Programme Specification

St George's
University of London

Section A – the nature of the award

1	Programme title	Clinical Neuroscience Practice
2	Final award	MSc
3	Intermediate awards	PgDip and PgCert
4	Awarding institution/body	St George's Hospital Medical School, a constituent College of the University of London
5	Teaching institution	St George's, University of London
6	Programme accredited by	N/A
7	UCAS/JACS code	N/A
8	QAA benchmark statements	N/A
9	Level	FHEQ level 7
10	Date specification produced	12/06/2024
11	Student cohorts covered by the specification	September 2025onwards

Section B – features of the programme

1	Mode of study	Full-time or part-time
2	Usual length of programme	12 months full-time; 24 months part-time
3	Other features of the programme	Clinical placement

Section C – brief description of the programme and programme aims

1	Brief description	The full MSc programme will provide a solid foundation in the principles, practice, lived experience and service delivery of clinical neurosciences. It will be open to learners from a diverse range of academic and clinical backgrounds including psychology graduates, doctors in core and higher specialist training and allied health professionals. The course will cover: 1. Foundations of clinical neuroscience plus one or both of: 2. Clinical neuropsychology 3. Health services delivery for the neurosciences Students will access research support modules and optional modules from other MSc programmes with complementary content. Students will undertake a dissertation and will be offered a clinical placement (mandatory for those on the psychology track).
2	Programme aims	To produce a cadre of clinicians: 1. With a deep understanding of neurological and related illness from theoretical, clinical and lived experience perspectives 2. Able to practise maturely within their field e.g. medicine, neurotherapy, clinical psychology, adapting their practice based on critical evaluation of the evidence base 3. Able to formulate and deliver research and/or quality improvement ideas based on appraisal of knowledge gaps or unwarranted variation in their area of practice 4. Motivated to develop and lead high-quality sustainable clinical services with an awareness of how knowledge and care has been shaped by structural factors such as colonialism and patriarchy, and a commitment to delivering healthcare and clinical research in which these have been overcome

Section D – Intended learning outcomes of the programme

1	Intended Learning outcomes	At the end of the **full MSc programme**, students should be able to: Identify the process by which neuroscientific knowledge is generated and the cultural, economic and political influences that shape it. Discuss the scientific principles underpinning clinical practice in the neurosciences. Apply knowledge and skills relevant to their professional orientation (e.g. neurological/neuropsychological/neurotherapeutic) in a clinical setting.

| | | Relate how the principles of good clinical care in the neurosciences can be applied consistently within a continually changing healthcare system. |
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Relate how the principles of good clinical care in the neurosciences can be applied consistently within a continually changing healthcare system.
Judge how a practitioner from their current or future professional group can make the most effective contribution to multi-disciplinary care in a diverse range of neuroscience practice settings.
Appraise new developments in clinical practice according their evidence base and real-world operability.
Propose a strategy to resolve an area of uncertainty or unwarranted variation in neuroscience clinical practice either through research or quality improvement.
Demonstrate an appreciation of lived experience as being of equivalent value to scientific and clinical perspectives.

Module-specific learning outcomes:
"Foundations" module:
Explain the organisation and function of the human nervous system.
Apply principles of diagnosis and formulation to clinical data to propose diagnoses and treatments.
Recognise the major diseases of the nervous system.
Demonstrate an empathic understanding of the lived experience of neurological and psychiatric illness.
Locate sites of disease from a given set of clinical symptoms and signs.
Appraise the current state of treatment for the major neurological and psychiatric disorders.
Demonstrate an understanding of the impact of race and ethnicity on the development of neuroscientific knowledge (and vice versa) and on health disparities for individuals with neurological and psychiatric disorders.

"Clinical Neuropsychology" module:
Understand the role of the clinical psychologist or clinical neuropsychologist in clinical neuroscience services and how the disciplines contribute to improving patient care
Describe and evaluate neuropsychological models of cognition and emotion
Describe the psychological and neuropsychological consequences of the major neurological conditions
Explain the essential principles of neuropsychological assessment, formulation, intervention and rehabilitation.
Critically appraise the discipline of clinical neuropsychology in relation to issues of race and culture and accordingly describe contemporary culturally competent approaches to practice.
Critically evaluate the evidence base for contemporary practice in neuropsychological assessment and rehabilitation.
Work collaboratively to formulate and present a solution to an area of uncertainty in neuropsychological knowledge or practice

		"Health Service Delivery" module:
		Explain the current structure of the NHS and where neuroscience services are situated within it.
		Identify the key components for the establishment and delivery of high-quality neuroscience services.
		Identify the historical legacy and current contribution of health inequalities, racism and sexism to the structure and outcomes of clinical care in the neurosciences.
		Discuss the latest developments in care in the major neurological disorders and appraise the challenges these pose to service organisation.
		Discuss and critically evaluate the benefits and challenges associated with multidisciplinary working.
		Assess the likelihood that a proposed new treatment would meet NICE criteria for funding.
		Develop a new service improvement proposal including business case, funding, staffing and quality assurance.
		Describe how service users and experts by experience can be involved in the development and provision of care.
		Dissertation module:
		Identify a gap in clinical knowledge and propose a strategy for closing it using research or QI methodology.
		Plan and execute a research or QI project, including selection and application of appropriate analytical methods.
		Summarise the project rationale, methods, findings and conclusions in a variety of formats including a written report suitable for submission to a scientific journal, oral presentation supported by a poster and a plain English summary.
		Work collaboratively to complete the project, appraising the most effective way of distributing tasks between personnel.
		Clinical Placement module:
		Demonstrate safe and non-discriminatory practice, complying with legal, ethical and local policies and procedures, working within own level of competency, and seeking support appropriately.
		Explain their role in the placement setting to patients, carers and colleagues.
		Demonstrate professional behaviour on placement, e.g., punctuality, engagement, appearance, verbal, and non-verbal communication.
		Prepare for supervision sessions, e.g., bring a weekly reflection, a list of questions and items for discussion, and take notes.
		Reflect on own professional development in order to identify progress and areas for further work.
		Demonstrate clinical skills in neuroscience relevant to their professional orientation.

		Identify quality improvement opportunities relevant to the clinical service in which they were embedded. Appraise instances of professional team working. Evaluate the impact of resource limitations on care delivery.

Section E – Programme structure and features

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The course will run during the academic year, commencing in September. Students can complete the course full-time in one year, or part-time in two years. The academic year will be divided into three terms as per the standard SGUL calendar.

MSc in Clinical Neuroscience Practice (180 Credits)
Note that the description of the structure of the programme, including the lists of modules, is indicative and should not be regarded as full and definitive. For up-to-date information, see the course handbook.

All students must take module 1, one or both of modules 2 and 3, at least one course in module 4 and complete a dissertation. Clinical placement is compulsory for psychology track students and optional for qualified clinicians.

Taught modules (105-120 credits)		Clinical Placement (15 credits)	Dissertation (60 Credits)
Module 1 Foundations of Clinical Neuroscience (30 Credits)	Module 2 Clinical Neuro-psychology (30 Credits)	Module 3 Health Service Delivery for the Neurosciences (30 Credits)	Module group 4 Common Postgraduate Framework research support modules (15 credits each); at least one of: a) Practical Data Analysis, b) Research Methods, c) Statistics, d) Critical Appraisal e) Research Planning & Project Management
Module group 5 Modules from Global Health MSc or Medical Ethics, Law and Humanities MA: Culture and Mental Health (15 credits), Global Health, Comparative Health Systems (15 credits),	Module group 6 Modules from Genomic Medicine MSc: Fundamentals of Human Genetics and Genomics (15 credits), Genomics of Neurological Disorders (15 credits)	Module group 7 Modules from Translational Medicine MSc: Clinical Trials (15 credits), Personalised Medicine (15 credits), Population Health Research (15 credits),	Clinical Placement (15 Credits)

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	Neuroethics (15 credits)		Case Studies in Drug Discovery & Development (15 credits)	

Entry to the programme will be for the full MSc or PGCert only. However, MSc students may subsequently ask to be considered for, or awarded, PGDip or PGCert qualification.

Students will be eligible for the PGCert after completing module 1 and either module 2 or 3.

Students will be eligible for the PGDip after completing module 1 plus either module 2 or module 3 plus 60 credits made up from other modules.

Clinically qualified students attending as clinical observers will be offered a full or part-time clinical placement of 6 to 12 weeks at a mutually convenient time during the year.

Psychology-track students will be attached to the Clinical Neuropsychology and Clinical Health Psychology department for 1-2 days per week throughout a year of full-time study (or 0.5-1 day per week over 2 years of part-time study).

Section F - General teaching and learning strategies

1	The programme comprises a blend of taught core and specialist modules, clinical practice and independent research that will equip students with a comprehensive range of knowledge and skills to progress their careers. The diversity of approaches used assumes a mixture of pre-clinical and qualified practitioners from a variety of professional backgrounds with different levels of educational and work experience. Through group interactions, we will enable students to benefit from the interdisciplinary nature of the cohort. Students will be able to make individual learning choices aligned to their own professional development interests. Core content will be delivered through lectures which will be pre-recorded and accessible to students remotely. These will set tasks for enquiry-based learning which will then be consolidated at live seminars, where possible on campus to facilitate interactions between and within the faculty and student cohort. Supervision will be provided online or face to face to suit student preference and supervisor availability. Small group work can be done online or in person depending on the activities and the preferences of the group. Students will be asked to bring questions, worked examples, or to deliver individual or group presentations at various points in the programme. By asking students to work collaboratively, we will leverage the inter-disciplinary nature of the cohort, which will include learners who bring psychological, medical and therapies perspectives. Students will share these and be actively encouraged to learn from one another. Each module will include at least one discursive written output. We will offer a range of topics which will enable students to make study choices appropriate to their learning needs and aims. A workshop in the Foundations module will provide an

| | overview of the programme and guidance on study choices. Students will have periodic individual learning reviews e.g. to help identify appropriate dissertation projects and supervisors and to refine optional module choices. Drop in sessions for further queries will be offered.

All psychology track students and some HCPs will complete a clinical placement in which they will have direct supervision by a clinical supervisor and opportunities to develop "hands on" clinical skills. There will be additional clinical skills workshops in the Clinical Neuropsychology module.

All students will complete a dissertation consisting of a research or quality improvement project which will be overseen by an expert supervisor. This will be an advance on their previous independent learning requirements.

Psychology graduates will enter with a good grounding in scientific method with graduate level skills in research methods and statistics. They will have a basic appreciation of the psychological effects of neurological illness. All UK HE psychology degrees involve a research project (i.e. they will have experience of self-directed enquiry and effective use of supervision and the ethics of research). They will be used to learning in a variety of ways including PBL, didactic lectures, small group tutorials. |
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Section G Assessment

| 1 | Assessment will be both formative and summative, with continuous and discrete modes. Formative assessments will be included into clinical placement and dissertation supervision, group presentations, role play, poster presentations and reflective analysis. Regular contact with supervisors and personal tutors (in individual learning reviews), allowing a relationship of trust to develop, will facilitate wide-ranging formative assessment that goes beyond the strictly academic considerations in summative assessment. Peer-to-peer feedback will be facilitated e.g. following presentations.
Feedback during the clinical attachment will be structured, building on best practice in postgraduate medical training and the SGUL MBBS course. Psychology clinical placements will have weekly supervision.

The variety of learning outcomes means that we will use a broad range of summative assessments, including written exams, dissertation proposal and final report, essays, presentations, reflections, and clinical placement performance. Summative assessments will be, as far as possible, distributed rather than clustered to enable timely marking and delivery of feedback.

Summative assessment:
Foundation module: Written exam and individual oral presentation.
Clinical neuropsychology module: 3,500 word coursework essay, group presentation and 1,500 word reflection. The essay will be on an applied topic requiring students to integrate theoretical learning with clinical application, in line with the ethos and aims of the programme.
Service delivery module: Written exam, 2,500 word essay, group presentation and a 1,500 word reflection. |
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	Dissertation: 1,000 word proposal, 10,000 word final report and a poster and oral presentation.
	Clinical placement: supervisor's report and 1,500 word reflection.
	We will create an assessment rubric specifying the requirements for specific grades for each of the major criteria for mastery. Speedgrader on Canvas includes the assessment criteria which will be used consistently by assessors for marking transparency. The feedback proforma will specify the requirements of the coursework or assessment and detail the rationale for the marking decision. Timescale as per SGUL standard.

Section H Support for students and their learning

1	All students will have a personal tutor, a clinical placement supervisor and a dissertation supervisor.
	One of the leadership team will be a disability champion.
	The following information will be available on Canvas including a link to the programme specification:
	• Learner development
	• Library and other learning resources
	• Counselling and other student support services
	• The Students' Union
	• Support for students with disabilities
	• Careers support

Section I – Criteria of admissions

1	Entry requirements for the programme:
	• If English is not the applicant's first language, they must demonstrate proficiency in English equivalent to International English Language Testing System (IELTS) 7.0 overall, with no skill below 6.5.
	And:
	• Psychology degree equivalent to UK first-class or second-class honours (2:2 or above)
	Or all of the following:
	• Honours degree (2:2 or above) or primary medical degree (MBBS or equivalent)
	• Recognised health-related professional qualification and current professional registration
	• Minimum of 12 months' full-time clinical experience (or the equivalent in part-time hours) in health or social care employment
	For clinical placements, occupational health and DBS will be required.
	Psychology track applicants will be interviewed to assess their suitability for the programme. Applications from clinically qualified healthcare professionals will generally be considered without interview, but the course team might invite applicants to interview where needed to assess suitability. Applicants will be expected to provide:
	• A personal statement setting out their suitability for the programme.

	• Two satisfactory references. One of these should be a recent academic reference and the other should be either a second academic reference or a professional/employer reference. For those unable to provide an academic referee a second professional/employer reference will be permitted.

Section J – Employability and employment

1	For psychology graduates, the programme will increase the likelihood of acceptance onto a Doctorate in Clinical Psychology course and employment as an assistant psychologist and general employment within the NHS. For junior doctors, the programme will increase the likelihood of progression from core to higher specialist training or from higher specialist training to a consultant post. For allied health professionals, the programme will increase the likelihood of promotion within the AfC pay structure and being appointed to a leadership role For all students, the programme will increase the likelihood of being accepted onto a doctoral (PhD or MD-Res) programme.

Section K - Methods for evaluating and improving the quality of teaching and learning

1	• Module reports – based on student evaluation questionnaires and staff reports • PTES – national survey • SOLTS – internal module review system • Annual programme monitoring reports – prepared by course leaders and approved by monitoring committees • Reports from External Examiners • Course committees (and staff–student consultative committees) • Student representatives on the Course Committee • Periodic review • Teaching observation – participation in the PORT scheme • Staff appraisal • Staff development • Boards of examiners • Employer feedback – in due course once students have returned to their workplace.

Section L - Assessment regulations

1	The Board of Examiners will include at least three internal examiners from SGUL and at least one external examiner who will serve for no more than 4 consecutive years. Assessors (e.g. examination paper markers) who are not Examiners will be able to attend Board meetings but not vote. The Board will make recommendations to the Principal on the award of MSc, PGDip and PGCert. Progression through the various modules will not be dependent on passing prior modules except where stated in module descriptions. Students who fail an assessment will have one reassessment opportunity as per SGUL general regulations paragraph 10.9, with the exception of the clinical placement,

which cannot be repeated. Students who consistently fail assessments will be supported to make informed choices about whether to continue with the programme or opt for a lesser qualification.

Mitigations will be considered by the Board of Examiners as per SGUL general regulations sections 10 and 11.

Classification algorithm will be as per SGUL standard: 70 Distinction, 60 Merit, 50 Pass, ≤49 Fail

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Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the individual module descriptions.

Key sources of information are:
Module descriptions on Canvas
The SGUL prospectus
The SGUL internet site
General Regulations for students and programmes of study