MODULE SPECIFICATION

Part 1: Basic Data						

Module Title	Cognitive Neuropsychology					
Module Code	USPK6P-15-3		Level	3	Version	2
Owning Faculty	Health and Applied Sciences		Field	Psychology		
Contributes towards	Psychology - BSc Hons + combinations					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard	
Pre-requisites	None		Co-requisites	None		
Excluded Combinations	None		Module Entry requirements	None		

Part 2: Learning and Teaching	
Learning Outcomes	When students have successfully completed the module, they should be able to: • Describe and discuss current theoretical approaches and research methods used for cognitive neuro-psychology (Component A and B). • Critically evaluate how theory affects both research and practice in cognitive neuro-psychology (Component A and B). • Identify appropriate research methods for specific research questions (Component A and B). • Describe and critically debate current issues in cognitive neuro-psychology (Component B).
Syllabus Outline	The module covers the following topics: • Methods of investigating brain structure and function • Cognitive tests • Impairments of perception such as blindsight, object agnosia and prosopagnosia. • Disorders of language and thinking and awareness and attention • Disorders of executive function including ageing and Alzheimer's disease. • Mirror Neurons • Disorders of pain perception • How drugs affect cognition • Applied issues to do with brain damage and treatments

Contact Hours	For a 15-credit module, students will be expected to engage in 150 hours of work. • **Scheduled learning:** Students will typically receive 3 hours of contact time per week over a 12-week period of study. Contact time will comprise of a mixed model of instruction that will include lectures and/or seminar sessions. Contact time will be blended between in-class sessions and online sessions delivered within a virtual learning environment (e.g., asynchronous discussions, virtual classrooms, etc.) • **Independent learning:** Students are expected to spend 114 hours on independent learning tasks and preparation of assessments
Teaching and Learning Methods	• Students will be expected to attend timetabled sessions designed to guide their understanding of the topic material and independent study. • There will be framework-building lectures given by staff with expertise in the area, supplemented by invited lectures from external subject specialists. These may be delivered either in-class or via a virtual learning environment. • The module will use videos, pdfs, and self-directed on-line learning to establish basic knowledge and understanding, followed by group seminars discussing issues arising. Feedback will be provided on a continuous basis throughout the module at the group level and on individual assignments where appropriate. • The focus of the module is on students engaging with course materials, learning actively, and generating their own areas of interest for further work. • Students will be enabled to use Blackboard the university supported virtual learning environment to organise and communicate their learning material. Students will be able to engage with the material, other students and members of staff through this system and make use of the various functionalities built into the Blackboard (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.). Moreover, students will be able to communicate with their instructors using university sponsored tools (such as Lync). **Scheduled learning** includes lectures, seminars, and workshops. **Independent learning** includes hours engaged with essential reading, assignment preparation and completion etc.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data					
Number of credits for this module				15	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	0

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage	50%
Coursework assessment percentage	50%
Practical exam assessment percentage	0%
	100%

Reading Strategy	All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases. |
| Indicative Reading List | *The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. CURRENT advice on readings will be available via other more* |

	frequently updated mechanisms.
	• Ward, J. (2010) *The Student's guide to Cognitive Neuroscience.* 2nd ed Hove; New York: Psychology Press.
	• Gazzaniga, M. S. Ivry, R. B. and Mangun, G. R. (2002) *Cognitive Neuroscience: the biology of the mind* 2nd ed. New York: W W Norton and Co.
	Journals Brain Cognition Trends in Cognitive Neuroscience

Part 3: Assessment

Assessment Strategy	**Coursework Portfolio (Component B)**
	A point system will be used to represent engagement with the conceptual material and discussions. Each aspect of the portfolio will contribute similarly to the portfolio point system.
	• *Discussion Participation*: Level 3 studies should be seen as problem solving and at the forefront of academic debate; it is therefore the intention of this module to engage students in debate regarding the many views and options within the field of developmental psychology. Discussions will take place either in-class or online in the form of discussion boards, blogs, journals, etc.
	• *Conceptual Understanding*: Students must demonstrate a level of understanding of the conceptual topics. Engagement with the conceptual topics will be encouraged through formative assignments including (but not limited to) multiple choice and short answer questions throughout the module.
	The exact content of the Portfolio may vary year on year but the assessment requirements, weighting between assessment components as well as marking criteria will be clearly stated in the module handbook.
	For students engaged in a resit, the Portfolio is replaced by a critical review of research on a topic cover in the module. This is because the portfolio assessments require class participation, which is not possible during the resit period.
	Final Exam (Component A)
	A timed written exam under controlled conditions during the university exam period. The exam is chosen to meet the requirement for a controlled condition and also to provide students with the ability to evidence a more in-depth understanding of selected topics that in possible in the other assessments.
	• Students under exam conditions will compose two mini-essays in the one-hour exam (each answer is typically about 400 words). Answers are expected to draw on current and previous research literature in order to critically evaluate the subject matter presented. The topics for the mini-essay will be seen in advance.

Identify final assessment component and element		

% weighting between components A and B (Standard modules only)	**A:** **50**	**B**: **50**

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. Timed Essay (1 hr)	100
Component B **Description of each element**	**Element weighting (as % of component)**
1. Coursework Portfolio	100

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. Timed Essay (1 hr)	100
Component B **Description of each element**	**Element weighting (as % of component)**
1. Critical Review of Research Topic (Related to Cognitive Neuropsychology) 1500 words	100

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.