University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Mind, Brain and Development					
Module Code	USPSTY-30-2		Level	2	Version	1.1
Owning Faculty	Health and Applied Sciences		Field	Psychology		
Contributes towards	BSc (Hons) Psychology BSc (Hons) Psychology with Criminology BSc (Hons) Psychology with Law BSc (Hons) Psychology with Sociology Plus Psychology Minor Combinations					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard	
Pre-requisites	USPJLS-30-1; Introduction to Psychology or equivalent		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	September 2014		Valid to	September 2020		

CAP Approval Date	28/03/2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Critically evaluate methods, theories, and findings relating to cognitive, developmental, and biological psychology (Components A and B) 2. Demonstrate an understanding of human perception, attention, memory, and higher-order processing (Components A and B) 3. Demonstrate an understanding of theoretical perspectives in lifespan development with an emphasis mainly on cognitive development (Components A and B) 4. Demonstrate an understanding of the genetic, neurochemical, and psychopharmacological basis of behaviour and development (Components A and B).
Syllabus Outline	The course takes an integrated approach to the study of cognitive psychology, the brain and development by examining a wide range of theories and perspectives A brief overview of the structure includes how a number of basic and higher order cognitive processes develop from birth to adulthood. This will be explored from a range of perspectives, although the focus will largely be on cognitive and cognitive neuropsychological topics. The role of biology in all this will form the framework for much of the module. Examples of areas that will be covered include: o Cognition (e.g., memory, language, executive functioning, perception) o Brain (e.g., neuroanatomy, neural networks, neurochemistry) o Development (e.g., typical and atypical trajectories, nature/nurture)

	Students will develop skills in the following areas: • Communicate effectively, both face-to-face or in writing. • Retrieve and organise information from different sources. • Handle primary source material critically. • Solve problems and reason scientifically to consider alternative approaches and solutions. • Make critical judgements and evaluations to gain different perspectives on a question. • Use personal planning and project management skills to become more independent and pragmatic.
Contact Hours	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 72 hours and may take several forms. This will be delivered through a combination of lectures, seminars, and workshops in order to maximise student engagement with the material. There will be 3 hours of contact time per week for 24 weeks. **Independent learning** – Students are expected to spend 228 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 or Lync.
Teaching and Learning Methods	Teaching will consist of a combination of lecture, seminar, and workshop in order to maximise student engagement with the material. **Scheduled learning** includes lectures, seminars, workshops, and tutorials. Each week will consist of three hours contact time, either through face-to-face sessions or through Blackboard or Lync. **Independent learning** includes hours engaged with essential reading, assignment preparation and completion etc. Typically it is expected that students would spend approximately • 144 hours reading and preparing for scheduled sessions • 24 hours on revision activity • 60 hours on coursework preparation **TEL:** MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, 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 and useful for the module learning.
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.

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

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	40%
Practical report assessment percentage	35%
Research review assessment percentage	25%
	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 **core 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.

Further reading
Students will be encouraged to identify relevant further reading resources for themselves, and guidance will be given on how to identify, access and evaluate such resources. Students will also be supplied with lists of further reading. All the sources listed will be available in the library or open access.

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. As such, its currency may wane during the life span of the module specification. However, as indicated above, *current* advice on readings will be available via the module guide or through BlackBoard.

	Croker, S. (2012) *The development of cognition.* Andover: Cengage Learning. Eysenck, M. W. & Keane, M. T. (2015) *Cognitive psychology : a student's handbook.* Hove: Psychology. Gillibrand, R., Lam, V. & O'Donnell, V. L. (2011) *Developmental psychology.* Harlow: Prentice Hall. Goswami, U. (2008) *Cognitive development: the learning brain.* Hove: Psychology Press. Groome, D. (2014) *An introduction to cognitive psychology: processes and disorders.* Hove: Psychology Press. Kalat, J. W. (2014) *Biological psychology.* Andover: Cengage Learning EMEA. Matlin, M. W. & Matlin, M. W. C. (2013) *Cognitive psychology.* Hoboken, N.J.: Wiley. Smith, P. K., Cowie, H. & Blades, M. (2011) *Understanding children's development.* Oxford: Wiley-Blackwell. Ward, J. (2015) *The student's guide to cognitive neuroscience.* Hove: Psychology Press.

Part 3: Assessment	
Assessment Strategy	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. The controlled summative assessment (Component A) consists of an unseen 2-hour exam with essay questions designed to examine the breadth of knowledge and understanding of areas of cognitive, biological, and developmental psychology, as well as the integration of material across the two semesters of the module; The coursework summative assessments (Component B) consist of - A 2000 word practical report. The assessment is designed to foster students' capacities to engage in literature searches, develop a research rationale and hypotheses, understand methodology used to study cognitive, biological, or developmental psychology, and interpret experimental findings. The report will be based upon a study conducted during module experimental workshops. - A research review based upon a study conducted during module experimental workshops. The assessment is designed to assess students' abilities to summarise and concisely present research related to a cognitive, biological, or developmental psychology topic and will also involve writing an executive summary to recap all key points at a level that should be accessible to non-subject matter experts.

Identify final assessment component and element	Component A EX1	
% weighting between components A and B (Standard modules only)	**A:** 40%	**B**: 60%
First Sit		
Component A (controlled conditions) **Description of each element**	**Element weighting**	
1. Unseen exam (2 hours) Assessment Period 2	100%	
Component B **Description of each element**	**Element weighting**	

1. Practical report 2. Research review and summary	60% 40%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Unseen exam (2 hours) Assessment Period 3	100%
Component B **Description of each element**	**Element weighting**
1. Practical report 2. Research review and summary	60% 40%
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.	