

## 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).

The extended essay is intended to give students an opportunity to study in-depth a topic of particular interest to them within the subject of Psychology. The essay will not entail the student conducting empirical research. Students can choose to do the Extended Essay rather than PSY600 Psychology Research Project but will need to take another 15-credit module in their final year. The Extended Essay module is intended to provide an opportunity for the student to write substantively, critically and independently about a selected and approved area of Psychology than is possible in a tutorial essay. The work also involves significant evaluation of theoretical issues relevant to the topic under investigation and the student is expected to use original research articles. The assessment comprises a substantive written dissertation.

### 2) Module Aims

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

1. To provide knowledge and understanding of a specific scientific topic in psychology.
2. To write substantively and critically about a specific scientific topic in psychology.
3. To communicate and synthesise independently gathered original scientific literature.

### 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 gather, read, and integrate scientific literature on a specific topic or question in the psychological sciences and to critically evaluate this literature
A2	To formulate new ideas, theories, hypotheses and directions for future inquiry for the specific topic under investigation from this synthesis and to present this information in the form of a substantive written dissertation

Disciplinary skills - able to:

B1	
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Attributes:	
C1	

#### 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.

N/A
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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)
Lectures	Scheduled	3
Total		3

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	3	2
Placement	0	
Independent Study	147	98
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%	Yes	

**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