

Module Specification

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

Pre-requisite modules	Co-requisite modules	Overlapping modules
SBC104, SBC142, SBC141		

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).

Have you ever wondered what influences our perceptions, emotions, thoughts, and behaviours? This module in Social Psychology will provide an overview of the classic and contemporary scientific theories and methods used to address how other people and different contexts can shape these processes. Topics covered will include the self, social cognition, attitudes and attitude change, social influence, group processes, and stereotyping, prejudice and discrimination.

2) Module Aims

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

1. To provide an in-depth grounding in the theories, methods and research in experimental social psychology.
 2. To build and develop upon related topics covered in level 1 psychology modules.
 3. To cover British Psychological Society (BPS) QA areas for social psychology.
 4. To develop students' understanding and critical evaluation competencies of important topics, methodologies, empirical findings and recent developments in experimental social psychology.
 5. To provide an in-depth grounding to theories, methods and research in experimental social psychology.
- The aim of this course is to get you to think like a social psychologist. Upon completion of this course you should be able to:
1. Understand the scientific method as it applies to social psychology
 2. Identify links between real-world events, social psychological theory and empirical data
 3. Apply insights from class to everyday life
 4. Critically evaluate (social) psychological science

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	A critical understanding of classic and contemporary theories in social psychology
A2	A critical understanding of various research designs and methods employed in classic and contemporary social psychology
A3	A critical understanding of the ethical implications surrounding classic and contemporary social psychology

Disciplinary skills - able to:	
B1	The ability to acquire detailed factual and conceptual knowledge related to social psychology
B2	To synthesize and apply theories and research findings from social psychology to understand everyday life
B3	To critically evaluate research questions and findings in social psychology

Attributes:	
C1	The ability to interact effectively within a learning group, giving and receiving information and ideas and modifying responses where appropriate
C2	The ability to manage learning using resources for the discipline
C3	The ability to evaluate their own strengths and weaknesses, to challenge received opinion and develop their own criteria and judgment.
C4	The ability to communicate effectively in the manner appropriate to the discipline and in a variety of formats
C5	The ability to manage time effectively to meet deadlines

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.

Aronson, E., Wilson, T. D., & Akert, R. M. (2013). *Social Psychology* (8th International Edition). London: Pearson. OR more recent edition.

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	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	15
Placement	0	0
Independent Study	128	85
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
In Class Activities	Practical Skills Assessment	Practical	15 – 30 minutes each	5%	Yes	
Coursework	Written assignment, inc Essay	Coursework	Thought papers; Assignments	20%	Yes	
Final Exam	Written Exam	Written	2 hours;	75%	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
Exam	Exam	2 Hours