

Module specification

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Module Code	PSY632
Module Title	Neuropsychology
Level	6
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	Option
BSc (Hons) Psychology with Foundation Year	Option

Breakdown of module hours

Learning and teaching hours	24 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	24 hrs
Placement hours	0 hrs
Guided independent study hours	176 hrs
Module duration (Total hours)	200 hrs

Module aims

This module will acquaint students with neuroanatomy of neuropsychological disorders, neuropsychological assessments, and interventions. Students will be able to understand the purpose of neuropsychological assessment and consider the pitfalls in interpreting assessment data. Students will be able to consider the ethical implications and individual differences in neuropsychology.

Module Learning Outcomes

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

1	Critically explore the relationship between neuroanatomy and neuropsychological disorders
2	Critically evaluate current theories and evidence base for neuropsychological assessments and/or interventions
3	Critically discuss neuropsychological assessments and its interpretation

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 2500-word critical essay on a given topic linking theories and neuropsychological assessments (e.g., assessments of executive functions or memory).

Assessment 2: A power point presentation on a case study about neuropsychological disorder and appropriate neuropsychological assessment or intervention. Duration will be 10 minutes presentation and 5 minutes Q&A.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1,2	Written Assignment	2500 words	60%	N/A
2	3	Presentation	15 Minutes	40%	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.

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

Students can present their work, access forms, resources, email correspondence, placement support and personal tutorials in Welsh.

Indicative Syllabus Outline

- Neuropsychology across lifespan
- Functional neuroanatomy relevant to neuropsychological disorders
- Common mechanisms of neurological impairment, their consequences, assessment, and rehabilitation
- Purpose of neuropsychological assessment and potential pitfalls in interpreting assessment data
- Critical understanding of neuropsychological assessment techniques
- Ethical implications and individual differences in neuropsychology

Indicative Bibliography

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

Essential Reads:

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

Other indicative reading:

Bear, M. F., Connors, B. W., & Paradiso, M. A. (2020). *Neuroscience: Exploring the brain* (4th ed.). Lippincott Williams and Wilkins

Kring, A. M., Johnson, S. L., Davison, J. C., & Neale, J. M. (2022). *Abnormal psychology: The science and treatment of psychological disorders* (15th ed.). John Wiley

Administrative Information

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