

Module Specification

Module Title Module Code
Credit Value Level Mode of Delivery Semester

Pre-requisite modules	Co-requisite modules	Overlapping modules
Cognitive Psychology		

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 course will cover advanced cognitive neuropsychology and affective neuropsychology. Lectures for cognitive neuropsychology will include an introductory lecture followed by lectures on disorders of perception (object recognition) disorders of attention (the neglect syndrome), disorders of memory (amnesias) and basal ganglia disorders (Parkinson's disease). The second half of the course will cover affective neuroscience with lectures on attentional and interpretative biases in emotion processing, obsessive compulsive disorder, disgust, neuroscience of empathy, and neuroscience of music and emotions.

2) Module Aims

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

1. To introduce students to Advanced Cognitive Neuropsychology and Cognitive Affective Neuropsychology.
2. To give students a thorough understanding of theoretical approaches within the field of cognitive neuroscience
3. To evaluate evidence from behavioural and neuropsychological studies
4. To introduce students to evidence from both clinical and non-clinical populations

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:	
A 1	Illustrate an understanding of the main theoretical issues covered within each lecture
A 2	Critically evaluate this evidence and relate it to relevant literature and be aware of issues and controversies within the field of cognitive and affective neuropsychology

Disciplinary skills - able to:

B1	
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Attributes:	
C1	This module will enhance students' understanding of the organization of the brain and the relationship between structure and function via an examination of deficits occurring in cognitive and affective behavioural functioning due to structural and/or biochemical disruption

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.

Gazzaniga, M., Ivry, R.B. & Mangun G. R. (2014) <i>Cognitive Neuroscience: The Biology of the Mind</i> . Norton
Banich, M. T. & Compton, R. (2011) <i>Cognitive Neuroscience</i> . Wadsworth
Armony, J. (2013) <i>The Cambridge handbook of human affective neuroscience</i> . Cambridge University Press
Kenemans, L. (2013) <i>Psychology in the brain: integrative cognitive neuroscience</i> . Palgrave Macmillan
Ward, J. T. (2015) <i>The Student's Guide to Cognitive Neuroscience</i> . Psychology Press

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
Workshops	Scheduled	
	Total	22

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	22	15
Placement		
Independent Study	128	85
Total	150	100

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
Examination	Exam	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
Examination	Written Exam	2 hours