

Section 1: Programme Development and Approval Committee approval to proceed

Programme proposal form	
Date of approval	09/Dec/2015
Programme start year	2017/8
Programme start month	September

Section 2: Core Programme Information

Programme name	Clinical Neuropsychiatry
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	MSC1P
Lead Faculty/Institute/School	Institute of Psychiatry, Psychology and Neuroscience
Lead department	Psychosis Studies
Campus	King's Denmark Hill Campus
Other academic units involved?	No
Programme organiser	TIM NICHOLSON
Programme level	7
Programme length: full-time	1 year
Programme length: part-time	2 years
Normal qualification: full-time	TMSC1P - Master of Science
Create both full-time and part-time version on SITS?	Yes
Normal qualification: part-time	TMSC2P - Master of Science
Designation	Taught Postgraduate
More than one pathway?	No

Pathway(s)	Pathway title
	Clinical Neuropsychiatry
Course code: full-time	TMSC1PTMSC1P
Course code: part-time	TMSC2PTMSC1P
Course title(s)	Master of Science in Clinical Neuropsychiatry
Programme short name	Clin Neuropsych
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	Clinical Neuropsychiatry
Credit value	180
ECTS credit value	90
Special criteria	
Nested awards within this programme?	No
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

	TMSC1PTMSC1P	TMSC2PTMSC1P
Mode of attendance	Full Time	Part Time
Units of length	YEARS	YEARS
Min number of years/months/weeks	1	2
Max number of years/months/weeks	3	6

Section 6: Programme Duration

When will the programme run?	Standard postgraduate year
Further details if other	
Any other entry points?	No
Details of any years of the programme that are longer than standard	

Section 7: Educational Aims

Education aims	<p>Overall aim:</p> <p>To provide the students with a comprehensive foundation in clinical neuropsychiatry, as the basis of a clinical and/or academic career in neuropsychiatry and related disciplines.</p> <p>Specific sub-aims:</p> <ul style="list-style-type: none"> ● To provide students with deep understanding in the brain sciences that underpin neuropsychiatry. ● To give students a detailed understanding of the full spectrum of neuropsychiatric disorders, particularly their epidemiology, aetiology and clinical/diagnostic features. ● To equip students with the knowledge and skills to assess neuropsychiatry patients, correctly diagnose disorders and formulate management plans in a systematic way. ● To equip students with skills in research methods and statistics to enable them to both understand, by critical appraisal, and contribute to research into neuropsychiatric disorders. ● To give students the knowledge and skills to carry out a research project in an area related to neuropsychiatry.
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Section 8: Educational Objectives

The programme provides knowledge and understanding of the following	<p>The programme will impart a deep and systematic understanding of clinical neuropsychiatry. Neuropsychiatry sits at the interface of many clinical and other brain sciences and therefore the programme necessarily covers the interrelationship of these disciplines, particularly psychiatry, neurology and neuropsychology. Students will be taught, and get practical experience, of applying the current knowledge base of both clinical neuropsychiatry and the brain sciences that underpin it.</p> <p>On completing this MSc, students will be able to demonstrate an understanding of current methodological approaches to understanding neuropsychiatry disorders and the corresponding statistical analyses. They will also develop a solid understanding of the scientific foundations of neuropsychiatry, including neuroanatomy and neuropharmacology. They will also gain an understanding of the aetiology, epidemiology and clinical features of neuropsychiatric disorders. Finally, they will develop an understanding of the investigations and treatment options available in this specialist area.?</p>
These are achieved through the following teaching/learning methods and strategies	<p>The following teaching/learning methods will be used:</p> <ol style="list-style-type: none"> 1. Attendance of lectures (delivered by experts in the field) 2. Participation in seminars/tutorials 3. Participation in practical sessions (e.g. case presentations, lab visits) 4. Attendance and participation in both clinical meetings and clinical observations/assessments 5. Undertaking a research dissertation (clinic, lab or library based) 6. Undertaking self-guided study
They are achieved through the following assessment methods	<ol style="list-style-type: none"> 1. Attendance 2. Examination: unseen written exams, including MCQs 3. Coursework: <ul style="list-style-type: none"> ● Essays (after formative assessment of essay plan) ● Case presentations ● Diagnostic formulations ● Management plans ● Research report (MSc thesis) ● Lab notebook (or clinical equivalent) ● Poster presentation
What intellectual skills are provided by the programme?	<p>The programme will develop a broad range of intellectual skills relevant to neuropsychiatry. In particular, students will:</p> <ol style="list-style-type: none"> 1. Develop the ability to differentially identify neuropsychiatric disorders, and assign the appropriate diagnostic category. 2. Develop the ability to assess symptoms that present in neuropsychiatric disorders. 3. Develop the ability to critically compare the principles, strengths and limitations of different psychosocial approaches. 4. Develop an understanding of the empirical evidence for and against the different pharmacological approaches. 5. Develop an awareness of the theoretical and practical issues in establishing and managing specialist care services for neuropsychiatric disorders. 6. Begin to develop the skill to evaluate the most appropriate treatment based on individual patient needs. 7. Develop an appreciation of the multifaceted nature of neuropsychiatric disorders. 8. Develop an ability to balance and evaluate competing aetiological theories. 9. Develop a critical appreciation of the main theoretical, ethical and practical challenges of carrying out research on neuropsychiatric disorders. 10. Develop the ability to formulate appropriate research questions and identify new areas of research in the field of neuropsychiatric disorders. 11. Develop an ability to integrate research from different disciplines to address research questions pertinent to neuropsychiatric disorders (e.g. identifying multiple ways to solve a clinical problem), and the skill of applying critical appraisal in doing so.

	12. Develop an ability to communicate the findings of scientific experiments in oral and written formats.
These are achieved through the following teaching/learning methods and strategies	<p>The following teaching/learning methods will be used:</p> <ol style="list-style-type: none"> 1. Lectures 2. Seminars/tutorials 3. Practical sessions (e.g. case presentations, lab visits) 4. Attendance and participation in both clinical meetings and clinical observations/assessments 5. Research dissertation (clinic, lab or library based) 6. Self-guided learning <p>Intellectual skills will be developed throughout the course using a number of strategies, including: (i) interactive classroom teaching, in which critical debate will be encouraged, (ii) the use of problem- and inquiry-based learning in lectures and tutorials; (iii) role-play exercises; (iv) a clinical placement allowing students to observe mental health professionals and have one-to-one interactions with a dedicated clinical tutor; (v) a research project carried out under one-to-one academic supervision by an academic member of staff at the IoPPN.?</p>
They are achieved through the following assessment methods	<ol style="list-style-type: none"> 1. Attendance 2. Examination: unseen written exams, including MCQs 3. Coursework: <ul style="list-style-type: none"> • Essays (after formative assessment of essay plan) • Case presentations • Diagnostic formulations • Management plans • Research report (thesis) • Lab notebook (or clinical equivalent) • Poster presentation
What practical skills are provided by the programme?	<p>Assessment of neuropsychiatry disorders: ability to illicit psychiatric, neurological and neuropsychological features on history and examination.</p> <p>Students will develop a number of practical skills including:</p> <ul style="list-style-type: none"> • Practical competency in a range of research techniques and in the administration of symptom assessments. Acting with initiative in decision-making and being able to access support where required. • Able to flexibly and creatively apply knowledge in unfamiliar context. • The ability to retrieve and select information from electronic and written sources and appraise the information critically. • The ability to generate experimental hypotheses and design substantial investigations to address significant areas of theory and/or practice. • Select appropriate advanced methodological approaches and critically evaluate their effectiveness • The ability to acquire, manage, analyse and interpret primary research data. • Time management. • Ability to disseminate primary research findings through report writing and oral presentations. • The ability to work effectively in a team either as a lead, or member towards a common goal and acquiring the ability to respect other points of view and the value of intellectual discourse.
These are achieved through the following teaching/learning methods and strategies	<p>Many of these practical skills will be developed via one-to-one supervision throughout the research project.</p> <p>In addition, some further skills will be gained from techniques lectures and practical sessions.</p> <p>The skills will be further enhanced by the development of IT proficiency (e.g. they will be taught how to identify, locate and use materials online) and use of analytical software for data analysis.</p>
They are achieved through the following assessment methods	<p>Assessment will primarily take place via a final MSc thesis and poster symposium (with oral defence) in which the research project will be presented. They will be further assessed by oral presentations of research papers.</p>
What generic/transferable skills are provided by the programme?	<p>Students will not only develop a deep understanding of neuropsychiatry, but also its interrelationship with other related disciplines. When taught about the epidemiology, aetiology, clinical features, diagnosis, assessment and management of neuropsychiatric disorders, students will acquire skills which could equally be applied to areas of psychiatry, neurology, and indeed any clinical population.</p> <p>When taught about the biological causes and characteristics of neuropsychiatry disorders, students will acquire generic/transferable skills in critical appraisal of existing evidence which are highly applicable to other areas.</p> <p>When taught about psychosocial and pharmacological approaches used in the treatment and management of neuropsychiatric disorders, students will acquire generic/transferable skills in the critical appraisal of existing practices in psychology and pharmacology which could be applied to other areas.</p> <p>When taught about the theoretical and practical challenges of carrying out research in neuropsychiatric disorders, students will acquire generic/transferable methodological skills which could be applied to other areas.</p> <p>As part of the assessment of the existing literature on neuropsychiatric disorders, students will acquire generic/transferable skills in the critical analysis of the existing literature which could be applied to other areas.</p> <p>All the practical skills acquired as part of the research project (i.e. scientific communication, communication to clinical stakeholders, general laboratory skills, research design, practical problem solving, project management, data acquisition, data management, data analysis, time management, the ability to meet deadlines and scientific writing) are highly generic/transferable.</p> <p>The computing skills acquired will also be highly transferable, including those relating to the use of e-mail, word processing, database mining, PowerPoint presentations, spreadsheets and statistical analysis.</p>
These are achieved through the following teaching/learning methods and strategies	<p>Generic/transferable skills will be developed by attending the lectures and tutorials, carrying out literature review as part of the coursework essays and the final MSc thesis, and working on the research project. The use of problem and inquiry based learning in lectures and tutorials will also promote the acquisition of these skills.</p>
They are achieved through the following assessment methods	<p>Assessment of generic/transferable skills will take place via communication skills exercises in seminars, oral presentations of research papers, coursework essays, written examinations, the preparation and defence of a research poster, the keeping of a chronological logbook (or clinical equivalent), keeping to Good Laboratory Practice (or Good</p>

Clinical Practice) standards, and a final MSc thesis on the research project.

Section 9: QAA Benchmarking

Relevant QAA subject benchmark and/or professional, statutory and regulatory body guidelines	QAA guideline for master-level degrees
How the programme has been informed by relevant subject benchmark statement(s) and/or professional, statutory and regulatory body guidelines	There are no specific benchmarks for programmes on clinical neuropsychiatry, but we will follow the general QAA guidelines for master-level degrees. The programme design has also been informed by our research into the taught content and structure of the other MSc programmes delivered by the Institute of Psychiatry, Kings College London. We will pay particular attention to clinical psychiatric disorder based programmes such as the MSc Early Interventions in Psychosis and the MSc Affective Disorders. The programme will be further informed by knowledge of the QAA benchmarks for more closely related, but undergraduate level, programmes in Psychology and the Biomedical Sciences. The programme does not lead to a clinical qualification and therefore is not subject to professional/statutory body guidelines. However, our outline plans for the program have been informed by our market research survey with psychiatry trainees in the UK, the British Neuropsychiatry Association (the largest/most influential national Neuropsychiatry society outside of the US) and the International Neuropsychiatry Association - all of which strongly endorsed our prospective programme. Dr Tim Nicholson (co-director and module leader of the MSc) is secretary of the British Neuropsychiatry Association and on the executive committee of the Neuropsychiatry Faculty of the Royal College of Psychiatrists who are currently developing a curriculum for an endorsement (specialty accreditation) for neuropsychiatry training. The course directors also have strong links with the Faculty and another lecturer on our MSc is already a member of the executive committee. The course directors will therefore be very well situated to continue this strong working relationship with key national and international bodies and other stakeholder organisations/groups to ensure that our course continues to meet expectations on coverage and standards.
Supporting documentation	

Section 10: Department contribution to teaching

Contributing department(s)	Department	% contribution
	Psychological Medicine	35
	Psychosis Studies	30
	Biostatistics and Health Informatics	10
	Clinical Neuroscience	5
	Old Age Psychiatry	5
	Forensic and Neurodevelopmental Sciences	5
	Neuroimaging	5
	Clinical Psychology	5
Nature of the contribution of each Department	All the departments will contribute individuals to give lectures, seminars, host practicals and clinical placements as appropriate (see modules)	
Rationale for the particular subject combination in the case of undergraduate Joint Honours programmes	Not applicable.	

Section 11: New resource requirements

New Library resources needed for the delivery of this programme	Yes
Any extra, unbudgeted Library resources	800 pounds sterling for books

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

Section 12: Student numbers and fees

Estimated intake of Home/EU students per year	MOA	Year 1	Year 2	Year 3
	Full-time	11	12	13
	Part-time	8	10	12
Estimated intake of Overseas students per year	MOA	Year 1	Year 2	Year 3
	Full-time	5	7	8
Major source of funding	HE FUNDING COUNCIL FOR ENGLAND			
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?	Programme			

Section 13: Programme Structure and curriculum

Credits taken in each year of the programme	Year	Full-time	Part-time						
	Year 1	180	90						
	Year 2		90						
	Year 3								
	Year 4								
	Year 5								
Pattern of study	It is a standard masters programme with no pathways or nested awards. It is planned that the modules on the course are taught sequentially in three blocks - the scientific underpinnings and research methods/stats modules will be taught concurrently in the 1st term. The Neuropsychiatric disorders and Neuropsychiatric disorders management modules will be taught concurrently in the 2nd term. Finally, the Dissertation and Clinical attachment modules be will be completed concurrently in the in 3rd term. Not applicable								
Module list	Year	Module code	Module title	Credit level	Credit value	Status	Pre-req module(s)	Co-req module(s)	Assess
	1		Scientific	7	30	Compulsory			Coursework

		Foundations of Neuropsychiatry						Practical examination Written Examination
	1	Neuropsychiatric disorders	7	30	Compulsory			Coursework Practical examination Written Examination
	1	Management of Neuropsychiatric disorders	7	30	Compulsory			Coursework Practical examination Written Examination
	1	Research Methods and Statistics	7	30	Compulsory			Coursework Practical examination Written Examination
	1	Dissertation	7	60	Compulsory			Written Examination
'Free choice' options	Not applicable							

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?	MSc in Clinical Neuropsychiatry Board of Examiners.
Board of Examiners already exist?	No
Process for nominating External Examiners commenced?	No
Nomination(s) details if known	

Section 15: Inclusivity

Anticipatory	All venues will have lift access to all floors. Facilities available include lecture theatres, microphones, projectors, computers and standard student facilities such as refreshment and bathroom facilities.
Flexible	Lectures will be recorded and uploaded. This is of considerable value to students with, for example, dyslexia, who may have difficulty taking notes during a lecture.
Collaborative	Every effort will be made to ensure the MSc team and students will interact collaboratively with each other.
Transparent	Lecture recordings to consolidate learning and aid coursework essays writing. Students will be screened by Occupational Health before starting a clinical placement.
Equitable	Students will be allocated individual personal tutors, to provide confidential support and advice concerning any problem that may adversely affect the progress of the students learning, including disability related issues.