Module Descriptor

Title	Cognition		
Session	2025/26	**Status**	Validated
Code	PSYC11014	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	C Longman		

Summary of Module

This MSc module addresses topics and concepts of contemporary Cognitive Psychology and explores its method, models, and everyday applications. The module explores key aspects of cognitive functioning such as attention, perception, learning, memory, thinking, problem-solving, decision-making, metacognition, language, consciousness, artificial intelligence, cognitive neuropsychology, cognitive bias and social cognition (note that this list is not prescriptive, and the specific topics covered each year are liable to change).

In addition to evaluating both empirical and theoretical issues, this module will explore cognition in action. That is, how cognitive psychology can be applied to understanding and improving cognitive functioning in everyday contexts. For example, how cognitive theory and research could be applied in forensic contexts to improve the accuracy of eyewitness testimony or educational contexts to improve learning outcomes (note that these examples are not prescriptive and are liable to change each year).

The module will also discuss a range of different methodologies used withing contemporary cognitive psychology (e.g., behavioural experiments, eye-tracking, EEG, brain imaging) and encourage critical evaluation of these methods as well as developing a critical appreciation of the utility of converging sources of evidence to elevate our understanding of cognitive functioning.

Graduate attributes include:

Critical thinker, analytical, inquiring, collaborative, research minded, knowledgable, digitally literature, problem solver, effective communicator, motivated, autonomous, creative, imaginative, driven.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate a critical understanding of the scope and defining features of Cognitive Psychology including a critical awareness of current issues in the study of cognition.
L2	Demonstrate an extensive, detailed, and critical understanding of the principal theories, concepts, and terminology used in Cognitive Psychology.
L3	Use a range of specialist software relevant to the study of cognitive processes (e.g., for data collection, manipulation, visualisation, analysis, and reporting).
L4	Critically analyse, evaluate, and synthesise ideas, concepts, information, and forefront issues in Cognitive Psychology including their application to society.
L5	Conduct a Cognitive Psychology research project from inception to reporting alongside specialists in the field.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Critically understanding the principal theories, concepts, and principles of Cognitive Psychology. Critical awareness of current issues in Cognitive Psychology.
Practice: Applied Knowledge and Understanding	**SCQF 11** Using a range of specialised skills, techniques, practices, and/or materials at the forefront of Cognitive Psychology research (e.g., for programming experiments, analysing/interpreting data).

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Generic Cognitive skills	**SCQF 11** pplying critical analysis, evaluation, and synthesis to forefront issues in Cognitive Psychology. Critically reviewing, consolidating, and extending, knowledge, skills and thinking in Cognitive Psychology research methods.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicating research findings in conventional experimental report format to an audience of peers. Processing, analysing, visualising, and interpreting numerical data using appropriate statistical software relevant to Cognitive Psychology research.
Autonomy, Accountability and Working with Others	**SCQF 11** Exercising substantial autonomy and initiative while undertaking a research project in Cognitive Psychology. Managing complex ethical issues and making informed judgements relevant to conducting experimental research on human participants.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. The module is delivered through a series of lectures and workshops. Lectures will deliver the core material (theories, models, key themes, etc.) and student understanding. Integration and application of core information will be supported and developed in a series of workshops. Focused guidance and learning resources such as lab notes and recommend reading will be provided to orientate and support the learning processes, especially the preparation for lectures and workshops. The VLE will be used to support the presentation of course information and material. Students will be encouraged to use VLE facilities not only to access information about the module (including lecture materials and recommended reading) but also to continue workshop discussions, support lab activities and independent study and thereby contribute to and support their reflective learning and PDP skills. Workshops will support and enable students to apply their methodological knowledge and participate in data collection, program a cognitive psychology experiment, visualise and analyse data, and refine their writing skills in preparation for the practical coursework assignment. Workshops will explore issues such as choice of research design, ethics, data collection, analysis, interpretation and presentation, experimental report writing, and the impact of applied cognitive psychological research. These sessions will also support the provision of formative guidance and feedback. The assessment strategy addresses the learning objectives by allowing students to demonstrate understanding of the complexity of cognitive processing, evaluate theoretical explanations and demonstrate competence in the reporting of experimental research and their understanding of methodological and statistical issues within the area of cognitive psychology. The portfolio also allows students to demonstrate their aptitude for using

psychology-specific software (e.g., for data collection and analysis) and their understanding of the content delivered through the weekly lecture series.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Laboratory / Practical Demonstration / Workshop	24
Independent Study	164
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Most of the required reading will be via peer-reviewed journal articles from a range of journals relevant to the field of cognitive/experimental psychology (e.g., Quarterly Journal of Experimental Psychology, Journal of Experimental Psychology: Learning, Memory, and Cognition).

Some more general textbooks that include relevant content might include:

Eysenck, M. W., & Keane, M. T. (2020). Cognitive Psychology: A Student's Handbook. (8th Ed).

Eysenck, M. W., & Groome, D. (2023). Cognitive Psychology: Revisiting the classic studies. (2nd Ed).

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The university is committed to providing a supportive learning environment that actively

facilitates student success. You are academically engaged if you are regularly engaged with scheduled live sessions on campus, including engaging with online learning activites in your own time, course-related learning resources, and with timely completion and submission of assessments. Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner. It may be difficult to pass the assessments associated with this module if you are not regularly engaging with the module work and live classes. We may reach

out to check how things area going and offer support if we oberve that you have not been attending sessions or completing online activities.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Psychology Social Work**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	UG/PG Psychology
Moderator	L Calderwood
External Examiner	D Barrett
Accreditation Details	British Psychological Society
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Cognitive Psychology Portfolio
Assessment 2
n/a
Assessment 3
n/a
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio	☒	☒	☒	☒	☒	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Descriptor transferred to the new template	20/12/24	C Longman
Status and external examiner updated	02/06/25	G Maciejewski