

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

| | | | | |
|--|------------------------------|--|------------------------|-----------------------------|
| 1. Programme title and designation | | Global Mental Health | | |
| 2. Final award | | | | |
| Award | Title | Credit value | ECTS equivalent | Any special criteria |
| MSc | Global Mental Health | 180 credits | 90 credits | 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 |
| PG Diploma | IoPPN (Global Mental Health) | 120 | 60 | N/A |
| PG Certificate | IoPPN (Global Mental Health) | 60 | 30 | N/A |
| 5. Level in the qualifications framework | | M Level | | |
| 6. Attendance | | | | |
| | | Full-time | Part-time | Distance learning |
| Mode of attendance | | Yes | No | No |
| Minimum length of programme | | 1 year | N/A | N/A |
| Maximum length of programme | | 2 years | N/A | N/A |
| 7. Awarding institution/body | | Jointly awarded by King's College London and The University of London. | | |
| 8. Teaching institution | | Jointly delivered by The Institute of Psychiatry, Psychology & Neuroscience and The London School of Hygiene and Tropical Medicine. | | |
| 9. Proposing department | | Health Service and Population Research Department, Institute of Psychiatry, Psychology & Neuroscience, King's College London, and at the London School of Hygiene and Tropical Medicine: Nutrition and Public Health Intervention Research Department. | | |
| 10. Programme organiser and contact Details | | <i>Institute of Psychiatry, King's College London</i> Dr Rosie Mayston email: rosie.mayston@kcl.ac.uk | | |
| 11. UCAS code (if appropriate) | | N/A | | |

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| 12. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines | N/A |
| 13. Date of production of specification | 23/05/11 |
| 14. Date of programme review | 2022 |

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

The programme aims to equip students with the skills and abilities to initiate, develop and oversee mental health policies and programs in low resource settings, and to conduct and critically evaluate research on Global Mental Health. These skills and knowledge will make it possible for students to make valuable contributions in the domains of research, public health, policy and practice, as they relate to the new discipline of Global Mental Health.

On completion of the course students will have acquired the following competencies:

1. A comprehensive understanding of the mental health needs of populations in low resource settings and the impact of unmet mental health needs on broader development goals.
2. The ability to devise locally appropriate and feasible strategies to reduce the burden of mental, neurological and substance misuse disorders in low resource settings.
3. The professional skills needed to provide effective advice on strategies for mental health service reform to the variety of agencies involved in health improvement programmes.
4. An advanced competence in the application of research skills to monitor and evaluate the effectiveness of mental health improvement programmes in low resource settings.

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

Knowledge and understanding

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

- The issues and concepts that form the core generic knowledge base of the Global Mental Health field.
- Application of the key scientific methodologies used in Global Mental Health research, including quantitative, qualitative, social, epidemiological, statistical, and health economics approaches.
- Policies and methods for scaling up services for mental, neurological and substance misuse disorders, to build service capacity for under-served populations.
- Policies and methods for improving service provision and treatment outcomes for the range of specific

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

- Learning across all of the knowledge and skill domains will be promoted using a variety of methods, including: didactic lectures and interactive seminars, small group discussion sessions and practical workshops, directed reading and critical appraisal exercises, individual and group tutorials, formal homework tasks and associated oral presentations, and work on the individual dissertation project.

Assessment:

mental health needs which most commonly occur in low income settings.

- Development of detailed scientific protocols and construction of grant applications for studies of mental health need and outcomes in low resource settings.
- Systematic appraisal of research findings, policy guidelines, and interventions programmes, and methods for dissemination of these findings to wider audiences.

- Knowledge and understanding of both the core and elective topics will be formally assessed using a combination of unseen written examinations and written assignments, as indicated in the individual module specifications.
- In addition, students will be offered informal assessment and feedback in academic tutorials, interactive seminars, workshops, and practical sessions.
- The ability to identify and apply appropriate methods to address specific mental health needs in low resource settings will be assessed by the research dissertation.

Skills and other attributes

Intellectual skills:

- The ability to discuss fluently the key issues, concepts, methods, and research findings that comprise the developing Global Mental Health knowledge base.
- The ability to critically appraise, assimilate, and summarise complex research findings, and communicate this information effectively to non-expert audiences.
- The ability to formulate testable research hypotheses, and to select appropriate research methodologies to investigate these hypotheses.
- Advanced skills in the application of univariate and multivariate statistical methods to the analysis of research data.

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

- The development of these skills will be promoted using the opportunities that arise during interactive seminars, small group discussion sessions and practical workshops, directed reading and critical appraisal exercises, individual and group tutorials, formal homework tasks, and the sustained period of individual project work.
- The core module in statistical methods will offer both a thorough theoretical grounding and regular practical workshops, to foster the development of confidence and facility in the application of basic and advanced methods of analysis.
- Students wishing to extend their understanding and facility in advanced statistical methods may do so by attending the elective module in statistics for psychiatric epidemiology.

Assessment:

- These skills will be formally assessed as part of the written examinations and assignments associated with the core and elective elements of the programme.



- In addition, students will be offered informal assessment and feedback in academic tutorials, interactive seminars, workshops, and practical sessions.

Practical skills:

- An ability to design effective research and service development projects for implementation in low resource settings.
- An ability to prepare and submit applications for ethical approval and to guide applications to a successful conclusion.
- An ability to draft clear guidance concerning mental health policy and service implementation in low resource settings.
- Competence in project management, practical problem solving, and the negotiation of agreed solutions.
- Competence in the use of statistical applications to perform simple univariate and complex multivariable analyses.

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

- Both core and elective modules will explore the range of practical skills required to successfully implement research and service development projects.
- Opportunities to rehearse and develop these skills will be provided as part of the small group exercises and practical workshops associated with each module.
- Statistical workshops offered in both core and elective modules will address competence in the use of specialist statistical software.
- Work on the dissertation project will enable students to extend and refine these skills by applying them to the development of a feasible research proposal.

Assessment:

- An understanding of the range of practical skills required to implement a successful research project will be assessed by the research dissertation.

Generic/transferable skills:

- The ability to design and carry out complex research and to present the findings in a form suitable for dissemination by publication.
- Skills in database handling and evaluation, use of statistical and presentation packages, and interrogation of web based electronic databases.
- Skills in situational appraisal, report writing, and the presentation of information.
- Effective individual time and workload management skills combined with an

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

- Individual project work undertaken in the preparation of formally assessed written assignments and the final dissertation will enable students to develop and to refine these generic skills.
- Individual and group academic supervision sessions will provide opportunities to present and discuss ideas for research, and to engage in planning and problem

ability to work collaboratively in a multidisciplinary environment.

solving in collaboration with peers and academic supervisors.

- Regular informal interaction with academics and peers at both of the host institutions will be encouraged by the organisation of journal clubs and interdepartmental seminars, where members of the teaching faculty, visiting lecturers, and students can meet to discuss topics of current interest within their field of study, and to share ideas.

Assessment:

- Formal assessment of these generic skills will form part of the appraisal criteria for written assignments and the final dissertation project.
- Informal assessment of the progress made in developing these skills will be undertaken by the academic supervisor as part of the process on individual supervision.

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

N/A

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 | | | | | | | | | | |
| Term 1 | | | | | | | | | | |
| 7PALGFGH | Fundamentals of Global Mental Health (LSHTM) | 7 | 15 | Cp | | | | | | |
| 7PALFGMH | Fundamentals of Global Mental Health | 7 | 15 | Cp | | | | | | |
| 7PALEPID | Epidemiology for Mental Health Research | 7 | 30 | Cp | | | | | | Written Examination |
| 7PALGDEP | Design & Evaluation of Mental Health Programmes (LSHTM) | 7 | 15 | Cp | | | | | | Coursework |
| Term 2 | | | | | | | | | | |
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|--|---|---|----|---|--|--|--|--|--|-----------------------------------|
| <i>Students must also accumulate a further 45 credits by taking 3 modules from the following list of optional courses:</i> | | | | | | | | | | |
| 7PAGRSTA | Applied Statistical Methods in Psychiatric Epidemiology (IoPPN) | 7 | 15 | 0 | | | | | | Coursework |
| 7PAGRMMH | Measurement in Mental Health (IoPPN) | 7 | 15 | 0 | | | | | | Coursework |
| 7PALMMEE | Mental Health Economic Evaluation(IoPPN) | 7 | 15 | 0 | | | | | | Coursework |
| 7PALMQUA | Qualitative Research Methods (IoPPN) | 7 | 15 | 0 | | | | | | Coursework |
| 7PAGRSPT | Social Psychiatry: Theory, Research and Methods (IoPPN) | 7 | 15 | 0 | | | | | | Coursework |
| 7PALMSYS | Systematic Reviews in Mental Health (IoPPN) | 7 | 15 | 0 | | | | | | Coursework |
| 7PALGCAH | Conflict and Health (LSHTM) | 7 | 15 | 0 | | | | | | Coursework Written Examination |
| 7PALGHPA | Health Promotion Approaches and Methods (LSHTM) | 7 | 15 | 0 | | | | | | Coursework |
| 7PALGSYS | Health Systems (LSHTM) | 7 | 15 | 0 | | | | | | Coursework |
| 7PALGSAE | Statistics methods in Epidemiology (LSHTM) | 7 | 15 | 0 | | | | | | Coursework |
| 7PALGEOD | Epidemiology of Non-communicable Diseases (LSHTM) | 7 | 15 | 0 | | | | | | Coursework |
| 7PALGSIE | Social Epidemiology (LSHTM) | 7 | 15 | 0 | | | | | | Coursework |
| 7PALGDEP | Design & Evaluation of Mental Health Programmes (LSHTM) | 7 | 15 | 0 | | | | | | Coursework |

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| Term 3 | | | | | | | | | | |
| LSHTM | Statistics for Epidemiology and Population Health (LSHTM) | 7 | 15 | Cp | | | | | | Coursework |
| LSHTM | Theory to practice in Global Mental Health (LSHTM) | 7 | 15 | Cp | | | | | | Coursework |
| 7PALGRES | Global Mental Health Dissertation (IoPPN and LSHTM) | 7 | 45 | Cr | | | | | | Coursework |
| If a Masters programme, are level 6 credit levels permitted within the programme? Not permitted | | | | | | | | | | |
| Maximum number of credits permitted with a condoned fail (core modules excluded) Maximum 15 credits | | | | | | | | | | |
| Are students permitted to take any additional credits, as per regulation A3? Not permitted | | | | | | | | | | |
| Are students permitted to take a substitute module, as per regulation A3? Not permitted | | | | | | | | | | |
| 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) The students will be classified under a Taught Postgraduate Marking Scheme agreed with LSHTM. Results for modules graded under the King's grading system will be converted to the LSHTM five point GPA grading scheme and students will be required to achieve a minimum score of 2.00 GPA to be awarded a Pass classification. Students will be required to achieve a minimum score of 4.30 GPA to be awarded to be awarded a Distinction. There is no Merit classification, but students who achieve a score of between 4.15 to 4.29 GPA may also be considered for a Distinction classification. | | | | | | | | | | |
| 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.

The LSHTM will be the initial designated Primary Awarding Institution and shall administer the assessment process. This will include organising the appointment of examiners, the scheduling of examinations (with the administrative authorities of each Party), servicing the Board of Examiners, and administering the assessment of Project Reports.

The programme will be co-validated and co-delivered by the Institute of Psychiatry, Psychology & Neuroscience and the London School of Hygiene and Tropical Medicine. Modules delivered at the IOP site are marked (IoPPN) while those delivered at the LSHTM site are marked (LSHTM). The overall award will be via a GPA.

The Primary Awarding Institution (LSHTM) will be responsible for issuing academic transcripts to students and communicating details of successful candidates to KCL-IoPPN and the University of London in a format agreed by the Parties.

20. Marking criteria

All non-exam module assessment will comply with the rules and regulations of the institution hosting each module.

The assessment of students on the Programme shall be subject to the assessment regulations of the LSHTM and KCL-loPPN. Overall marking schemes and practices and any scheme for the classification of the degree shall be approved by the appropriate authorities of both Parties.

The Programme Exam Board will be responsible for monitoring marking criteria and standards and maintaining a conversion scheme whereby results from all modules are presented in a standard format for degree classification purposes.

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

The programme will report to a joint Programme Board of Examiners comprising relevant members of the programme faculty from each of the two partner institutions. The proposed name for this body is The MSc in Global Mental Health Joint Programme Board.

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

There is one External Examiner for the joint programme exam board, who is nominated jointly by each of the partner institutions. Potential candidates for the role of external examiner have been identified and approached informally. The formal nomination process will be initiated by both partner institutions immediately.

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

1. 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.
2. Applicants who declare a disability will be referred to the College or School disability officer and students with disabilities will have access to additional forms of learning support and alternative comparable assessment tasks where these are recommended by the officer.
3. 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.
4. The programme will be delivered at the Institute of Psychiatry, Psychology & Neuroscience and the London School of Hygiene and Tropical Medicine. All of the facilities available at the two sites have provision for access by people with disabilities, including access ramps and lifts to all floors.

PROGRAMME APPROVAL FORM
SECTION 3 – SUPPLEMENTARY INFORMATION

Not all of the information in this section will be relevant for all programmes and for some programmes this section will not be relevant at all

1. Programme name

MSc in Global Mental Health

2. Is this programme involved in collaborative activity?

Yes

No

If yes what type of Collaborative Provision is it (*tick appropriate box*)?

Does the programme have an access/feeder Programme for entry into it?

Does the programme have an articulation/ progression agreement for entry into it?

Dual Award

Franchised Provision

Joint Award

Partnership Programme

Recognition of Study or Award of Credit through off-campus study or placement

Staff and student exchange

Validated provision

Have the relevant stages and appropriate paperwork been approved and the paperwork forwarded onto ASQ Office?

Yes

No

Not applicable

3. If the programme is a joint award with an institution outwith the University of London, validated provision or franchised provision, has the necessary approval been sought from College Education Committee?

Yes

No

Not applicable

Please attach a copy of Part 1 of the Partner Profile and checklist submitted to the College Education Committee

Copy attached.

4. Partnership programme - in cases where parts or all of the programme are delivered away from one of the College campuses by a body or bodies external to the College please provide the following details

Name and address of the off-campus location and external body

Faculty of Epidemiology and Population Health
London School of Hygiene and Tropical Medicine
Keppel Street
London
WC1E 7HT

Percentage/amount of the programme delivered off-campus or by external body

50%.

Nature of the involvement of external body

The London School of Hygiene and Tropical Medicine and the Institute of Psychiatry, Psychology & Neuroscience will jointly develop and deliver the proposed programme. Programme participants will be registered as students with both institutions, attend teaching sessions delivered by both partners, have access to student facilities at both campus sites, and receive academic supervision from faculty members drawn from both institutions.

Description of the learning resources available at the off-campus location

The London School of Hygiene and Tropical Medicine is one of the world's leading centres for postgraduate teaching and research in Epidemiology and Public Health. The results of the 2008 RAE indicated that in both Epidemiology and Public Health and Health Services Research the School has the largest concentration of world leading research in the UK. The range and quality of the resources provided by the London School to support teaching and learning are at least commensurate with those offered by other leading higher education institutions in the UK. A fuller description of these resources is given in the Partner Profile that accompanies this application.

What mechanisms will be put in place to ensure the ongoing monitoring of the delivery of the programme, to include monitoring of learning resources off-site or by the external body?

The programme will establish a 'Joint Programme Examination Board' and a 'Joint Programme Management Committee' to monitor and report on the operation and academic quality of the programme and its component modules. The membership and functions of these two bodies will be defined in accordance with the relevant academic regulations of the two partner institutions. The two Boards will report in the normal way through the existing educational governance structures at each institution.

Please attach the report of the visit to the off-campus location

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N/A

5. Recognition of study or award of credit through off-campus study or placement - please indicate how the time will be spent, the length of time out, the amount of credit and whether it is a compulsory or optional part of the programme

N/A

Year abroad

Year in employment

Placement

Other (please specify)

Time spentCredit amountCompulsory/optional.....

6. Please provide a rationale for any such time outside the College, other than that which is a requirement of a professional, statutory or regulatory body

N/A

5. Please give details if the programme requires validation or accreditation by a professional, statutory or regulatory body

N/A

Name and address of PSB

Frequency of validation/ accreditation

Date of next validation/ accreditation