
Section 2 - Module Specification

Module Title Module Code
Credit Value Level Mode of Delivery Semester

Pre-requisite modules	Co-requisite modules	Overlapping modules
PSY115 Exploring Psychology I PSY111 Biology for Psychologists		

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 builds upon PSY124 Exploring Psychology I by extending the introduction of basic concepts, theories, methods and research findings in psychology. The areas introduced include cognitive development, language, thought, and intelligence.

2) Module Aims

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

1. To provide an introduction to the key concepts, theories, methods and research findings in core areas of psychology.
2. To build and develop upon the topics covered in PSY124 Exploring Psychology.
3. To complement the topics introduced in other Level 4 psychology modules.
4. To provide a foundation on the core areas to be studied at a more advanced level in Levels 5 and 6.
5. To develop students critical understanding of the range of topics and approaches in contemporary psychology.
6. To develop students skills in developing research – specifically, developing and testing a research question and hypothesis within the core areas.

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:	
A 1	Knowledge of key concepts in the core areas of psychology, including language, thought (reasoning, decision-making, and mental representations), cognitive development, and intelligence.
A 2	Understanding of the central theories within the core areas of psychology.
A 3	Knowledge of the methods used to study human mind and behaviour within the different core areas of psychology.
A 4	Knowledge of the current research findings within the core areas of psychology.

Disciplinary Skills - able to:	
B 1	Evaluate the strengths and limitations of the research methods used within the different core areas of psychology.
B 2	Evaluate the strengths and limitations of the theoretical explanations developed within the different core areas of psychology.
B 3	Apply quantitative research methods and statistics to examine a psychological phenomenon.
B 4	Apply research and written skills into describing, planning, and reporting psychological research.

Attributes:	
C 1	Engage critically with knowledge - acquire and apply knowledge in a rigorous way
C 2	Engage critically with knowledge - connect information and ideas within their field of study
C 3	Clarity of communication - develop effective spoken and written English
C 4	Information expertise - use technologies to access and interpret information effectively
C 5	Research capacity - produce analyses which are grounded in evidence.
C 6	Research capacity - grasp the principles and practices of their field of study

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.

Schacter, D.L., Gilbert, D.T., Wegner, D.M., & Nock, M.K. (2014). Psychology (3rd Edition). New York: Worth.
Gleitman, H., Gross, J., & Reisberg, D. (2010). Psychology (8th Edition). London: W. W. Norton.

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	% Weighting	Final element of assessment	Qualifying Mark
Coursework	Written assignment, inc Essay	Coursework	2 x 1,000 words	25	No	
Exam (50 MCQs)	Written Exam	Written	1.5 hrs	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; 50 MCQ questions	Written Exam	1.5 hrs

Section 3 - Alternative Assessment Arrangements for Associate Students

This section **must only** be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in [Semester A](#). Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in [Semester B](#). Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.