

Module Specification

Module Title Module Code
Credit Value Level Mode of Delivery Semester A

Pre-requisite modules	Co-requisite modules	Overlapping modules
<input type="text"/>	<input type="text"/>	<input type="text"/>

1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

To provide psychology students with a scientific overview of biology, emphasizing concepts relevant to behaviour and its study. This supports the distinctiveness of QMUL psychology as a natural and experimental science and introduces students to the growing notion of psychology as a branch of the biological sciences (e.g., that “behaviour” is the end product of whole organism biology).

It will also introduce students to the integrative scientific thinking skills required to study subsequent psychological topics. Students will be introduced to empirical findings and will critically evaluate the range of methods in the field.

Topics covered include basic cell biology, genetics, cell signaling, development, and principles of evolution as related to behaviour.

2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The module aims to:

- To provide an overview of research and theory in biology as relevant to the psychological sciences.
- To provide a review of the origins and diversity of biological life and the major categories of living organisms.
- To describe Tinbergen “Four Questions” methodology in biology and ethology and evaluate its relevance to psychology.
- To provide scientific reasoning skills and knowledge base from which to integrate theory and evidence between the biological and psychological sciences.

3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant [QAA benchmark statements](#) and the [Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(2008\)](#). The [SEEC Credit Level Descriptors for Further and Higher Education 2003](#) and [Queen Mary Statement of Graduate Attributes](#) should also be used as a guiding framework for curriculum design.

Academic Content:	
A 1	To describe how cells in the nervous system are produced and function.
A 2	To describe the principles of classification and phylogenetic relationship between the major groups of living organisms.

A3	To critically evaluate how concepts of cell communication and whole organism biology can be applied to the study of cognition and behaviour in humans and non-human animal models.
A4	To describe how the biological structure, functioning and contexts of the major classes of animals impacts upon their behaviour.

4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but **should not** be an exhaustive list of materials.

Biological psychology texts:

Kolb, B and Whishaw, I. (2014). An introduction to brain and behaviour. New York. Worth.

Or_

Kalat J.W (2010) Biological Psychology. 11th Edition. Cengage Learning EMEA.

Alternatives:

Carlson, N. R. (2007). Physiology of behavior (Int. Edition). Boston, MA: Allyn & Bacon. This text is recommended for PSY121

Wickens, A. (2009). Introduction to biopsychology. 3rd Edition. Harlow: Prentice Hall

Pinel, J. P. (2006). Biopsychology. 6 th edition. Boston, MA: Allyn & Bacon

Cell biology texts:

Purves, W.K., Sadava, D., Gordon H. Orians, G.H., & Heller, H.C. (2006). Life: The science of biology (9th ed.). W.H. Freeman & Company.

Alternatives:

Alcock, J. (2005) Animal behavior: An evolutionary approach (9th ed.). Sunderland, MA: Sinauer Associates. Campbell, N.A., Reece, J. B., Jackson, R.B., Cain, M.L., Urry, L.A., Wasserman, S.A., Minorsky, P.V. (2005)

5) Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found [online](#) about KIS. You may also wish to refer to the [QAA guidance on contact hours](#) when completing this section.

Activity Type	KIS Category	Time Spent (in hours)
Lecture	Scheduled	22
Total		22

Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

Activity Type	Total Time Spent (in hours)	Percentage of Time Spent
Scheduled learning and teaching	22	14.7
Placement	0	0
Independent Study	128	85.3
Total	150	100

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

6) Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

Description of Assessment	Assessment Type	KIS Category	Duration/Length	Percentage Weighting	Final element of assessment	Qualifying Mark
Written Examination	Examination	Written Exam	1 Hours and 30 Minutes	75%	Yes	
Coursework	Written assignment	Coursework		25%	No	

Final element of assessment: The assessment that takes place last. **There should normally be only one element of assessment marked as final unless two assessment or submission dates occur on the same day.**

Qualifying mark: A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. **This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.**

Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
 Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)		
Brief Description of Assessment	Assessment Type	Duration/Length of Examination/

		Coursework
Resit Examination	Written Exam	1 Hours and 30 Minutes