University of Sheffield

Programme Specification

This specification provides a 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.

The content of our courses is reviewed annually to make sure it's up-to-date and relevant. Individual modules are occasionally updated or withdrawn. This is in response to discoveries through our world-leading research; funding changes; professional accreditation requirements; student or employer feedback; outcomes of reviews; and variations in staff or student numbers. In the event of any change we will inform students and take reasonable steps to minimise disruption.

Programme Details

1. Programme title	Clinical Neurology		
2. Award type	Master of Science		
3. Programme details	**FHEQ Level:** 7	**Mode of Study:** Full time	**Duration:** 1 year
4. Faculty	Faculty of Health		
5. School	**Owning:** School of Medicine and Population Health		
6. Accrediting Professional or Statutory Body	None		
7. HECoS code *Select between one and three codes from the HECoS vocabulary.*	**Code:** 100267 **Percentage:** 50	**Code:** 100272 **Percentage:** 50	**Code:** **Percentage:**
Programme code(s) (internal use)	SMPT056		

9. Programme aims

The programme aims to:	
A1	To enable students to develop independence of thought, intellectual curiosity and a critical approach to evidence, theories and concepts.
A2	To provide stimulating and enjoyable teaching that is informed and invigorated by the research and scholarship of the staff.
A3	To foster a commitment to continuing professional development and lifelong learning.
A4	To train students to be able to describe how the pathophysiology, clinical features, investigations, treatment and key research areas are interlinked and translated from bench to bedside.
A5	To prepare students for further postgraduate work and/or a professional career in clinical neuroscience or other areas of biomedical practice through transferable skills.

10. Programme learning outcomes

Knowledge and understanding (K) On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:	
K1	An in-depth knowledge of key areas and topics in Clinical neuroscience.
K2	An appreciation of the current and potential impact of neurological disease on society.
K3	A detailed critical knowledge in the retrieval, interpretation, referencing and presentation of scientific information.
K4	A critical understanding of clinical research activities including research design, data collection and analysis and research conduct.
K5	An in-depth knowledge of one key neurology subspecialty (MSc clinical learning experience in neurology module only).
Skills and other attributes (S) *When considering the skills and attributes developed in this programme, please refer to the Sheffield Graduate attributes (SGAs). SGAs can be found here* On successful completion of the programme, students will be able to:	
S1	Ability to translate knowledge of the neuroanatomical and neuro-biological basis underlying neurological disease to communicate key aspects of the biopsychosocial and societal impact and management plan for common and important neurological diseases.
S2	Retrieve, critically analyse, synthesize and summarise published information and present the results in a range of formats .
S3	Demonstrate independent thought and judgement in relation to critical analysis of scientific literature and research data.
S4	Analyse and interpret basic clinical and research data in a critical, objective manner and use appropriate tools to do this.

S5	Be able to communicate information to a range of audiences using a range of methods including peers, academics, patients and a lay audience.
S6	Demonstrate the awareness of how to plan and execute aspects of simple clinical research studies including awareness of legal, governance, ethical, inclusivity and sustainability considerations.
S7	Work effectively with peers, colleagues, patients and the public in a professional manner to be part of a research team.

11. Learning and teaching methods *(this should include a summary of methods used throughout the programme, including any unique features and should be written with a student focus as this information will display to current students and applicants i.e. prospectus)*

Development of the learning outcomes is promoted through the following teaching and learning methods:

The department of neuroscience fosters an environment that provides many opportunities for individual and group learning. However, the primary responsibility for learning lies with the student, who must be organised and self-motivated to make the most of the programme. Theoretical information will be provided through lectures, seminars, practical demonstration classes and interactive tutorials. Students are also expected to undertake a significant amount of independent study using library and web-based resources.

Professional behaviours are developed through contact with expert patients, observation of clinical encounters in the outpatient department, interactive tutorials and through the 15 week project. The students are provided with written feedback for each piece of formative assessment. Verbal feedback is provided in lectures, tutorials, journal clubs and through direct supervision with an experienced professional/academic in the 15 week module.

Assessment aims to assess a range of skills recognised to be key to the role of a junior researcher or healthcare professional with an interest in research. The style of the assessments becomes more reflective of the role of a junior researcher throughout the year to provide opportunity for supportive feedback early on in the Autumn term to allow them to build on their skills in the later modules.

The linkage between the main teaching, learning and assessment methods adopted for each outcome are tabulated below.

Learning outcome	Teaching	Assessment

K1	x	x		x	x	x	x	x	x	x	x	x	x
K2	x	x		x	x	x	x	x	x	x	x	x	x
K3	x					x	x	x	x	x	x	x	x
K4	x					x	x				x	x	x
K5	x	x					x		x	x		x	
S1	x	x		x	x	x	x	x	x	x	x	x	x
S2	x	x			x		x		x			x	
S3	x				x	x	x	x	x	x			x
S4	x					x	x	x		x			x
S5					x	x	x	x	x	x			x
S6	x	x		x		x	x	x	x			x	x
S7						x	x						x

12. Assessment and feedback methods *(this should include the range of types of methods used and should be written with a student focus as this information will display to current students and applicants i.e. prospectus)*

Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:

Each thirty-credit module has more than one assessment.

Critical analysis is assessed in a summative manner through peer led journal clubs and in a formative manner through a critical analysis essay (15 credits). Neuroanatomy, basic neurobiology, neuroradiology and neurophysiology are assessed using a spotter and short answer question (15 credits). Students are required to prepare a presentation and a short piece of work aimed at a lay audience focussing on the ethical and methodological aspects of a simple research project (15 credits). There are three open book examinations with short essay questions (15 credits each). Students are required to create a poster and present it in the style of a conference poster presentation to their peers (15 credits). In the neurodegeneration module students are required to produce a piece of science communication aimed at a lay audience and write a short scientific and lay abstract based on a research paper (15 credits in total).

In the third semester the students have to select one of two 60 credit options out of: 1) A research project (with or without patient contact) and 2) Clinical Neurology Experiential Learning module (CNELM).

The research project (60 credits) is assessed from the written dissertation and viva voce examination. The viva is an opportunity for the student to discuss/defend their dissertation and is used by the external examiner as a means of assessing the quality of the projects.

The CNEL Module is assessed by means of a portfolio (30 credits) and a 6000-word dissertation (30 credits) on an aspect of the sub-specialty chosen for the apprenticeship. The portfolio will contain a reflective log, anonymised details of cases seen and work-based assessments. This reflects the learning requirements of junior doctors training in the NHS. Students will be expected to have covered a core sub-specialty spread of cases that reflects the learning outcomes agreed by the student with their supervision. The students will perform work-based assessments (mini CEX and case based discussions). The number and type will be agreed with the student and supervisor in line with their learning objectives. A 6000-word coursework essay will also be used to test in depth knowledge on a particular subject (30 credits).
Learning outcomes are mapped to the appropriate assessment. Students are well informed of the University's attitude towards plagiarism. Assignments are all screened with plagiarism software. Plagiarism is punished according to the University's rules.

Version Number:	**Purpose / Change:**	**Cohort affected: (academic year and level)**	**Date change approved:**
1			July 2024
2			December 2025

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