

Module Specification

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

Pre-requisite modules	Co-requisite modules	Overlapping modules
PSY100 Essential Skills in Psychology, PSY124 Exploring Psychology I and PSY125 Exploring Psychology II		

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 provides an in-depth analysis of a central area of psychology known variously as “individual differences” or “differential psychology”. We will build on several key areas of psychology introduced in previous modules that show substantial individual differences including personality, psychopathology, intelligence and cognition. We will then explore the proposed causes and effects of these individual differences drawing from research using approaches from psycho-dynamics to behavioral genetics. Finally, we will explore the evidence behind several key controversies in individual differences including the continuum between personality and mental health, the nature vs nurture debate, race differences in intelligence and genetic determinism.

2) Module Aims

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

1. To provide a thorough grounding in the theories, methods and research findings in from historical to contemporary studies of individual differences.
2. To build upon and develop students' understanding of several key areas of psychology introduced in level 1 and level 2 modules including personality, psychopathology, intelligence and cognition.
3. To cover British Psychological Society (BPS) QA areas for individual differences.
4. To develop students' ability to critically evaluate the individual differences literature and apply these skills to inform their understanding of key controversies in individual differences including the continuum between personality and mental health, the nature vs nurture debate, race differences in intelligence and genetic determinism.

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	Understand the central concepts and theories underlying individual differences research including their historical origins and development over time.
A2	Describe the wide range of the methods used to measure and investigate the causes and effects of individual differences and show an awareness of their strengths and limitations
A3	Understand how individual differences research has been used to integrate multiple core areas of psychology including social, developmental, abnormal and biological psychology

Disciplinary skills - able to:	
B1	Describe and critically evaluate key theories and empirical research examining the causes and effects of individual differences in human behavior traits including personality, psychopathology, intelligence and cognition
B2	Integrate theories and concepts across core areas of psychology including social, developmental, abnormal and biological psychology in order to explain differences in human behavior.
B3	Critically evaluate individual differences research and provide an informed view on key controversies in individual differences including the continuum between personality and mental health, the nature vs nurture debate, race differences in intelligence and genetic determinism.

Attributes:	
C1	Critically evaluate the reliability of different sources of information
C2	Connect information and ideas across different areas of psychology
C3	As this module focuses on the "individual" and variation among people, it will enhance students' personal development skills such as understanding and interpreting the behaviour of individuals (on their own and in other contexts), appreciating and deploying their own unique talents and aptitudes in non-academic domains of functioning.

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.

Maltby, J., Day, L., & Macaskill, A. (2006). Personality, individual differences and intelligence. Pearson Education.

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	20
Practical Classes and workshops	Scheduled	2
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
Research poster	Research poster	Coursework	800 words	20	No	N/A
Critical review of a research poster	Report	Coursework	300 words	5	No	N/A
Final 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.

- 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	Written Exam	2 Hours