1. **Title of the module**

PSYC5660 (SP566): Cognition in Action

1. **School or partner institution which will be responsible for management of the module**

School of Psychology

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None.

1. **The courses of study to which the module contributes**

Optional to Psychology undergraduate courses. Not available as an elective module. Available to Short Term Credit students at the discretion of the school/module convenor.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate knowledge and understanding of how core concepts, theories and findings in the study of research in cognition have been applied to broader contexts.

8.2 Use the intellectual skill of critical reflection when considering the diversity of perspectives in the study of cognition in its broader context.

8.3 Critically evaluate theoretical and empirical literature on cognition and action.

8.4 Evaluate through written analysis and interpretation the application of cognitive theory and empirical findings to its broader context.

8.5 Develop an appreciation of the historical and conceptual issues in the study of cognition in action.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate literacy, numeracy and writing skills to present, interpret and discuss concepts, theories, and findings based on the use of the relevant literature.

9.2 Demonstrate knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology.

9.3 Critically evaluating the quality of theories, methods and findings in published research.

9.4 Ability to express well-founded opinions, argue rationally, develop new perspectives and engage in critical thinking both orally and in written form.

1. **A synopsis of the curriculum**

This module tackles a variety of hot and/or critical topics in cognitive psychology, building upon the theories and research assimilated at Stages 1 and 2. The goal of the lecturers, both experts on their topics, is to bring students to a more advanced level, where they can start to evaluate pieces of research in terms of their findings, conceptual underpinnings and/or methodological choices. The overarching theme focuses on free will and metacognition, looking in particular at the extent to which we control, or feel we control, our cognitive processes and behaviour in areas such as decision making, imitation and memory. We will discuss research that has used a variety of methods, including behavioural, animal and neuroimaging techniques. Practical applications and relevance to a general understanding of behaviour will be emphasised throughout.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

This module covers a variety of materials, not available in a single textbook. The main teaching materials are journal articles; these will be listed in more detail in an additional document. All articles are available through the University of Kent library or through <http://resourcelists.kent.ac.uk/index.html>.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Seminar Report 1, 500 words 50%

Short answer written exercise 1,500 words 50%

13.2 Reassessment methods

LIKE FOR LIKE

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study |  **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture/Seminar |  **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Seminar Report (1,500 words) |  **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Short answer written exercise (1,500words) |  **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module covers worldwide expertise on the subject matter, and encourages students to review content from a breadth of sources, both domestic and international.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 21/09/20 | Minor | September 2020 | 7,13,14 | No |
|  | Minor | September 2020 | 13,14 | No |

Revised FSO Jan 2018