

Module Specification

Module Title Module Code
Credit Value Level Mode of Delivery Semester 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 designed to give students a scientific overview of the study of consciousness and control (e.g., agency, free will, choice behaviors) by introducing critical theoretical movements and empirical findings in psychology. Both the theory and practice of the science behind studying consciousness and control will be grounded in key philosophical arguments concerning causality and agency. In this way, the module will encourage students to critically evaluate a range of approaches in the study of consciousness and control, and integrate philosophical arguments with scientific methods. Topics covered include: The philosophy of causality and agency (e.g., Hume, Kant, Mackie, Hempel); the historical treatment of consciousness and control in psychology (e.g., Behaviourist, Psychodynamic, Information Processing); current developments and advances in the study of consciousness and control (e.g., neuroscientific techniques – EEG, fMRI), differences between intentions and actions, applied issues concerning consciousness and control (e.g., how do we decide when an error in judgment was not made under our conscious control?).

2) Module Aims

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

1. To provide an overview of research and theory in the study of consciousness, causality, and control
2. To provide grounding of the issues concerning consciousness and control based on philosophical issues concerning causality and agency
3. To provide a scientific understanding of the empirical techniques developed to examine consciousness, causality, and control (both low level and high level cognition)
4. To provide an understanding of the historical approaches in psychology that have shaped the way in which consciousness and control are currently scientifically investigated.

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 range of theories and empirical methods in psychological research directed towards examining consciousness, causality, and control behaviours
A2	A range of theories and empirical methods in psychological research and understand the various advantages and disadvantages of these methods.

A3	Different philosophical arguments into current psychological thinking on consciousness, causality, and control behaviours
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Disciplinary skills - able to:	
B1	Evaluate critical articles and other texts that have been instrumental in shaping the study of consciousness, causality, and control.
B2	Have an understanding of key ideas and approaches in philosophy – in particular concerning causality and agency that underpin the study of consciousness and control behaviours.

Attributes:	
C1	Critically evaluate competing theories from philosophical and psychological texts.
C2	Critically assess the merits of various empirical methods developed to investigate consciousness, causality, and control processes
C3	Review literature from philosophical and psychological texts and communicate core ideas clearly and succinctly

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.

Osman, M. (2010). Controlling Uncertainty: Decision Making and Learning in Complex Worlds. Wiley-Blackwells
 Psillos, S. (2002). Causation and Explanation. Acumen.
 Symons, J. & Calvo, P. (2009). The Routledge companion to philosophy of psychology. Routledge.
 Libet, B. (2004). Mind time: The temporal factor in Consciousness. Harvard University Press.

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	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
Final Exam	Written Exam	Written	2 Hours	75%	Yes	U35A
Coursework	Coursework	Coursework		25%	No	U35A

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