

**PROGRAMME APPROVAL FORM
SECTION 1 – THE PROGRAMME SPECIFICATION**

| | | | | |
|---|--|---|--------------------------|-----------------------------|
| 1. Programme title and designation | | MSc in Clinical Neurodevelopmental Sciences (CNS) | | |
| | | For undergraduate programmes only Single honours Joint Major/minor | | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Final award | | | | |
| Award | Title | Credit value | ECTS equivalent | Any special criteria |
| MSc | Clinical Neurodevelopmental Sciences | 180 | 90 | N/A |
| 3. Nested award | | | | |
| Award | Title | Credit value | ECTS equivalent | Any special criteria |
| N/A | N/A | N/A | N/A | N/A |
| 4. Exit award | | | | |
| Award | Title | Credit value | ECTS equivalent | Any special criteria |
| PgDip | IoPPN (Clinical Neurodevelopmental Sciences) | 120 | 60 | N/A |
| PgCert | IoPPN (Clinical Neurodevelopmental Sciences) | 60 | 30 | N/A |
| 5. Level in the qualifications framework | | 7 | | |
| 6. Attendance | | | | |
| | Full-time | Part-time | Distance learning | |
| Mode of attendance | Yes | Yes | N/A | |
| Minimum length of programme | 1 year | 2 years | N/A | |
| Maximum length of programme | 36 months | 72 months | N/A | |

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| 7. Awarding institution/body | King's College London |
| 8. Teaching institution | King's College London |
| 9. Proposing department | Department of Forensic and Neurodevelopmental Sciences |
| 10. Programme organiser and contact Details | Dr Eileen Daly, Programme Leader Department of Forensic and Neurodevelopmental Sciences PO50, Institute of Psychiatry 16 De Crespigny Park London SE5 8AF |

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| | eileen.daly@kcl.ac.uk Tel: 020 7848 0364 Fax: 020 3137 6869 |
| 11. UCAS code (if appropriate) | Not applicable |
| 12. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines | Not applicable |
| 13. Date of production of specification | September 2013 |
| 14. Date of programme review | 2020/21 |

15. Educational aims of the programme

The overall aim of the programme is to develop a holistic understanding of the aetiology and clinical management of neurodevelopmental disorders across the lifespan, with a focus on the adult population.

Additional educational aims:

- Acquire a systematic understanding of theory, research and practice in neurodevelopmental disorders
- Develop a critical awareness of contemporary debates and current problems in the field
- Develop skills of independent learning, critical appraisal and research
- Apply these systematically in evaluating different forms of evidence
- Apply the knowledge, understanding and skills gained, to current and/or future specialist areas

16. Educational objectives of the programme/programme outcomes (as relevant to the SEEC Credit Level Descriptors)

The programme provides opportunities for multidisciplinary postgraduate students to develop and demonstrate knowledge and understanding and skills in the following areas:

- 1. Typical brain development** - Students will be given a basic understanding of 'neurotypical' brain development. This is essential in order to understand the biological basis of neurodevelopmental disorders. Students will also be introduced to the different types of *in vivo* brain imaging methods and basic genetics to enable them to understand recent advances made in this area.
- 2. Neurodevelopmental disorders** - Students will learn about neurodevelopmental disorders as defined by DSM-5. The focus will be on (a) Intellectual Developmental Disorders, (b) Autism Spectrum Disorder and (c) Attention Deficit Hyperactivity Disorder. The clinical emphasis will be on the adult population.
- 3. Forensic aspects of neurodevelopmental disorders** - The programme will explore issues relevant to people with neurodevelopmental disorders who come into contact with the criminal justice system (CJS). This will lead to a greater understanding of how this group is at increased risk of being both victims and perpetrators of specific criminal offences and how the CJS is adapted to manage their specific needs.
- 4. Clinical placement** - The aim of the clinical placement / observation is to contextualise and consolidate knowledge obtained through lectures and/or tutorials. Students will also learn to present individual cases in a succinct manner by preparing a case report.
- 5. Research Methods & Statistics** - Students will be equipped with essential skills and knowledge to critically appraise evidence and undertake their own research.

Knowledge and understanding

The programme provides a **knowledge and understanding** of the following:

- Epidemiology and classification of neurodevelopmental disorders.
- Conceptual theories of neurodevelopmental disorders.
- Clinical features, multimodal assessment, clinical interventions and care management models for the major mental disorders affecting people with neurodevelopmental disorders.
- Concepts and contemporary theories of neurodevelopmental disorders and behavioural phenotypes.
- Epidemiology, assessment and intervention and management of forensic issues in people with neurodevelopmental disorders.

These are achieved through the following **teaching/learning methods and strategies**:

Specific teaching and learning methods used to enable outcomes to be achieved include:

- Didactic lectures
- Tutorials / presentations
- Clinical placement
- Case study presentations,
- Web-based resources
- Guided independent study.

Assessment:

Testing of knowledge and understanding is through a combination of the following:

Formative Assessment: This is achieved through class/group tutorials and presentations, discussion on the written answers to questions and, the

- Contemporary models of service provision for people with neurodevelopmental disorders who have mental health needs.
- Research process and research ethics in services for people with neurodevelopmental disorders.

written feedback provided on the coursework essays.

Summative Assessment:

- Dissertation (x1)
- Case report (x1)
- Poster exam (x1)
- Essays (x2)

Skills and other attributes

Intellectual skills:

- Ability to engage with peers reflecting on own/others' practice.
- Assess the impact of Government Health and Social Policy and evaluate its contribution to current practice.
- Synthesise information about individuals and organisations to develop appropriate therapeutic responses, clear rationale and evaluate effectiveness.

These are achieved through the following **teaching/learning methods and strategies:**

These are achieved through the following teaching/learning methods and strategies:

- Didactic lectures and participation in tutorials
- The ability to self-learn
- Oral presentation to, and discussion with, other students and a lecturer of research papers and problem- solving scenarios
- Design and execution of experimental protocols in the context of a supervised research project.
- A project report and defending a poster presentation

Assessment:

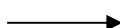
Testing of intellectual skills is through a combination of the following:

Formative Assessment: This is aided by class/group tutorials and presentations, discussion on the written answers to questions and, the written feedback provided on the coursework essays.

Summative assessment of understanding neurodevelopmental disorder topics is evaluated through:

- Dissertation (x1)
- Case report (x1)
- Poster exam (x1)
- Essays (x2)

Practical skills:



- Multimodal mental health assessment in people with neurodevelopmental disorders
- Basic skills in neuropsychological and risk assessment
- Academic writing
- Writing research proposals
- Data collection
- Data analysis,
- Writing research reports
- Writing case reports
- Oral presentation of academic ideas, knowledge and evidence

These are achieved through the following **teaching/learning methods and strategies**:

- 1:1 academic supervision
- 1:1 clinical supervision
- Case study presentation workshops
- Project presentation workshops
- Workshops/lectures

Assessment:

These are achieved through the following teaching/learning methods and strategies:

- Examination of written dissertation
- A poster presentation of dissertation and its oral defence
- Preparation of case report and oral presentation

Generic/transferable skills:

- Development of IT skills and use of project-specific analytical software and statistical software for data analysis
- Conducting literature searches
- Being able to evaluate the logical strength of different arguments.
- Research design and implementation
- Management and organisation of a supervised research project
- Acquiring the ability to respect other points of view and the value of intellectual discourse
- Report writing
- Design and presentation of a poster
- To communicate information to , and discuss it with, other students and lecturers
- Computer skills, e-mail, word processing, database mining,

These are achieved through the following **teaching/learning methods and strategies**:

Assessment:

- Critical essay writing
- Completing a research project and writing up a dissertation
- Preparing a poster and defending it to the examiners

Programme approval 2013/14

PowerPoint presentations,
spreadsheets, statistical analysis

17. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, statutory and regulatory body guidelines

There are no specific QAA benchmarking statements for this programme and therefore the programme has been informed by National Health Service Knowledge and Skills Framework document.

18. In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic

N/A

Which is the lead department and/or School?

19. Programme structure

Please complete the following table and, if appropriate, to include joint, major/minor or other variations
Code = code of each module available for the programme
Title = title of each module available for the programme, plus its credit level and credit value
Status = please indicate whether the module is introductory (I), core (Cr), compulsory (Cp), one or more of however many modules must be passed to progress (CrCp), (P) professional (i.e. module testing skills/competency that has no credit level or value but is a professional body requirement) or optional (O) for each type of programme. For postgraduate programmes use the "single honours" column
Pre-requisite/Co-requisite = where appropriate please indicate whether the module is pre-requisite to another module or co-requisite by noting pre or co and the module code that it is pre/co-requisite to.
Assessment = please indicate in broad terms the assessment for the module eg written examinations, coursework
 (Note: the availability of optional modules may vary slightly from year to year; the following are the modules available at the commencement of the programme)

| Code | Title | Credit Level | Credit Value | Status (I, Cr, Cp, CrCp, P, O) for each type of module | | | Pre-requisite/ Co-requisite (Please note the module code) | | | Assessment |
|------------------------|--|--------------|--------------|--|-------|-------------|---|-------|-------------|-----------------------------------|
| | | | | Single | Joint | Major/Minor | Single | Joint | Major/Minor | |
| Full-time Study | | | | | | | | | | |
| 7PCFLBRA | Module 1: Typical brain development and neurodevelopmental disorders | 7 | 30 | Cp | | | | | | Coursework |
| 7PCFLCLN | Module 2 Clinical Observational Placement | 7 | 30 | Cp | | | | | | Coursework |
| 7PCFLINT | Module 3 Intellectual disability and forensic aspects | 7 | 30 | Cp | | | | | | Coursework |
| 7PCFLRMS | Module 4: Research Methods & Statistics | 7 | 30 | Cp | | | | | | Written Examination Coursework |
| 7PCFLDST | Module 5: Dissertation | 7 | 60 | Cr | | | | | | Coursework |
| Part-time Study | | | | | | | | | | |
| First Year | | | | | | | | | | |
| 7PCFLBRA | Module 1: Typical brain | 7 | 30 | Cp | | | | | | Coursework |

| | | | | | | | | | | |
|---|---|---|----|----|--|--|--|--|--|-----------------------------------|
| | development and neurodevelopmental disorders | | | | | | | | | |
| 7PCFLCLN | Module 2 Clinical placement | 7 | 30 | Cp | | | | | | Coursework |
| 7PCFLINT | Module 3 Intellectual disability and forensic aspects | 7 | 30 | Cp | | | | | | Coursework |
| Second Year | | | | | | | | | | |
| 7PCFLRMS | Module 4: Research Methods & Statistics | 7 | 30 | Cp | | | | | | Written Examination Coursework |
| 7PCFLDST | Module 5: Dissertation | 7 | 60 | Cr | | | | | | Coursework |
| If a Masters programme, are level 6 credit levels permitted within the programme? No | | | | | | | | | | |
| Maximum number of credits permitted with a condoned fail (core modules excluded) 30 | | | | | | | | | | |
| Are students permitted to take any additional credits, as per regulation A3; 5.10? No | | | | | | | | | | |
| Are students permitted to take a substitute module, as per regulation A3; 20.7? No | | | | | | | | | | |
| Are there any exceptions to the regulations regarding credits, progression or award requirements? (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards) n/a | | | | | | | | | | |
| Other relevant information to explain the programme structure <i>Please note that <u>new</u> students enrolling on the information provided on this section of the PAF will have these regulations stipulated throughout their programme of study. The only exception to this will be if there are changes made by Professional, Regulatory or Statutory Bodies that are noted to this programme.</i> | | | | | | | | | | |
| n/a | | | | | | | | | | |

20. Marking criteria

The College Marking Framework is applied, as approved annually by the Programme and School Board of Examiners.

21. Will this Programme report to an existing Board, and if so which one? If a new Programme Board of Examiners is to be set up please note name of Board here

A new Programme Examination Board for the MSc in Clinical Neurodevelopmental Sciences will be set up, replacing the existing Programme Examination Board for the MSc in Mental Health in Learning Disabilities.

22. Please confirm that the process for nominating External Examiners has commenced, and if known, note whom the nominated External Examiner(s) may be

Dr Angela Hassiotis, UCL (current External Examiner for Mental Health in Learning Disabilities MSc)

23. Particular features of the programme which help to reduce the barriers experienced by disabled students and ensure that the programme is accessible to all students who meet the entry requirements

Applicants who declare a disability are automatically referred to the Institute's disability officer and, if recommended, students with disabilities will have access to alternative comparable assessment tasks.

The programme includes a compulsory placement in a clinical service. Students will be allocated to placements after a personal interview with the Module Co-ordinator who will consider the suitability of each placement for each individual, including any issues arising out of the physical or sensory environment which would be problematic for a student with a known disability. All students are screened by Occupational Health before starting on the placement.

We would look favourably on a request to switch to the part-time programme, where feasible, for health reasons.

**PROGRAMME APPROVAL FORM
SECTION 3 – SUPPLEMENTARY INFORMATION**

Not all of the information in this section will be relevant for all programmes and for some programmes this section will not be relevant at all

1. Programme name MSc in Clinical Neurodevelopmental Sciences

2. Is this programme involved in collaborative activity?

Yes

No

If yes what type of Collaborative Provision is it (*tick appropriate box*)?

Does the programme have an access/feeder Programme for entry into it?

Does the programme have an articulation/ progression agreement for entry into it?

Dual Award

Franchised Provision

Joint Award

Partnership Programme

Recognition of Study or Award of Credit through off-campus study or placement

Staff and student exchange

Validated provision

Have the relevant stages and appropriate paperwork been approved and the paperwork forwarded onto ASQ Office?

Yes

No

Not applicable

3. If the programme is a joint award with an institution outwith the University of London, validated provision or franchised provision, has the necessary approval been sought from College Education Committee?

Yes

No

Not applicable

4. Partnership programme - in cases where parts or all of the programme are delivered away from one of the College campuses by a body or bodies external to the College please provide the following details

Name and address of the off-campus location and external body

Behavioural and Developmental Psychiatry Clinical Academic Group, South London and Maudsley NHS Foundation Trust (SLaM)

Percentage/amount of the programme delivered off-campus or by external body

10% of one 30-credit module – 1.6% of total 180-credit programme (based on total hours of study)

Nature of the involvement of external body

- Students will be allocated to 2 clinical teams for 5 x 3 hour sessions with each team (10 x 3 hrs = 30 hrs in total).
- The KCL module lead will allocate students according to availability and student experience and wishes and introduce student to SLaM clinical coordinator
- the student will have the opportunity to observe a range of clinical settings including:
National outpatient Adult ADHD service
National outpatient Autism service
Inpatient intellectual disability service
Inpatient complex neurodevelopmental disorders service
Medium secure mental health service
- In addition, depending on student needs and special interests, it may be possible to arrange other placements (for example in child psychiatry, general adult psychiatry)

Description of the learning resources available at the off-campus location

- Named clinical coordinator
- Allocated clinical team for 5 week block
- Opportunity to observe clinical activity including outpatient assessment, inpatient ward round, patient review and follow up
- Clinical teams based at Maudsley Hospital (on same site as IOP) and Bethlem Royal Hospital (free staff shuttle bus from Maudsley)

What mechanisms will be put in place to ensure the ongoing monitoring of the delivery of the programme, to include monitoring of learning resources off-site or by the external body?

- Students are individually allocated clinical placement determined by experience, special interest and availability
- Prior to placement, workshop teaching prepares students for clinical environment
- Students have a named coordinator in the clinical setting
- Coordinators feed back concerns about conduct of students to module lead
- Module lead has 1:1 session with each student half way through module to highlight if there are problems
- Students complete feedback on clinical module at end of module
- Students are required to complete a written case report based on their experience

Please attach the report of the visit to the off-campus location

Attached as appendix.

5. Recognition of study or award of credit through off-campus study or placement - please indicate how the time will be spent, the length of time out, the amount of credit and whether it is a compulsory or optional part of the programme

Year abroad

Year in employment

Placement

Other (please specify)

Time spent **30 hrs minimum** Credit amount **30** Compulsory/optional. **Compulsory**

6. Please provide a rationale for any such time outside the College, other than that which is a requirement of a professional, statutory or regulatory body

The aim of the clinical placement is to contextualise and consolidate knowledge obtained through lectures and tutorials. Students will also learn to present individual cases in a succinct manner by preparing a case report. The module will give students the opportunity to relate their theoretical knowledge to clinical practice, observing clinical assessment and interventions in neurodevelopmental disorders and intellectual disability.

7. Please give details if the programme requires validation or accreditation by a professional, statutory or regulatory body

N/A

Name and address of PSB

Date validation/accreditation commenced:

Frequency of validation/ accreditation

Date of last validation/accreditation

Date of next validation/ accreditation