

## University of the West of Scotland

### Module Descriptor

**Session: 23/24**

<b>Title of Module: Cognitive Psychology</b>			
<b>Code: PSYC09005</b>	<b>SCQF Level: 9 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	M Terras		
<b>Summary of Module</b>			
<p>This L9 module addresses topics and concepts of contemporary Cognitive Psychology and explores its' methods, models (and everyday applications. The module explores key aspects of cognitive functioning such as perception, attention, memory learning and decision making. In addition to evaluating both empirical and theoretical issues, this module will also explore cognition in action i.e, how cognitive psychology has be applied to understand and improve cognitive functioning in everyday contexts e,g, how Cognitive theory and research has been applied in Forensic contexts to improve the accuracy of eyewitness testimony and facial identification and how it has been applied in Clinical contexts to understand anxiety and depression, The module also considers the interplay between cognition and emotion and evaluates the contribution of cognitive neuropsychology/imaging to our understanding of cognitive functioning. The module will explain and familiarise students with a range of different methodologies used within contemporary Cognitive Psychology and encourage critical evaluation of these methods, as well as developing a critical appreciation of the utility of converging sources of evidence evaluate to our understanding of cognitive functioning.</p> <p>Graduate Attributes include:</p> <ul style="list-style-type: none"> <li>· Taking responsibility for the completion of practical work by deadlines</li> <li>· Integrating and evaluating information</li> <li>· Communicate research findings in conventional experimental report format</li> <li>· Process and interpret numerical data using appropriate statistical software</li> </ul>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will <b>normally</b> 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:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate detailed knowledge of the nature of cognition.
L2	Show a critical understanding of different theories and models of cognitive processing.
L3	Understand the relevance of cognitive psychology to everyday cognitive behaviour
L4	Understand experimental procedures and the reporting of experiments
L5	Click or tap here to enter text.
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)	<p>SCQF Level <b>9</b> Understanding the nature and range of cognitive functioning.</p> <p>Evaluating theories and models of cognitive processing.</p>	
Practice: Applied Knowledge and Understanding	<p>SCQF Level <b>9</b> Applying cognitive psychology to everyday activities</p> <p>Understanding cognitive psychology research methods through practical activities</p>	
Generic Cognitive skills	<p>SCQF Level <b>9</b> Critically evaluating theory and research</p> <p>Integrating theory, research and applications</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level <b>9</b></p> <p>Communicating research findings in conventional experimental report format.</p> <p>Processing and interpreting numerical data using appropriate statistical software</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level <b>9</b> Working effectively with others in groups</p> <p>Taking responsibility for the completion of practical work by deadlines</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours</p>

	and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Laboratory/Practical Demonstration/Workshop	24
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total: 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>There is no single core text for this course as students are expected to consult a range of primary sources (e.g. peer-reviewed journal articles) to support their study. References for these will be provided by lecturers.</p> <p>Supporting background information can be found in General Cognitive Psychology textbooks and more specialised texts. Examples in the UWS library are:</p> <p>Eysenck, M.W. &amp; Keane M.T. (2020). <i>Cognitive Psychology: A Student's Handbook</i> (8<sup>th</sup> Ed). Psychology Press.</p> <p>Groome, D. (2021). <i>An introduction to Cognitive Psychology: Processes and Disorders</i>. Routledge.</p> <p>Reisberg, D. (2021). <i>Cognition: Exploring the science of the mind</i>. W.W. Norton &amp; Company</p> <p>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</p>	

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*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.

### **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](#).

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 online spaces, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. 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.

(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**

<b>Divisional Programme Board</b>	Psychology and Social Work
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	UG/ PG Psychology
<b>Moderator</b>	G Maciejewski
<b>External Examiner</b>	T Fallon
<b>Accreditation Details</b>	British Psychological Society
<b>Changes/Version Number</b>	

**Assessment: (also refer to Assessment Outcomes Grids below)**

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

**NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc ) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1: Report (70%)

Assessment 2: Multiple Choice Tests (30%)

Assessment 3

(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.)

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

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Report	✓	✓	✓	✓			

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
MCTs	✓	✓	✓				

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>XX hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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)**