1. **Title of the module**

PSYC8640 (SP864): Current Issues in Cognitive Psychology and Neuropsychology

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

School of Psychology

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

Level 7

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

20 (10 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 programmes of study to which the module contributes**

Compulsory to: Cognitive Psychology/Neuropsychology

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

8.1 Understand the core areas of concern in cognitive psychology and neuropsychology (such as vision, memory and language)

8.2 Understand the practice and significance of interdisciplinary cooperation, and the role of cross-domain constraint satisfaction in furthering scientific discovery in the different areas of cognitive psychology and neuropsychology.

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

9.1 Acquiring the critical and analytical skills in dealing with one’s own and others’ theoretical ideas and empirical research (from a range of disciplines).

9.2 The ability to develop coherent arguments and to evaluate critically and reconstruct flexibly in the light of one’s own and others’ feedback.

9.3 Developing the ability to communicate criticism, analyses, and arguments effectively and efficiently.

9.4 Extending their ability to communicate effectively and efficiently through different means (e.g. in written extended essays and orally)

1. **A synopsis of the curriculum**

The course provides a coherent base for understanding the methodological and theoretical issues that are currently considered important in the study of cognitive psychology and neuropsychology. Students will be shown how to critically appraise the philosophical and theoretical underpinnings of the various disciplines that comprise cognitive psychology and neuropsychology, and to evaluate how these disciplines may successfully be combined to further scientific understanding of the core problems in cognitive psychology and neuropsychology today. A selection of material from areas such as vision, learning, memory, language, reasoning, emotion will be referred to in order to examine the relationship between brain and mind, the modularity of brain and mind, and the notion of different levels/frameworks of description and explanation.

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

There is no core text. The seminars will have reading allocated per week, and will be reviewed each year to remain contemporary.

1. **Learning and Teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours:. 200

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

Two essays, with a combined volume of up to 4,000 words, one worth 30% and one 70%.

13.2 Reassessment methods

Like for Like.

1. ***Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |
| Private Study | **X** | **X** |  | **X** | **X** |  |
| Seminar/Lectures | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |
| 2 Essays (4,000 words) | **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) |
| 22/01/2016 | Minor | September 2016 | 12 |  |
| 27/01/2019 | Major | September 2019 | 4, 5, 12, 13, 14, 15 |  |

Revised FSO Jan 2018