University of the West of Scotland

Module Descriptor

Session: 2024-25

Title of Module: Cognitive Psychology			
Code: PSYC09017	**SCQF Level: 9 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	M Terras		

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 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:

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)
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 a critical understanding of the scope and defining features of Cognitive Psychology including an integrated knowledge of its main areas and boundaries.
L2	Demonstrate a critical understanding of the principal theories, concepts, and terminology used in Cognitive Psychology.
L3	Use a range of 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 issues in Cognitive Psychology including their application to society.
L5	Conduct a Cognitive Psychology research project from inception to reporting with support from 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 **9** Understanding the nature and range of cognitive functioning. Evaluating theories and models of cognitive processing. Understanding the scope and defining features of Cognitive Psychology. Critically understanding a range of principles, theories, concepts and terminology of Cognitive Psychology.
Practice: Applied Knowledge and Understanding	SCQF Level **9** Using a range of skills, techniques, practices, and/or materials associated with Cognitive Psychology research (e.g., for programming experiments, analysing/interpreting data).
Generic Cognitive skills	SCQF Level **9** Undertaking critical analysis, evaluation, and/or synthesis of ideas, concepts, information, and issues in Cognitive Psychology.
Communication, ICT and Numeracy Skills	SCQF Level **9** Communicating research findings in conventional experimental report format to an audience of peers. Processing, analysing, visualising, and interpreting numerical data using appropriate software relevant to Cognitive Psychology research.
Autonomy, Accountability and Working with others	SCQF Level **9** Exercising autonomy and initiative at a professional level in conducting an experimental research project. With guidance, managing ethical issues 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	
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 During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 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
	Hours Total 200

****Indicative Resources: (eg. Core text, journals, internet access)**
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: All full-time 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
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

Divisional Programme Board	Psychology and Social Work
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	UG/PG Psychology
Moderator	G Maciejewski
External Examiner	T Fallon
Accreditation Details	British Psychological Society
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1: Experimental report and portfolio worth 100%
(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)

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**
	✓	✓	✓	✓	✓	100%	

Component 3							
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**
Combined Total for All Components						**100%**	

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)