

# UNIVERSITY OF YORK

## POSTGRADUATE PROGRAMME SPECIFICATION

<b>This document applies to students who commence the programme(s) in:</b>		September 2017			
<b>Awarding institution</b>		<b>Teaching institution</b>			
University of York		University of York			
<b>Department(s)</b>					
Psychology					
<b>Award(s) and programme title(s)</b>			<b>Level of qualification</b>		
MSc in Cognitive Neuroscience			Level 7 (Masters)		
<b>Award(s) available <i>only</i> as interim awards</b>					
Postgraduate Diploma in Cognitive Neuroscience					
Postgraduate Certificate in Cognitive Neuroscience					
<b>Admissions criteria</b>					
A degree or equivalent qualification, normally in Psychology or biological sciences and normally at the level of an upper second class honours award. IELTS 6.5; TOEFL paper-based 600; CBT: 250; iBT: 87; Cambridge Proficiency: A, B, C. GCE/iGCSE A, B, C.					
<b>Length and status of the programme(s) and mode(s) of study</b>					
Programme	Length (years) and status (full-time/part-time)	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode		
			Face-to-face, campus-based	Distance learning	Other
MSc/Dip/Cert in Psychology	1 year full-time		Yes	No	N/A
<b>Language of study</b>		English			
<b>Programme accreditation by Professional, Statutory or Regulatory Bodies</b> (if applicable)					
The programme is recognised by the ESRC as a research training programme for 1+3 studentships.					
<b>Educational aims of the programme(s)</b>					
For the Masters, Diploma and Certificate:					
<ul style="list-style-type: none"> <li>• To lead students to an understanding of research methods, research techniques and a range of different approaches to data analysis that underpin human cognitive neuroscience.</li> <li>• To provide students with a range of specialist knowledge in particular areas of brain imaging, research methods and data analysis.</li> <li>• To provide the opportunity for students to undertake laboratory-based research in the context of the York Neuroimaging Centre.</li> </ul>					

<ul style="list-style-type: none"> <li>To help students to develop a range of scientific skills based on an understanding of the principles of psychology. These include hypothesis testing, the use of methodologies to design and conduct empirical research, information handling, data analysis and the critical evaluation of empirical data.</li> <li>To provide students with knowledge on the main issues in cognitive neuroscience</li> <li>To provide students with opportunities to acquire transferable skills in team working, problem solving, leadership, research and effective communication (both written and spoken), so as to allow access to PhD programmes in Human Neuroscience and Experimental Psychology and related disciplines and to facilitate access to a broad range of employment opportunities.</li> </ul>	
Additionally for the Diploma (if applicable): <ul style="list-style-type: none"> <li>To provide students with the opportunity to carry out an in-depth literature review of their particular research area of choice.</li> </ul>	
Additionally for the Masters: <ul style="list-style-type: none"> <li>To provide students with the opportunity to carry out an in-depth empirical project chosen from a range of topics of current interest, using appropriate neuroimaging or other cognitive neuroscientific methods.</li> </ul>	
<b>Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes</b>	
<i>This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:</i>	<i>The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:</i>
<b>A: Knowledge and understanding</b>	
Knowledge and understanding of: <i>For the Masters, Diploma and Certificate:</i>  the major issues and paradigms in contemporary neuroimaging and other cognitive neuroscientific techniques  theoretical frameworks from contemporary psychology, cognitive science and cognitive neuroscience	Learning/teaching methods and strategies (relating to numbered outcomes): <ul style="list-style-type: none"> <li>Seminars 1-3, 5-9</li> <li>Lectures 1-10</li> <li>Laboratory work 1-5,9,10</li> <li>Research supervision 1-10</li> <li>Statistical practicals 4,10</li> </ul>

<p>selected advanced topics in cognitive science and cognitive neuroscience</p> <p>quantitative data analysis techniques and software packages</p> <p>what is involved in testing theories in cognitive neuroscience and how to evaluate empirical research</p> <p>the current literature on psychological processes with particular emphasis on brain imaging studies and techniques and how to apply this knowledge critically to appraise new research findings</p> <p>what is involved in constructing, developing and conveying to others a coherent argument based on information retrieved from a range of sources</p> <p>how to communicate findings of research to different audiences and using different media (spoken and written)</p> <p>good practice in laboratory settings</p> <p>the statistical treatment of data.</p> <p><i>Additionally for the Diploma:</i></p> <p>compiling an in-depth literature review</p> <p><i>Additionally for the Masters:</i></p> <p>undertaking an empirical project</p>	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> <li>• MCQs 4,10</li> <li>• Open essay 1-3,5-8</li> <li>• Critical analysis 1-8, 10</li> <li>• Short answer exam 3</li> <li>• Student presentations 8</li> <li>• Précis 1-3, 5, 7, 8, 10</li> <li>• Statistical practicals 4,10</li> </ul> <p><i>Additionally for the Diploma:</i></p> <ul style="list-style-type: none"> <li>• literature review 11</li> </ul> <p><i>Additionally for the Masters:</i></p> <ul style="list-style-type: none"> <li>• Empirical project 9,11,12</li> <li>• Poster conference 8, 9</li> </ul>
<p><b>B: (i) Skills – discipline related</b></p>	
<p><i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> <li>1. ability to plan, design and conduct systematic, scientifically rigorous studies of issues in brain imaging</li> <li>2. ability to procure ethical clearance for a piece of independent research</li> <li>3. ability to carry out quantitative and qualitative analyses of data, to</li> </ol>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Seminars 2</li> <li>• Lectures 1,3</li> <li>• Laboratory work 1,3</li> <li>• Research supervision 1-3</li> <li>• Student presentations 1-3</li> </ul>

<p>summarise the results and to specify the limitations of such analyses.</p> <p><i>Additionally for the Diploma:</i></p> <ol style="list-style-type: none"> <li>1. compiling an in-depth literature review</li> </ol> <p><i>Additionally for the Masters:</i></p> <ol style="list-style-type: none"> <li>1. undertaking an empirical project</li> </ol>	<p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• MCQs 3</li> <li>• Critical analysis 3</li> <li>• Student presentations 1-3</li> </ul> <p><i>Additionally for the Diploma:</i></p> <ul style="list-style-type: none"> <li>• literature review</li> </ul> <p><i>Additionally for the Masters:</i></p> <ul style="list-style-type: none"> <li>• Empirical project 1-3</li> <li>• Poster conference 1-3</li> </ul>
<p><b>B: (ii) Skills - transferable</b></p>	
<p><i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> <li>1. the ability to reflect on data and to draw implications for theory and practice</li> <li>2. the ability to write for an academic and for a lay audience</li> <li>3. the ability to use PowerPoint and poster formats for the presentation of research findings</li> <li>4. ability to use a broad range of generic skills effectively (including IT skills and web-based resources).</li> <li>5. Ability to design and effectively deliver oral presentations</li> </ol> <p><i>Additionally for the Diploma:</i></p> <ol style="list-style-type: none"> <li>1. compiling an in-depth literature review</li> </ol> <p><i>Additionally for the Masters:</i></p> <ol style="list-style-type: none"> <li>1. undertaking an empirical project</li> </ol>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Seminars 1-4</li> <li>• Lectures 1,2,4</li> <li>• Laboratory work 1</li> <li>• Research supervision 1</li> <li>• Statistical practicals 1,4</li> <li>• Student presentations 1-4</li> </ul> <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> <li>• MCQs 1</li> <li>• Open essay 2</li> <li>• Critical analysis 1,2</li> <li>• Short answer exam 1</li> <li>• Précis 1,2</li> <li>• Student presentations 1-4</li> </ul> <p><i>Additionally for the Diploma:</i></p> <ul style="list-style-type: none"> <li>• literature review 4,5</li> </ul> <p><i>Additionally for the Masters:</i></p> <ul style="list-style-type: none"> <li>• Empirical project 1-6</li> <li>• Poster conference 1-4,6</li> </ul>

C: Experience and other attributes	
<p><i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> <li>1. participation in seminar discussions, presentations of papers, hands-on experience with data extraction and summarising packages</li> <li>2. participation in the visiting speakers' colloquia</li> <li>3. participation in student-led meetings</li> <li>4. experience of planning, carrying out and evaluating a substantial experimental project.</li> <li>5. time management skills involved in meeting regular deadlines and prioritising tasks</li> </ol> <p><i>Additionally for the Diploma:</i></p> <ol style="list-style-type: none"> <li>1. compiling an in-depth literature review</li> </ol> <p><i>Additionally for the Masters:</i></p> <ol style="list-style-type: none"> <li>1. undertaking an empirical project</li> </ol>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Seminars 1</li> <li>• Lectures 2</li> <li>• Laboratory work 4</li> <li>• Research supervision 4,5</li> </ul> <hr/> <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Open essays 5</li> <li>• Critical analysis 5</li> <li>• Précis 2,5</li> </ul> <p><i>Additionally for the Diploma:</i></p> <ul style="list-style-type: none"> <li>• literature review 5,6</li> </ul> <p><i>Additionally for the Masters:</i></p> <ul style="list-style-type: none"> <li>• Empirical project 4-7</li> </ul>
Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory Bodies)	
<b>University award regulations</b>	
<p>To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the award requirements and programme regulations, and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module's assessment(s) but some credit may be awarded where failure has been compensated by achievement in other modules. The University's award and assessment regulations specify the University's marking scheme, and rules governing progression (including rules for compensation), reassessment and award requirements. The award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.</p>	
<b>Departmental policies on assessment and feedback</b>	
<p>Detailed information on assessment (including grade descriptors, marking procedures, word counts etc.) is available in the written statement of assessment, which applies to this programme and the relevant module descriptions. These are available in the student handbook, the Department's website and the VLE.</p>	
<p>Information on formative and summative feedback to students on their work is available in the written statement on feedback to students, which applies to this programmes and the relevant module descriptions. These are available in the student handbook, the Department's website and the VLE.</p>	

**Diagrammatic representation of the programme structure, showing the distribution and credit value of core and option modules**

**Masters**

Autumn term	Spring term	Summer term	Summer vacation
<i>Research Design and Statistics</i> <b>20 credits</b>	<i>Research Design and Analysis in Neuroimaging</i> <b>30 credits</b>	Empirical Project <b>80 credits</b>	
<i>Topics in Cognitive Neuroscience</i> <b>10 credits</b>	<i>Transferable Skills</i> <b>10 credits</b>		
<i>Basic Principles in Neuroimaging</i> <b>10 credits</b>			
<i>Programming in Neuroimaging</i> <b>20 credits</b>			

**Postgraduate Diploma (if applicable)**

Autumn term	Spring term	Summer term	Summer vacation
<i>Research Design and Statistics</i> <b>20 credits</b>	<i>Research Design and Analysis in Neuroimaging</i> <b>30 credits</b>	Literature Review <b>20 credits</b>	
<i>Topics in Cognitive Neuroscience</i> <b>10 credits</b>	<i>Transferable Skills</i> <b>10 credits</b>		
<i>Basic Principles in Neuroimaging</i> <b>10 credits</b>			
<i>Programming in Neuroimaging</i> <b>20 credits</b>			

**Postgraduate Certificate**

Autumn term	Spring term
<i>Research Design and Statistics</i> <b>20 credits</b>	<i>Research Design and Analysis in Neuroimaging</i> <b>30 credits</b>
<i>Topics in Cognitive Neuroscience</i> <b>10 credits</b>	<i>Transferable Skills</i> <b>10 credits</b>
<i>Basic Principles in Neuroimaging</i> <b>10 credits</b>	
<i>Programming in Neuroimaging</i> <b>20 credits</b>	

Attainment of 60 credits will lead to a Postgraduate Certificate.

**Diagrammatic representation of the timing of module assessments and reassessments, and the timing of departmental examination/progression boards**

Autumn term	Assessment/Weights	Key Dates	Summer Term	Date of final award board
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<i>Research Design and Statistics</i> <b>20 credits</b>	(i) 2 hour multiple choice examination (Weight - 80%)  (ii) Practical reports (Weight - 20%)	Week 1, SpT.  Practical reports to be completed by Week 10, AuT.	Progression Meeting Week 5.  Week 5 – Week 10 Reassessment Period.	September 2018
<i>Topics in Cognitive Neuroscience</i> <b>10 credits</b>	Multiple choice examination	Week 1, SpT.	All reassessments are to be completed by Week 10, SuT.	
<i>Basic Principles in Neuroimaging</i> <b>10 credits</b>	Multiple choice examination	Week 1, SpT.		

Spring term	Assessment/Weights	Key Dates	Summer Term	Date of final award board
<i>Programming in Neuroimaging</i> <b>20 credits</b>	Report 1 (70%)  Report 2 (30%)	Week 1, SpT.  Week 1, SuT.	Progression Meeting Week 5.  Week 5 – Week 10 Reassessment Period.	September 2018
<i>Research Design and Analysis in Neuroimaging</i> <b>30 credits</b>	2,500 word practical report (60%) 1,500 experimental design report (40%)	Week 1, SuT.		
<i>Transferable Skills</i> <b>10 credits</b>	i) oral presentation – 20% ii) open essay – 40% iii) poster – 40%	Week 10, SpT		

Summer term/Summer Vacation	Assessment/Weights	Key Dates	Date of final award board
<i>Empirical Project</i> <b>80 credits</b>	Project word limit – 8,000. (Weight - 85%)  Student Contribution (Weight – 10%)  Poster (Weight - 5%)	TBC  TBC	September 2017

#### For the Diploma route

Summer term/Summer Vacation	Assessment/Weights	Key Dates	Date of final award board
<i>Literature Review</i> <b>20 credits</b>	Review word limit – 6000. 100%	Week 10, SuT	September 2017

## Overview of modules

### Core module table

Module title	Module code	Credit level <sup>1</sup>	Credit value <sup>2</sup>	Prerequisites	Assessment rules <sup>3</sup>	Timing (term and week) and format of main assessment <sup>4</sup>	Independent Study Module? <sup>5</sup>
<i>Research Design and Statistics</i>	PSY00019M	7	20	N/A	N/A	Closed exam: Week 1, SpT. Practical reports to be completed by Week 10, AuT.	No
<i>Transferable Skills</i>	PSY00014M	7	10	N/A	N/A	Research talk: (i) Oral presentation, (ii) 500 word open essay, (iii) poster	No
<i>Basic Principles in Neuroimaging</i>	PSY00011M	7	10	N/A	N/A	Closed exam: Week 1, SpT.	No
<i>Topics in Cognitive Neuroscience</i>	PSY00047M	7	10	N/A	N/A	Closed examination, Week 1, SuT. Open essay, week 10, SpT	No
<i>Programming in Neuroimaging</i>	PSY00046M	7	20	N/A	N/A	500 word program + 500 commentary by Week 1, SuT.	No
<i>Research Design and Analysis in Neuroimaging</i>	PSY00039M	7	30	N/A	N/A	2,500 word practical report, 1,500 experimental design report by Week 1, SuT.	No
<i>Empirical Project</i>	PSY00016M	7	80	N/A	NC	Hand in date: TBC Poster: TBC	Yes

### Option modules

<sup>1</sup> The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy. Most modules in postgraduate programmes will be at Level 7/Masters. Some modules are permitted to be at Level 6/Honours but must be marked on a pass/fail basis. See University Teaching Committee guidance for the limits on Level 6/Honours credit.

<sup>2</sup> The **credit value** gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)

<sup>3</sup> **Special assessment rules** (requiring University Teaching Committee approval)

P/F – the module is marked on a pass/fail basis (NB pass/fail modules cannot be compensated)

NC – the module cannot be compensated

NR – there is no reassessment opportunity for this module. It must be passed at the first attempt

<sup>4</sup> AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

<sup>5</sup> **Independent Study Modules (ISMs)** are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from 'taught modules'. Masters programmes should include an ISM(s) of between 60 and 100 credits. This is usually one module but may be more.



<b>Module title</b>	<b>Module code</b>	<b>Credit level</b>	<b>Credit value</b>	<b>Prerequisites</b>	<b>Assessment rules</b>	<b>Timing and format of main assessment</b>	<b>Independent Study Module?</b>
<i>Literature Review (Diploma route only)</i>		7	20	N/A	NC	Week 10, SuT.	Yes

<b>Transfers out of or into the programme</b>	
<b>Exceptions to University Award Regulations approved by University Teaching Committee</b>	
<b>Exception</b>	<b>Date approved</b>
<b>Quality and Standards</b>	
<p>The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced.</p> <p>Quality assurance and enhancement processes include:</p> <ul style="list-style-type: none"> <li>• The academic oversight of programmes within departments by a Board of Studies, which includes student representation</li> <li>• The oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector</li> <li>• Annual monitoring and periodic review of programmes</li> <li>• The acquisition of feedback from students by departments.</li> </ul> <p>More information can be obtained from the Academic Support Office: <a href="http://www.york.ac.uk/admin/aso/">http://www.york.ac.uk/admin/aso/</a></p> <p>Departmental Statements on Audit and Review Procedures are available at: <a href="http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm">http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm</a></p>	
<b>Date on which this programme information was updated:</b>	1 September 2017
<b>Departmental web page:</b>	<a href="http://www.york.ac.uk/depts/psych/">http://www.york.ac.uk/depts/psych/</a>
<p><b>Please note:</b></p> <p>The information above provides a concise summary of the main features of the programme and learning outcomes that a typical students might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the leaning opportunities that are provided.</p> <p>Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.</p> <p>The University reserves the right to modify this overview in unforeseen circumstances, or where processes of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.</p>	