Programme Specification for Postgraduate Programme Leading to: MSc Cognitive and Clinical Neuroscience

Applicable for all postgraduate students starting in 2021/22

Version No.	Date	Notes – QA USE ONLY	QA
1	*May-21*	*2021/22 version of programme specification created.*	*RJC*

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home College/Department/Division	College of Health, Medicine and Life Sciences/ Department of Life Sciences/Centre for Cognitive Neuroscience
4. Contributing College/Department/Division/ Associated Institution	N/A
5. Programme accredited by	N/A
6. Final award(s) and FHEQ Level of Award	MSc Cognitive and Clinical Neuroscience - FHEQ Level 7
7. Programme title	MSc Cognitive and Clinical Neuroscience
8. Programme type (single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	12 months (FT) 24 months (PT)
10. Maximum period of registration for each mode of study	Normal or standard duration plus 2 years
11. Variation(s) to September start	N/A
12. Modes of study	Full-time Part-time
13. Modes of delivery	Standard
14. Intermediate awards and titles and FHEQ Level of Award	Postgraduate Diploma in Cognitive and Clinical Neuroscience - FHEQ Level 7 Postgraduate Certificate in Cognitive and Clinical Neuroscience - FHEQ Level 7
15. UCAS Code	N/A
16. HECoS Code	101381(Cognitive Neuroscience)
17. Route Code	C861PCOCLINE
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	UK Quality Code for Higher Education QAA Subject Benchmark Statement : There are currently no relevant subject benchmark statements. Brunel 2030

	Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page.
19. Admission Requirements	Details of PGT entry requirements are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	N/A
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	None
22. Further information about the programme is available from the College website.	http://www.brunel.ac.uk/study/postgraduate/Cognitive-and-Clinical-Neuroscience-MSc

23. EDUCATIONAL AIMS OF THE PROGRAMME

The programme aims to provide students with an in-depth knowledge and detailed understanding of

a) the historical and contemporary concepts and theories underpinning our current understanding of human behaviour

b) innovative neuroscience methods and their application to understand brain function, both typical and atypical

c) the core cognitive and affective processes and associated neurology, and how they might be disrupted in people with neuropsychiatric disorders such as autism or schizophrenia

d) the interventions to enhance brain functions and promote mental health, and

e) the methods to conduct research related to important contemporary issues in cognitive neuroscience and translational research.

The programme will also equip students with practical and specialised analytical skills to utilise innovative neuroscience methods to asses and understand human brain structure and function; assess and interpret neuropsychological function in healthy and clinical populations; design research studies to examine changes in brain structure and function, for example, those associated with a clinical disorder or its treatment; and d) appreciate, interpret and report research evidence, and prepare them for a research career within or outside academia or further training.

Moreover, students will develop transferable skills that can be applied to many areas of education, and training and employment.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills,	Learning Outcome	Masters Award Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)

	S = other skills and attributes)					
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	K	Develop an in-depth understanding of the broad research process, methodologies and presentation practices.				PY5611 PY5619 PY5617 PY5630
	K	Knowledge of a range of ideas, theories and associated empirical studies both historical and contemporary in the broader disciplines of psychology and neuroscience.				PY5612 PY5616
	K	In-depth knowledge and detailed understanding of a range of neuroscience techniques and methods, the principles underlying them, and their relative advantages and disadvantages.		PY5804	PY5706	PY5616 PY5618 PY5619 PY5617
	K	Knowledge of human brain structures and functions associated with core cognitive and affective processes, and a detailed insight of how these might be modified through neuroplasticity in healthy and diseased brains.		PY5804	PY5706	PY5616 PY5618 PY5619 PY5617
	C	Demonstrate an ability to critically evaluate research and the quality of evidence.				PY5611 PY5616 PY5618 PY5619 PY5617 PY5630
	C	Evaluation of crucial issues relating to healthy and impaired functioning of the human brain.				PY5616 PY5618 PY5619 PY5617
	C	Create reasoned arguments or hypotheses backed up by evidence.				All modules
	S	Plan and undertake research using appropriate neuroimaging tools and techniques.				PY5617
	S	Develop advanced skills in writing, discussion, analysis, and independent judgement, using them to communicate effectively to appropriate audiences.				All modules
	S	Work independently, demonstrating an ability to organise their time and work.				All modules
	K, C, S	Plan, develop and deliver a dissertation relevant to the aims of the programme.	MSc only			PY5617
Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments						

Compulsory knowledge and understanding in the areas indicated will be acquired by means of lectures and other tutor-led activities including seminars, group discussions, practical workshops and lab classes, as well as guided independent study.

Cognitive skills will be developed concurrently throughout the teaching programme. Reflection is facilitated through feedback on summative coursework and formative essays, lab-classes, and web-based materials. Broader thinking skills will be encouraged through formal teaching sessions, seminars and group discussions, in addition to guided independent study. Research related cognitive skills will be developed through one-to-one supervised work on a dissertation project.

Other practical skills (particularly in relation to the use of neuroscience modalities and research) will be developed primarily (but not limited) through PY56xx and PY5617 via lab-classes, web-based materials, and self-directed learning.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated.

Knowledge, understanding and cognitive skills will be assessed by a range of methods including coursework essays, formal written examinations (including essays and MCQs), laboratory practical reports, oral and poster presentations, as well as completion of the research dissertation.

Practical and transferable skills will be assessed through laboratory reports, coursework and presentations and during the development and completion of the research dissertation.

The range of assessment methods will provide a mechanism for summative feedback allowing students to monitor their progress. Deadlines will be distributed through the year, allowing time for feedback to be constructive.

Formative Assessments

In addition to the summative assessments, students are urged to engage fully with formative assessment tasks. These tasks will be distributed between modules and will provide students with diagnostic feedback that aims to improve attainment. Formative feedback might focus on academic writing structure and style or might correct understanding or application of a complex theory or concept. Formative feedback will generally be qualitative and should help to clarify or extend a student's understanding – no formal marks will be assigned, and formative work will not count towards the degree outcome.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column**;**
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

  Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.
  e.g. AB5500 Project (40)
  Core: Block

  Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core
  e.g. ABXXX1 Title (XX credits)
  Core: 1 & 4

  Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified

thus:
e.g. ABXXXX Title (XX credits)
Core: All, Block

- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

FHEQ Level 7	
Compulsory assessment block codes, titles and credit PY5804 Neuroscience Methods: Theory and Practice (20 credits) Part-time Year 2: PY5804	**Optional assessment block codes, titles and credits**
Compulsory study block codes, titles and credit volume PY5706 Neuroscience Methods: Theory and Practice (20 credits) Part-time Year 2: PY5706	**Optional Study block codes, titles and credit volume**
Compulsory modular block codes, titles and credits PY5612 Historical and Contemporary Issues in Psychology (10 credits) PY5611 Preparation for Research (10 credits) PY5616 Cognitive and Clinical Neuroscience: Core Topics (30 credits) PY5618 Cognitive Psychopharmacology and Addiction (10 credits) PY5619 Cognitive Rehabilitation and Plasticity (10 credits) PY5617 Dissertation in Cognitive and Clinical Neuroscience (60 credits) – Core: Block PY5630 Research Methods and Academic Skills - Psychology (30 credits) Part-time Year 1: PY5616, PY5630 Part-time Year 2: PY5612, PY5611, PY5618, PY5619, PY5617	**Optional modular block codes, titles and credits**
FHEQ Level 7 Progression and Award Requirements **As per Senate Regulation 3** PGDip may not be awarded by substitution of the dissertation PY5619 for modular/assessment blocks in the taught part of the programme.	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.