

## PROGRAMME SPECIFICATION

### Course record information

Name and level of final award:	BSc (Hons) Cognitive Neuroscience
	The BSc (Hons) Cognitive Neuroscience degree is Bologna FQ-EHEA first cycle degree or diploma compatible.
Name and level of intermediate awards:	BSc Cognitive Neuroscience Diploma of HE Certificate of HE Certificate in Psychology Placement Learning
Awarding body/institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Dept of Psychology, Regent Site
Language of delivery and assessment:	English
Course/programme leader:	Dr Kevin Morgan
Course URL:	<a href="http://www.westminster.ac.uk/">http://www.westminster.ac.uk/</a>
Mode and length of study:	Full-time
University of Westminster course code:	U09FUCOG
JACS code:	B140
UCAS code:	B140
QAA subject benchmarking group:	Psychology
Professional body accreditation:	This programme is accredited by the British Psychological Society as conferring eligibility for the Graduate Basis for Chartered Membership, <b>provided the minimum standard of a Lower Second Class Honours is achieved.</b> This is the first step towards becoming a Chartered Psychologist.
Date of course validation/review:	May 2010
Date of programme specification:	2012/13

The admission policy conforms to University regulations. They have been designed to allow entry from applicants coming from a wide variety of educational backgrounds and experiences.

#### Entry requirements for BSc Cognitive Neuroscience

1. GCE A-level passes BBB to include BB in two Science subjects, plus at least three GCSE passes which must include English and Maths.

or

2. An appropriate BTEC National Award in Science.

or

3. Other recognised equivalent qualifications such as International Baccalaureate (26 points to include a minimum of 5 in two Higher Level Science subjects), Scottish Highers, Irish Leaving Certificate, or an approved Access course.

### **Non-standard admissions procedure**

Mature applicants and other non-traditional applicants with formal qualifications can apply via UCAS, and may be invited for interview in order to discuss their relevant employment or background experiences and to assess their potential ability to benefit from the course. Direct entry into the programme at level 5 is possible via the assessment of Prior Certificated Learning following British Psychological Society guidelines for transfer from one accredited undergraduate programme to another. Entry via the Assessment of Prior Experiential Learning is not possible for this course.

All applicants other than those with standard GCE A-level qualifications will be expected to show basic competence in written and spoken English and elementary maths.

### **Aims of the course**

The aims of the BSc (Hons) Cognitive Neuroscience degree at the University of Westminster are to:

1. Provide a specialist undergraduate degree programme in cognitive neurosciences and psychology meeting the requirements of the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS).
2. Provide a firm basis of knowledge and understanding in the core areas of cognitive neuroscience: neuroscience and neurobiology, psychology, computational modelling, neuropsychology and brain imaging.
3. To enable students to follow particular subject interests within the cognitive neurosciences through their Option module choices and to relate the scientific aspects of those subjects to current advances in neurosciences and cognitive psychology.
4. To enable students to integrate theories and methodologies from the key cognitive neurosciences in the quest for a holistic and interdisciplinary understanding of cognition.
5. To enable students to function in, and/or relate to, the practical work undertaken in a variety of laboratory settings in neurobiology and psychology in their potential future employment.
6. Use teaching and assessment methods which facilitate the development of discipline-specific skills, independent learning, and other transferable skills.
7. Provide a learning environment which promotes the academic and personal development of students.
8. Provide opportunities for students with family, work, or other commitments, to study on a part-time basis.
9. Monitor and enhance the quality of cognitive neuroscience provision, 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 neuroscience. In order to cover the full range of practical experience the course is also linked with the School of Life Sciences who will teach elements of the molecular and cellular neuroscience.

Of particular significance to this degree are the number of active external collaborations we have with research projects related to cognitive neuroscience, including Imperial College, Chelsea & Westminster Hospital, Hammersmith 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 placement year has 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.

### **Employment and further study opportunities**

Today's organisations need graduates with both good degrees and skills relevant to the workplace, ie 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.

Since Cognitive Neuroscience provides such a broad range of skills and has a variety of routes through the course, the career opportunities are very diverse. For example, graduates may pursue careers in areas such as clinical psychology, neuropsychology, psychiatric work or experimental research or follow an IT-related career in industry or academic research. Students who study Cognitive Neuroscience also go on to do postgraduate research and/or pursue careers other fields, e.g. law, education, forensics, commerce, marketing etc.

### **Learning outcomes**

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

### **Knowledge and understanding**

In order to progress from level 4 to level 5, students should be able to:	Core module(s) in which assessed
1. Describe the fundamental principles of the key components of cognitive neuroscience	SCOG400
2. Define cognition and describe some of the key theories of cognitive processing	1PSY415; SCOG400
3. Describe essential physiological processes relevant to the study of the human mind	3SBS476; SCOG400
4. Show a basic knowledge of developmental and social psychology	1PSY414
5. Show awareness of the ethical issues involved in research with human participants	1PSY408

### Specific Skills

In order to progress from level 4 to level 5, students should be able to:	Core module(s) in which assessed
6. Conduct, analyse and interpret simple experiments investigating aspects of cognitive processes	1PSY408
7. Show a knowledge of standard laboratory techniques 8. Effectively report research relevant to the field of cognitive neuroscience	3SBS476 All core modules
9. Demonstrate the necessary basic literacy and numeracy skills applicable to the study of psychology and the neurosciences.	All core modules

### Key Transferable skills

In order to progress from level 4 to level 5, students should be able to:	Core module(s) in which assessed
10. Communicate ideas and research findings in a clear and concise manner	All core modules
11. Show familiarity in using word processing, spreadsheets, statistical software and the internet and demonstrate basic programming skills	SCOG400; 1PSY408
12. Perform simple explorations of numerical data	1PSY408; 3SBS476
13. Show experience of working in groups and teams	SCOG400
14. Take responsibility for individual study with appropriate guidance	All core modules SCOG400; 1PSY408
15. Carry out a literature research of a given topic, with guidance, using a range of resources	
16. Recognise the relationship between theory and evidence	All core modules
17. Conduct and report simple research projects under appropriate supervision	1PSY408
18. Evaluate own strengths and weaknesses with guidance	1PSY408; SCOG400

## Learning Outcomes for Level 5

### Knowledge and Understanding

In order to progress from level 5 to level 6, students should be able to:	Core module(s) in which assessed
1. Demonstrate detailed knowledge of all of the key components of cognitive neuroscience and show awareness of how these are integrated	SCOG500
2. Explain in detail some of the theories of cognitive and neurobiological processes and how they have developed	2COG507; 1PSY509; 1PSY502
3. Describe in some detail the psychological approach to understanding the human mind	1PSY510; 1PSY512; 1PSY514
4. Discuss and apply the ethical issues involved in research with human participants	SCOG500

### Specific skills

In order to progress from level 5 to level 6, students should be able to:	Core module(s) in which assessed
5. Design, conduct, analyse and interpret experiments investigating aspects of cognitive processes, with guidance, using a range of methodologies	SCOG500
6. Carry out and discuss other aspects of research within the field of cognitive neuroscience	SCOG500
7. Retrieve information from the literature, including interrogation of electronic databases and be competent in the citation of literature in a review or scientific paper format.	All core modules

### Key Transferable Skills

In order to progress from level 5 to level 6, students should be able to:	Core module(s) in which assessed
8. Effectively communicate ideas and research findings by written, oral and visual means in a clear and concise manner	All core modules
9. Be computer literate, at least in the use of word processing, statistical software and the internet	SCOG500
10. Use and analyse numerical, statistical and other forms of data	SCOG500
11. Interact effectively within groups and teams	SCOG500; 1PSY502; 1PSY512
12. Undertake self-directed study with minimum	All core modules

direction

13. Adopt multiple perspectives

All core modules

14. Carry out a comprehensive literature research of a given topic using a wide range of resources and show awareness of the validity of material collected

SCOG500; 2COG507

15. Recognise and demonstrate the relationship between theory and evidence

All core modules

16. Design, conduct and report an empirically-based research project under appropriate supervision and know how to apply for research funding

SCOG500

17. Reflect and evaluate personal strengths and weaknesses, with guidance

SCOG500; 2COG507

## Overall Course Learning Outcomes

### Knowledge and understanding:

On completion of the BSc Cognitive Neuroscience course, students should be able to:

Core module(s) in which assessed

1. Explain and discuss the various approaches to the study of the mind and be able to explain how they are integrated

SCOG601;  
SCOG602; SCOG600

2. Critically evaluate models of cognition through reference to cognitive psychology, neuropsychology, neuroimaging, neuropharmacology and computational modelling

SCOG601;  
SCOG602;  
SCOG600; 2COG614

3. Explain and discuss the value of an interdisciplinary approach to understanding cognition

SCOG601;  
SCOG602; SCOG600

### Specific knowledge and understanding

On completion of the BSc Cognitive Neuroscience course, students should be able to:

Core module(s) in which assessed

4. Design, conduct, analyse and interpret a research project investigating aspects of cognitive or neurobiological processes

2COG699

5. Critically evaluate research within cognitive neuroscience

All core modules

## Key Transferable Skills

On completion of the BSc Cognitive Neuroscience course, students should be able to:	Core module(s) in which assessed
6. Effectively and fluently communicate ideas and research findings by written, oral and visual means	2COG699; SCOG601; SCOG602; SCOG600; 2COG614
7. Be computer literate and be confident in using word processing, spreadsheets, statistical software and the internet	2COG699; SCOG601; SCOG602; SCOG600; 2COG614
8. Comprehend, use and analyse numerical, statistical and other forms of data without guidance	2COG699; SCOG600
9. Be sensitive to and react appropriately to contextual and interpersonal factors in groups and teams	SCOG601; SCOG600
10. Undertake self-directed study and project management in a supportive environment.	2COG699; SCOG601; SCOG602; SCOG600; 2COG614
11. Adopt multiple perspectives and recognise when different disciplines converge on a common theme	2COG699; SCOG601; SCOG602; SCOG600; 2COG614
12. Carry out a comprehensive literature research of a given topic using a wide range of resources and show awareness of the validity of material collected	2COG699; SCOG601; SCOG602; SCOG600; 2COG614
13. Reason scientifically and demonstrate the relationship between theory and evidence	2COG699; SCOG601; SCOG602; SCOG600; 2COG614
14. Initiate, design, conduct and report an empirically-based research project under minimum supervision and know how to apply for research funding	2COG699
15. Reflect, evaluate and act on personal strengths and weaknesses	2COG699; SCOG601; SCOG602; SCOG600; 2COG614

## Learning, teaching and assessment methods

### Learning and Teaching

Most modules are timetabled as weekly three-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. Sometimes videos are shown (e.g. of clinical case studies) to provide the basis for discussion. 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 18) and these vary from practical laboratory work to theoretical debates. 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 carrying out an experiment, and then collecting and interpreting the data obtained. These can take place in classroom, computer room or scientific laboratory setting.
- 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 guided independent study, which includes a wide variety of activities including museum visits, concerts, competitions, online discussions and debates, reflective logs, and guided research.

### **Assessment**

It is the agreed strategy of the department to make use of a wide range of different types of assessment, in order to assess a diversity range of skills and knowledge. The majority of modules employ more than one method of assessment and include: 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, play-writing, student-led seminars, online presentations, blogs, wikis etc. The variety of techniques used is partly necessary due to the varied nature of subject matter covered, but is also used to ensure that assessments are a learning experience in themselves rather than simply a measure of knowledge. This particularly applies to the use of group work and oral presentations, which 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 appropriate and timely feedback from the tutors. At the start of each module students will be given in writing:

- details of the assessment scheme for each module;
- the schedule 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.



## 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.

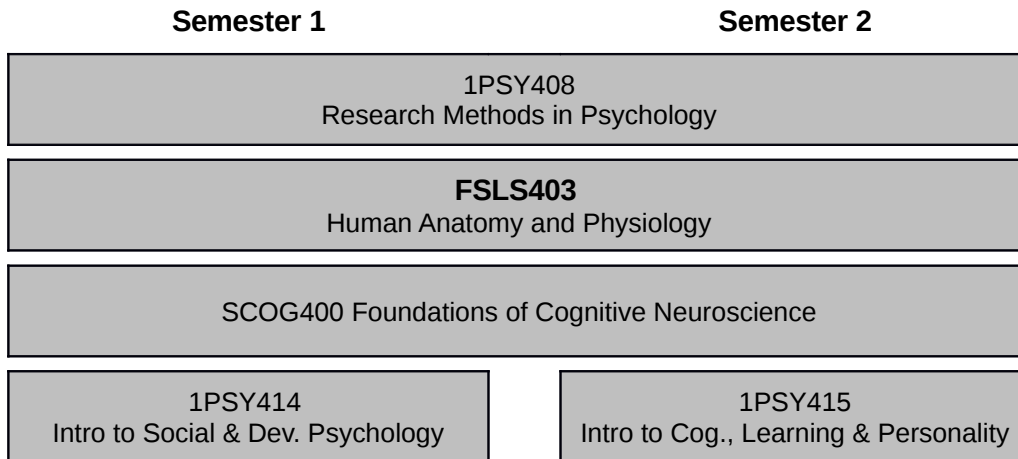
Credit Level 4				
Module code	Module title	Status	UK credit	ECTS
SCOG400	Foundations of Cognitive Neuroscience	Core	30	
<b>FSL403</b>	Human Anatomy and Physiology	Core	30	
1PSY408	Research Methods in Psychology	Core	30	
1PSY414	Introduction to Social & Developmental Psychology	Core	15	
1PSY415	Introduction to Cognition, Learning & Development	Core	15	
Award of Certificate of Higher Education available				
Credit Level 5				
Module code	Module title	Status	UK credit	ECTS
2COG507	Advanced Neuroscience	Core	15	
SCOG500	Research skills for Cognitive Neuroscience	Core	30	
1PSY509	Cognitive Psychology	Core	15	
1PSY510	Developmental Psychology	Core	15	
1PSY512	Individual Differences	Core	15	
1PSY514	Social Psychology	Core	15	
1PSY502	Psychobiology and Clinical Neuroscience	Option*	15	
* Alternatively, you may choose a Level 6 Option module. (See below)				
<b>The programme offers an Optional Work Placement Year after level 5 completion</b>				
Award of Diploma of Higher Education available				
Credit Level 6				
Module code	Module title	Status	UK credit	ECTS
2COG699	Project in Cognitive Neuroscience	Core	30	
SCOG601	The Sensory Brain	Core	15	
SCOG602	Memory and Executive Function	Core	15	
SCOG600	Origins of Communication and Language	Core	15	
2COG614	Neuropharmacology of Cognition	Option core	15	
1PSY619	Psychophysiology	Option core	15	
1PSY627	Clinical Psychology	Option core	15	
2COG612	Studies of Consciousness	Option core	15	
<b>(At least two of the above four 'option core' modules must be chosen)</b>				
2COG610	Music and Mind	Option	15	
1PSY623	Advanced Developmental Psychology	Option	15	
1PSY624	Advanced Social Psychology	Option	15	
1PSY630	Psychology of Education	Option	15	
1PSY631	Psychology of Women	Option	15	
1PSY632	The Psychology of Counselling	Option	15	
1PSY633	Forensic Psychology	Option	15	
1PSY637	Psychology of Prejudice	Option	15	

1PSY640	Work Experience in a Psychological Setting	Option	15	
1PSY641	Critical Psychology	Option	15	
1PSY642	Psychology of Sport, Exercise & Performance	Option	15	
SPSY600	Psychology of Sustainability	Option	15	
SPSY601	Occupational Psychology	Option	15	
<b>(One of the above modules must be chosen unless three of the 'option core' modules: 2COG614, 2COG612, 1PSY619 &amp; 1PSY627 are selected)</b>				
Award of BSc available				
Award of BSc (Hons) available				

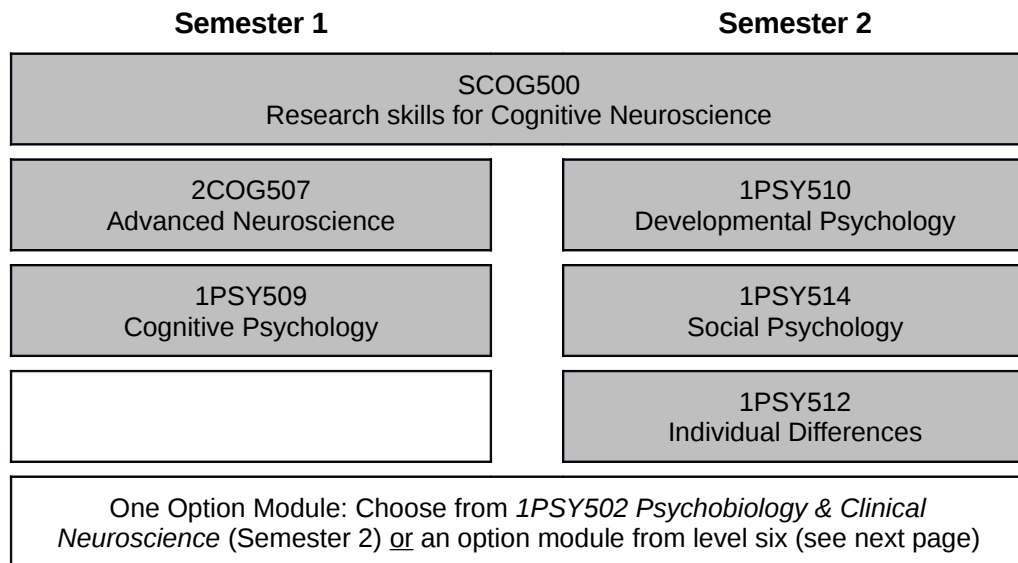
Please note: Not all option modules will necessarily be offered in any one year.

## Cognitive Neuroscience Module Diagram

### All core modules at Level 4

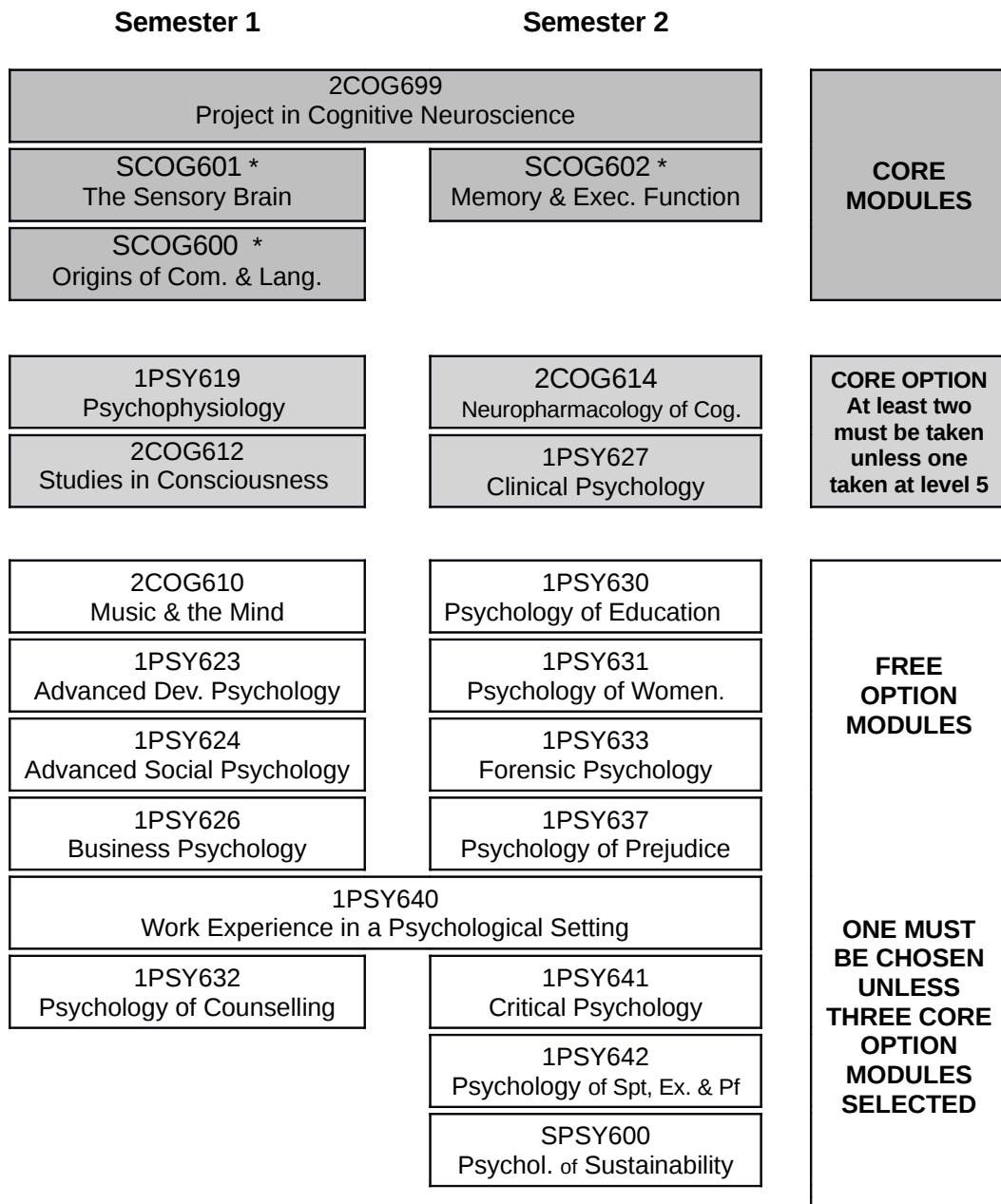


### Level 5 modules (chose one option, the remainder are core modules)



- = Core module  
 = Option module

## Level 6 BSc Cognitive Neuroscience Module Diagram



- = Core module
- = Core option
- = Option module

\* Module coding and semester allocation to be confirmed.

## Academic regulations

The BSc (Hons) Cognitive Neuroscience degree and its intermediate awards operate in accordance with the University's Academic Regulations and the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

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](http://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](http://westminster.ac.uk/academic-regulations).

To pass a module students need to achieve a qualifying mark of at least 30% in the final assessment of each module, and a 40% pass mark for the module overall. Qualifying marks are set for other assessment elements in each module and it is important check the information for individual modules carefully. (See the module descriptors at the end of this Course Handbook)

**Condoned Credit** and **Progression** will be detailed in **Appendix 4** for new students and **Appendix 5** for continuing students.

## Support for students

On arrival, an orientation programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the School Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes the Library which, across its four sites, holds print collections of 356,000 printed books, 29,000 print and e-journals, over 45,000 electronic resources (databases, e-journals, e-books). Access to all resources is facilitated through Library Search, a new online service.

There are over 3,500 computers spread over the four University campuses available for students use. The University uses a Virtual Learning Environment called Blackboard where students can access course materials and communicate with staff and other students via message boards.

At University level, Services for Students provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The International Office provides particular support for international students. The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University.

## Reference points for the course

### Internally

- BSc (Hons) Cognitive Neuroscience degree course handbook
- University Quality Assurance Handbook
- Staff Research
- University Teaching and Learning Policy Statement

## **Externally**

- QAA subject benchmark statement for psychology
- British Psychological Society Quality Assurance Policies and Practice for First Qualifications in Psychology.

## **Professional body accreditation**

As BSc (Hons) Cognitive Neuroscience is accredited by the British Psychological Society for eligibility for the Graduate Basis for Chartered Membership (GBC), the curriculum and the resources provided for the course are reviewed regularly by the Society's Graduate Qualifications and Accreditation Committee. The course undergoes a re-accreditation process every five years.

## **Quality management and enhancement**

### **Course management**

Course Leader: Dr Kevin Morgan is responsible for the day to day running and overall management of the course, and development of the curriculum.

Admissions Tutor: Dr Trudi Edginton is responsible for processing applications and interviews for people wishing to take the course.

Head of Department: Professor Hazel Dewart, holds overall responsibility for the course, and for the courses run by the Department of Psychology within SSHL.

Dean of School: Dr Jeremy Colwill, holds overall responsibility for the course and for other courses run by SSHL.

### **Course approval, monitoring and review**

The course was initially approved by a University Validation Panel in 2010. The panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the School 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 each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the School action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

### **Student involvement in Quality Assurance and Enhancement**

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

All students are invited to complete a Module Feedback 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 elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Schools' quality assurance evidence base.

**For more information about this course:**

Regent Admissions and Marketing Office: 32-38 Wells Street  
Course Leader: Dr Kevin Morgan: [k.d.morgan@westminster.ac.uk](mailto:k.d.morgan@westminster.ac.uk).  
Admissions Tutor: Dr Trudi Edginton: [t.edginton@westminster.ac.uk](mailto:t.edginton@westminster.ac.uk)

More information about the course can also be obtained online at  
<http://www.westminster.ac.uk/schools/humanities/undergraduate/psychology/cognitive-science>

**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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