

PROGRAMME APPROVAL FORM
SECTION 1 – THE PROGRAMME SPECIFICATION

1. Programme title and designation		For undergraduate programmes only Single honours Joint Major/minor <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/> </div>		
2. Final award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
MSc	Psychology & Neuroscience of Mental Health	180	90	n/a
3. Nested award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
PGDip	Psychology & Neuroscience of Mental Health	120	60	
PGCert	Psychology & Neuroscience of Mental Health	60	30	
4. Exit award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
PGDip	IoPPN (Psychology & Neuroscience of Mental Health)	120	60	Students must complete modules 1 to 8 in order to be awarded the PGDip
PGCert	IoPPN (Psychology & Neuroscience of Mental Health)	60	30	Students must complete modules 1 to 4 in order to be awarded the PGCert
5. Level in the qualifications framework		7		
6. Attendance				
		Full-time	Part-time	Distance learning
Mode of attendance		X	✓	✓
Minimum length of programme		X	X	2 years
Maximum length of programme		X	X	6 years
7. Awarding institution/body		King's College London		
8. Teaching institution		King's College London		
9. Proposing department		IOPPN (cross-departmental)		
10. Programme organiser and contact Details		Programme Director: Dr Kyle Dyer		

	Kyle.dyer@kcl.ac.uk Director of Distance Learning Programmes Programme Leader: Dr Dawn Albertson dawn.albertson@kcl.ac.uk
11. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines	QAA masters characteristics have been consulted: http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2977#.VjIB87fhBaR
12. Date of production of specification	October 2015
13. Date of programme review	2020/21

14. Educational aims of the programme

The Institute of Psychiatry, Psychology & Neuroscience (IoPPN) – a Faculty of King’s College London – is Europe’s largest centre for research and postgraduate education in psychiatry, psychology, basic and clinical neuroscience. It is world-renowned for the quality of research and, for psychiatry and psychology, it is the most cited research centre outside the US and the second most cited research centre in the world as ranked by Thomson ISI Essential Science Indicators. Our emphasis is on understanding the mechanisms of mental health and understanding ‘what works’ in achieving and maintaining good mental health, or providing treatment.

Increasingly, our research activities are multi-disciplinary, combining psychological and neuroscientific approaches, in addition to epidemiological and genetic research, to understand the factors that increase risk of mental health (and other) disorders and maintain them, and use this to find novel approaches to treatment. The study of existing psycho-social and pharmacotherapeutic treatments, in turn, is used to inform the underlying processes and refine or target treatment (back-translation).

IoPPN research feeds quickly and directly into the learning opportunities that we provide for students. Our Undergraduate, Postgraduate and Vocational short courses represent best practice in adult education, with a focus on maximizing the student experience. Our programmes are supported by strong partnerships with NHS trusts, industry and healthcare organisations.

The MSc in Psychology and Neuroscience of Mental Health, draws upon the wealth of research, education and clinical expertise and experience across the IoPPN, and provides a comprehensive and integrated exploration of our current understanding of the psychological and neuroscientific basis of mental health.

The key aims of this programme are as follows:

- To provide a set of postgraduate qualifications relevant to the field of Mental Health
- To promote an understanding of the evidence base for comprehending the biological, psychological and socio-environmental factors important in the development and maintenance of mental health, and evidence underlining the development and efficacy of the range of treatments of mental health problems;
- To promote student-centred learning approaches within the programme with an integrated multi-disciplinary teaching approach.

15. 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, understanding and skills in the following areas:

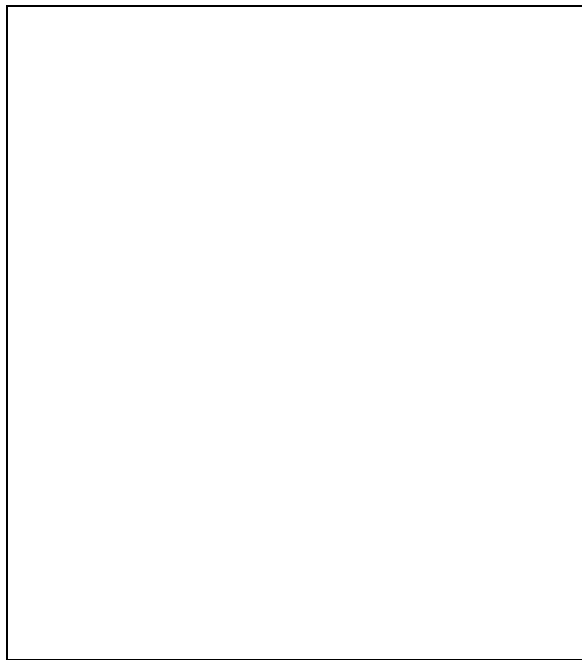
Knowledge and understanding

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

- A solid foundation of concepts and theories underpinning our current understanding of mental health and the variety of methods used in research and treatment (PG Cert / PGDip / MSc)
- A clear understanding of the complementary relationship between psychological and neuroscientific approaches to the study and management of mental health problems (PG Cert / PGDip / MSc)
- An understanding of different levels of analysis of the causes and mechanisms of mental health problems from the molecular and cellular to the social and environmental in a range of important mental health problems (PGDip / MSc)
- An understanding of the ways in which current treatments work, both biological and psychological, and learn about new treatments that are emerging from cutting edge research (PGDip / MSc)

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

- Online lectures and self-directed learning activities.
- Weekly overviews, designed to provide informative and accessible overview of the week's learning activities.
- Video interviews or URLs highlighting IoPPN research that is relevant to the week's topic (reinforcing the learning objectives). A descriptor, links to key articles and relevant KCL webpages will be provided. When teaching concepts that are not linked to research currently being undertaken at the IoPPN, this component will involve a link to a department or research group website at the IoPPN. This activity is designed to reinforce learning objectives and promote a sense of IoPPN collegiality.
- Participation: There will either be an engaging discussion board 'starter' question, or formative exam (MCQ or SAQ) each week. Discussion board will be asynchronously monitored. Minimum activity in the discussion board, and simple participation in assessments, will make up the summative assessment; discussion posts and exam performance will be considered a formative assessment.
- Q&A discussion boards will provide an opportunity for students to post questions related to the topic and asynchronous answers will be provided/discussed by both students and educators.



Synchronous discussions with educators will also be available during the module.

Assessment:

- Multiple Choice Question (MCQ) examinations
- Short Answer Question (SAQ) examinations
- Discussion board participation
- Coursework including critical appraisal of published work, essays and abstracts
- Formative assessment: practice quizzes
- Synoptic project

Skills and other attributes

Intellectual skills:

The programme will provide the following:

- Core research skills that will permit appreciation, interpretation and reporting of research evidence, and prepare learners for research or further training (MSc/PhD);
- Core critical appraisal skills and the ability to evaluate literature;
- The ability to identify, critically evaluate, and deploy arguments effectively in support of specific conclusions;
- Advanced discussion, analysis and critique of scientific information pertinent to the field;
- Systematic comprehension of the psychological and neurological foundations of mental health;
- Original and independent interpretation of current global issues in the field of mental health.

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

- Extensive reading and self-directed learning guided by appropriate reading lists
- Participation in discussion boards
- Video lectures
- Q and A sessions with teaching fellows

Assessment:

- MCQs
- SAQs
- Discussion board participation
- Coursework – critical appraisal of a media article on mental health, critical appraisal of a journal article, critical appraisal of an ethics application, design of a hypothetical research project
- Data analysis and presentation
- Formative: self assessment quizzes
- Synoptic project

Practical Skills:

These are achieved through the



- The ability to conduct a critical appraisal of literature;
- The capacity to assess and evaluate the ethical implications of conducting original research.
- The ability to actively and productively contribute to group discussions.
- Ability to disseminate information regarding factors moderating mental health
- Problem solving in theory and practice pertinent to mental health

following **teaching/learning methods and strategies:**

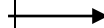
- Participation in online discussion boards
- Reading and self-directed learning

Assessment:

- Participation in online discussion boards and workshops
- Coursework
- MCQs
- SAQs
- Formative: MCQ and SAQ exams, discussion board

Generic/transferable skills:

- Report writing;
- Research design;
- Individual time management;
- Discussion board competency
- Ethical issues in research;
- Competence with statistics and data;
- Critical analysis of literature



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

- Video lectures
- Online discussion boards
- Reading and self-directed learning

Assessment:

- MCQs
- Coursework – critical appraisal of a media article on mental health, critical appraisal of an ethics application, critical appraisal of a journal article, design of a hypothetical research project
- Data analysis and presentation
- SAQs
- Synoptic 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 currently no benchmark statements on this subject area; however consideration has been made of the Masters Characteristics (<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2977#.VjIB87fhBaR>)

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 eg 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										
7PAMFBIO	Biological Foundations of Mental Health	7	15	Cp						Written Examination
7PAYFTIN	Techniques in Neuroscience	7	15	Cp						Written Examination
7PAHFPSY	Psychological Foundations of Mental Health	7	15	Cp						Written Examination
7PCSFMHC	Mental Health in the Community	7	15	Cp						Written Examination
7PAYFMND	Mindfulness: Neuroscience and Application	7	15	O						Written Examination
7PAYFADD	Psychology & Neuroscience of Addiction	7	15	O						Written Examination

PAF Initially Approved:

PAF checked for 2019/20: 25 July 2019

7PADFSOC	Social and Environmental Foundations of Mental Health	7	15	O						Written Examination
7PAYFNIS	Neuroscience in Society	7	15	O						Written Examination
7PAYFAFF	Psychology & Neuroscience of Affective Disorders	7	15	O						Written Examination
7PAYFPSY	Psychology & Neuroscience of Psychosis	7	15	O						Written Examination
PPAYFPHA	Pharmacotherapies in Mental Health	7	15	O						Written Examination
7PAYFNMH	Neuroimaging in Mental Health	7	15	O						Written Examination
7PAYCAMD	Child and Adolescent Mental Health: Child Development	7	15	O						Written Examination
7PAYFGMH	Global Mental Health	7	15	O						Written Examination
7PAYFRIE	Research Skills: Research Integrity & Ethics	7	15	Cp						Coursework Written Examination
7PAYFRCA	Research Skills: Reviewing & Critical Analysis	7	15	Cp						Coursework Written Examination
7PAYFRMP	Research Skills: Methods and Procedures	7	15	Cp						Coursework Written Examination
7PAYFRAR	Research Skills: Analysis & Reporting	7	15	Cp						Coursework Written Examination
<i>(Where appropriate) students must take [X number] of credits from the following modules:</i>										
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 (MSc) 15, PgCert

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)

Students exiting with a PGCert must complete modules 1 to 4.

Students exiting with a PGDip must complete 120 credits.

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.

Modules 1 to 4 are pre-requisites for the rest of the course and must be successfully completed by all students, regardless of the qualification aim (PGCert, PGDip or MSc). The only exception will be for students who present with prior learning of up to 30 credits; this will be assessed on a case by case basis according to our regulations on recognition of prior learning.

Assessment methods at module level are indicative at this stage; however, assessment by discussion board participation is an important principle.

20. Marking criteria

The marking scheme for this programme will follow the College's generic criteria and the IOPPN's Faculty level criteria.

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 newly constituted programme-specific sub-board. This will report to the existing Faculty Assessment 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:

The IOPPN confirms that the process for nominating two external examiners has begun.

23. Measures to help ensure that the programme is inclusive to all students:

Anticipatory:

The publicity and programme handbook will clearly communicate to students the key skills that will be required during the programme, the content of each module, the intended teaching methods to be used and the module's status.

Flexible:

As a distance learning programme, this degree offers greater flexibility to learners than a face to face programme. Arrangements can be made to accommodate students with a disability or another condition, which might require special arrangements. Each case will be considered individually and a medical certificate will be required to put arrangements in place. Furthermore, the programme can be completed at the student's own pace (subject to our regulations on the maximum period of study).

Collaborative:

Advice will be taken from the Disability Advisory Service to ensure assessment methods do not unfairly discriminate against students with disabilities. Curriculum will be developed with student involvement in quality assurance

Transparent:

Module outlines and published materials specify the assessment methods that will be used.

Equitable:

The College's Personalised Examination Provision Committee (PEPC) considers requests for adjustments to assessments to take account of learning and/or physical disabilities. The PEPC will need to be notified in advance about requests for alternative assessment methods.

**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 Psychology & Neuroscience of 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

Multiple Award

Partnership Programme

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

Staff and student exchange

Provision of learning support, resources or specialist facilities

Validated provision

Distance learning and online delivery involving work with delivery organisations or support providers

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

Pearson are responsible for recruitment and marketing and will provide pastoral support to students. However, they are not responsible for providing any support that the student will rely upon to demonstrate a specific learning outcome, and as such this arrangement is not

covered by section B10 of the QAA code of practice. Consequently, paperwork for the collaborative arrangement is not required.

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

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

n/a

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

Nature of the involvement of external body

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

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?

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

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

Year abroad

Year in employment

Internship

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

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

Name and address of PSB

n/a

Date validation/accreditation commenced:

Frequency of validation/ accreditation

Date of last validation/accreditation

Date of next validation/ accreditation