

Module Specification

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

Pre-requisite modules	Co-requisite modules	Overlapping modules

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).

This module introduces and develops basic concepts in the philosophy of science and its relevance to psychology as a discipline. A biological framework for psychological science is also provided. It then introduces basic cognitive science/psychology, social psychology, differential psychology and an introduction to developmental psychology.

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 a thematic overview of the discipline of psychology.
- To introduce the basic philosophy of scientific reasoning and foster awareness of psychology as a biological science.
- To provide knowledge about the development and history of psychological science.
- To develop student understanding of important topics in contemporary psychology such as social, developmental and personality psychology and recent research highlights in these areas.
- To develop students critical understanding of the range of approaches in contemporary psychology.

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:	
A1	To understand the basic concepts, theories, key figures (people), and research programmes in core areas of psychology.
A2	To be able to evaluate the notion of psychology as a science.
A3	To read and critically evaluate simple research papers in psychology.
A4	To critically evaluate the range of approaches in psychology.

Disciplinary skills - able to:	
B1	This module will develop students' understanding of the philosophy behind scientific psychology, the reasoning behind the argument that psychology constitutes a natural science, and develop knowledge of some major areas of psychology including social psychology, individual differences and developmental psychology
B2	Through the introduction to basic philosophy of science (logic, facts, observation statements, and falsification) and the history of psychology, students' will gain an appreciation of the way in which scientific (especially psychological) theories develop and are modified

Attributes:	
C1	This module will enhance students' general scientific understanding and knowledge of major areas of psychology through lectures and private study
C2	Through these and the tutorial sessions students will learn the steps toward psychological thinking so that they may apply scientific reasoning in domains outside of the academic context, as well as developing their skills in managing their own learning, seeking and handling information, working independently, essay writing, time management and organisation
C3	The module will also enable students to appreciate different perspectives in psychology and the diversity of opinions therein but also how recent developments towards unification of psychological theory (by evolution) and empirical evidence may inform these issues

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.

Chalmers, A. F. (1999). *What is this thing called science?* 3rd Edition. Open University Press.

Gazzaniga, M., Heatherton, T. (2002). *Psychological Science*. 5th Edition. Norton Press. (textbook)

Gleitman, H., Fridlund, A. J., & Reisberg, D. (2003). *Psychology*. 6th Edition. London: W. W. Norton.

Eysenck, M. W., & Keane, M. (2000). *Cognitive psychology: a student's handbook*. 4th Edition. Hove: Psychology Press.

Richards, G. (2002). *Putting psychology in its place*. 2nd Edition. Routledge.

Wickens, A. (2004). *Foundations of biopsychology*. 2nd Edition. Harlow: Prentice Hall

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
Practical Workshops	Scheduled	6
Total		28

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	28	18.7
Placement	0	0
Independent Study	122	81.3
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 Hour 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