UNIVERSITY OF LEADING THE WAY WESTMINSTER

PROGRAMME SPECIFICATION

Name and level of final award:	**BSc (Hons) Cognitive & Clinical Neuroscience** **BSc (Hons) Cognitive & Clinical Neuroscience with Professional Placement** **BSc (Hons) Cognitive & Clinical Neuroscience with International Study** All three BSc's are Bologna FQ-EHEA first cycle degrees or diploma compatible
Name and level of intermediate awards:	Diploma of Higher Education Certificate of Higher Education
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognized Body
Location of delivery:	Dept of Psychology, 115 New Cavendish St.
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	Three years full time September start Psychology
QAA subject benchmarking group(s):	
Professional statutory or regulatory body:	This programme is accredited by the British Psychological Society as conferring eligibility for the Graduate Basis for Chartered Membership, **provided the minimum standard of a Lower Second Class Honours is achieved and the empirical project has been passed.** This is the first step towards becoming a Chartered Psychologist
Date of course validation/review:	May 2015
Date of programme specification approval:	January 2015
Valid for cohorts:	2017/18 Level 4, 5 and 6
Course Leader:	Haiko Ballieux
UCAS code and URL:	B140 http://www.westminster.ac.uk/courses/undergraduate

What are the minimum entry requirements for the course?

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.

westminster.ac.uk/courses/undergraduate/how-to-apply

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.

Aims of the course

The aims of the BSc (Hons) **Cognitive & Clinical Neuroscience** degree at the University of Westminster has been designed to:

- Provide a specialist undergraduate degree programme in cognitive and clinical neuroscience, meeting the requirements of the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS).
- Provide a firm basis of knowledge and understanding in the core areas of cognitive and clinical neuroscience: neuroscience, (meta)cognition, clinical psychology, comparative psychology, neuropharmacology, evolution, and (lifespan) development.
- Enable students to follow particular subject interests within cognitive and clinical neuroscience through their option module choices and to relate the scientific aspects of those subjects to current advances in the field today.
- Enable students to integrate prevailing theories and methodologies from the key cognitive and clinical neuroscience cores in the quest for a holistic and interdisciplinary understanding of cognition.
- Enable students to function in, and/or relate to, the practical work undertaken in a variety of laboratory and clinical settings in cognitive and clinical neuroscience in preparation for their potential future employment.
- Use teaching and assessment methods that facilitate the development of discipline-specific skills, independent learning, and other transferable skills.
- Provide a learning environment that promotes both the academic and personal development of students.
- Monitor and enhance the quality of the cognitive and clinical neuroscience curriculum, using information from student feedback, external examiners, and peer observation.

Within the Department of Psychology there is a wealth of teaching experience and research expertise in each of the aspects of cognitive and clinical neuroscience. In order to cover the full range of practical experience the course is also linked with the Faculty of Life Sciences who will teach elements of the neuropharmacology of cognition.

Of particular significance to this degree are the number of active external collaborations we have with research projects related to cognitive and clinical neuroscience, including Imperial College, Chelsea & Westminster Hospital, Kings College, Institute of Psychiatry, Oxford Brookes University and Addenbrookes Hospital in Cambridge (in association with University of Cambridge). Although the course does not rely on these

collaborations to run successfully, they do highlight the level of research activity within the team. Furthermore, the optional work experience module and work placement year have the potential to provide opportunities for some students to gain experience in external research settings.

The course fits in with the aims of the University's teaching and learning policy. In particular, the University is committed to 'education for professional life.' This course provides such a focus, allowing for the development of new knowledge and the updating of professional skills.

What will you be expected to achieve?

Learning outcomes are statements on what successful students have achieved as the result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall **knowledge and understanding** you will gain from your course (KU).
- **Graduate attributes** are characteristics that you will have developed during the duration of your course (GA).
- **Professional and personal practice learning outcomes** are specific skills that you will be expected to have gained on successful completion of the course (PPP)
- **Key transferable skills** that you will be expected to have gained on successful completion of the course. (KTS)

Level 4 learning outcomes
Upon completion of level 4 you will be able to demonstrate the ability to:

L4.1: Describe and explain key concepts and theories across the breadth of four core areas of the discipline: biological, cognitive, developmental and social psychology (KU)

L4.2: Apply basic research methodologies, evaluate their strengths and weaknesses, and identify ethical issues relating to research (KU)

L4.3: Conduct data analysis using basic analytic techniques, and report the results using conventions of the discipline, with support, grounded by participation in empirical studies (PPP)

L4.4: Work collaboratively on clearly defined tasks (KTS)

L4.5: Communicate ideas clearly and fluently orally, visually, and in writing (KTS)

L4.6: Identify and examine conceptual and historical issues relating to five core areas of the discipline: individual differences, biological, cognitive, developmental and social psychology (KU)

L4.7: Use evidence-based reasoning to evaluate a claim (PPP)

L4.8: Gather information on a given topic, with guidance, using a range of resources, and use this information with appropriate regard to the quality of the source, and to principles of information usage including plagiarism and copyright issues (KTS)

L4.9: Use appropriate software to perform statistical analysis, and use productivity tools for writing and for presenting information visually (KTS)

Level 5 learning outcomes
Upon completion of Level 5 you will be able to demonstrate the ability to:

L5.1: Integrate theoretical concepts and research findings across multiple perspectives from a range of core BPS areas (KU)

L5.2: Identify, describe and evaluate general themes/concepts/models in psychological and physiological function (KU)

L5.3: Demonstrate awareness of ethical codes of conduct in the planning and execution of psychological research (PPP)

L5.4: Interact effectively within groups and teams (KTS)

L5.5: Demonstrate computer literacy, at least in the use of word processing, the Internet and statistical software to analyse numerical, statistical and other forms of data. (KTS)

L5.6: Analyse and interpret both quantitative and qualitative data sets (PPP)

L5.7: Carry out a comprehensive literature research of a given topic using a wide range of resources and demonstrate the ability to gather, organise and critically assess primary source material (KTS)

L5.8: Design, conduct, analyse and interpret experiments investigating aspects of cognitive processes, with guidance (KTS)

L5.9: Demonstrate proficiency in written and oral communication (KTS)

Level 6 learning outcome
Upon completion of Level 6 you will be able to demonstrate the ability to:

L6.1: Evaluate how psychological theory and evidence apply to professional practice and understanding of routes of professional development (KU)

L6.2: Reason scientifically and critically evaluate the relationship between, opinion, theory and evidence (KTS)

L6.3: Employ evidence-based scientific reasoning and examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis in psychology (PPP)

L6.4: Be sensitive to and react appropriately to contextual and interpersonal factors when engaging in teamwork, collaborations and with research experimentation and participation (GA, KTS)

L6.5: Demonstrate proficiency in the interpretation of qualitative analysis of quantitative data sets (KTS)

L6.6 Demonstrate practical knowledge of a variety of psychological tools, such as: specialist software, laboratory equipment, psychometric instruments and clinical diagnostic assessment materials (PPP)

L6.7: Define research problems and questions, generate and explore testable hypotheses identifying and employ the appropriate methodologies and analyses (KTS)

L6.8: Undertake self-directed study and project management with minimum support, demonstrating the ability to: initiate, design, conduct and report an empirically-based research project (KTS)

L6.9: Effectively and fluently communicate concepts, arguments and research findings, written or orally, suitable for a range of audiences. (KTS)

How will you learn? Learning and Teaching

Most modules are timetabled as weekly four-hour slots, consisting of a lecture and a small group session, which is usually either a practical or a seminar.

- *Lectures* are used to impart core knowledge, introduce theoretical concepts, research findings, debates and controversies, and to guide students' reading.
- *Seminars* are used to enrich the learning from lectures and reading through participation in a planned activity or discussion forum. Activities vary from week to week and module to module. For example, videos may be shown (e.g. of clinical case studies), students may engage in debates on current issues or students may participate in a laboratory or practical session. Seminars, tutorials and practical work are used to explore concepts and ideas further as well as provide students with an insight into existing work in the field. These sessions are usually run with a small group of students (maximum 25). There has been an increasing emphasis on student- centred learning within the course, an example being student presentation of material that is then used as a basis for further discussion.
- *Practical classes & laboratory workshops* are used to provide students with direct experience of conducting experiment, and then collecting and interpreting the data obtained. These practical sessions can take place in classrooms, computer rooms or scientific laboratory settings.
- Teaching on each module is supported by on-line materials using 'Blackboard' for the administration and distribution of course materials, there is also a substantial integration of e-learning activities, such as online debates, discussion boards, formative multiple-choice assessments, wikis and blogs.
- In addition to formal teaching, every module is supported by a period of independent study, which includes a wide variety of activities including museum visits, concerts, competitions, online discussions and debates, reflective logs, and guided research.

How will you be assessed?

The course offers a variety of assessment types that aim to assess a diverse range of skills and knowledge.

All modules integrate a variety of both formative and summative assessment. Most Cognitive & Clinical Neuroscience BSc modules conform to a two summative assessments structure (except the *Project in Cognitive & Clinical Neuroscience*, and possibly one other module). Assessments may include, but are not restricted to: exams, in class tests, essays, oral presentations, poster presentations, debates, laboratory, practical and technical reports, viva voce, case studies, magazine articles, grant proposals, committee work, team work, play-writing, student-led seminars, online presentations, blogs, and wikis. The diverse range of techniques used to assess students is necessary due to the varied nature of subject matter covered. Additionally, a varied range of assessment types enhances the learning experience and increases personal development and key transferrable skills. For example, the use of group work and oral presentations encourage skills often vital to successful graduate employment.

Assessment is closely connected to both teaching methodology and learning outcomes. It is important that assessment should be seen as a vital part of the learning process; for this the formative element of the coursework-based assessment will be served through a variety of methods including the appropriate and timely feedback from the tutors. At the start of each module students will be alerted to:

- Assessment scheme for each module
- Schedules of coursework assignments, including the submission dates, due back dates and the method of submission

Each specific assignment will provide

- Details and guidance regarding what is required
- Details of assessment criteria and marking scheme

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalize on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. To this end, career development skills are embedded in all courses and opportunities for part-time work, placement and work-related learning activities are widely available to students. Additionally, staff maintain knowledge of labour market trends and employers' requirements, which will inform the service delivered to students. Moreover, staff continue to widen and strengthen University links with employers in all sectors relevant to the curriculum design and encourage their participation in other aspects of the University's career, education and guidance provision. Cognitive and Clinical Neuroscience provides a broad range of skills and career opportunities are therefore very diverse. For example, graduates may pursue careers in: clinical (neuro)psychology, (cognitive) neuroscience, psychiatric work or experimental research, or follow an IT-related career in industry or academic research. A significant proportion of those who study Cognitive and Clinical Neuroscience obtain postgraduate degrees and/or pursue careers other fields, e.g. law, education, forensics, commerce, and marketing.

The Cognitive and Clinical Neuroscience BSc (Hons) aims to create graduates who are:

- **Critical Thinkers** - employing evidence-based reasoning, possessing deep and expansive knowledge of core domains of psychology, and applying multiple perspectives to psychological issues (L4.1, L4.7, L5.1, L5.2, L5.7, L6.2, 6.7)
- **Creative Thinkers** - making connections within and beyond the discipline, recognising distinctive contribution of psychology to real-world issues, and constructing knowledge

by framing and developing lines of enquiry (L4.1, L4.2, L4.3, L4.6, L4.7, L4.8, L5.1, L5.2, L5.8, L6.1, L6.2, L6.3, L6.6, L6.7)

- **Enterprising in Outlook -** tackling problems resiliently and confidently both independently and in groups, reflecting and learning from own performance, with an appreciation of the routes of professional development to psychological practice (L4.2, L4.4, L5.4, L5.5, L6.1, L6.4, L6.6, L6.8)
- **Numerate, and Effective Communicators** - reasoning about data, presenting research findings effectively, and able to explain ideas clearly and fluently orally, in writing, and through the creation of artefacts such as posters or campaign materials (L4.3, L4.5, L4.7, L4.9, L5.5, L5.6, L5.8, L5.9, L6.5, L6.8, L6.9)
- **Global in Outlook, and Community Engaged** – respecting diversity, promoting equality, and showing awareness of cross-cultural variance in psychological constructs (L4.1, L4.4, L5.3, L5.4, L6.1, L6.4)
- **Socially, Environmentally and Ethically Aware** –practicing psychology in accordance with ethical codes, behaving with integrity, and aware of the potential application of psychology to the promotion of social justice and environmentally sustainable behaviour (L4.1, L5.3, L5.4, L6.3, L6.4)

The possessor of a qualification **recognised by the British Psychological Society** that confers the Graduate Basis for Chartered Membership, the first step to becoming a Chartered Psychologist.

Course structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Credit Level 4: BSc Psychology (PSY) & BSc Cognitive & Clinical Neuroscience (CCN)				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
4PSYC001W	Social Psychology	Core	20	10
4PSYC002W	Cognitive Psychology	Core	20	10
4PSYC004W	Developmental Psychology	Core	20	10
4PSYC003W	Biological Psychology	Core	20	10
4REPS001W	Introduction to Psychological Research Methods	Core	20	10
4PSYC006W	Individual Differences	Core	20	10
Award of Certificate of Higher Education available				
Credit Level 5: BSc Cognitive & Clinical Neuroscience (CCN)				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
5PSYC002W	Cognitive & Clinical Research Methods	Core	40	20
5PSYC007W	Lifespan Development	Core	20	10
5PSYC008W	Systems Neuroscience	Core	20	10
5PSYC009W	Brain and Cognition	Core	20	10
CCN or PSY	CCN or PSY Level 5 Option Module or Westminster Elective	Option*	20	10
*You must choose ONE Level 5 option module (see below)				
Award of Diploma of Higher Education or Foundation Degree available				
Optional Sandwich Year Level 5 leading to BSc Cognitive & Clinical Neuroscience with Professional Placement				
5PSYC013W	CCN Placement Year	Option	20	10
Optional Sandwich Year Level 5 leading to BSc Cognitive & Clinical Neuroscience with International Study				
	Psychology International Study Year	Option	20	10

Credit Level 5 Options Modules: Cognitive & Clinical Neuroscience (CCN)				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
5PSYC003W	Mechanisms of Mind-Body Therapies	Option	20	10
5PSYC005W	Volunteering and Employability in a Psychological Setting	Option	20	10
Credit Level 6: BSc Cognitive & Clinical Neuroscience (CCN)				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
6PSYC002W	Project in Cognitive & Clinical Neuroscience	Core	40	20
6PSYC010W	Evolution of Language, Communication and Consciousness	Core	20	10
6PSYC009W	Clinical Neuropsychology	Core	20	10
CCN or PSY	CCN or PSY Option Module or Westminster Elective	Option*	20	10
CCN or PSY	CCN or PSY Option Module or Westminster Elective	Option*	20	10
*You must choose TWO Option modules at this level. At least ONE option module must be CCN specific (see below)				
Award of BSc available, Award of BSc Honours available				
Credit Level 6 Options Modules: Psychology BSc (PSY), Cognitive & Clinical Psychology = CCP				
6PSYC012W	Neuropharmacology of Cognition	Option	20	10
6PSYC011W	Music & The Mind	Option	20	10
6PSYC003W	Occupational and Work Psychology	Option	20	10
6PSYC013W	Psychology of Education	Option	20	10
6PSYC005W	Psychology of Counselling and Psychotherapy	Option	20	10
6PSYC006W	Health Psychology	Option	20	10
6PSYC007W	Forensic Psychology	Option	20	10
6PHYM002W	Topics in Neuroscience	Option	20	10
* Level 5 CCN option modules will be presented in semester 1. Level 6 CCN/PSY option module semester TBD				

Please note: Not all option modules will necessarily be offered in any one year.

Cognitive & Clinical Neuroscience Module Diagramme

Level 4 modules

Semester 1

- Social Psychology
- Cognitive Psychology
- Biological Psychology

Semester 2

- Introduction to Psychological Research Methods
- Developmental Psychology
- Individual Differences

Level 5 modules

Semester 1

Semester 2

- Cognitive & Clinical Research Methods

Systems Neuroscience	Brain and Cognition
OPTION*	Lifespan Development

*ONE Option Module: Choose from *Mechanisms of Mind-Body Therapies* or *Volunteering and Employability in a Psychological Setting* or *a Westminster Elective**. Westminster Electives include a wide range of non-course interdisciplinary options offered in the second semester. See website for choices.

Level 6 modules

Semester 1	**Semester 2**
Project in Cognitive & Clinical Neuroscience	
Evolution of Language, Communication, and Consciousness	Clinical Neuropsychology
OPTION*	OPTION*

*TWO Option Modules: Choose from: *Neuropharmacology of Cognition, Music and the Mind, Occupational and Work Psychology, Psychology of Education, Psychology of Counselling and Psychotherapy, Health Psychology, and Forensic Psychology, or a Westminster Elective**. Westminster Electives include a wide range of non-course interdisciplinary options offered in the second semester (e.g. Polylang). See website for choices.

***ONE** of the three option modules taken during Levels 5 and 6 must be from CCN.

= Core module

= Option module

Professional Body Accreditation or other external references

This programme is accredited by the British Psychological Society as conferring eligibility for the Graduate Basis for Chartered Membership, provided the minimum standard of a Lower Second Class Honours is achieved, and the project has been passed. This is the first step towards becoming a Chartered Psychologist.

Academic regulations

The Cognitive & Clinical Neuroscience BSc (Honours), Cognitive & Clinical Neuroscience with Professional Placement (Honours), Cognitive & Clinical Neuroscience with International Study (Honours) and their intermediate awards operate in accordance with the University's Academic Regulations and the UK Quality Code for Higher Education Part A: Setting and maintaining academic standards published by the Quality Assurance Agency for Higher Education (QAA) in 2013.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with the Modular Framework for Undergraduate Courses and relevant sections of the current Handbook of Academic Regulations, which is available at westminster.ac.uk/academic-regulations. Regulations are subject to change and approval by Academic Council.

Award

To qualify for the award of BSc and BSc Honours in Cognitive & Clinical Neuroscience, a student must have:

- Obtained at least a minimum of 360 credits and a maximum of 480 credits including:
    - A minimum of 120 Credits at Level 4 or higher, including 80 credits passed and a minimum of condoned credit in each of the remaining modules up to the value of 40 credits; and
    - A minimum of 120 credits at Level 5 or higher; and
    - A minimum of 120 credits at Level 6 or higher.
- Attempted modules with a maximum value of 340 credits at Levels 5 and 6; and
- Satisfied the requirements contained within any course specific regulations for the relevant course scheme.

How will you be supported in your studies? Course Management

- Course Leader (Full-time degree): Dr Haiko Ballieux
- Admissions Tutor (Full-time degree): Carol Pearson
- Head of Department: Dr Damien Ridge
- Acting Dean of Faculty: Prof Mark Baldwin

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[1] 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 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 2010. 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.

[1] Students enrolled at Collaborative partners may have differing access due to license agreements.

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 Student Experience Survey, which seeks the opinions of students about their course and University experience. Final year Undergraduate students will be asked to complete the National Student Survey, which helps to inform the national university league tables.

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.