity

- Sensitive parts of the body have a larger amount of cortical tissue devoted to them.
- Fingers and lips have more cortical tissue compared to your back



# Pain

- Warning system that stops you from continuing activities that may cause you harm.
- **Congenital insensitivity to pain and anhidrosis (CIPA)** is a rare and extremely dangerous condition. Pain sensing nerves are not properly connected to the brain. Most patients with CIPA do not live past 25 years of age.
- Pain receptors exist throughout the body not just the skin
- Most experiences of pain happens when damage to the skin activates haptic receptors.



- Fast Fibres: for experiencing sharp and immediate pain; helps us recoil from harmful objects

- Slow Fibres: for chronic, dull, steady pain; keeps us from using injured body parts which helps for recuperation



# Gate Control Theory

- Melzack and Wall formulated Gate Control Theory and they propose that pain is determined by the operation of two types of nerve fibres in the spinal cord.
- One set of smaller nerve fibres carries pain from the body to the brain
- One set of larger nerve fibres designed to stop or start the flow of pain.
- Other types of stimulus can alter the experience of pain, such as distractions and state of mood.

## Homunculus





# Multisensory Brain

Traditional accounts used to claim that perceptual processing was done separately by the senses before signals are then passed on to association cortex.

Brain imaging has shown that integration of information happens at primary level before information is fed up to the later stages of the brain

# The McGurk effect

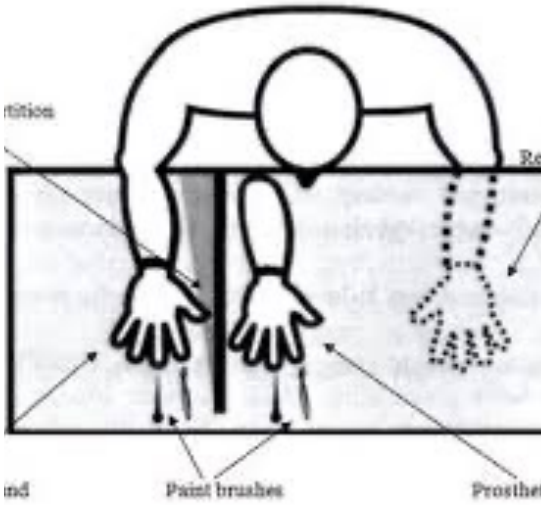
First reported by Harry McGurk and John MacDonald in 1976

Demonstrates the cross-modal effects of one sense on another

McGurk Effect Link

# Rubber Hand Illusion

- First reported by Botvinick and Cohen (1988)
- Shows that our sense of our own body and limbs are given to us by many perceptual information that interact





Synaesthesia Link

## Synaesthesia

- Clinical Condition in which information from once sense channel leads to an automatic sensation in another sense channel.
- One theory is that pruning of neural connections that occurs in infancy has not occurred to the same degree in people with synaesthesia (Rouw & Scholte, 2007).
- Another theory is that synaesthesia represents a deficit in neural inhibitory processes in the brain that keep input from one sensory modality from 'overflowing' into another (Rich and Mattingley, 2002).

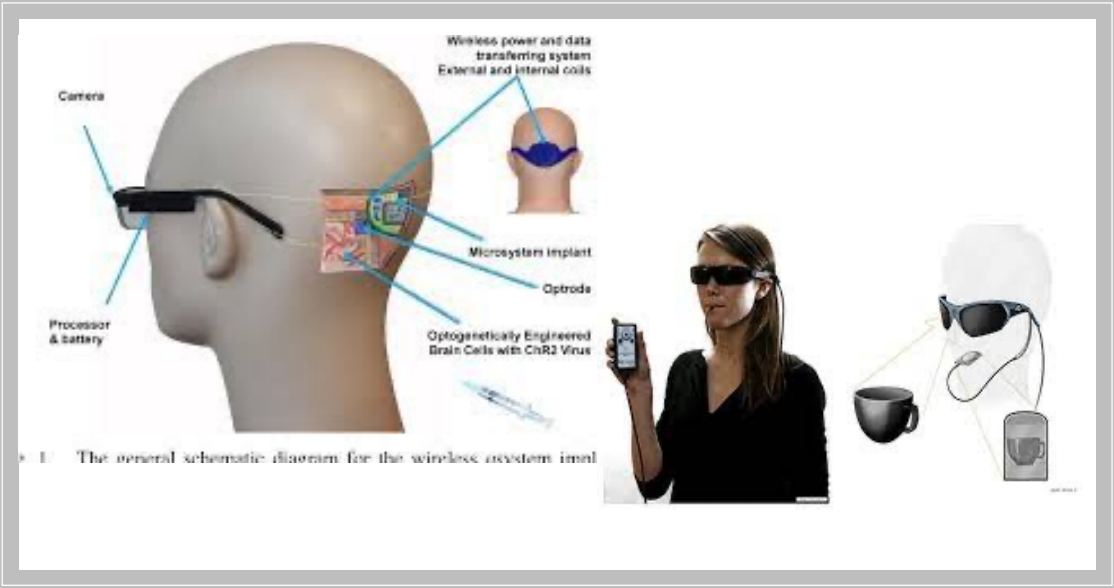
# Sensory Prosthetics

# Visual Substitutions

Seeing with the ears via echolocation: the echolocation device will emit high frequency sound waves beyond the range of human hearing. The echoes bounce back from the environment are transformed by a prosthetic device into sounds that can be listened through earphone s

Seeing with the tongue: Bach-y-Rita & Kercel (2003) developed a tactile tongue based electrical input sensor. The stimulator receives data from a camera and provides patterns of stimulation to the tongue.

Visual Cortical implants: Tiny electrodes are implanted into individual neurons in the visual cortex. The stimulation produce patters of phosphenes that correspond to the visual scene observed through a video camera and encoder.



# Cochlear Implants

Almost certainly one of the most successful sensory prosthesis developed to date.

The cochlear implant sorts out useful sounds and converts them into electrical impulses, which then stimulate the auditory nerve directly.

Training and practice are required.

The earlier the implant is provided in the development of congenitally deaf children the better the efficacy in delivering functional hearing





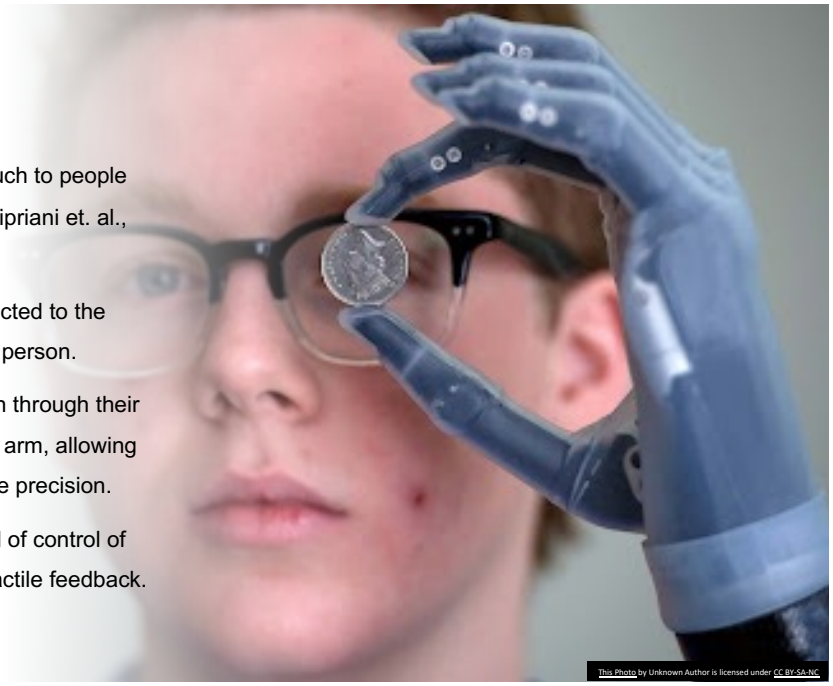
# Bionic Hand

Smarthand attempts to restore touch to people who have lost a hand or hands (Cipriani et. al., 2011).

It contains sensors that are connected to the sensory nerves in the arms of the person.

Four motors are linked to the brain through their attachment to motor nerves in the arm, allowing patients to move fingers with some precision.

The prosthetic hand allows a level of control of movement that only comes with tactile feedback.


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Appendix I

Links to Benchmarking documents:

- Future Generations (Wales) Act 2015
- Professional Standards for further education teachers, work-based learning practitioners and adult learning practitioners in Wales (2023)
- Welsh Language Standards (2016)
- UNESCO Institute of Lifelong Learning
- Supporting the Welsh Lifelong Learning System