

Module Specification

Module Title Module Code
Credit Value Level Mode of Delivery Semester A

Pre-requisite modules	Co-requisite modules	Overlapping modules
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1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module builds upon themes developed in level 1 psychology modules and considers specific cognitive functions and properties of the human mind. The material covered will include visual and multimodal perception, attentional processes, memory mechanisms and the relationships and links between processes. Language, reasoning and decision making will also be covered. Experiments and studies from classical and modern cognitive psychology will be provided throughout.

2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

1. To provide a thorough grounding in the principles, theories, methods and research programmes in cognitive psychology.
2. To build and develop topics covered in Psychology 1 level modules.
3. To develop students understanding and evaluation of psychological topics, methodologies, classic studies and modern developments in cognitive psychology, cognitive neuroscience and neuropsychology.
4. To develop students' critical evaluation competencies of empirical work and theory in classical and modern cognitive psychology

3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant [QAA benchmark statements](#) and the [Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(2008\)](#). The [SEEC Credit Level Descriptors for Further and Higher Education 2003](#) and [Queen Mary Statement of Graduate Attributes](#) should also be used as a guiding framework for curriculum design.

Academic Content:

A1	Describe, understand, and critically evaluate core theories and empirical findings in the following topics of cognitive psychology: visual perception, attention and working models of attention, memory mechanisms, language, and problem solving and expertise.
A2	Critically evaluate the methods and techniques of cognitive psychology, cognitive neuropsychology, and cognitive neuroscience
A3	Integrate empirical findings from behavioural, neuroscientific, and neuropsychological studies when evaluating models and ideas in cognitive psychology

Disciplinary skills - able to:	
B1	Design, carry out, statistically analyse, and report experiments in cognitive psychology.
B2	Read and critically evaluate research papers in cognitive psychology, cognitive neuropsychology, and cognitive neuroscience

Attributes:	
C1	Engage critically with psychological knowledge through lectures and independent study
C2	Demonstrate numerical reasoning skills
C3	Effectively communicate psychological concepts, including statistical findings

4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but **should not** be an exhaustive list of materials.

Eysenck, M.W., & Keane, M. (2015). *Cognitive Psychology: a student's handbook*. 7th edition. Hove Psychology Press

Additional (supplemental) Reading:

Braisby, N., & Gellatly, A. (2012), *Cognitive Psychology*. Oxford University Press, second edition.

5) Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found [online](#) about KIS. You may also wish to refer to the [QAA guidance on contact hours](#) when completing this section.

Activity Type	KIS Category	Time Spent (in hours)
Lectures	Scheduled	22
Practical classes and workshops	Scheduled	5
	Total	27

Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

Activity Type	Total Time Spent (in hours)	Percentage of Time Spent
Scheduled learning and teaching	27	18
Placement	0	0
Independent study	123	82
Total	150	

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

6) Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

Description of Assessment	Assessment Type	KIS Category	Duration/Length	Percentage Weighting	Final element of assessment	Qualifying Mark
Written Examination	Examination	Written Exam	2 Hours	75%	Yes	
Coursework	Written assignment	Coursework		25%	No	

Final element of assessment: The assessment that takes place last. **There should normally be only one element of assessment marked as final unless two assessment or submission dates occur on the same day.**

Qualifying mark: A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. **This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.**

Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
 Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)		
Brief Description of Assessment	Assessment Type	Duration/Length of Examination/ Coursework
Resit Examination	Written Exam	2 Hours