Appendix 3l

Please read [Guidance 3xviii](#) in order to complete this form.

New Module Form/Module Narrative

1.	**Module code:**	M08	
2.	**Title:**	Cognition & Learning	
3.	**Credit points:**	30	
4.	**FHEQ level:**	7	
5.	**Start term:**	Autumn, Spring, Summer	
6.	**Module leader:**	Dr Jane Yeomans	
7.	**Accredited by:**		
8.	**Module restrictions:**		
	(a) Pre-requisite	None	
	(b) Programme restrictions	None	
	(c) Level restrictions	7	
	(d) Other restrictions or requirements		
9.	**Aims:** Cognition and Learning aims to allow students to explore the interplay between cognitive functioning and development, the learning environment and the socio-cultural context for learning. Students will gain in-depth knowledge of what constitutes cognition, including the relationship between cognition and learning and models of disability enabling them to provide advice to parents, colleagues, managers and evaluate interventions to ensure they provide effective support to help manage cognition and learning needs across their setting.		
10.	**Learning outcomes:** *(Knowledge and Skills sections can be merged if appropriate)* On successful completion of this module, students will: 1. Hold in depth knowledge of what constitutes cognition, including the relationship between cognition and learning, neurodiversity and models of disability 2. In depth knowledge of theories related to intellectual development that take account of environment, socio cultural aspects of learning & development and includes reference to historical and political contexts, with particular emphasis on the concepts of intelligence and IQ 3. In depth knowledge of theories about learning, failure to learn, and evidence-informed approaches to support neurodiverse learners. 4. Be able to critically evaluate research and theory relating to the assessment and teaching of individuals experiencing difficulties with cognition and learning, taking account of the role of intelligence, IQ and anti-oppressive practice in relation to Cognition and Learning. 5. Identify and critically evaluate the role of neuroscience in cognition and learning interventions and evaluate the evidence base for interventions aimed at supporting neurodiversity as well as cognition and learning difficulties.		
11.	**Syllabus:**		

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- An overview of what constitutes cognition: perception, attention, memory, metacognition. The way in which these areas contribute to theories about and definitions of learning (and learning failure). The relationship between learning and instruction.
- Medical and social models of disability and their relationship to cognition and learning
- Theories of intellectual development: Piaget, Vygotsky, Feuerstein.
- The role of neuroscience. Neuromyths and classroom practice.
- The historical and political context related to consideration of individual differences, including the development of what is understood by 'intelligence' and 'IQ'.
- Equal opportunities and anti-oppressive practice issues related to assessing cognition and learning.
- Identifying, assessing and teaching individuals with cognition and learning difficulties, including interrogating the evidence base for interventions

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<tr><td>12.</td><td>

Learning and teaching strategy:

Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.

Students access the study topics, including the learning activity instructions and supporting content through Campus Online.

Campus Online is an integrated environment that:
- Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments.
- Allows students to manage and track their progress through the activities and assessments.
- Allows the flexibility for students to work at their own pace, around their individual schedule and to revisit all materials at any point in their studies.
- Enables students to submit their evidence and assignments, and receive feedback from their tutors.

These are supported by activities that promote review and reflection and provide access to relevant theory, policy, case study and exercises. There is access to supporting content including:
- Directed reading of selected papers, book chapters, specialist online materials.
- Use of case study examples, videos and other learning materials.
- Practical activities and reflection on own practice, structured through 'learning log' online entries.

Campus Online also supports a collaborative learning environment with:
- Fellow students via online discussions to problem-solve issues raised by delegates from real-life settings, to critically analyse ideas and research, and respond to practical case studies.

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	• Interaction with tutors including receiving formative feedback, and more general support (for learning, technical questions and course administration) via private messaging and forums. • Both students and tutors via webinars (both live and recorded) by tutors and visiting professionals and academics.
13.	**Assessment scheme:** **(a) Formative assessment scheme** Self evaluation questionnaires to self-check knowledge and understanding through the module. All assessments are able to be submitted to tutors ahead of final submission in order to receive formative feedback.
	(b) Summative assessment scheme

Task: Critical Analysis Critically evaluate research and theory relating to the assessment and teaching of children with cognition and learning difficulties, including a consideration of the role of IQ testing and equal opportunities implications.

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
33%	2000 words	2, 4,	x No ☐ Yes	x No ☐ Yes – individual student ☐ Yes – group approval ☐ Yes – whole module

Task: Reflective Analysis A reflective analysis of the experiences of individuals with cognition and learning difficulties, including reflections on models of disability and the use of labels.

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
25%	1500 words	3	x No ☐ Yes	x No ☐ Yes – individual student ☐ Yes – group approval ☐ Yes – whole module

Task: Practice Analysis A visual presentation giving overview and critique of a selected intervention approach for cognition and learning difficulties.

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
42%	2500 words	1, 5	x No ☐ Yes	x No ☐ Yes – individual student ☐ Yes – group approval ☐ Yes – whole module

<table>
<tr><td colspan="3">In order to pass the module, the student will be required to achieve either:
    ☐ an overall aggregate of grade 16;
    ☐ an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component
    x an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component
    ☐ an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component</td></tr>
<tr><td></td><td>Seen examination</td><td>.…….%</td></tr>
<tr><td></td><td>Unseen examination</td><td>…….%</td></tr>
<tr><td></td><td>Coursework (no examination)</td><td>100%</td></tr>
<tr><td>14.</td><td>**Timetabled examination required**</td><td>Yes ☐
No x</td></tr>
<tr><td>15.</td><td>**Length of exam**</td><td>……..hours</td></tr>
<tr><td>16.</td><td>**Learning materials**</td><td>The core reading list for this module can be found on the relevant module page on the Campus Online learning platform.

All essential reading materials that are required for the course are available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.

Additional learning materials can be accessed via EBSCO.

Aksayli, D. N., Sala, G., & Gobet, F. (2019) The cognitive and academic benefits of Cogmed: A meta-analysis. *Educational Research Review,* 27, 229-243

Arnold, C. and Yeomans. J. (2006). *Teaching, Learning and Psychology*. London: David Fulton.

Buckler, S. and Castle, P. (2014). *Psychology for Teachers*. London: Sage.

Frederickson, N. and Cline, T. (2002) *Special educational needs, inclusion and diversity.* Buckingham: Open University Press.

Gathercole, S. and Alloway, T. (2007). *Understanding Working Memory: a classroom guide*. London: Harcourt Assessment.

Goswami, U. (2008). *Cognitive Development: The learning brain*. Hove: Psychology Press</td></tr>
</table>

Appendix 3I

		Standards and Testing Agency (2020). *The Engagement Model*. Available at https://www.gov.uk/government/publications/the-engagement-model

In addition, for in-house, joint and franchised programmes only

17.	**UNISTATS - assessment**	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	……..%
	EXAM	……..%
	PRACTICAL	……..%
18.	**UNISTATS – learning and teaching**	
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	
	Placement Activity (e.g. placement, work based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	

19.	**Module run (NB These should be set up four years in advance):**							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner

20.	**Timetabling information:**	
	(a) Please indicate which teaching activities will be offered in this module*:	
	LECTURE (LEC)	YES/NO
	SEMINAR (SEM)	YES/NO
	LABORATORY (LAB)	YES/NO

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	WORKSHOP (WRK)	YES/NO
	(b) Timetabled	YES/NO
	(c) Student centrally allocated	YES/NO

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
	PgCert/PgDip/MEd SEND and Inclusion	Optional
	PgCert/PgDip/MEd SEND and Inclusion: Assessment	Optional
	PgDip/MEd SEND and Inclusion: Autism	Optional
	PgDip/MEd SEND and Inclusion: Pastoral	Optional
	PgDip/MEd Inclusive Educational Leadership	Optional
	PgCert SEND and Inclusion: Cognition and Learning	Core

Validated collaborative partner (if applicable):
Real Group Ltd

Consultation

The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	
External Examiner(s)	

 # Definition of UNISTATS assessment types:

(For further details see LQEH Section 16)