

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	PSY519
Module Title	Memory and Language
Level	5
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100497
Cost Code	GAPS
Pre-requisite module	None

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BSc (Hons) Psychology	Core
BSc (Hons) Psychology with Foundation Year	Core

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	30 hrs
Placement hours	0 hrs
Guided independent study hours	170 hrs
Module duration (Total hours)	200 hrs

Module aims

This module will acquaint students with current and classical theories relating to learning, memory, and language, and develop their ability to evaluate these theories and evidence base. The various factors that can influence these cognitive processes and how these can be evaluated through experiments and assessments will be explored in this module. Relevant neuroscientific techniques used for research and assessments will also be discussed.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Demonstrate an appreciation of the cognitive processes of memory and /or language.
2	Critically evaluate the separate and the cooperative functions of different parts of the brain with respect to the human learning processes.
3	Critically discuss the key cognitive theories, concepts, and models of memory and / or language to appraise current research.
4	Evaluate the application of key methodological approaches that are used to understand learning, memory and / or language on behaviour.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: A portfolio of assessments focused on biological underpinnings of memory and language, which is equivalent to 1500-word (e.g., 10-minute Power point presentation, 5-minute Podcast on a given topic, short answers, class tests, case study).

Assessment 2: A 2500-word research report or proposal focused on cognitive aspects of memory and/ or language

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	4	Portfolio	Equivalent to 1500 words	40%	N/A
2	1,2,3	Written Assignment	2,500 words	60%	N/A

Derogations

None

Learning and Teaching Strategies

A range of different learning and teaching strategies will be utilised in this module, including lectures, seminars, group, and individual activities, directed and self-directed learning, and tutorials. Module content will include pre-recorded asynchronous online content that will inform synchronous sessions. This will allow students time to reflect on and further develop their knowledge ahead of consolidating learning through group workshops and/or seminars.

Students will gain experience through experimental and/ or biological tasks that relate to the topic area, which may be provided online or physically in the classroom. All learning and teaching methods are supported by the University's virtual learning environment, Moodle, where students will be able to access clear and timely information to support the delivery of content such as videos, links to relevant online information, discussion forums, and pre-recorded lectures. The University's Active Learning Framework (ALF) is embedded within the module to achieve optimal accessibility, inclusivity, and flexibility in terms of teaching and learning. This is in line with the principles of Universal Design for Learning (UDL). A learning blend is used that combines synchronous and asynchronous digitally enabled learning with best use of online opportunities and on-campus spaces and facilities.

Welsh Elements

Indicative Syllabus Outline

- Learning and factors that influence learning
- Memory: introduction to models, theories of memory, and types of memory including short-term and long-term memory
- Methods used in memory research
- Interaction between attention and memory
- Semantic memory
 - Everyday memory: including prospective, eyewitness, and flashbulb memory
- Consciousness, thinking, and cognitive control
- Language: including, acquisition, speech production, speech perception, comprehension, and reading
- Cognition and emotion
- Creativity and wisdom
- Amnesia and memory difficulties
 - Role of expertise in memory and language
 - Ethical considerations, inclusivity, and best research practice within the field of Cognition and experimental research

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Barnes, J. (2013). *Essential biological psychology*. Sage Publications Ltd.

Eysenck, M. W., & Brysbaert, M. (2023). *Fundamentals of cognition*. (4th ed.). Routledge.

Other indicative reading:

Andrewes, D. (2016). *Neuropsychology: From theory to practice*. (2nd ed.). Routledge.

Baddeley, A., Eysenck, M. W., & Anderson, M. C. (2020). *Memory* (3rd ed.). Psychology Press.

Gilhooly, K, Lyddy, F., Pollick, F., & Buratti, S. (2021). *Cognitive psychology* (2nd ed.)

Harley, T. J. (2013). *The psychology of language: From data to theory* (4th ed.). Psychology Press.

Ward, J. (2020). *The student's guide to cognitive neuroscience* (4th ed.). Psychology Press.

Workman, L., & Reader, W. (2021). *Evolutionary psychology: An introduction* (4th ed.). Wiley.

Administrative Information

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Initial approval date	April 2026
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