

**PROGRAMME APPROVAL FORM: TAUGHT PROGRAMMES  
SECTION 1 – THE PROGRAMME SPECIFICATION**

<b>1. Programme title and designation</b>		Affective Disorders		
<b>2. Final award</b>				
<b>Award</b>	<b>Title</b>	<b>Credit value</b>	<b>ECTS equivalent</b>	<b>Any special criteria</b>
MSc	Affective Disorders	180	90	n/a
<b>3. Nested award</b>				
<b>Award</b>	<b>Title</b>	<b>Credit value</b>	<b>ECTS equivalent</b>	<b>Any special criteria</b>
n/a	n/a	n/a	n/a	n/a
<b>4. Exit award</b>				
<b>Award</b>	<b>Title</b>	<b>Credit value</b>	<b>ECTS equivalent</b>	<b>Any special criteria</b>
PgDiploma	IoPPN (Affective Disorders)	120	60	n/a
PgCertificate	IoPPN (Affective Disorders)	60	30	n/a
<b>5. Level in the qualifications framework</b>		M		
<b>6. Attendance</b>				
	<b>Full-time</b>	<b>Part-time</b>	<b>Distance learning</b>	
Mode of attendance	Yes	Yes	No	
Minimum length of programme	1	2	n/a	
Maximum length of programme	3	6	n/a	
<b>7. Awarding institution/body</b>		King's College, London		
<b>8. Teaching institution</b>		King's College, London		
<b>9. Proposing department</b>		Department of Psychological Medicine		
<b>10. Programme organiser and contact Details</b>		Dr. Rachel Mitchell Centre for Affective Disorders (PO box 72), Department of Psychological Medicine, Institute of Psychiatry, King's College , London. De Crespigny Park, Denmark Hill, SE5 8AF. Email: Rachel.Mitchell@kcl.ac.uk Phone: +44 (0)20 7848 0805 Fax: +44 (0)20 7848 0298		
<b>11. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines</b>		There are no specific benchmarks for postgraduate programmes on Affective Disorders, but we will follow the general QAA guidelines for Masters level degrees.		

<b>12. Date of production of specification</b>	June 2014
<b>13. Date of programme review</b>	2020/21

#### **14. Educational aims of the programme**

*i.e. what is the purpose of the programme and general statements about the learning that takes place over the duration of the programme*

The purpose of the MSc Affective Disorders is to meet the growing need for a graduate training programme focused on Affective Disorders, which are projected to become the 2<sup>nd</sup> leading contributor to global burden of disease by 2020, a burden reflected in the notable expansion of mental health services for this target group. At present, specialist training in this area remains sparse. We expect that this MSc will help address this challenge by providing world-class specialised training to mental health professionals and non-clinical academics interested in this area. Thus we aim to provide training in the key scientific and methodological aspects of Affective Disorders, their care and related research. A multidisciplinary approach will be used, capitalising on the most recent findings from a range of clinical and non-clinical disciplines including psychiatry, psychology, genetics, neuroscience, epidemiology and biostatistics. The programme will offer a strong clinical element, including practical experience of clinical cases and evidence-based methodologies. During their time at the IoPPN, students will develop the broad skill set that will enable them to specialise in affective disorders as a research scientist or clinical academic. Questions of importance that our research-led teaching will tackle concern:

- *Understanding the Affective Disorders*
- *Causes and Correlates of Affective Disorders*
- *Challenges in Treating Affective Disorders*

By focusing on current research in this area, the programme will enhance the student's understanding of research methods and place a strong emphasis on enabling students to critically appraise the relevant scientific literature. The programme will be taught by The Centre for Affective Disorders, which represents a centre of excellence for understanding the science related to mood and anxiety disorders and using this knowledge to help develop new treatments of all types, including both psychological and pharmacological treatments. Through this programme, CfAD aims to apply its collective expertise to developing the next generation of Affective Disorders specialists. The programme will be aimed at an inclusive audience, but would be of particular interest to psychiatrists, GPs, psychologists, related medical professionals and pharmaceutical scientists.

The course will combine (i) classroom teaching from world-renowned experts in the field, with (ii) a clinical placement in an affective disorders service within the South London and Maudsley NHS Foundation Trust. On completion of the taught modules, students will have a good understanding of the above subject areas, which will enable them to understand the main research methods, new developments in these areas and to understand their relevance to their own research. Students will be able to integrate knowledge from different disciplines and relate it to the behaviours and symptoms that present in affective disorders. In addition, they will have acquired practical skills which will provide them with the necessary tools to develop further in their research project. The research project will consolidate the students' research skills by providing them with an understanding of experimental design, acquisition and analysis of data and applications. The clinical placement will enable students to observe various presentations, treatments and outcomes first-hand. These services which take treatment-resistant cases from across the UK comprise nationally recognised specialist treatment services. It is planned to develop the adult services into an intensive day programme in the near future with a clinical and a training role, and students on our proposed course will have the opportunity to witness these developments as they happen. The programme will provide students with the opportunity for placement within these services. Transferable skills will be acquired through a variety of

tutorials and exercises, e.g. by presenting analyses of published papers and/or chosen topics in group presentations and the presentation of research data in the form of a research report and poster. Together, these activities will demonstrate that students have the training to justify, critically appraise, analyse and comment on their future research and clinical activities. At the end of the course, students will therefore have acquired specialised theoretical and practical expertise to carry out clinical work and/or cutting-edge research in affective disorders, and to enhance specialist care services.

### 15. Educational objectives of the programme/programme outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

#### Knowledge and understanding

The programme provides a **knowledge and understanding** of the following:

- The chronological and natural history of affective disorders
- The differential diagnosis and assessment of affective disorders
- Psychological models of affective disorders
- Biological indices of affective disorders
- Genetic correlates of affective disorders
- The main psychosocial and pharmacological approaches to treating affective disorders, and complicating factors.
- Translating research on affective disorders into clinical practice
- The research methodologies used in affective disorders research, the corresponding statistical analyses, and the policies and procedures that govern research.

These are achieved through the following **teaching/learning methods and strategies**:

We will adopt a learner-centered approach, and act to facilitate students' learning. The knowledge specified to the left will be acquired through (i) research-led classroom teaching delivered by experts in the field, (ii) the use of case studies, and problem- and inquiry-based learning in lectures and tutorials; (iii) peer assisted group learning in seminars; (iv) individualised instruction; (v) a 1-month clinical placement in one of the affective disorders services within SLAM; and (vi) a research project.

#### **Assessment:**

Assessment of the students' knowledge will comprise 4 main components: coursework essays, written examinations (inc. analyses of existing datasets), practical seminar work (e.g. blind diagnosis exercises) and a final MSc thesis on the research project.

#### Skills and other attributes

#### **Intellectual skills:**

- The ability to differentially identify the affective disorders, and assign the appropriate diagnostic category
- The ability to assess symptoms that present in affective disorders

These are achieved through the following **teaching/learning methods and strategies**:

Intellectual skills will be developed throughout the course using a number of strategies: (i) interactive classroom teaching, in which critical debate will be

- The ability to critically compare the principles, strengths and limitations of different psychosocial approaches
- An understanding of the empirical evidence for and against the different pharmacological approaches
- An awareness of the theoretical and practical issues in establishing and managing specialist care services for affective disorders
- The beginnings of the skill to evaluate the most appropriate treatment based on individual patient needs
  
- An appreciation of the multifaceted nature of affective disorders
- The ability to balance and evaluate competing aetiological theories
  
- A critical appreciation of the main theoretical, ethical and practical challenges of carrying out research on affective disorders.
- The ability to formulate appropriate research questions and identify new areas of research in the field of affective disorders.
- Analysis and interpretation skills.
- The ability to integrate research from different disciplines to address research questions pertinent to affective disorders (e.g. identifying multiple ways to solve a clinical problem), and the skill of applying critical appraisal in doing so.
  
- The ability to communicate the findings of scientific experiments in oral and written formats

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.

**Assessment:**

Assessment will be carried out using draft and summative coursework essays and written protocol formulations, journal clubs, individual and group presentations, written examinations (e.g. abstract writing for a paper that has had the summary removed) and a final MSc thesis. All components will be expected to include evidence of critical analysis of the existing literature.

**Practical skills:**

Students will develop a number of practical skills including:

- Practical competency in a range of research techniques and in the administration of symptom assessments
- The ability to retrieve and select information from electronic and written sources
- The ability to generate experimental hypotheses and design experiments to test the hypotheses
- Practical problem solving
- Project management

These are achieved through the following **teaching/learning methods and strategies:**

Many of these practical skills will be developed via one-to-one supervision throughout the research project. However, some will also be gained from techniques lectures and practical sessions. The skills will be further enhanced by the development of IT skills (e.g. they will be taught how to identify, locate and use materials online) and use of analytical software for data analysis.

- The ability to acquire, manage, analyse and interpret primary research data
- Time management
- Scientific writing and presentations
- The ability to work as part of a team towards a common goal and acquiring the ability to respect other points of view and the value of intellectual discourse

**Assessment:**

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.

**Generic/transferable skills:**

- When taught about the characteristics, diagnosis, and assessment of affective disorders, students will acquire generic/transferable skills in clinical assessments which could be applied to other areas
- When taught about the biological causes and characteristics of affective disorders, students will acquire generic/transferable skills in evidence evaluation and integration which could be applied to other areas
- When taught about psychosocial and pharmacological approaches used in the treatment and management of affective disorders, students will acquire generic/transferable intellectual skills in psychology and pharmacology which could be applied to other areas.
- When taught about the theoretical and practical challenges of carrying out research in affective disorders, students will acquire generic/transferable intellectual skills in research methods which could be applied to other areas.
- As part of the assessment of the existing literature on affective disorders, students will acquire generic/transferable skills in the critical analysis of the existing literature which could be applied to other areas.
- 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

These are achieved through the following **teaching/learning methods and strategies:**

Generic/transferable skills will be developed by attending the lectures and tutorials, carrying out literature searches 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.

**Assessment:**

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 log book (or clinical equivalent to Good Laboratory Practice (or Good Clinical Practice) standards, and a final MSc thesis on the research project

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management, data acquisition, data management, data analysis, time management, the ability to meet deadlines and scientific writing) are highly generic/transferable.

- 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

**16. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, statutory and regulatory body guidelines**

There are no specific benchmarks for programmes on the Affective Disorders, 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, King's College London. We will pay particular attention to the psychiatric disorder based programmes such as the MSc Early Interventions in Psychosis and the MSc Advanced care in Dementia. 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 the International Society for Affective Disorders, and the Bipolar UK charity, both of which strongly endorsed our prospective programme. We will seek to continue this working relationship with stakeholder organisations to ensure that our course continues to meet their expectations on coverage and standards.

**17. In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic**

n/a

**18. Programme structure**

Please complete the following table and, if appropriate, to include joint, major/minor or other variations

**Code** = code of each module available for the programme

**Title** = title of each module available for the programme, plus its credit level and credit value

**Status** = please indicate whether the module is introductory (I), core (Cr), compulsory (Cp), one or more of however many modules must be passed to progress (CrCp), (P) professional (i.e. module testing skills/competency that has no credit level or value but is a professional body requirement) or optional (O) for each type of programme. For postgraduate programmes use the "single honours" column

**Pre-requisite/Co-requisite** = where appropriate please indicate whether the module is pre-requisite to another module or co-requisite by noting pre or co and the module code that it is pre/co-requisite to.

**Assessment** = please indicate in broad terms the assessment for the module e.g. written examinations, coursework

(Note: the availability of optional modules may vary slightly from year to year; the following are the modules available at the commencement of the programme)

Code	Title	Credit Level	Credit Value	Status (I, Cr, Cp, CrCp, P, O) for each type of module			Pre-requisite/ Co-requisite (Please note the module code)			Assessment
				Single	Joint	Major/Minor	Single	Joint	Major/Minor	
<b>Full-time Study</b>										
<b>First Year</b>										
7PAGDUND	Understanding Affective Disorders	7	30	Cp						Coursework
7PAGDCAU	Causes and correlates of Affective Disorders	7	30	Cp						Written Examination Coursework
7PAGDCHA	Challenges in treating Affective Disorders	7	30	Cp						Written Examination Coursework
7PAGDRES	Research Methods and Statistics for Studying Affective Disorders	7	30	Cp						Written Examination Coursework
7PAGDDIS	Research Project on Affective Disorders	7	60	Cp						Coursework

<b>Part-time Study</b>										
<b>First Year</b>										
7PAGDUND	Understanding Affective Disorders	7	30	Cp						Coursework
7PAGDCAU	Causes and correlates of Affective Disorders	7	30	Cp						Written Examination Coursework
7PAGDRES	Research Methods and Statistics for Studying Mental Health Disorders	7	30	Cp						Written Examination Coursework
<b>Second Year</b>										
7PAGDDIS	Research Project in Affective Disorders	7	60	Cp						Coursework
7PAGDCHA	Challenges in treating Affective Disorders	7	30	Cp						Written Examination Coursework
<b>If a Masters programme, are level 6 credit levels permitted within the programme?</b> No										
<b>Maximum number of credits permitted with a condoned fail (core modules excluded)</b> 30 credits										
<b>Are students permitted to take any additional credits, as per regulation A3; 5.9?</b> No										
<b>Are students permitted to take a substitute module, as per regulation A3; 5.10?</b> No										
<b>Are there any exceptions to the regulations regarding credits, progression or award requirements?</b> (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards) No										
<b>Other relevant information to explain the programme structure</b> Please note that <i>new</i> students enrolling on the information provided on this section of the PAF will have these regulations stipulated throughout their programme of study. The only exception to this will be if there are changes made by Professional, Regulatory or Statutory Bodies that are noted to this programme. <b>n/a</b>										



**19. Marking criteria**

Marking criteria will be according to the College guidelines for Pass, Merit and Distinction. In addition, the programme will have specific marking guidelines that require, in the case of both coursework essays and written examinations, a standard marksheet to be attached to each script and annotated in order to provide formative feedback. All coursework essays and examination papers will be blind double-marked (College Model 2). All marking criteria and guidelines will be provided to students at the beginning of the course and made available on the programme's public website.

**20. Will this Programme report to an existing Board, and if so which one? If a new Programme Board of Examiners is to be set up please note name of Board here**

Our programme will have its own Board of Examiners, which will be set up when needed. This will be the MSc in Affective Disorders Board of Examiners.

**21. Please confirm that the process for nominating External Examiners has commenced, and if known, note whom the nominated External Examiner(s) may be**

I confirm that the process for nominating External Examiners has commenced. Hamish McAllister-Williams (Department of Psychiatry, University of Newcastle upon Tyne) has been approached and has agreed in principle to act as external examiner.

**22. Measures to help ensure that the programme is inclusive to all students**

Anticipatory:

- All programme materials will be made available from the programme website.
- The programme will be delivered on the Institute of Psychiatry campus of King's College London. All venues where the taught content will be delivered, have purpose-built teaching facilities and have lift access to all floors.
- Facilities available include lecture theatres, microphones, projectors, computers and standard student facilities such as refreshment and bathroom facilities.
- Coursework essays will be submitted online, through the Turnitin software removing the need for the students to visit the programme office.
- All students will be allocated individual personal tutors, whose function will be to provide confidential support and advice concerning any problem that may adversely affect the progress of the student's learning, including disability related issues.

Flexible:

- Once students have been accepted onto the programme, they will be given access to an e-learning site in Moodle where they will be able to view reading lists and other preparatory material, and Flash files of the slides from the lectures given in module A1. (Module A1 is currently taught as an optional module within the MSc Neuroscience course run at the IoP, KCL).
- Once students have enrolled, they will be given access to other areas of the e-learning site where they will be able to watch/listen to AV files of the lectures and download pdf files of the lecture handouts. Thus students will be able to access these recordings beforehand and prepare themselves for their first modules.
- Lectures from all the modules will be recorded and uploaded, usually within a few days of them being given. This facility will enable the students to replay all their lectures, a feature that is of considerable value to students with, for example, dyslexia, who may have difficulty taking notes during a lecture, and to students whose first language is not English.

Collaborative:

PAF checked for 2019/20: 25 July 2019

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- The students on this programme will likely be very varied in age, ethnicity, nationality and professional/academic background. For overseas students newly arrived in the UK and for younger students, especially those with no background in clinical work, the experience of joining a multi-disciplinary group of students and academics is potentially daunting. Our staff are aware of this and will do their best to encourage and facilitate participation from all students and to try to keep the more confident and experienced students from dominating discussions.

- For all non-sponsored students the high cost of studying represents a potential barrier. Full-time students are particularly disadvantaged as they cannot fit in much paid work alongside their studies. Both time and financial demands would represent a particular challenge for students with caring responsibilities or health problems. We will attempt to minimise the impact by taking into account where the student lives when allocating the clinical placements, for example, and by compressing teaching into two days a week for most students. We would also look favourably on a request to switch to the part-time programme, where feasible.

Transparent:

- The lecture recordings will be a valuable aid to consolidation of their learning and to writing coursework essays.

- All students will be screened by Occupational Health before starting a clinical placement.

Equitable:

- The course should be accessible for people with most disabilities. However, the suitability of students with disabilities or health problems applying and otherwise meeting the entry criteria would be considered on an individual basis, and advice will be sought from the KCL Disability Advisory Service as required. If recommended, students with disabilities will have access to alternative comparable assessment tasks.

- Appropriate allowances will be made for students during assessments with guidance from the Special Examinations Committee e.g. for learning disabilities such as dyslexia.

- All the programme material including the timetable, titles of lectures, programme specifications, methods of assessment, programme handbook, project titles, etc, will be made available on a programme website so that students interested in the programme can make an informed decision about whether the programme is likely to meet their needs. The programme website and handbook will provide students with information concerning the range of support available from the College or School for people with disabilities and how to access this support.

- One of the aims of programme is to make it more accessible to students from professional backgrounds other than medicine. These students have good potential but have often had less academic writing experience and are much less likely to have had research training. A special study day will be organised before the programme starts for these students to give them a head start. Particular care will also be taken with allocation of these students to supervisors and research projects so that they get especially good support. Through the IoPPN marketing team, the Programme Leader has also had discussions about the programme with training managers in local Trusts, who will identify potential students who could be sponsored to join our programme and given study leave.