# University of the West of Scotland

## Module Descriptor

## Session: 202425

| Title of Module: Cognition | | | |
|---|---|---|---|
| **Code: PSYC11014** | **SCQF Level: 11 (Scottish Credit and Qualifications Framework)** | **Credit Points: 20** | **ECTS: 10 (European Credit Transfer Scheme)** |
| **School:** | School of Education & 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:

- Taking responsibility for the completion of practical work by deadlines.
- Integrating and evaluating information.
- Communicate research findings in conventional experimental report format.
- Program a cognitive experiment and collect behavioural data using appropriate software.
- Process, analyse, and interpret quantitative data using appropriate statistical software.

Purpose and scope:

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| 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. |

| **Module Delivery Method** | | | | | |
|---|---|---|---|---|---|
| **Face-To-Face** | **Blended** | **Fully Online** | **HybridC** | **Hybrid 0** | **Work-Based Learning** |
| ☐ | ☒ | ☐ | ☐ | ☐ | ☐ |
| **See Guidance Note for details.** | | | | | |

| **Campus(es) for Module Delivery** | | | | | | |
|---|---|---|---|---|---|---|
| The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate) | | | | | | |
| Paisley: | Ayr: | Dumfries: | Lanarkshire: | London: | Distance/Online Learning: | Other: |
| ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | Add name |

| **Term(s) for Module Delivery** | | | | | |
|---|---|---|---|---|---|
| (Provided viable student numbers permit). | | | | | |
| Term 1 | ☐ | Term 2 | ☒ | Term 3 | ☐ |

| **Learning Outcomes: (maximum of 5 statements)**<br>**These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.**<br>At the end of this module the student will be able to: | |
|---|---|
| LO 1 | 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. |
| LO 2 | Demonstrate an extensive, detailed, and critical understanding of the principal theories, concepts, and terminology used in Cognitive Psychology. |
| LO 3 | Use a range of specialist software relevant to the study of cognitive processes (e.g., for data collection, manipulation, visualisation, analysis, and reporting). |
| LO 4 | Critically analyse, evaluate, and synthesise ideas, concepts, information, and forefront issues in Cognitive Psychology including their application to society. |
| LO 5 | 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 Level **11**<br>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 Level **11**<br><br>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). | |
| Generic Cognitive skills | SCQF Level **11**<br><br>Applying critical analysis, evaluation, and synthesis to forefront issues in Cognitive Psychology.<br>Critically reviewing, consolidating, and extending, knowledge, skills and thinking in Cognitive Psychology research methods. | |
| Communication, ICT and Numeracy Skills | SCQF Level **11**<br>Communicating research findings in conventional experimental report format to an audience of peers.<br>Processing, analysing, visualising, and interpreting numerical data using appropriate software relevant to Cognitive Psychology research. | |
| Autonomy, Accountability and Working with others | SCQF Level **11**<br>Exercising substantial autonomy and initiative while undertaking a research project in Cognitive Psychology.<br><br>Managing complex ethical issues and making informed judgements relevant to conducting experimental research on human participants. | |
| **Pre-requisites:** | Before undertaking this module the student should have undertaken the following: | |
| | **Module Code:** | **Module Title:** |
| | **Other:** | |
| **Co-requisites** | **Module Code:** | **Module Title:** |

**Learning and Teaching**

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. Given the limited psychology background of the students, focused guidance and learning resources such as videos and recommend reading will be provided to orientate and support the learning processes, especially the preparation for lectures and workshops.

AULA will be used to support the presentation of course information and material. Students will be encouraged to use AULA facilities not only to access information about the module (including

lecture materials and recommended reading) but also to make use of facilities such as the Community Feed to continue workshop discussions, support 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 research design, 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 in a number of ways. The experimental report-based coursework affords an opportunity 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. Two additional components in the portfolio will allow students to demonstrate their aptitude for programming a cognitive psychology experiment and their understanding of the content delivered through the weekly lecture series including some practical applications of cognitive psychology research.

**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.**

| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Normally totalling 200 hours):<br>(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 |
| | Hours Total 200 |

****Indicative Resources: (eg. Core text, journals, internet access)**

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).

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| (**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** |
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| 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.<br><br>For the purposes of this module, academic engagement equates to the following:<br><br>All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67,available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/ |

| **Equality and Diversity** |
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| The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.<br><br>Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using AULA, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies. UWS Equality and Diversity Policy. |
| (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

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| **Divisional Programme Board** | Psychology & Social Work |
| **Assessment Results (Pass/Fail)** | Yes ☐No ☒ |

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|---|---|
| **School Assessment Board** | UG/PG Psychology |
| **Moderator** | L Calderwood |
| **External Examiner** | J Bohan |
| **Accreditation Details** | BPS |
| **Changes/Version Number** | 1.07<br><br>Module summary<br>Module delivery method<br>Learning outcomes<br>Assessment strategy<br>Learning and teaching description<br>Recommended reading list |

| **Assessment: (also refer to Assessment Outcomes Grids below)** |
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| Assessment 1 – Portfolio worth 100% |
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| (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.<br>(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.) |

**Assessment Outcome Grids (See Guidance Note)**

| **Component 1** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type (Footnote B.)** | **Learning Outcome (1)** | **Learning Outcome (2)** | **Learning Outcome (3)** | **Learning Outcome (4)** | **Learning Outcome (5)** | **Weighting (%) of Assessment Element** | **Timetabled Contact Hours** |
| Portfolio of written work | X | X | X | X | X | 100 | 0 |

**Change Control:**

| **What** | **When** | **Who** |
|---|---|---|
| Further guidance on aggregate regulation and application when completing template | 16/01/2020 | H McLean |
| Updated contact hours | 14/09/21 | H McLean |
| Updated Student Attendance and Engagement Procedure | 19/10/2023 | C Winter |
| Updated UWS Equality, Diversity and Human Rights Code | 19/10/2023 | C Winter |
| Guidance Note 23-24 provided | 12/12/23 | D Taylor |
| General housekeeping to text across sections. | 12/12/23 | D Taylor |

**Version Number: MD Template 1 (2023-24)**