

**PROGRAMME APPROVAL FORM
SECTION 1 – THE PROGRAMME SPECIFICATION**

1. Programme title and designation		Early Intervention in Psychosis		
2. Final award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
MSc	Early Intervention in Psychosis	180	90	n/a
3. Nested award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
n/a	n/a	n/a	n/a	n/a
4. Exit award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
PGDip	IoPPN (Early Intervention in Psychosis)	120	60	n/a
PGCert	IoPPN (Early Intervention in Psychosis)	60	30	n/a
5. Level in the qualifications framework		M		
6. Attendance				
	Full-time	Part-time	Distance learning	
Mode of attendance	Yes	Yes	No	
Minimum length of programme	1 year	2 years	n/a	
Maximum length of programme	3 years	6 years	n/a	

7. Awarding institution/body	King's College London
8. Teaching institution	King's College London
9. Proposing department	Department of Psychosis Studies
10. Programme organiser and contact Details	Prof Andrea Mechelli Department of Psychosis Studies Institute of Psychiatry, Psychology & Neuroscience, King's College London PO Box 67, De Crespigny Park London SE5 8AF Tel: +44 (0)20 7848 0289 Fax: +44 (0)20 7848 0287 Email: a.mechelli@kcl.ac.uk
11. UCAS code (if appropriate)	n/a
12. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines	There are no specific benchmarks for Early Intervention in Psychosis, but we will follow

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	the general QAA guidelines for master-level degrees.
13. Date of production of specification	June 2013
14. Date of programme review	2018/19

15. 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

Early Intervention in Psychosis is a clinical approach which focuses on the detection and management of early symptoms. It is now recognised as effective in reducing the long term impact of psychotic disorders and is becoming an integral part of mental health services in the UK and worldwide. However, specialist training in this area remains sparse and it can be difficult for mental health services to recruit clinicians with the required expertise. We expect then 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. A multidisciplinary approach will be used, capitalizing on the most recent findings from a range of clinical and non-clinical disciplines including psychiatry, psychology, genetics, neuroscience, epidemiology and biostatistics. The course will combine (i) classroom teaching from world-experts in the field with (ii) a clinical placement in an early intervention service for psychosis within the South London and Maudsley NHS Foundation Trust. At the end of the course, students will have acquired specialised theoretical and practical expertise to carry out clinical work and/or cutting-edge research in early intervention in psychosis.

16. Educational objectives of the programme/programme outcomes (as relevant to the SEEC Credit Level Descriptors)

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 principles underlying early intervention in psychosis
- The main psychosocial approaches in early intervention in psychosis
- The main pharmacological approaches in early intervention in psychosis
- Theoretical and practical issues in early intervention service implementation
- Research issues in early intervention in psychosis

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

This knowledge will be acquired through (i) classroom teaching delivered by experts in the field, (ii) the use of problem- and inquiry-based learning in lectures and tutorials; (iii) a clinical placement in one of the early intervention services within SLaM and (iv) a research project.

Assessment:

Assessment of the students' knowledge will comprise 3 main components: coursework essays, written

- Translating research on early intervention in psychosis into clinical practice

examinations and a final MSc thesis on the research project.

Skills and other attributes

Intellectual skills:

- Critical appreciation of the theoretical and empirical rationale for early intervention in psychosis
- Ability to critically compare the principles, strengths and limitations of different psychosocial approaches
- Understanding of the empirical evidence for and against the different pharmacological approaches
- Awareness of the theoretical and practical issues in establishing and developing an early intervention service
- Critical appreciation the main theoretical and practical challenges of carrying out research in early intervention in psychosis
- Critical appraisal of the literature on early intervention in psychosis

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 encouraged, (ii) the use of problem- and inquiry-based learning in lectures and tutorials; (iii) a clinical placement allowing students to observe mental health professionals and have one-to-one interactions with a dedicated clinical tutor; (iv) a research project carried out under one-to-one academic supervision by a member of the department.

Assessment:

Assessment will be carried out using coursework essays, written examinations and a final MSc thesis. All three components will be expected to include evidence of critical analysis of the existing literature.

Practical skills:

- As part of the research project, students will develop a number of practical skills including practical problem solving, project management, data acquisition, data management, data analysis, time management and scientific writing.

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

These practical skills will be developed via one-to-one supervision throughout the research project.

Assessment:

Assessment will take place via a final MSc thesis in which the research project will be presented.

Generic/transferable skills:

- When taught about psychosocial and pharmacological approaches in early intervention for psychosis, 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 early intervention in psychosis, 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 early intervention in psychosis, 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. practical problem solving, project management, data acquisition, data management, data analysis, time management and scientific writing) are highly generic/transferable.

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 coursework essays, written examinations and a final MSc thesis on the research project.

17. 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 Early Intervention for Psychosis, but we will follow the general QAA guidelines for master-level degrees. Also the programme does not lead to a clinical qualification and therefore is not subject to professional/statutory body guidelines. However the program will be informed by the recommendations of the Early Psychosis Declaration jointly issued by the World Health Organization and the International Psychosis Association (<http://www.docstoc.com/docs/84500899/EARLY-PSYCHOSIS-DECLARATION>).

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

n/a

Which is the lead department and/or School?

19. 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	
Full-time Study										
First Year										
7PCSEEIS	Introduction to Early Intervention Psychosis	7	30	Cp						Written Examination Coursework
7PCSEPHA	Pharmacological Interventions in Early Psychosis	7	30	Cp						Written Examination Coursework
7PCSEPSY	Psychosocial Interventions in Early Psychosis	7	30	Cp						Written Examination Coursework
7PCSERME	Research Methods in Early Psychosis	7	30	Cp						Written Examination Coursework
7PCSERES	Research Project in Early Psychosis	7	60	Cr						Coursework
7PCSECPL	Clinical Placement	7	0	O						None – non-credit-bearing

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Part-time Study										
First Year										
7PCSEEIS	Introduction to Early Intervention Psychosis	7	30	Cp						Written Examination Coursework
7PCSEPHA	Pharmacological Interventions in Early Psychosis	7	30	Cp						Written Examination Coursework
7PCSECPL	Clinical Placement	7	0	O						None – non-credit-bearing
Second Year										
7PCSERME	Research Methods in Early Psychosis	7	30	Cp						Written Examination Coursework
7PCSEPSY	Psychosocial Interventions in Early Psychosis	7	30	Cp						Written Examination Coursework
7PCSERES	Research Project in Early Psychosis	7	60	Cr						Coursework
If a Masters programme, are level 6 credit levels permitted within the programme? No										
Maximum number of credits permitted with a condoned fail (core modules excluded) 30 credits										
Are students permitted to take any additional credits, as per regulation A3? No										
Are students permitted to take a substitute module, as per regulation A3? No										
Are there any exceptions to the regulations regarding credits, progression or award requirements? (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards) No										
Other relevant information to explain the programme structure										

Please note that new 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.

n/a

20. 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 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.

21. 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 Early Intervention in Psychosis Board of Examiners.

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

Prof Alison Yung, Clinical Professor in Psychiatry at The University of Manchester, has agreed in principle to act as External Examiner.

From 2018-19 onward, the External Examiner is Prof Eamon McCrory, Professor of Developmental Neuroscience and Psychopathology at UCL.

23. Particular features of the programme which help to reduce the barriers experienced by disabled students and ensure that the programme is accessible to all students who meet the entry requirements

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. The buildings used 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.