



### Module Descriptor

|                            |                               |   |           |
|----------------------------|-------------------------------|---|-----------|
| <b>Title</b>               | Cognitive Psychology          |   |           |
| <b>Session</b>             | 2025/26                       | <b>Status</b>                                 | Validated |
| <b>Code</b>                | PSYC09017                     | <b>SCQF Level</b>                             | 9         |
| <b>Credit Points</b>       | 20                            | <b>ECTS (European Credit Transfer Scheme)</b> | 10        |
| <b>School</b>              | Education and Social Sciences |   |           |
| <b>Module Co-ordinator</b> | C Longman                     |   |           |

#### Summary of Module

This Level 9 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 with 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, knowledgeable, digitally literate, problem solver, effective communicator, motivated, autonomous, creative, imaginative, driven.

|   |   |  |   |   |
|---|---|--|---|---|
| <b>Module Delivery Method</b>                     | <b>On-Campus<sup>1</sup></b><br><input checked="" type="checkbox"/> | <b>Hybrid<sup>2</sup></b><br><input type="checkbox"/>  | <b>Online<sup>3</sup></b><br><input type="checkbox"/>   | <b>Work -Based Learning<sup>4</sup></b><br><input type="checkbox"/> |
| <b>Campuses for Module Delivery</b>               | <input type="checkbox"/> Ayr<br><input type="checkbox"/> Dumfries   | <input type="checkbox"/> Lanarkshire<br><input type="checkbox"/> London<br><input checked="" type="checkbox"/> Paisley | <input type="checkbox"/> Online / Distance Learning<br><input type="checkbox"/> Other (specify) |   |
| <b>Terms for Module Delivery</b>                  | Term 1<br><input type="checkbox"/>                                  | Term 2<br><input checked="" type="checkbox"/>  | Term 3<br><input type="checkbox"/>  |   |
| <b>Long-thin Delivery over more than one Term</b> | Term 1 – Term 2<br><input type="checkbox"/>                         | Term 2 – Term 3<br><input type="checkbox"/>  | Term 3 – Term 1<br><input type="checkbox"/>   |   |

| <b>Learning Outcomes</b> |   |
|--------------------------|---|
| <b>L1</b>                | Demonstrate a critical understanding of the scope and defining features of Cognitive Psychology including an integrated knowledge of its main areas and boundaries. |
| <b>L2</b>                | Demonstrate a critical understanding of the principal theories, concepts, and terminology used in Cognitive Psychology.   |
| <b>L3</b>                | Use a range of software relevant to the study of cognitive processes (e.g., for data collection, manipulation, visualisation, analysis, and reporting).             |
| <b>L4</b>                | Critically analyse, evaluate, and synthesise ideas, concepts, information, and issues in Cognitive Psychology including their application to society.               |
| <b>L5</b>                | Conduct a Cognitive Psychology research project from inception to reporting with support from specialists in the field.   |

| <b>Employability Skills and Personal Development Planning (PDP) Skills</b> |   |
|--|---|
| <b>SCQF Headings</b>   | <b>During completion of this module, there will be an opportunity to achieve core skills in:</b>  |
| <b>Knowledge and Understanding (K and U)</b>                               | <b>SCQF 9</b><br>Understanding the nature and range of cognitive functioning.<br>Evaluating theories and models of cognitive processing.<br>Understanding the scope and defining features of Cognitive Psychology.<br>Critically understanding a range of principles, theories, concepts and terminology of Cognitive Psychology. |

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

|   |   |
|---|---|
| <b>Practice: Applied Knowledge and Understanding</b>    | <b>SCQF 9</b><br>Using a range of skills, techniques, practices, and/or materials associated with Cognitive Psychology research (e.g., for programming experiments, analysing/interpreting data).   |
| <b>Generic Cognitive skills</b>                         | <b>SCQF 9</b><br>Undertaking critical analysis, evaluation, and/or synthesis of ideas, concepts, information, and issues in Cognitive Psychology.   |
| <b>Communication, ICT and Numeracy Skills</b>           | <b>SCQF 9</b><br>Communicating research findings in conventional experimental report format to an audience of peers.<br><br>Processing, analysing, visualising, and interpreting numerical data using appropriate statistical software relevant to Cognitive Psychology research. |
| <b>Autonomy, Accountability and Working with Others</b> | <b>SCQF 9</b><br>Exercising autonomy and initiative at a professional level in conducting an experimental research project.<br><br>With guidance, managing ethical issues relevant to conducting experimental research on human participants.                                     |

|                      |                    |                     |
|----------------------|--------------------|---------------------|
| <b>Prerequisites</b> | <b>Module Code</b> | <b>Module Title</b> |
|                      | <b>Other</b>       |                     |
| <b>Co-requisites</b> | <b>Module Code</b> | <b>Module Title</b> |

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|--|
| <b>Learning and Teaching</b>   |
| <p>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.</p> <p>The module is delivered through a series of lectures and workshops.</p> <p>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.</p> <p>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.</p> <p>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.</p> |

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.

| <b>Learning Activities</b>   | <b>Student Learning Hours</b>  |
|--|--|
| During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | (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  |  |
| <b>TOTAL</b>   | <b>200</b>   |

### 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. In this module, you are considered to be academically engaged if you regularly engage with scheduled live sessions on campus (and occasionally online), including engaging with asynchronous activities online, course-related learning resources, and with timely completion of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this programme, 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 programme if you are not regularly engaging with each module's work and classes. We may reach out to check how things are going and offer support if we observe 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

|   |   |
|---|---|
| <b>Divisional Programme Board</b>       | <b>Psychology Social Work</b>   |
| <b>Overall Assessment Results</b>       | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded   |
| <b>Module Eligible for Compensation</b> | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><b>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.</b> |
| <b>School Assessment Board</b>          | UG/PG Psychology  |
| <b>Moderator</b>                        | J Ingram  |
| <b>External Examiner</b>                | T Fallon  |
| <b>Accreditation Details</b>            |   |
| <b>Module Appears in CPD catalogue</b>  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   |
| <b>Changes / Version Number</b>         | 1   |

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

**Assessment 1**

**Assessment 2****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.)

**Component 1**

| Assessment Type | LO1                                 | LO2                                 | LO3                                 | LO4                                 | LO5                                 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|-----------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
|                 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 100                                 | 36                       |

**Component 2**

| Assessment Type | LO1                      | LO2                      | LO3                      | LO4                      | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
|                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                     |                          |

**Component 3**

| Assessment Type                          | LO1                      | LO2                      | LO3                      | LO4                      | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                     |                          |
| <b>Combined total for all components</b> |                          |                          |                          |                          |                          | 100%                                | hours                    |

**Change Control**

| What                                   | When                      | Who      |
|--|---------------------------|----------|
| Minor edits to fix typos following ILR | 3 <sup>rd</sup> June 2025 | G Hendry |
| Copied to new template                 | 3rd February 2025         | G Hendry |
|  |                           |          |
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|  |                           |          |