

## Module Specification

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

Pre-requisite modules	Co-requisite modules	Overlapping modules
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### 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 is intended for students studying BSc Psychology (C800). This module is structured around three main key areas:

- (1) **Acquiring Essential Skills for Academic Psychology.** The module will support students in acquiring a variety of key skills such as experimental report and essay writing, data and information handling, oral and written communication skills and appropriate use of referencing and citations in psychology. Students will also be introduced to the use of statistical analysis to support psychology, some basic concepts in experimental design and research ethics.
- (2) **Considering the role of Psychology in the “real world”.** Through personal investigations and a series of talks from professional Psychologists, students will be encouraged to consider the role of psychology in an applied context and gain a more global perspective of their discipline. To broaden their experience further, students will also be given the opportunity to take part in research conducted in the Psychology Department at QMUL.
- (3) **Exploring Career Pathways.** Students will be given an opportunity to explore various career choices, to reflect on their own career aspirations and to meet with professional Psychologists from diverse backgrounds.

### 2) Module Aims

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

1. To acquaint incoming students with practical and academic aspects of studying psychology
2. To acquaint incoming students with the main areas of research in psychology at Queen Mary and the natural, experimental science approach to the discipline
3. Develop academic writing skills for psychology
4. Develop skills in data and information handling
5. To provide an understanding of basic conceptual issues in psychology including research ethics and research participation
6. To provide understanding of the career paths available to psychology graduates and an opportunity to reflect on own career aspirations
7. To consider applications of psychology in the real world

### 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	Understand basic numerical computations, scales, exponents and graph drawing
A2	Understand and evaluate a natural sciences approach to psychology
A3	Demonstrate academic writing skills for psychology including essay writing, psychology referencing and citations (e.g. APA style) and laboratory report writing, exam writing
A4	Demonstrate skills in data and information handling including library skills and online searching of scientific databases
A5	Demonstrate basic knowledge of simple experimental design and statistical analysis (e.g. t-tests)

Disciplinary skills - able to:	
B1	This module will develop and reinforce students' knowledge of fundamental academic writing (e.g. experimental reports and essays), data handling, study skills, simple experimental design, and statistical analysis skills necessary for degree-level psychological studies

Attributes:	
C1	This module will enhance students' understanding of "core" academic writing, study and information processing skills necessary for the study of psychology at degree level
C2	Through lectures, private study and coursework components students will improve their generic study and quantitative research skills, planning skills, and competencies in issues specific to psychological science (such as research ethics)
C3	The module will improve students' ability to handle information, to communicate through writing in a skilled and independent manner, to acquire basic numerical and statistical skills for psychology, and to extract and evaluate information from scientific literature

QM Model Outcomes:	
D1	Identify and discuss their own career aspirations or enterprise skills and knowledge and how they impact on others.
D2	Identify and demonstrate the perspectives or problem solving techniques of different disciplines
D3	Consider the role of their discipline in diverse cultural and global contexts

### 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.

**Essential:**

Brace, N., Kemp, R., & Snelgar, R. (2016). *SPSS for psychologists* (6<sup>th</sup> ed.). London: Palgrave Macmillan.

**Recommended:**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Coolican, H. (2009/2014). *Research methods and statistics in psychology* (5<sup>th</sup>/6th ed.). London: Hodder & Stoughton.

McGee, S. (2010). *Key research & study skills in psychology*. London: Sage

### 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	14
Workshops/Tutorials	Scheduled	16
Total		30

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	30	20
Placement	0	0
Independent Study	120	80
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
Coursework	Written assignment	Coursework		100%		

**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
Written assignment		2 x 1500 words