Programme Specification: Cognitive and Clinical Neuroscience BSc

UNIVERSITY OF WESTMINSTER⌗

Course record information

Name and level of final award	- Bachelor of Science with Honours - Cognitive and Clinical Neuroscience - Bachelor of Science with Honours - Cognitive and Clinical Neuroscience with Professional Experience - Bachelor of Science with Honours - Cognitive and Clinical Neuroscience with International Experience The award is Bologna FQ-EHEA first cycle degree or diploma compatible
Name and level of intermediate awards	- Diploma of Higher Education (Dip HE) - Cognitive and Clinical Neuroscience - Certificate of Higher Education (CertHE) - Cognitive and Clinical Neuroscience
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
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.
Westminster course title, mode of attendance and standard length	BSc Cognitive and Clinical Neuroscience FT, Full-time, September start - 3 years standard length with an optional year abroad or placement
Valid for cohorts	From 2022/3

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: https://www.westminster.ac.uk/study/undergraduate/how-to-apply

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning

Aims of the programme

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 Psychology team 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 School 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,University College and the Centre for Cognitive Neuroscience, Birkbeck University, Chelsea & Westminster Hospital, Kings College, Institute of Psychiatry, Oxford Brookes University and Addenbrookes Hospital in Cambridge (in association with University of Cambridge) and the Science Museum. 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.

Equality, Diversity and Inclusion

The course has been designed to engage critically with questions of equality, diversity and inclusion. These are embedded across options and core modules from level 4 onwards, working from the basis that decolonising the curriculum is not something that can be ever finished but instead needs to be an aspirational goal and central to broader conversations about social justice and liberatory pedagogies. Beyond what can be achieved through a traditional engagement with library sources, module leaders regularly bring in guest speakers including academics, activists, students, alumni and community organisations. We engage in open dialogue with students on our modules about how these topics apply to psychology and in turn how psychology can can apply to them, to bring awareness and change within the institution and beyond, now and in the students' future lives and careers.

Students' lived experiences are integral to the design and assessment of modules. The knowledges that students bring into the University from their communities are a valuable resource for revising and constantly updating and challenging existing material and practices of teaching and producing knowledge. This is further achieved by designing assessments so that students can follow through on the topics addressed in modules and delve deeper into questions of diversity and decolonising. We ensure that these areas are addressed in both core and option modules so that all students benefit from these pedagogic approaches. Finally, conversations, workshops and a core module on employability are all part our course. These are designed holistically so that they integrate institutional and sector ambitions around employability and are responsive to our students' aspirations and beneficial to their communities.

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 capitalise 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 such as UX 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.

Students who wish to further enhance their employability may choose to take their degree as a 4-year sandwich degree graduating with a BSc Cognitive and Clinical Neuroscience with Professional Experience . This sandwich year is taken at the end of their second year of studies. This sandwich option gives students the opportunity to develop their employability skills over a prolonged period and develop connections with other professionals. Students who wish to gain experience of studying abroad over an extended period may choose to take the BSc Cognitive and Clinical Neuroscience with International Experience which students spend studying at partner universities across the globe for a whole academic year.
All level 6 modules have employability elements in their curriculum, for instance practitioner guest speakers, case studies, thinking about professional practice as a clinician, different styles of communication, ethical and funding applications and data analysis.

The Cognitive and Clinical Neuroscience BSc 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 their 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 in their 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 –practising 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.

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 course learning outcomes: upon completion of Level 4 you will be able 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)

- L4.10 Recognise the role of psychology in the understanding of societal issues across a variety of settings. (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 course learning outcomes: upon completion of Level 5 you will be able to:

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

- L5.10 Analyse and apply the contribution of psychology to the understanding of contemporary issues (GA)

- 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)

Additional Year course learning outcomes: upon completion of Additional Year you will be able to:

- IEO.1 Enable personal development by devising a programme of international study that complements the content of the home degree programme and/or develops other interests. (GA PPP KTS)

- IEO.2 Appreciate the challenges and opportunities of studying/ working in an international context. (GA PPP KTS)

- IEO.3 Demonstrate an understanding of, and respect for, the cultural norms and differences of the host country at a societal level as part of an inclusive, global outlook (GA PPP KTS)

- PEO.1 Demonstrate the acquisition of a range of professional, practical and key-transferrable skills relevant to the fields of employment where psychology/counselling and neuroscience graduates are valued. (KU GA PPP KTS)

- PEO.2 Demonstrate the acquisition of a range of professional, practical and key-transferrable skills relevant to the fields of employment where psychology/counselling and neuroscience graduates are valued. (KU GA PPP KTS)

- PEO.3 Take personal responsibility for directing your own learning and future career making the best use of the opportunities, experiences and people that were available to you during your placement year. Draw upon the diverse approaches, perspectives, knowledge and experience of a diverse workforce, treating all individuals with respect and recognising their contribution to the host organisation. (KU GA PPP KTS)

Level 6 course learning outcomes: upon completion of Level 6 you will be able to:

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

- L6.10 Synthesise distinctive contributions of psychology to real-life issues, by making connections and evidenced-based recommendations within and beyond the discipline (GA) (PPP)

- 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 methods

Each module is carefully constructed to combine many different pedagogic styles, including online material, some didactic, some interactive, which feeds directly into face to face teaching. On site teaching focuses on experiential, problem based learning, and where possible modules are constructed around assessments, allowing students to develop skills with an applied outcome. Assessments are designed to be as authentic as possible, in line with careers in academia, a clinical environment or other environments. There is a focus on different styles of communication, data analysis, critical thinking, and understanding diversity.

Teaching methods

Most modules are timetabled as weekly four-hour slots, which entail a combination of online and onsite sessions which can include a lecture, a large group session, 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.

Assessment methods

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

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 authentic activities used to assess students is necessary to reflect the varied nature of subject matters 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

To help you understand your grade the University have developed generic descriptors for each Level of study, these can be found in the module proforma documents. Further specific assessment criteria for each assessment will be provided in module handbooks.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	IEO.1, L4.1, L4.2, L4.3, L4.6, L4.7, L4.8, L5.1, L5.2, L5.7, L5.8, L6.1, L6.2, L6.3, L6.6, L6.7, PEO.1, PEO.2
Literate and effective communicator	IEO.3, L4.3, L4.5, L4.7, L4.9, L5.5, L5.6, L5.8, L5.9, L6.5, L6.8, L6.9, PEO.1, PEO.2, PEO.3
Entrepreneurial	L4.2, L4.4, L5.4, L5.5, L6.1, L6.4, L6.6, L6.8
Global in outlook and engaged in communities	IEO.2, IEO.3, L4.1, L4.2, L4.4, L5.3, L5.4, L6.1, L6.4, PEO.1, PEO.2, PEO.3
Socially, ethically and environmentally aware	IEO.2, IEO.3, L4.1, L4.10, L4.2, L4.4, L5.10, L5.3, L5.4, L6.10, L6.3, L6.4, PEO.1, PEO.2, PEO.3

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.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.
- Additional information may also be included above each level for example where you must choose one of two specific modules.

Modules

Level 4

Module Code	Module Title	Status	UK credit	ECTS
4PSYC003W	Biological Psychology	Core	20	10
4PSYC002W	Cognitive Psychology	Core	20	10
4PSYC004W	Developmental Psychology	Core	20	10
4PSYC006W	Individual Differences	Core	20	10
4PSYC005W	Introduction to Psychological Research Methods	Core	20	10
4PSYC001W	Social Psychology	Core	20	10

Level 5

Progression to Level 5

Please note that students must pass ALL Level 4 modules (120 credits) in order to progress to Level 5. This means that even if a student meets the University-stipulated regulations of a pass of 100 credits, they will still not be able to progress if, for example, they have been deferred in an assessment element or deferred in a whole module

5PHYM001W Medical Physiology: This module has been identified as a level 5 option, it's run by the School of Life Sciences. We are waiting for permission for the School of Life Sciences to offer the module

Module Code	Module Title	Status	UK credit	ECTS
5PSYC009W	Brain and Cognition	Core	20	10
5PSYC011W	Cognitive & Clinical Research Methods	Core	40	20
5PSYC008W	Systems Neuroscience	Core	20	10
5PSYC005W	Work-Based Learning and Employability	Core	20	10
5PSYC003W	Mechanisms of Mind-Body Therapies	Option	20	10
5PHYM001W	Medical Physiology	Option	20	10
5PSYC025W	Societal Responses to Climate Change	Option	20	10
		Elective	20	10

Additional Year

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
5PSYC031W	Psychology International Experience Year	Option	3	120	60
5PSYC030W	Psychology Professional Experience Year	Option	3	120	60

Level 6

The pathway provides 3 modules as 'optional cores'. This means that students will be asked to take at least ONE from the 3 20 credit modules offered to ensure that their pathway matches the course aims.

'Optional Cores' Please select at least ONE from:

6PSYC004W Cognitive Disorders

6PSYC008W Clinical Psychology

6CLCH002W Neuropharmacology

Module Code	Module Title	Status	UK credit	ECTS
6PSYC022W	Advanced Research Techniques (ART) in Cognitive Neuroscience	Core	20	10
6PSYC008W	Clinical Psychology	Core	20	10
6PSYC004W	Cognitive Disorders	Core	20	10
6CLCH002W	Neuropharmacology	Core	20	10
6PSYC002W	Project in Cognitive and Clinical Neuroscience	Core	40	20
6PSYC021W	Consciousness	Option	20	10
6PSYC020W	Data Science Applications in Psychology	Option	20	10
6PSYC007W	Forensic Psychology	Option	20	10
6PSYC006W	Health Psychology	Option	20	10
6PSYC011W	Music and the Mind	Option	20	10
6PSYC003W	Occupational and Work Psychology	Option	20	10
6PSYC018W	Political Psychology	Option	20	10
6PSYC005W	Psychology of Counselling and Psychotherapy	Option	20	10
6PSYC013W	Psychology of Education	Option	20	10
6PSYC016W	Sexology	Option	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

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.

Course management

Course Leader : Dr Laura Boubert

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

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 Campus Registry. 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. Further information on Blackboard can be found at https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard

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. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students1 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 in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services 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. Further information on the advice available to students can be found at https://www.westminster.ac.uk/student-advice

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at https://www.westminster.ac.uk/students-union

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

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university. a representative from industry and a Student Advisor.

The course is also monitored each year by the College 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 evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation 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 revalidation panels to provide feedback on their experiences. Student feedback from previous years 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 student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.

- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College 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.

- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

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 they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights

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