

Module Specification

Module title	History and Philosophy of Psychology	Module code	PSY319
Credit Value	15	Level	6
Mode of Delivery	On Campus	Sem	A

Pre-requisite modules	Co-requisite modules	Overlapping modules
PSY100 Essential Skills for Psychologists, PSY124 Exploring Psychology I, PSY125 Exploring Psychology II, PSY117 Introduction to Biopsychology, PSY121 Brain and Behaviour, PSY109 Research Methods and Statistics in Psychology I, PSY209 Research Methods and Statistics in Psychology II, PSY215 Social Psychology, PSY211 Cognitive Psychology, PSY251 Abnormal and Clinical Psychology, PSY223 Developmental Psychology, PSY233 Individual Differences, PSY227 Evolutionary Psychology	N/A	N/A

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 addresses the requirement of the British Psychological Society in terms of educating Psychology students about the conceptual and historical issues in psychology. It is intended to deepen students' understanding of psychology in its historical context, and to develop their understanding of key philosophical debates in psychology (incl. the status of psychology as a

science; the implications of psychological theories on the debate regarding free will; the impact of psychology on society; and the role of cultural and social context on psychological theory and practice). The module discusses these topics at an advanced level and is intended to encourage students to integrate knowledge across the different areas of psychology (e.g., biological, cognitive and social psychology, and individual differences).

2) Module Aims

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

To provide an understanding of central conceptual, historical and philosophical issues and debates in psychology.

To integrate ideas across the behavioural sciences.

To critically evaluate claims made by postmodern perspectives in contemporary psychology.

To understand and evaluate the moral and political underpinnings of psychology and their relevance to ethics.

To cover British Psychological Society (BPS) and QA areas for “conceptual and historical issues.”

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 describe the origins of psychology as a science, and the way psychology has changed over time.
A2	To describe, compare and evaluate different theoretical approaches to psychology.
A3	To describe the key ideas from philosophy of science, to apply them to psychology as a discipline and critically evaluate those arguments.
A4	To describe the different philosophical debated in psychology and critically evaluate the relevant arguments.
A5	To describe the different philosophical debated in psychology and critically evaluate the relevant arguments.

Disciplinary skills - able to:

B1	Students will develop knowledge of the historical context and philosophical debates in psychology at an advanced level.
B2	Students will develop the ability to critically evaluate the different arguments regarding the historical developments, and philosophical debates in psychology.
B3	Students will develop higher level cognitive abilities in synthesising arguments across the different fields within psychology as relevant for the understanding psychology in its historical context and regarding the key philosophical debates.

Attributes	
C1	To engage critically with psychological knowledge.
C2	To be able to evaluate research practices in psychology.
C3	To be able to critically evaluate the reliability of different sources of information.
C4	To be able to integrate ideas across the different areas of psychology.

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.

<p>Brysbaert, M., & Rastle, K. (2012). Historical and conceptual issues in psychology (2nd ed.). Harlow: Pearson Education Limited.</p> <p>Leahey, T.H. (2012) A history of psychology: From antiquity to modernity (7th ed.). Pearson Education.</p> <p>Bem, S., & de Joong, H. L. (2006). Theoretical issues in psychology: An introduction (2nd ed.). London: Sage Publications.</p> <p>The students will be also expected to read a journal articles relevant to the topics discussed.</p>
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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 assignment, inc Essay	Written assignment, inc Essay	Coursework	1,000 words	15%	No	N/A
Presentation	Oral assessment & presentation	Practical	10-15 mins	10%	No	N/A
Written Exam	Written Exam	Written	2 hours	75%	Yes	N/A

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.

Synoptic Reassessment

Standard Reassessment

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Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

Brief Description of Assessment	Assessment Type	Duration/Length of Examination/ Coursework
Exam	Written Exam	2 hours, weighting 100%