

Module code: MOD007127	Version: 3 Date Amended: 22/May/2025
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1. Module Title
Brain, Body and Mind (Level 7)

2a. Module Leader
Matt Bristow

2b. School
School of Psychology, Sport and Sensory Sciences

2c. Faculty
Faculty of Science and Engineering

3a. Level
7

3b. Module Type
Standard (fine graded)

4a. Credits
30

4b. Study Hours
300

5. Restrictions			
Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:	MSc Psychology		

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

Brain, Body and Mind draws heavily on psychology, neuroscience, individual differences and evolutionary approaches to provide a critical understanding of mind and behaviour. The module will provide you with a comprehensive and critical synthesis of how biology and evolutionary theory underpin all human and animal behaviour before examining cognitive and individual difference models of the mind and behaviour. You will be challenged to analyse areas of human psychology from the multiple perspectives examined and to show an integrated understanding of the area. The module is largely topic based and you will address a key areas of psychology from a variety of perspectives: Current cognitive theory, the biological underpinnings, evolutionary and genetic perspectives, individual differences and clinical issues. Topics will include areas such as: perception, learning, memory, language, problem solving & decision making and consciousness and meta-cognition, intelligence and social cognition.

6b. Outline Content

The biological underpinning of mind & behaviour, cellular basis of behaviour, synapses & pharmacology, functional neuroanatomy, evolutionary psychology and behavioural genetics; Theoretical underpinning of cognitive psychology and individual differences. Key topic areas explored in depth will include: Perception, learning, memory, language, problem solving & decision making and consciousness and meta-cognition, intelligence and social cognition. Each topic area will be analysed from a variety of perspectives, such as: current cognitive psychology, evolutionary and genetic perspectives, biological underpinnings and individual differences.

6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

6d. Specialist Learning Resources

Students should make use of the university's specialist library resources (e.g. journal articles) in order to expand their knowledge and understanding of the subject area.

7. Learning Outcomes (threshold standards)		
No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Show a critical understanding of key concepts in cognitive psychology, intelligence and biological psychology
2	Knowledge and Understanding	Show a critical awareness of key debates and controversies within cognitive neuroscience.
3	Intellectual, practical, affective and transferrable skills	Evaluate the contemporary cognitive neuroscience literature on a specific topic and provide a critical evaluation of the area.
4	Intellectual, practical, affective and transferrable skills	Be able to communicate complex scientific ideas and findings in a concise manner for a non-specialist audience.

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2026/7	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	34	1-4	3 x 1 hour of lectures x 11 weeks plus 1 hour lecture in TW 12
Other teacher managed learning	15	1-4	1 hour seminar x 5 weeks and 2 hour practicals x 5 weeks
Student managed learning	251	1-4	Preparing for lectures, seminars and practical sessions, individual and group learning activities as directed by the module team and preparing assessments.
TOTAL:	300		

9. Assessment for the above Module Occurrence

The assessment for some modules includes a presentation (see below for details on how this particular module is assessed). We recognise that presenting, especially to a large group, can cause significant anxiety or distress for some students. If this may affect you, please contact your Module Leader or the Disability and Neurodiversity Service as early as possible. We will work with you to consider appropriate reasonable adjustments. Depending on your individual needs, these might include, for example, presenting to a smaller group or presenting only to a member of academic staff.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	2-4	70 (%)	Fine Grade	40 (%)

PORTFOLIO 3500 WORD EQUIVALENT

Assessment components for Element 010

Component No.	Assessment Title	Submission Method	Weighting (%)	Components needed for Mark Calculation?
010/1	Research Summary	Canvas	30 (%)	All
010/2	Essay	Canvas	70 (%)	

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Coursework	1	30 (%)	Fine Grade	40 (%)

IN-CLASS ASSESSMENT 90 MINUTES

Assessment components for Element 011

Component No.	Assessment Title	Submission Method	Weighting (%)	Components needed for Mark Calculation?
011/1	MCQ1	Scheduled Activity: Timetabled assessment task	33 (%)	All
011/2	MCQ2	Scheduled Activity: Timetabled assessment task	33 (%)	
011/3	MCQ3	Scheduled Activity: Timetabled assessment task	34 (%)	

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above**
- (b) pass any pass/fail elements**

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]