

## PROGRAMME SPECIFICATION

### Course record information

Name and level of final award:	MSc Cognitive Rehabilitation The MSc Cognitive Rehabilitation is a Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Diploma in Cognitive Rehabilitation Postgraduate Certificate in Cognitive Rehabilitation
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Cavendish Campus
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	FT/PT
<a href="#">QAA subject benchmarking group(s)</a> :	
Professional statutory or regulatory body:	
Date of course validation/review:	March 2011
Date of programme specification approval:	2012-13
Course Leader:	Trudi Edginton
Course URL:	<a href="http://westminster.ac.uk/courses/postgraduate">westminster.ac.uk/courses/postgraduate</a>
Westminster Course Code:	W50
JACS code:	
UKPASS code:	

## **Admissions requirements**

There are standard minimum [entry requirements](#) for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information.

For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements.

More information can be found here: [westminster.ac.uk/courses/postgraduate/how-to-apply](http://westminster.ac.uk/courses/postgraduate/how-to-apply)

## **Aims of the course**

The MSc Cognitive Rehabilitation programme aims to offer a high quality postgraduate qualification which:

- provides a theoretical and practical background in cognitive rehabilitation principles, approaches and interventions, with a fundamental grounding in cognitive neuropsychology and clinical neuroscience
- provides a range of practical and technical skills that will prepare students for a research career in academic or clinical rehabilitation
- encourages students to recognise the value of an multidisciplinary holistic approach to research in cognitive rehabilitation
- fosters an ability to integrate the different methodologies of cognitive rehabilitation into a coherent approach to original independent research in the field of cognitive rehabilitation
- develops advanced skills in critical analysis, creative thinking and communication
- provides a forum for self-reflection and development of personal skills

## **Employment and further study opportunities**

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e., employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements which will inform the service delivered to students. Students on the course are expected to have a range of backgrounds, including occupational therapy, speech and language therapy, nursing, biology and psychology. The course will attract both new graduates looking to complement their education before either joining the labour market or going onto further studies and older students who already have experience of working either in a related area or are looking to retrain to change career paths. After completing the course, alumni would be able to consider studying for PhDs, working as assistant psychologists in a range of clinical areas and further training in the psychology professions.

## Course learning outcomes

In accordance with the Quality Assurance Agency (QAA) and in line with the guidelines provided by the South East England Consortium (SEEC) and the HECIW, the MSc Cognitive Rehabilitation course has a list of learning outcomes. A learning outcome is 'a statement of what a learner is expected to know, understand and/or be able to do at the end of a period of learning'. In addition to each module having its own learning outcomes (listed in individual syllabuses), there are also learning outcomes for successful completion of the course as a whole. These are described below and **Section 2.1** shows specifically where each of these is taught, practised and assessed.

### Knowledge and understanding: *Cross reference of learning outcomes by module in which taught, practised or assessed*

Learning Outcome	Core module(s) in which:		
	Taught	Practised	Assessed
A working knowledge of how cognitive neuropsychology can be used in the diagnosis of cognitive impairment and to inform cognitive rehabilitation	2ACN7H3 SACN704 SACN705	2ACN7H3 SACN704 SACN705	2ACN7H3 SACN704 SACN705
A knowledge and critical appreciation of how clinical neuropharmacology informs our understanding of the biological basis of cognition	2ACN7H5 SACN704 SACN705	2ACN7H5 SACN704 SACN705	2ACN7H5 SACN704 SACN705
The ability to utilise and integrate theoretical knowledge from cognitive psychology, neuropsychology and neuropharmacology to design an effective cognitive rehabilitation programme based on clinical presentation and cognitive profile	SACN704 SACN705	SACN704 SACN705	SACN704 SACN705
A critical and up-to-date knowledge of how key methodologies can be used together to develop, evaluate and contribute to theoretical models of cognitive rehabilitation	1MPH7A3 SACN704 SACN705	1MPH7A3 SACN704 SACN705	1MPH7A3 SACN704 SACN705
The ability to apply a holistic and comprehensive biopsychosocial approach to cognitive rehabilitation, which responds to individual needs across a range of factors (e.g. personality, co-morbid clinical features, social environment)	SACN704 SACN705	SACN704 SACN705	SACN704 SACN705

The ability to recognise the importance of realistic goal setting and to identify appropriate outcome measures when evaluating cognitive rehabilitation interventions	SACN704	SACN704	SACN704
	SACN705	SACN705	SACN705
A critical awareness of the current theories and new advances within the field of cognitive rehabilitation	SACN704	SACN704	SACN704
	SACN705	SACN705	SACN705
	1MPH7A4	1MPH7A4	1MPH7A4

**Specific skills: Cross reference of learning outcomes by modules in which they are taught, practised and assessed**

Learning Outcome	Core module(s) in which:		
	Taught	Practised	Assessed
effective use of IT in the management, processing and communication of scientific information	Orientation 1MPH7A3 1MPH7A4	Orientation 1MPH7A3 1MPH7A4	1MPH7A3 + All core
the ability to critically review literature within the full field of cognitive rehabilitation and other cognate subject areas	2ACN7H5 1MPH7A4 SACN704 SACN705	2ACN7H5 1MPH7A4 SACN704 SACN705	2ACN7H5 1MPH7A4 SACN704 SACN705
the ability to develop and analyse a substantial piece of independent research that is well grounded in previous work and that incorporates or draws on the key methodologies and theoretical approaches relevant to cognitive rehabilitation	1MPH7A3 1MPH7A4 SACN702 SACN704 SACN705	1MPH7A3 1MPH7A4 SACN702 SACN704 SACN705	1MPH7A3 1MPH7A4 SACN702 SACN704 SACN705
the ability to analyse and present findings from an independent piece of work within the field of cognitive rehabilitation	+ All core	+ All core	+ All core

**Key Transferable skills: Cross reference of learning outcomes by modules in which taught, practised or assessed**

Learning Outcome	Core module(s) in which:		
	Taught	Practised	Assessed

the ability to reflect on their own performance, knowledge base and skills level and use this reflection to plan personal development and success	Orientation & ongoing PDP	2ACN7H3 2ACN702 SACN704 SACN705	2ACN7H3 2ACN702 SACN704 SACN705
a level of communication skills, both oral and written, that reflects a postgraduate level of education	Orientation	All core	All core
the ability to recognise and effectively utilise the appropriate level of supervision and guidance to manage an independent piece of work	Orientation & ongoing PDP	+ All core	2ACN702 SACN704 SACN705
the ability to plan the time allocated to a number of concurrent goals such that all are managed effectively	Orientation & ongoing PDP	All core	All core
experience of how group work can be used to reflectively integrate different areas of expertise and knowledge	SACN704 SACN705	SACN704 SACN705	SACN704
the ability to develop original, independent and critical thinking and to develop theoretical concepts and construct coherent arguments	All core	All core	All core

## Knowledge and understanding

On successful completion of the MSc programme, students will be able to demonstrate:

- a working knowledge of how cognitive neuropsychology can be used in the diagnosis of cognitive impairment and to inform cognitive rehabilitation
- a knowledge and critical appreciation of how clinical neuropharmacology informs our understanding of the biological basis of cognition
- the ability to utilise and integrate theoretical knowledge from cognitive psychology, neuropsychology and neuropharmacology to design an effective cognitive rehabilitation programme based on clinical presentation and cognitive profile
- a critical and up-to-date knowledge of how key methodologies can be used together to develop, evaluate and contribute to theoretical models of cognitive rehabilitation
- the ability to apply a holistic and comprehensive biopsychosocial approach to cognitive rehabilitation, which responds to individual needs across a range of factors (e.g. personality, co-morbid clinical features, social environment)
- the ability to recognise the importance of realistic goal setting and to identify appropriate outcome measures when evaluating cognitive rehabilitation interventions
- a critical awareness of the current theories and new advances within the field of cognitive rehabilitation

## Specific skills

On successful completion of the MSc programme, students will be able to demonstrate:

- effective use of IT in the management, processing and communication of scientific information
- the ability to critically review literature within the full field of cognitive rehabilitation and other cognate subject areas
- the ability to develop and analyse a substantial piece of independent research that is well grounded in previous work and that incorporates or draws on the key methodologies and theoretical approaches relevant to cognitive rehabilitation
- the ability to analyse and present findings from an independent piece of work within the field of cognitive rehabilitation.

## Key Transferable Skills / Other Attributes

On successful completion of the MSc programme, students will be able to demonstrate:

- the ability to reflect on their own performance, knowledge base and skills level and use this reflection to plan personal development and success
- a level of communication skills, both oral and written, that reflects a postgraduate level of education
- the ability to recognise and effectively utilise the appropriate level of supervision and guidance to manage an independent piece of work
- the ability to plan the time allocated to a number of concurrent goals such that all are managed effectively
- experience of how group work can be used to reflectively integrate different areas of expertise and knowledge
- the ability to develop original, independent and critical thinking and to develop theoretical concepts and construct coherent arguments

## Course Structure

Credit Level 7				
Module code	Module title	Status	UK credit	ECTS
7PSYC026W	Specialist Topics for Applied Psychology	Core	20	10
7CONU002W	Cognitive Neuropsychology	Core	20	10
7CONU001W	Clinical Neuroscience	Core	20	10
7COGR001W	Principles of Cognitive Rehabilitation	Core	20	10
7COGR002W	Cognitive Rehabilitation Interventions	Core	20	10
7PSYC002W	Extended project		60	30
7PSYC018W	Project		40	20
7PSYC029W	Work experience module		20	10
7PSYC001W	Data Handling for Applied Psychology	Core	20	10

## Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](http://westminster.ac.uk/academic-regulations)

## How will you be supported in your studies?

### Course Management

The management and quality procedures are in accordance with the approved procedures of the University of Westminster.

The management structure supporting the course is as follows:

- **Dr Trudi Edginton**

Course Leader, responsible for day-to-day running and overall management of the course and development of the curriculum.

- **Dr Kathryn Waddington**

Head of Department, with overall responsibility for the course and for other courses run by the Department of Psychology in the Faculty of Science and Technology.

- **Professor Jane Lewis**

Dean of Faculty, with overall responsibility for the course and for other courses run by the Faculty of Science and Technology.

### Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Faculty Registry Office. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students

### Learning Support

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students<sup>1</sup> can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

### Support Services

The University of Westminster Student Affairs department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith

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<sup>1</sup> Students enrolled at Collaborative partners may have differing access due to licence agreements.

guidance. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

### **How do we ensure the quality of our courses and continuous improvement?**

The course was initially approved by a University Validation Panel in 2011. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

### **How do we act on student feedback?**

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- The University also has an annual Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.

**Please note:** This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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