KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	**Faculty responsible for the programme** Faculty of Science and Technology
Final award(s), title(s) and credits MSc Clinical and Developmental Neuropsychology: 180 level 7 credits (90 ECTS credits)	
Intermediate award(s), title(s) and credits PG Diploma Clinical and Developmental Neuropsychology: 120 level 7 credits (60 ECTS credits) PG Certificate Psychology: 60 credits (30 ECTS credits)	
UCAS Programme Code(s) (where applicable and if known) NA	**HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load** 100497
External reference points QAA benchmarks for undergraduate psychology degrees QAA benchmarks for Economic and Social Research Council (ESRC) QAA Masters Characteristics 2015 National Framework for Higher Education Qualifications The UK Quality Code for Higher Education: Part A	
Professional, Statutory and Regulatory Body (PSRB) links Not applicable	
Places of delivery Bournemouth University, Talbot Campus	
Mode(s) of delivery Full-time, Part-time	**Language of delivery** English
Typical duration 12 months full time (September start date) 16 months full time (January start date) 24 months part time (September start date only)	
Date of first intake September 2022	**Expected start dates** September, January
Maximum student numbers Not applicable	**Placements** Optional placement: Min 12 days (90 hrs) max of 32 days (240 hrs) full-time commitment. Allocation on competitive bases. Non-credit bearing
Partner(s) Not applicable	**Partnership model** Not applicable
Date of this Programme Specification November 2023	
Version number V2.1-0125	
Evaluation and modification reference numbers E212220 EC 2122 77 EC 2223 02 FST2324 06, FST2324 07 and FST2324 08 approved 22/11/2023, previously v2.0	
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PROGRAMME STRUCTURE – FULL TIME DELIVERY

Programme Award and Title: MSc Clinical and Developmental Neuropsychology

Stage 1/Level 7

Students are required to complete all 7 core units

Unit Name	**Core/ Option**	**No of credits**	**Assessment Element Weightings**			**Expected contact hours per unit**	**Unit version no.**	**HECoS Code** (plus balanced or major/minor load)
			Exam 1	**Cwk 1**	**Cwk 2**			
Neurodevelopmental Diversity	C	20		60	40	20	4.0	100497
Clinical and Cognitive Neuropsychology	C	20		50	50	20	4.0	100497
Ageing and Neurodegenerative Disorders	C	20		50	50	20	4.0	100497
Advanced Quantitative Methods	C	20	25	75		20	1.0	100497
Introduction to Research Methods	C	20		100		20	1.0	100497
Digital Methods and Data Skills	C	20		50	50	20	1.0	100497
Research Project	C	60		100		60	3.0	100497
Placement	O	0		P/F		0	3.1	100497

Progression requirements: Not applicable

Exit qualification:
PG Cert Psychology requires 60 credits at Level 7.
PG Dip Clinical and Developmental Neuropsychology requires 120 credits at Level 7. MSc Clinical and Developmental Neuropsychology requires 180 credits at Level 7.

Placement
Optional placement, allocation on a competitive basis, zero credits (pass/fail).

PROGRAMME STRUCTURE – PART TIME DELIVERY

Programme Award and Title: MSc Clinical and Developmental Neuropsychology

Stage 1/Level 7
Students are required to complete all 7 core units

Unit Name	**Core/ Option**	**No of credits**	**Assessment Element Weightings**			**Expected contact hours per unit**	**Unit version no.**	**HECoS Code** (plus balanced or major/minor load)
			Exam 1	**Cwk 1**	**Cwk 2**			
Neurodevelopmental Diversity	C	20		60	40	20	4.0	100497
Clinical and Cognitive Neuropsychology	C	20		50	50	20	4.0	100497
Ageing and Neurodegenerative Disorders	C	20		50	50	20	4.0	100497
Advanced Quantitative Methods	C	20	25	75		20	1.0	100497
Introduction to Research Methods	C	20		100		20	1.0	100497
Digital Methods and Data Skills	C	20		50	50	20	1.0	100497
Research Project	C	60		100		60	3.0	100497
Placement	O	0		P/F		0	3.0	100497

Progression requirements: Not applicable

Exit qualification:
PG Cert Psychology requires 60 credits at Level 7.
PG Dip Clinical and Developmental Neuropsychology requires 120 credits at Level 7.
MSc Clinical and Developmental Neuropsychology requires 180 credits at Level 7.

Placement
Optional placement, allocation on a competitive basis, zero credits (pass/fail).

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme(s);
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME(S)

This programme aims to develop MSc graduates specialised in Clinical and Developmental Neuropsychology, who:

1) have a comprehensive knowledge of brain and behaviour and the related effects of neurological impairments on human cognition, emotions, and behaviour with a focus on these effects in childhood, adulthood and old age.

2) have the necessary critical thinking and methodological skills for the advancement and creation of knowledge in the area of clinical and developmental neuropsychology so that we can better understand human cognition, emotions, and behaviour across the life span and thus more effectively aid the development of support and/or treatment for individuals with neurological differences and/or impairments in the future.

3) are capable of furthering knowledge and improving the quality of life of those experiencing atypical development of, or decline or impairment of, mental function.

This programme is designed for psychology graduates as well as students from professions allied to medicine and biology, and equips graduates for careers in a few different sectors. Firstly, the MSc programme provides a route into PhD-level research by adhering to the features of doctoral training offered to candidates by UKRI institutions, as for instance set forth by the ESRC. As per these core elements of postgraduate training expected by the ESRC, students learn qualitative, quantitative and mixed-methods research skills and ethical practice as researchers; transferrable skills such as around communication, time and project management; are offered opportunities for personal and career development, such as in the optional placement unit and research opportunities within the department. MSc projects offer a process of mentorship and are aimed, whenever possible, to comprise publishable studies which students will work on alongside their supervisor, thus strengthening their CVs.

This programme is more than just a research methods-based programme. It also provides in-depth knowledge of areas known to be of general interest amongst the undergraduate population, which means that the programme will also cater for those students interested in adding a further qualification beyond Bachelors level awards, who have no desire to study beyond Level 7 (a research PhD) but rather further their education in preparation for a professional career pathway within clinical or educational services, such as becoming a neuropsychologist, clinical or educational psychologist. While the programme provides highly relevant theoretical and professional practice-related content relevant to further training in these sectors, students who progress into these career pathways from this MSc course should also have the necessary research skills for the advancement of knowledge in related fields by way of doctoral-level research, and the advanced critical thinking skills necessary for excellence and advancements in these sectors.

Finally, while the general foundation in human neuropsychology is relevant to many different pathways within psychology, the transferrable skills and personal development afforded through this course will assist employability across a range of other disciplines/sectors, for instance as research associates/officers, teachers, lecturers, as well as staff in the business sector and administration.

Overall, this programme provides the students with critical and methodological skills that are necessary for the advancement and creation of knowledge in the area of clinical and developmental neuropsychology, so that we can better understand the development and malleability of mental processes across the lifespan, understand and respect individual differences, and apply this knowledge to

educational, clinical, neuropsychological and other occupational settings. This course therefore represents a useful addition to the knowledge economy with the provision of well- trained individuals capable of furthering knowledge and improving educational and clinical services and the management of neuropsychological disorders. The MSc programme has currency within the academic, professional and employer communities, and appropriate key internal and external points of reference were considered and continue to be consulted in its development.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The MSc in Clinical and Developmental Neuropsychology programme was originally designed in accordance with Bournemouth University's 2012-18 strategic plan, the central tenets of which are upheld in BU2025. It aligns with these goals/values in the following ways:

- **The fusion of excellent teaching, world-class research and professional practice** is at the heart of the institution's visions and values. Students are supported by academics with a wealth of professional practice experience, many of whom are actively engaged in clinical and educational services and/or involved in cutting-edge research in their chosen field. Teaching is also delivered by professional practitioners (e.g. consultants in clinical neuropsychology) and by individuals with lived experience of the conditions in question. . Students are encouraged to participate in a range of coursework activities and optional placements that bridge theory and professional practice. In addition to assignments focusing on the cognitive and neuropsychological mechanisms underpinning conditions, the programme's innovative pedagogic approach offers students the opportunity to learn by engaging in a series of tasks focusing on professional practice or issues related to the same (e.g. writing a case report for a clinical referral letter, essays, presentations, and writing a case of support for a grant proposal). These are aimed at equipping students with the full range of skills necessary to succeed in the contemporary clinical, educational and research environment, and are informed by the academic team's own experience as well as that of professional practitioners in the educational and clinical sectors who contribute to our teaching.

- **Dedication to inclusivity and respect for diversity.** Teaching within the programme is aimed to help students develop into conscientious global citizens who are aware of biases and inequalities within the knowledgebase of neuropsychology/psychology, who are able to practice inclusivity in their own professional lives (for instance, in adapting environments to those who are neurodiverse or adapting neuropsychological assessments). In line with the University's student-centred approach to learning, the choice of part- and full-time options affords students the opportunity to tailor their experience to their personal needs and requirements.

- **Positive contributions towards enriching society.** As per the above, the programme aims to contribute exceptional graduates, individuals who are highly skilled, conscientious and critical thinkers, to employment within a number of different sectors. More broadly as it pertains to society and global citizenship, the programme encourages the development of students as respectful and inclusive of diversity in its different forms (including neurodiversity, adaptations to which need to be made in everyday life).

- **Dedication to excellence.** In addition to supporting students to reach their personal goals and aiming to contribute exceptional professionals to society, the programme is continually monitored and evaluated as regards teaching standards and its relevance for professional practice and the career pathways mentioned above.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study.
20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, and in exceptional cases demonstrators/technicians and research students.

Two units of the MSc in Clinical and Cognitive Neuropsychology have a medium level of professional practitioner teaching (Clinical and Cognitive Neuropsychology unit; Ageing and Neurodegenerative Disorders unit) because parts of the unit are designed to prepare students for professional practice by specifically training these skills, e.g. with neuropsychological assessment and intervention lectures / seminars and by applying this knowledge to several neuropsychological disorders. This is also reflected in one course assignment, i.e. writing a neuropsychological case report based on a referral letter.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 7 INTENDED PROGRAMME OUTCOMES

A: Subject knowledge and understanding The MSc Clinical and Developmental Neuropsychology programme (Level 7) provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the learning outcomes for the MSc in Clinical and Developmental Psychology programme (Level 7):
A1: Advanced knowledge of theories in cognitive neuropsychology and the inherent variability and diversity of the approaches in clinical and developmental neuropsychology across the lifespan. **A2:** Advanced knowledge of specialized areas in clinical and developmental neuropsychology and their applications **A3:** A comprehensive understanding of research approaches and methods in clinical	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures (A1 – A3); • Seminar discussions (A1 – A3); • Preparation of oral presentations (A1 – A3) • Self-study of learning materials using directed reading and the VLE (A1 - A3); • Independent research for the dissertation (A1 –A3).

and developmental neuropsychology.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework essays (A1 – A3); • Oral presentation (A2, A3) • Professional practice-based coursework (Brochure & Case Report based on a referral letter) (A2, A3) • Grant / Research Proposals (A1 – A3) • MSc Dissertation (A1 - A3)
B: Intellectual skills The MSc Clinical and Developmental Neuropsychology programme (Level 7) provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the learning outcomes for the MSc in Clinical and Developmental Psychology programme (Level 7):
B1: The ability to review literature needed for academic study at Masters level, managing complexity, uncertainty and ambiguity in the present knowledge base. **B2:** The ability to critically evaluate current literature and advanced scholarship in the discipline. **B3:** Synthesis of information from a number of sources in order to gain a coherent understanding of theory and practice. **B4:** Evaluation of methodologies and critiques of them and, where appropriate, to propose new hypotheses.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures (B1 – B4); • Seminar discussions (B1 – B4); • Practical Workshops (B1 - B4) • Preparation of oral presentations (B1 – B4) • Self-study of learning materials using directed reading and the VLE (B1 – B4); • Independent research for the dissertation (B1 –B4). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework essays (B1 – B4); • Oral presentation (B1 – B4) • Professional practice-based coursework (Brochure & Case Report based on a referral letter) (B1 – B4) • Grant/research proposals (B1-B4) • MSc Dissertation (B1 – B4)
C: Practical skills The MSc Clinical and Developmental Neuropsychology programme (Level 7) provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the learning outcomes for the MSc in Clinical and Developmental Psychology programme (Level 7):
C1: A comprehensive and advanced understanding of clinical and developmental neuropsychology and the capacity to synthesise this information in new and original ways **C2:** The ability to plan, initiate, design, conduct and report an original experiment under appropriate supervision.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures (C1 – C3); • Seminar discussions (C1 – C3); • Preparation of oral presentations (C1) • Self-study of learning materials using directed reading and the VLE (C1,C3);

C3: The ability to correctly select and apply a range of advanced statistical and experimental methods.	• Practical Workshops (C2, C3) • Independent research for the dissertation (C2, C3).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework essays (C1); • Oral presentation (C1) • Professional practice-based coursework (Brochure & Case Report based on a referral letter) (C1) • In-class test (C3) • Grant / research proposals (C1 – C3) • MSc Dissertation (C1 – C3)
D: Transferable skills The MSc in Clinical and Developmental Psychology programme (Level 7) provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the learning outcomes for the MSc in Clinical and Developmental Psychology programme (Level 7):
D1: Critical and independent evaluation of academic and interpersonal performance. **D2:** Analytical thinking and problem-solving skills suitable for a variety of scenarios. **D3:** Interpersonal and empathic skills arising from an understanding of both individual differences and inherent capacities and limitations of particular groups of people. **D4:** Competence in communicating ideas and documented findings via written, oral and visual media.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures (D2, D3, D6) • Seminar discussions (D1 – D4, D6, D7); • Preparation of oral presentations (D1-D4, D6, D7) • Self-study of learning materials using directed reading and the VLE (D1, D2, D5-D7); • Independent research for the dissertation (D1 –D7).
D5: The ability to collect, select, and analyse a range of experimental and fieldwork data. **D6:** The ability to distil, synthesise and critically analyse a variety of approaches to problems. **D7:** Initiative, self-direction and personal responsibility in the management of learning and research.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework essays (D1 – D4, D6, D7); • Oral presentation (D1-D4, D6, D7) • Professional practice-based coursework (Brochure & Case Report based on a referral letter) (D1 – D4, D6, D7) • In-Class test (D2, D3, D5, D7) • Grant / research proposals (D1 – D4, D6, D7) • MSc Dissertation (D1 – D7)

ADMISSION REGULATIONS

Please refer to the course website for further information regarding admission regulations for this programme: MSc Clinical Developmental Neuropsychology | Bournemouth University

PROGRESSION ROUTES

Not applicable

ASSESSMENT REGULATIONS

The assessment regulations for this MSc programme are the University's Standard Postgraduate Assessment Regulations:

https://intranetsp.bournemouth.ac.uk/Documents/arpp61.aspx

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Optional work and/or research placement may be available depending on placement availability in clinical or research settings. Placements will be allocated at the start of the course (Semester 1) for September or January starters on a competitive (and P/F) basis. Students will have to apply during that period and not later in the year. The placement unit is a zero-credit unit. Students on this programme also get the opportunity to engage with the Voluntary Research Apprenticeship Scheme, working alongside a member of staff in their laboratory on a course- related topic of research. The students need to submit a log and a short report on their experience at the end of the placement.

Programme Skills Matrix

	Units	Programme Intended Learning Outcomes																
		A 1	A 2	A 3	B 1	B 2	B 3	B 4	C 1	C 2	C 3	D 1	D 2	D 3	D 4	D 5	D 6	D 7
L E V E L 7	**Neurodevelopmental Diversity**	x	x	x	x	x	x	x	x			x	x	x	x		x	x
	Clinical and Cognitive Neuropsychology	x	x	x	x	x	x	x	x			x	x	x	x		x	x
	Ageing and Neurodegenerative Disorders	x	x	x	x	x	x	x	x			x	x	x	x		x	x
	Advanced Quantitative Methods				X						X	X	X		X		X	X
	Introduction to Research Methods	X		X	X			X			X	X	X	X	X		X	X
	Digital Methods and Data Skills			X	X			X			X	X	X	X	X		X	X
	Research Project	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

A – Subject Knowledge and Understanding
This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:

1. Advanced knowledge of theories in cognitive neuropsychology and the inherent variability and diversity of approaches in clinical and developmental neuropsychology across the lifespan.

2. Advanced knowledge of specialised areas in clinical and developmental neuropsychology and their applications.

3. A comprehensive understanding of research approaches and methods in clinical and

B – Intellectual Skills
This programme provides opportunities for students to:

1. A systematic understanding of knowledge needed for academic study at Masters level.

2. The ability to critically evaluate current literature and advanced scholarship in the discipline.

3. Synthesis of information from a number of sources in order to gain a coherent understanding of theory and practice.

4. Evaluation of methodologies and critiques of them and, where appropriate, to propose new hypotheses.

C – Subject-specific/Practical Skills
This programme provides opportunities for students to:

1. A comprehensive and advanced understanding of clinical and developmental neuropsychology and the capacity to synthesise this information in new original ways.

2. The ability to plan, initiate, design, conduct and report an original experiment under appropriate supervision.

3. The ability to correctly select and apply a range of advanced statistical and experimental methods.

D – Transferable Skills
This programme provides opportunities for students to:

1. Critical and independent evaluation of academic and interpersonal performance.

2. Analytical thinking and problem solving skills suitable for a variety of scenarios.

3. Interpersonal and empathic skills arising from an understanding of both individual differences and inherent capacities and limitations of particular groups of people.

4. Competence and communicating ideas and documented findings via written, oral and visual media.

5. The ability to collect, select and analyse a range of experimental and fieldwork data.

6. The ability to distil, synthesise and critically analyse a variety of approaches to problems.

7. Initiative, self-direction and personal responsibility in the management of learning and