## KentVision Code and title of the module

PSYC8290 Advanced Topics in Cognition in Action

## 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

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 7

## The number of credits and the ECTS value which the module represents

20 credits (10 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

#### Compulsory to the following courses:

* MSc Cognitive Psychology/Neuropsychology

#### Optional to the following courses:

* None

## 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 Critically reflect 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 Show an ability to evaluate and interpret the application of Cognitive theory and empirical findings to its broader context

8.5 Demonstrate appreciation of the historical and conceptual issues in the study of Cognition in Action

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

9.1 Demonstrate knowledge of a range of theoretical approaches to cognitive psychology/neuropsychology

9.2 Demonstrate awareness of current research and scholarship that requires students to engage with aspects of work at the frontiers of knowledge

## A synopsis of the curriculum

The central theme of this module will be to explore how cognition functions in the real world, that is, to investigate the application of cognitive models to the broader context of human behaviour. Possible topics for study include: the role of cognition in development, emotion, memory and action; applications to eyewitness testimony, intentional forgetting and embodied cognition. Practical applications and relevance to a general understanding of behaviour will be emphasised throughout.

## 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).

## Contact Hours

Private Study: 178

Contact Hours: 22

Total: 200

## Assessment methods

* 1. Main assessment methods

Presentation (approx. 20 minutes; non-prescriptive) – 20%

Extended Essay (4,000 words) – 80%\*

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

* 1. Reassessment methods

100% coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods 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 | 8.5 | 9.1 | 9.2 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

| Module learning outcome | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Presentation | **x** |  |  | **x** |  | **x** | **x** |
| Extended Essay (4,000 words) | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

Students are required to read and discuss a wide variety of topics and articles from both national and international sources. This reading will help decide on trending, relevant topics, which will form the focus of the extended essay. This will guide students to form an understanding of the research focus of different research labs in countries around the world.

**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) |
| --- | --- | --- | --- | --- |
| 18/09/2017 | Major | September 2017 |  |  |
| 21/11/2022 | Minor | September 2023 | 13 | No |