1. **KentVision Code and title of the module**

PSYC6310 Psychology of Social Cognition

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

Division of Human and Social Sciences, 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 and/or any module restrictions**

None

1. **The course(s) of study to which the module contributes**

Social Sciences BSc

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

8.1 Demonstrate a systematic understanding of contemporary concepts, theories and findings in key areas of social cognition.

8.2 Demonstrate knowledge and understanding of the range of methods of analysis and inquiry used in social cognition

8.3 \*Demonstrate an awareness of how concepts, theories and findings in social cognition may be applied with benefits for individuals, groups, and society.

8.4 \*Critically evaluate concepts, theories and research findings in social cognition.

\*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

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

9.1 Demonstrate literacy, analytical and writing skills to analyse, interpret and discuss concepts, theories and findings from primary source literature

9.2 Demonstrate knowledge and awareness of the diversity of theoretical and empirical approaches in psychology

9.3 Demonstrate the ability to communicate effectively concepts, theories and findings to both specialist and non-specialist audiences

9.4 Critically evaluate the quality of theories and findings in published psychological research, and their potential applications to individual and social problems and issues

1. **A synopsis of the curriculum**

Social cognition examines relationships between cognitive and social processes, particularly the way we form beliefs about ourselves, other individuals, and social groups. Topics will include the cognitive processes in stereotyping and prejudice, whether our social behaviour is influenced by unconscious processes, and cognitive dissonance (the unpleasant feeling that we get when we hold beliefs that are inconsistent with each other or with our behaviour). A general theme will be biases and distortions in perceptions of ourselves, others and of the media. Recent research findings and methodology will be emphasised along with the practical implications of these findings for understanding human social behaviour.

1. **Reading list**

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

* Cooper, Joel (2007) Cognitive dissonance : fifty years of a classic theory. Los Angeles, Calif; London: SAGE.
* Fiske, Susan, & Taylor, Shelley. (2008) Social cognition: From brains to culture. McGraw-Hill.
* Moskowitz, Gordon (2004) Social Cognition : Understanding self and others. The Guilford Press.
1. **Contact Hours**

Private Study: 128

Contact Hours: 22

Total: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay\* 3,000 words 75%
* Magazine article 1,000 words 25%

\*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

13.2 Reassessment methods

 100% coursework (2,500 words)

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

**Module learning outcomes against learning and teaching methods:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** |  | **x** |  | **x** |
| Seminars |  |  |  |  |  | **x** | **x** |  |

**Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| Essay (3,000 words)\* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Magazine article (1,000 words) | **x** | **x** |  |  | **x** | **x** | **x** | **x** |

\*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

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**

Medway

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.

**DIVISIONAL USE ONLY**

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

| **Date approved** | **New/Major/Minor revision** | **Start date of delivery of (revised) version** | **Section revised (if applicable)** | **Impacts PLOs (Q6 & 7 cover sheet)** |
| --- | --- | --- | --- | --- |
| 20.01.22 | Major | September 2022 | 2, 8, 9, 13 and 15 | No |
|  |  |  |  |  |