

Section 1: Programme Development and Approval Committee approval to proceed

Programme proposal form	
Date of approval	25/Jan/2017
Programme start year	2017/8
Programme start month	June

Section 2: Core Programme Information

Programme name	Applied Neuroscience
Reason(s) if name different from the one approved by PDAC	
First character of the code obtained from your Faculty/Institute/School	T
Remaining characters of the code	APN
Lead Faculty/Institute/School	Institute of Psychiatry, Psychology and Neuroscience
Lead department	OUT OF USE -Institute of Psychiatry, Psychology and Neuroscience
Campus	King's Denmark Hill Campus
Other academic units involved?	No
Programme organiser	BRENDA WILLIAMS
Programme level	7
Programme length: full-time	Not offered full-time
Programme length: part-time	2 years
Normal qualification: full-time	
Normal qualification: part-time	TMSC2P - Master of Science
Designation	Taught Postgraduate
More than one pathway?	No
Pathway(s)	Pathway title Applied Neuroscience

Course code: full-time	
Course code: part-time	TMSC2PTAPN
Course title(s)	Master of Science in Applied Neuroscience
Programme short name	App Neuro
Available exclusively/specifically designed for a specific group of people?	No
Teacher training course?	No
Exclusively for incoming study abroad/exchange students	No

Section 3: Award details

Awarding body	King's College London								
Teaching institution (HESA)	Student is taught wholly at reporting institution								
Final award	Applied Neuroscience								
Credit value	180								
ECTS credit value	90								
Special criteria									
Nested awards within this programme?	Yes								
Nested award(s)	Award	Award Title	Credits / ECTS	Special criteria	Designation	MOA	Units of length	Min / Max units	Pathway code
	TDPP2P - Diploma (Postgraduate)	Applied Neuroscience	120/60		Taught Postgraduate	Distance Learning (default)	YEARS	2/	TAPN
Will the main programme include the standard exit awards for its award type?	Standard exit awards								

Section 4: Collaborative provision, partnerships and placements

Programme involved in any collaborative activity?	No
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Section 5: Modes of attendance and length of study

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		TMSC2PTAPN
Mode of attendance		Distance Learning (default)
Units of length		YEARS
Min number of years/months/weeks		2
Max number of years/months/weeks		6

Section 6: Programme Duration

When will the programme run?	Other
Further details if other	This course is taught fully online and follows a carousel model where a new module starts every 8 weeks and there are 6 entry points for students each year.
Any other entry points?	Yes
What other entry points	There are 6 entry points every year, these coincide with the start of a module and new modules start every 8 weeks.
Details of any years of the programme that are longer than standard	

Section 7: Educational Aims

Education aims	<p>The Institute of Psychiatry, Psychology and Neuroscience (IoPPN) is Europe's largest centre for research and postgraduate education in psychiatry, psychology, basic and clinical neuroscience and is world-renowned for the quality of research. At the IoPPN neuroscience research programmes span a very wide range of areas; from earliest development to old age and from molecules to society. Our vision is to apply this research to understanding the mechanisms and improving treatments for diseases of the brain and nervous system. This, we believe, can only be attained through scientists and clinicians collaborating to work on common problems, therefore, we work very closely with three large NHS Trusts comprising King's Health Partners.</p> <p>Our education programme in Neuroscience offers exciting opportunities for undergraduates and postgraduates. Our large undergraduate programme in Neuroscience provides a comprehensive grounding in a wide range of science, while our portfolio of postgraduate MSc courses allows for detailed study in focused areas. Across all programmes we focus on maximizing the student experience.</p> <p>The MSc in Applied Neuroscience will build on the success of our existing on Campus Neuroscience MSc and our online MSc in the Psychology and Neuroscience of Mental Health (PNoMH). This new programme will be created for students who wish to specialise in Applied Neuroscience, either for vocational reasons or to progress to doctoral study. The programme will provide opportunities for students to develop specific interests in the applied neuroscience areas of psychiatric and neurodegenerative diseases, neuroimaging and how neuroscience can impact society. The expertise of our staff, working at the forefront of research into the mechanisms underpinning neurodegeneration, neurodevelopmental and neuropsychiatric disorders, will be employed to provide an innovative and contemporary curriculum.</p> <p>The key aims of this programme are as follows: -</p> <ul style="list-style-type: none"> • To provide postgraduate qualifications relevant to the field of Applied Neuroscience. • To promote an understanding of how neurobiological research and techniques can be applied to understanding the mechanisms underpinning disease and to improving treatments. • To promote student-centred learning within the programme with an integrated multi-disciplinary teaching approach.?
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Section 8: Educational Objectives

The programme provides knowledge and understanding of the following	<ul style="list-style-type: none"> • A solid foundation of concepts and theories underpinning our current understanding of the neuroscientific and psychological foundations of mental health (PGDip / MSc). • Knowledge of how a variety of neuroscience techniques are used to study disease mechanisms and to help improve treatments (PGDip / MSc). • An understanding of how studies on genes and proteins through to cells and neural networks can be used to understanding the mechanisms underpinning neurodevelopmental and neuropsychiatric diseases (PGDip / MSc). • An exploration of the psychological and neuroscientific basis of key mental health diagnoses • An appreciation of the ways in which technological advances and cross-disciplinary expertise can enhance our understanding of brain function and aid treatment development (PGDip/MSc). • Insight into the ways neuroscience impacts social problems and behaviours (PGDip/MSc).
These are achieved through the following teaching/learning methods and strategies	<ul style="list-style-type: none"> • Online lectures and self-directed learning activities. • Weekly overview video lectures, designed to provide an informative and accessible outline to the week's learning activities.? • Weekly video interviews or conversations, podcasts or URLs highlighting IoPPN research that is relevant to the week's topic (reinforcing the learning objectives). • Study aids for critical reading of relevant academic literature • Research/review articles (both core and optional) and relevant KCL webpages will be provided. • Discussion boards and formative assessments: Each week there will be either a discussion board 'starter' question related to that week's learning objectives, or a formative assessment (MCQ or short

	<p>essay question) to aid learning and exam preparation.</p> <ul style="list-style-type: none"> Q and A discussion boards will provide an opportunity for students to post questions related to the topic and asynchronous answers will be provided/discussed by both students and educators. <p>?</p>
They are achieved through the following assessment methods	Assessments will include, Multiple Choice Question (MCQ) examinations, Short Answer (Essay) Question (SAQ) examinations, Discussion board and Formative assessment participation, Coursework including critical appraisal of published work, data analysis and reporting.
What intellectual skills are provided by the programme?	<ul style="list-style-type: none"> Core research skills that will permit appreciation, interpretation and reporting of research evidence, and prepare learners for research or further training. Core critical appraisal skills and the ability to evaluate literature. The ability to identify, critically evaluate, and deploy arguments effectively in support of specific conclusions. Advanced discussion, analysis and critique of scientific information pertinent to the field. Comprehension of the neuroscientific contributions to brain development, disease and mental health.?
These are achieved through the following teaching/learning methods and strategies	<ul style="list-style-type: none"> Extensive reading and self-directed learning guided by Teaching Fellows and appropriate references and resources. Participation in discussion boards, formative assessments and Q and A sessions. Engagement with multimedia online learning materials.?
They are achieved through the following assessment methods	Assessments will include, Multiple Choice Question (MCQ) examinations, Short Answer (Essay) Question (SAQ) examinations, Discussion board and Formative assessment participation, Coursework including critical appraisal of published work, essays and abstracts, data analysis and project design.
What practical skills are provided by the programme?	<ul style="list-style-type: none"> The ability to conduct a critical appraisal of literature. The capacity to assess and evaluate the ethical implications of conducting original research. The ability to actively and productively contribute to group discussions. Ability to critically discuss information on the neuroscience underpinning brain development, disease and behavior. Problem solving in theory and practice pertinent to neuroscientific research.
These are achieved through the following teaching/learning methods and strategies	<ul style="list-style-type: none"> Participation in online discussion boards Reading and self-, teaching fellow- and peer-directed learning?
They are achieved through the following assessment methods	Multiple Choice Question (MCQ) examinations, Short Answer (Essay) Question (SAQ) examinations, Discussion board and Formative assessment participation, Coursework including critical appraisal of published work, essays and abstracts, data analysis and project design.
What generic/transferable skills are provided by the programme?	Critical reading, critical writing, critical analysis, time management; online communication skills, competence with statistics and data analysis, ethical awareness, self-directed learning.
These are achieved through the following teaching/learning methods and strategies	<ul style="list-style-type: none"> Participation in online discussion boards and formative assessments. Reading and self-, teaching fellow- and peer-directed learning.
They are achieved through the following assessment methods	Multiple Choice Question (MCQ) examinations, Short Answer (Essay) Question (SAQ) examinations, Discussion board and Formative assessment participation, Coursework including critical appraisal of published work, essays and abstracts, data analysis and project design.

Section 9: QAA Benchmarking

Relevant QAA subject benchmark and/or professional, statutory and regulatory body guidelines	There are currently no benchmark statements on this subject area; however consideration has been made of the Masters Characteristics (http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2977#.VjIB87fhBaR)
How the programme has been informed by relevant subject benchmark statement(s) and/or professional, statutory and regulatory body guidelines	
Supporting documentation	

Section 10: Department contribution to teaching

Contributing department(s)	Department	% contribution
	Institute of Psychiatry, Psychology and Neuroscience	100
Nature of the contribution of each	The expertise of staff across the IoPPN will be employed to provide an innovative and contemporary curriculum.	

Department	
Rationale for the particular subject combination in the case of undergraduate Joint Honours programmes	

Section 11: New resource requirements

New Library resources needed for the delivery of this programme	No
New Information Technology resources needed for the delivery of this programme	No
Other new resources needed for the delivery of this programme	No

Section 12: Student numbers and fees

Estimated intake of Home/EU students per year	MOA	Year 1	Year 2	Year 3
	Full-time			
	Part-time			
Estimated intake of Overseas students per year	MOA	Year 1	Year 2	Year 3
	Full-time			
Major source of funding				
Tuition fees at the standard level detailed in the College's fee schedule?	Yes			
Programme eligible for NHS bursary?	No			
Fees billed at the programme or unit (module) level?	Unit (module)			

Section 13: Programme Structure and curriculum

Credits taken in each year of the programme	Year	Full-time	Part-time
	Year 1		90
	Year 2		90
	Year 3		

Year 4		
Year 5		

Pattern of study

Fundamental (compulsory) modules (all Credit Level:7, Credit Value:15): Biological Foundations of Mental Health Techniques in Neuroscience Psychological Foundations of Mental Health Mental Health in the Community Advanced Compulsory module (all Credit Level:7, Credit Value:15): Contemporary Advances in Neuroscience Neurodevelopmental Disorders; From bench to Bedside Advanced Optional modules (all Credit Level:7, Credit Value:15), - Social, Genetic and Environmental Foundations of Mental Health - Psychology and Neuroscience of Affective Disorders - Psychology and Neuroscience of Psychosis - Neuroscience in Society - Pharmacotherapies in Mental Health - Psychology and Neuroscience of Psychosis Compulsory Research Skills modules (all Credit Level:7, Credit Value:15): Research Integrity and Ethics Reviewing and Critical Analysis -Study Design Research Skills: Methods and Procedures Analysis and Reporting Students exiting with a PGDip must complete the four fundamental modules and two compulsory and two optional advanced modules. Students will progress through the programme as follows: fundamental modules (in any order); 2 compulsory and 2 optional advanced modules (in any order); research skills modules (in any order). N/A

Module list

Year	Module code	Module title	Credit level	Credit value	Status	Pre-req module(s)	Co-req module(s)	Assess
1	7PAMFBIO	Biological Foundations of Mental Health	7	15	Compulsory			Coursework Written Examination
1		Techniques in Neuroscience	7	15	Compulsory			Coursework Written Examination
1	7PAHFPSY	Psychological Foundations of Mental Health	7	15	Compulsory			Coursework Written Examination
1	7PCSFMHC	Mental Health in the Community	7	15	Compulsory			Coursework Written Examination
1		Contemporary Advance in Neuroscience	7		Compulsory			Coursework Written Examination
1	7PADFSOC	Social, Genetic and Environmental Foundations of Mental Health	7	15	Optional			Coursework Written Examination
1		Neuroscience in Society	7		Optional			Coursework Written Examination
1	7PAYFAFF	Psychology and Neuroscience of Affective Disorders	7	15	Optional			Coursework Written Examination
2	7PAYFPSY	Psychology and Neuroscience of Psychosis	7	15	Optional			Coursework Written Examination
2		Pharmacotherapy in Mental Health	7	15	Optional			Coursework Written Examination
2		Neuroimaging and Mental Health	7	15	Optional			Coursework Written Examination
2	7PAYFNEU	Neurodevelopmental Disorders: From Bench to Bedside	7	15	Compulsory			Coursework Written Examination
2	7PAYFRIE	Research Skills: Research Integrity and Ethics	7	15	Compulsory			Coursework Written Examination
2	7PAYFRCA	Research Skills: Reviewing and Critical Analysis	7	15	Compulsory			Coursework Written Examination
2	7PAYFRMP	Research Skills: Methods and Procedures	7	15	Compulsory			Coursework Written Examination
2	7PAYFRAR	Research Skills: Analysis and reporting	7	15	Compulsory			Coursework Written Examination

'Free choice' options	N/A
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If a Master?s programme, are level 6 credits permitted within the programme??	No
Max credits for condoned fail?	30
Students permitted to take additional credits?	No
Students permitted to take a substitute module	No
Exceptions to the regulations regarding credits, progression or award requirements?	No
Additional information to explain the programme structure	

Section 14: Examination Boards and marking

College's standard marking criteria used?	Standard PGT
To which Board of Examiners will this Programme report?	King's Online Board of Examiners: Applied Neuroscience
Board of Examiners already exist?	No
Process for nominating External Examiners commenced?	Yes
Nomination(s) details if known	

Section 15: Inclusivity

Anticipatory	The publicity and programme handbook will clearly communicate to students the key skills that will be required during the programme, the content of each module, the intended teaching methods to be used and the module's status.
Flexible	As a distance learning programme, this degree offers greater flexibility to learners, enabling them to work at their own pace. Arrangements can be made to accommodate students with a disability or another condition providing a medical certificate is presented.
Collaborative	Advice will be taken from the Disability Advisory Service to ensure assessment methods do not unfairly discriminate against students with disabilities. The curriculum will be developed with student involvement in quality assurance.
Transparent	Module outlines and published materials specify the assessment methods that will be used.
Equitable	The College's Personalised Examination Provision Committee (PEPC) considers requests for adjustments to assessments to take account of learning and/or physical disabilities. The PEPC will need to be notified in advance about requests for alternative assessment methods.

PAF Checked for 2019/20: 25 July 2019