

Study Abroad Programme

The module description below is from the 2019/20 academic year and is subject to change, and for the use of study abroad students only.

Module name	Cognitive Psychology 1
Module code	PS2002
School	School of Arts and Social Sciences
Department or equivalent	Department of Psychology
UK credits	15
ECTS	7.5
Level	5
Delivery location (partnership programmes only)	

MODULE SUMMARY

Module outline and aims

The module provides one of the core areas of psychology required by the British Psychological Society for all students taking undergraduate programmes accredited for providing the Graduate Basis for Registration. The module provides a prerequisite for a number of specialist modules at level 3. Broad learning outcomes are shared with PS2003 Cognitive Psychology 2, but the two modules cover different aspects of cognition.

- 1) To provide you with an overview of some of the diverse and developing areas of cognitive psychology.
- 2) To enable you to evaluate theory and research findings in cognitive psychology.

Indicative content outline

Memory

Early explorations in memory: Ebbinghaus and Bartlett

Sensory Memory: Iconic and Echoic Memory

Short-term Memory (STM)

Working Memory (WM) model

Processing Accounts of Memory.

Vision

The problem of vision

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Basic processes

Spatial vision and motion

Object recognition

Co-requisite Modules

PS1003 Cognitive Approaches to mind and behaviour

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

- Appraise the nature of scientific approaches to the study of cognitive phenomena.
- Demonstrate substantive knowledge of experimental work and theory in Cognitive Psychology.
- Evaluate debates and theoretical issues in Cognitive Psychology.

Skills:

- Reflect critically on different theoretical approaches.
- Demonstrate the use of models and theories to explain cognitive phenomena.

Values and attitudes:

- Recognise the importance of a scientific approach to the study of cognition.

HOW WILL I LEARN?

These learning outcomes are explicitly demonstrated in lectures, and developed through directed reading. Learning is supported by web-based learning materials and reading lists.

Teaching pattern:

Teaching component	Teaching type	Contact hours (scheduled)	Self-directed study hours (independent)	Total student learning hours
	Lectures	20	130	150
Totals		20	130	150

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

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Assessments

2-hour examination comprising a combination of essay based questions, MCQs and short answer questions

Assessment pattern:

Assessment component	Assessment type	Weighting	Minimum qualifying mark	Pass/Fail?
Unseen examination	Written Exam	100	40	N/A

Assessment criteria

Assessment Criteria are descriptions of the skills, knowledge or attributes students need to demonstrate in order to complete an assessment successfully and Grade-Related Criteria are descriptions of the skills, knowledge or attributes students need to demonstrate to achieve a certain grade or mark in an assessment. Assessment Criteria and Grade-Related Criteria for module assessments will be made available to students prior to an assessment taking place. More information will be available from the module leader.

Feedback on assessment

Following an assessment, students will be given their marks and feedback in line with the Assessment Regulations and Policy. More information on the timing and type of feedback that will be provided for each assessment will be available from the module leader.

Assessment Regulations

The pass mark for the module is 40%. Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module.

INDICATIVE READING LIST

Memory

Baddeley, A.D. (1997). Human Memory: Theory and Practice. LEA

Neath, I. & Surprenant, A.M. (2003). Human Memory (2nd edition). Wadsworth

Vision



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Snowden, R., Thompson, P. & Troscianko, T. (2006). *Basic vision: An introduction to visual perception*. Oxford: Oxford University Press.

Wolfe, J.M., Kluender, K.R., Levi, D.M., Bartoshuk, L.M., Herz, R.S., Klatzky, R.L. & Lederman, S.J. (2006). *Sensation & Perception*. Sunderland, Massachusetts: Sinauer Associates, Inc.

Eysenck, M. & Keane, M. (2005) *Cognitive Psychology: A Student's Handbook (5th Edition)*. Hove, U.K: Psychology Press.

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