



Module Specification

Mind, Brain, and Development

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Part 1: Information

Module title: Mind, Brain, and Development

Module code: USPSTY-30-2

Level: Level 5

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Social Sciences

Partner institutions: None

Field: Psychology

Module type: Module

Pre-requisites: Introduction to Psychology and Crime 2025-26

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Pre-requisites: Students must take USPYKR-30-1 Introduction to Psychology with Crime or equivalent.

The module takes an integrated approach to the study of cognitive psychology, developmental psychology, and biological psychology by examining a wide range of theories and perspectives.

Features: Not applicable

Educational aims: Students will develop skills in the following areas:

Communicate effectively, both verbally and in writing.

Develop planning and project management skills to become more independent.

Retrieve and organise information from different sources.

Critically evaluate primary source material.

Reason logically and scientifically to consider alternative approaches and explanations.

Make critical judgements and evaluations to gain different perspectives on a question.

Outline syllabus: The module explores how basic and higher-order cognitive processes develop from birth through the lifespan, incorporating an examination of neuroanatomy and neurophysiology.

Examples of possible topics include: perception, attention, memory, executive-functioning, language, problem-solving, and decision-making.

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching will consist of a combination of lectures, seminars, and workshops in order to maximise student engagement with the learning material.

Scheduled teaching sessions include lectures, seminars, and workshops. Each week will consist of three hours contact time, either through face-to-face sessions or through the virtual learning environment.

Independent learning includes engagement with essential reading, further reading, learning activities and tasks, and assignment preparation. Typically it is expected that students will spend approximately 144 hours reading and preparing for scheduled sessions, 24 hours on revision activity, and 60 hours on coursework preparation.

The university learning portal and the virtual learning environment will be used to

support students' learning, conduct activities, and organise and communicate learning materials. Students will be able to engage with the material, other students, and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.), as appropriate for the learning activity.

As a 30-credit module, this module assumes 300 hours of study on the part of the student.

Scheduled learning for this module will be approximately 66 hours and may take several forms (e.g., lectures, seminars, and workshops). There will be 3 hours of contact time per week for 22 weeks.

Independent learning – Students are expected to spend 234 hours on independent learning tasks and preparation of assessments.

To complement face-to-face teaching use of UWE-endorsed VLE packages will be used. This will include mainly a comprehensive use of the tools offered through Blackboard.

Each week will consist of three hours contact time, either through face-to-face sessions or through Blackboard.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Critically evaluate theories, evidence, and research methodologies relating to cognitive, developmental, and biological psychology

MO2 Demonstrate an understanding of a range of topics in cognitive psychology, including perception, attention, memory, and higher-order functions

MO3 Demonstrate an understanding of theoretical perspectives in lifespan development with an emphasis on cognitive development

MO4 Demonstrate an understanding of the biological, neurophysiological, and psychopharmacological basis of behaviour and development

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 234 hours

Face-to-face learning = 66 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uspsty-30-2.html) via the following link <https://uwe.rl.talis.com/modules/uspsty-30-2.html>

Part 4: Assessment

Assessment strategy: Assessment strategy: The strategy consists of two portfolios of assessments drawn from a selection of different possible activities; for example, essays, reports, short essays, small projects, multiple-choice tests, and video, audio, and live presentations.

The assessments have been designed to encourage engagement with the module, critical evaluation, self-directed study, and application of practical knowledge within the areas of cognitive, biological and developmental psychology.

Assessment tasks:

Portfolio (First Sit)

Description: A portfolio of assessments drawn from a selection of different possible activities; for example, essays, reports, short essays, small projects, multiple-choice tests, and video, audio, and live presentations.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (First Sit)

Description: A portfolio of assessments drawn from a selection of different possible activities; for example, essays, reports, short essays, small projects, multiple-choice tests, and video, audio, and live presentations.

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: A portfolio of assessments drawn from a selection of different possible activities; for example, essays, reports, short essays, small projects, multiple-choice tests, and video, audio, and live presentations.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: A portfolio of assessments drawn from a selection of different possible activities; for example, essays, reports, short essays, small projects, multiple-choice tests, and video, audio, and live presentations.

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study: