### Programme title and designation

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<tr>
<th>Award</th>
<th>Title</th>
<th>Credit value</th>
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### Level in the qualifications framework

| Level in the qualifications framework | M level 7 |

### Attendance

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<td>Maximum length of programme</td>
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### Awarding institution/body

| Awarding institution/body | King's College London |

### Teaching institution

| Teaching institution | King's College London |

### Proposing department

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<td>Institute of Psychiatry</td>
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### Programme organiser and contact Details

<table>
<thead>
<tr>
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<th>Frühling Rijsdijk</th>
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<tr>
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<td>Social Genetic &amp; Developmental Psychiatry Centre</td>
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<tr>
<td></td>
<td>IoPPN</td>
</tr>
<tr>
<td></td>
<td>4 Windsor Walk</td>
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</table>
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*

This MSc programme in Developmental Psychology and Psychopathology (DevPP) applies a novel approach of combining research, academic and clinical expertise, along with teaching resources currently available within departments across the world-renowned Institute of Psychiatry, Psychology and Neuroscience. It is a 1-year, full-time course, catering for students coming from diverse academic backgrounds and professional disciplines; utilising a blended learning approach (face-to-face and distance learning) as well as optional module selection and placements to develop students specific interest and career pathways. The course focuses on how biological (genetic), behavioural and cognitive processes, along with family and wider social forces, can affect (a)typical development and how problems are treated by including research tools to facilitate assessment and available therapy options. This directly develops skills and knowledge that will allow graduates to take up roles in professional settings (including academic and clinical setting) that require subject-specific knowledge to succeed. In addition to developing subject-specific knowledge and skills the programme provides opportunities to advance values, attributes and attitudes to enable graduates to make effective transitions and provide long term value in their future working lives and to succeed in employment settings in which learning from the degree is applied more broadly.

**Programme Structure**

- **Typical & Atypical Development:** Covers typical brain development and development of cognitive functions and social behaviours relevant to neurodevelopmental disorders, followed by a description/classification of the most common mental health problems in children and adolescents, including Autism, ADHD, conduct disorders, eating disorders, depression/anxiety, and antisocial behaviour. Students will also learn about the genetic, environmental/social factors that determine onset as well as persistence of these mental health problems across developmental stages.

- **Advanced Methods in DPP:** Covers general statistics (mandatory) as well as more specialised optional methods/statistics applied in developmental neurophysiology, neuroimaging, cognitive neuroscience, behavioural and statistical genetics, and qualitative research methods. There is also an optional Therapy & Treatment module which covers the theoretical basis of mainstream psychological therapies used in clinical practice in infants, children, adolescents and their families. You will also learn why some therapies are indicated and preferred over others and the available support service systems. Finally, within this component it is also possible to pick an optional credit-bearing placement or clinical observation. Thus, you will be able to select the modules that best suit your interest and future career, choosing from those with a more statistical/biological, or a more clinical/developmental, focus.

- **Dissertation Project:** This can be a research project, a systematic review, a clinical observership project or a communicating science project, with the possibility to link the project to your
Programme approval 2017/18

Many large-scale longitudinal datasets with developmental, clinical and/or genetic data are available for study if a research project is chosen. You will work alongside one of our experts to complete a piece of high-quality scientific research.

Teaching Timeline
Teaching will take place across 3 terms by means of taught lectures, practical skills training, oral presentations, poster presentation and group exercises. The optional placement can be carried out between February and May.

Future career prospects
In addition to the core teaching, the optional skills training, placement experience and dissertation project, the programme provides opportunities to advance values, attributes and attitudes in order to develop student's knowledge into specific interests and career pathways. This may help them to prepare to study a PhD in a subject such as Psychology, Statistical or Behavioural Genetics, or a Doctorate in Clinical Psychology. It will also help prepare students to pursue employment in different professional settings where subject knowledge is either the primary activity and central to their work ('In'), e.g. a science/research or academic/education career, equipping them with a solid understanding of research methods/statistics applied in Developmental Psychology and Psychopathology; or take up a role in Clinical and other settings working with children and young people where knowledge of mental health problems and therapies are required. Or, where subject knowledge is important to succeed in the job, but not the primary activity ('With'), e.g. work in social care (e.g. welfare officers in youth organisations, schools and community centres, family support worker, special needs teaching support staff); employment in e-Mental health (e.g. NHS); employment in the public sector (e.g. police consultant, parliamentary officer of science and technology); employment in science communication/media within organisations involved with communicating health problems in young people to increase understanding in the wider public. Or, where learning from the degree is applied more broadly ('From'), e.g. role in government office of statistics; fundraiser for charity, genetic counsellor, science editor.

How these will be achieved
In: On completion of component 1, students will have an understanding of why mental health problems may occur in children and infants across developmental stages. On completion of components 2, students will be equipped with knowledge about the research methods and main psychological therapies used in this field and understand new developments in this area and their relevance to their own research/line of work requiring this subject knowledge. This knowledge and more general analysis skills are demonstrated by critical evaluation, reasoning and reflection as they write, present and discuss on the taught and related topics.

In addition, students will acquire practical skills (e.g. analytical and observational skills, experimental testing and test-design) via hands-on sessions or watching/discussing recorded therapy sessions which is demonstrated through the practical assessments (presentations, data analysis) and by applying (some off) this knowledge in their dissertation project.

Transferable skills will be acquired through a variety of tutorials and exercises, e.g. by presenting published papers in group presentations and by communicating their work to others by means of a poster presentation. Together, these activities will demonstrate that students have the skills to justify, critically appraise, analyse and comment on their future career activities.

With and From: More generally, this course will equip students with the attributes to learn independently, to self direct/manage by self-study, initial engagement with the reading lists.
and exploration/selection of essay topics and preparing work plans. Awareness of strengths and weaknesses in self will be achieved by means of exercise with the personal tutor. Written and verbal communication skills are achieved by essay writing and oral presentations. Interpersonal communication is achieved by participating in class discussions; working within a research group or placement team and interacting with peers and academics. The long-term value of this course is gaining the ability to extract, integrate and critically evaluate information on a topic from a variety of sources in order to then (i) identify and formulate appropriate questions and (ii) to coherently articulate these in oral and written format by thinking creatively and applying solutions. Cultivation of intellectual curiosity is achieved by exposure to new topics and theoretical perspectives.

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:

- range of subjects that are relevant to the characterisation of typical and atypical behaviour, including detailed description of neurodevelopmental disorders in children and how these develop across the life span. This knowledge is provided by the teaching of the fundamental modules in component 1 (Knowledge: defined by source).
- Research and analytical methods relevant to research in the area of developmental psychology and psychopathology e.g., statistical methods (genetic analysis), epidemiological methods for life course research, epidemiology, designing cognitive tasks, EEG, fNIRS and TMS measurement, behavioural observation techniques. This knowledge is provided by didactic lectures and participation in tutorials and practical sessions in component 2 (Knowledge: source and means of gaining).
- The programme will provide students with a sound understanding of standard psychological therapies used in clinical practice in children and adolescents by enabling them to identify the different available therapies, to identify why some therapies are indicated and preferred over others and to identify support service systems. This knowledge is provided by didactic lectures and participation in tutorials and practical sessions in component 2 (Knowledge: source and means of gaining). range of subjects that are relevant to the characterisation of typical and atypical behaviour, including detailed description of mental health disorders in children and how these develop across the life span. These are achieved through: a combination of didactic lectures, supported by interactive seminars, tutorials and presentations, as well as the availability to attend weekly seminars across the IoPPN from world-leading experts in the field of psychiatry.
- Research/analytical methods relevant to research in the area of developmental psychology and psychopathology e.g. statistical methods (genetic analysis), epidemiological methods in life course research, epidemiology, designing cognitive tasks, EEG, fNIRS and TMS measurement, behavioural observation techniques. These are achieved through: a combination of didactic lectures, supported by interactive practical skills training sessions and by individual training in laboratory settings.
- Therapy and treatments for the most common neurodevelopmental disorders in children and adolescents, used in clinical practice. These are achieved through: a combination of didactic lectures, supported by interactive skills training sessions including watching and discussing taped therapy sessions.
- Range of subjects that are relevant to the characterisation of typical and atypical behaviour, including detailed description of mental health disorders in children and how these develop across the life span. Formative assessment: written feedback on coursework essays, oral presentations and group tutorials. Summative
Programme approval 2017/18


**Knowledge and understanding**

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

- A range of subjects that are relevant to the characterisation of typical and atypical behaviour, including detailed description of neurodevelopmental disorders in children and how these develop across the life span. This knowledge is provided by the teaching of the fundamental modules in component 1 (Knowledge: defined by source).

- Research and analytical methods relevant to research in the area of developmental psychology and psychopathology e.g. statistical methods (genetic analysis), epidemiological methods in life course research, designing cognitive tasks, EEG, fNIRS and TMS measurement, behavioural observation techniques. Formative assessment: written feedback on coursework essays and practical exams. Summative assessment: coursework essays, practical exams requiring e.g. data analysis and interpretation, writing of a systematic review, designing an information brochure, designing a cognitive test.

- Therapy and treatments for the most common neurodevelopmental disorders in children and adolescents, used in clinical practice. Formative assessment: written feedback provided in group tutorials on discussion of taped intervention sessions, observation reports and reflective pieces. Summative assessment: coursework essay, critical observation reports, reflective pieces.

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

- Lectures/seminars
- Workshops
- Small group work
- Practice placements

**Assessment**

- Formative assessment
- Unseen written examination
- MCQ
- SAQ
service systems. This knowledge is provided by didactic lectures and participation in tutorials and practical sessions in component 2 (Knowledge: source and means of gaining).

- A range of subjects that are relevant to the characterisation of typical and atypical behaviour, including detailed description of mental health disorders in children and how these develop across the life span. These are achieved through: a combination of didactic lectures, supported by interactive seminars, tutorials and presentations, as well as the availability to attend weekly seminars across the IoPPN from world-leading experts in the field of psychiatry.

- Research/analytical methods relevant to research in the area of developmental psychology and psychopathology e.g. statistical methods (genetic analysis), epidemiological methods in life course research, systematic reviews, meta-analysis, epidemiology), designing cognitive tasks, EEG, fNIRS and TMS measurement, behavioural observation techniques. These are achieved through: a combination of didactic lectures, supported by interactive practical skills training sessions and by individual training in laboratory settings.

- Therapy and treatments for the most common neurodevelopmental disorders in children and adolescents, used in clinical practice. These are achieved through: a combination of didactic lectures, supported by interactive skills training sessions including watching and discussing taped therapy sessions.

- A range of subjects that are relevant to the characterisation of typical and atypical behaviour, including detailed description of mental health disorders in children and how these develop across the life span. Formative assessment: written feedback on coursework essays, oral presentations and group tutorials. Summative assessment: writing of original and critical coursework essays, journal club presentations.
oral presentation of research paper, dissertation project report and notebook keeping, oral examination of a (end-of-project) poster presentation.

- Research/analytical methods relevant to research in the area of developmental psychology and psychopathology e.g. molecular techniques, statistical methods (genetic analysis), epidemiological methods in life course research, systematic reviews, metaanalysis, epidemiology), designing cognitive tasks, EEG, fNIRS and TMS measurement, behavioural observation techniques. Formative assessment: written feedback on coursework essays and practical exams. Summative assessment: coursework essays, practical exams requiring e.g. data analysis and interpretation, writing of a systematic review, designing of an information brochure, designing a cognitive test.

- Therapy and treatments for the most common neurodevelopmental disorders in children and adolescents, used in clinical practice. Formative assessment: written feedback provided in group tutorials on discussion of taped intervention sessions, observation reports and reflective pieces. Summative assessment: coursework essay, critical observation reports, reflective pieces.

### Skills and other attributes

**Intellectual skills:**

- The ability to extract, integrate and evaluate information from a variety of sources to identify and formulate appropriate research questions,
- and then, to select and apply the most appropriate research techniques or research methods to investigate the identified hypotheses or research questions,
- and then to interpret and present results in the context of current literature and developments in the

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

- Lectures/seminars
- Workshops
- Oral presentations
- Tutorials
- Formative assessments – pop quizzes, learning contracts

**Assessment:**

- Formative assessment
- Reflective practice
- Essay assignments
- Simulation Press Release

PAF Initially Approved: 31 January 2018
PAF finalised for 2021/22: 23 June 2021
• The ability to extract, integrate and evaluate information from a variety of sources to identify and formulate appropriate research questions and then, to select and apply the most appropriate research techniques to investigate the hypotheses.

• The ability to plan, identify and collect information and data and then, to review, synthesise and integrate information, and doing this effectively and safely as a member of a team involving others. These are achieved through: oral presentation to, and discussion with, other students and a lecturer of research papers and problem-solving scenarios; the ability to self-learn, search for information using appropriate resources; design and execution of experimental protocols in the context of a supervised research project (linked or not to the placement project).

• The ability to extract, integrate and evaluate information from a variety of sources to identify and formulate appropriate research questions and then, to select and apply the most appropriate research techniques to investigate the hypotheses. Formative assessment: written feedback will be provided on coursework essays, in practical sessions and presentations, on the (research) dissertation project report (and plan) and the project notebook; oral feedback and guidance will be provided by supervisor and other senior members of their team.

• Summative assessment: by means of coursework essays, practical exams (e.g. data analysis), MCQ exam, designing a Study Method assignment, an abstract writing exam, writing of a dissertation plan, the (research) dissertation project report, project notebook keeping and oral defence of the end-of-year project poster, placement reports.

• The ability to plan, identify and collect information and data and then, to review, synthesise and integrate information, and doing this effectively and safely as a member of a team involving others. (research)
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dissertation project report and project notebook keeping.

Practical skills:

- The ability to retrieve and select information from electronic data bases and written sources of data (Practical skills).
- Practical competency in a range of advanced research techniques, depending on chosen sub-modules: e.g. cognitive test development, EEG, fNIRS and TMS measurement, behavioural observation skills, application of wearable or trackable devices (Practical, specialist skills).
- Computer skills including database mining, PowerPoint presentations, use of spreadsheets and databases, general statistical analysis skills, and more advances statistical skills (depending on chosen sub-modules: e.g. Twin-data modelling, genetic association analysis (GWAS), polygenic risk scores estimation, qualitative research methods) (Practical, specialist skills).
- The ability to review, synthesise and integrate information, and doing this effectively and safely as a member of a team involving others (Practical skills).
- Skills how to communicate knowledge of development of typical and atypical behaviour in children and adolescents to the wider public and peers by effective and clear verbal and visual presentation (Communication skills: written/verbal).
- Skills how to communicate findings of scientific experiments, systematic reviews and other dissertation project results in oral and written format (Communication skills: written/verbal).
- Skills how to question, communicate, consult and collaborate problems with colleagues (Communication skills: interpersonal).
- Working as a member of a team in group presentations, practical sessions and working in the research project or (clinical) placement (Communication skills: Teamwork).

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

- Practice skills workshops
- Practice placements
- Lectures/seminars
- Specialist teaching in computing statistics
- Research workshops
- Small group work

Assessment:

- Formative assessment
- OSCE
- Oral research presentation
- Short reports
- Portfolio of evidence
- Mock database SPSS

PAF Initially Approved: 31 January 2018
PAF finalised for 2021/22: 23 June 2021
• The ability to retrieve and select information from electronic data bases and written sources of data. These are achieved through: techniques lectures and practical sessions; self-directed learning.

• Practical competency in a range of advanced research techniques, depending on chosen sub-modules; e.g., cognitive test development, EEG, fNIRS, TMS measurement, behavioural observation skills, and application of wearable or trackable devices. These are achieved through: techniques lectures and practical sessions; self-directed learning.

• Computer skills including database mining, PowerPoint presentations, use of spreadsheets and databases, general statistical analysis skills, and more advances statistical skills (depending on chosen sub-modules: e.g. Twin-data modelling, genetic association analysis (GWAS), polygenic risk scores estimation, qualitative research methods). These are achieved through: techniques lectures and practical sessions; self-directed learning (development of IT skills and use of project-specific analytical software and statistical software for data analysis).

• The ability to review, synthesise and integrate information, and doing this effectively and safely as a member of a team involving others. These are achieved through: training in essay writing; a supervised research project (or systematic review project or clinical placement or a communicating science project) during which students will be trained in relevant research techniques, learn about problem solving and gaining research knowledge from supervisors and other team members.

• Skills how to communicate knowledge of development of typical and atypical behaviour in children and adolescents to the wider public and peers by effective and clear verbal and visual presentation. These are achieved through: training in essay writing, poster design, oral and poster presentations; transferable skills.
• Training sessions on communication and writing skills.

  • Skills how to communicate findings of scientific experiments, systematic reviews and other project results in oral and written format. These are achieved through: a supervised research project (or systematic review project or clinical placement or a communicating science project) during which students will be trained in relevant research techniques, learn about problem solving and gain research knowledge from their supervisors; by means of transferable skills training sessions on communication and writing skills.

  • Skills how to question, communicate, consult and collaborate with colleagues. These are achieved through: participating in class discussions; learning to work within a research group or placement team and by interacting with peers and academics.

  • Working as a member of a team in group presentations, practical sessions and in the research project or (clinical) placement. These are achieved through: a supervised research project (or systematic review project or clinical placement or a communicating science project) during which students will be trained in relevant research techniques, learn about problem solving and gain research knowledge from their supervisors.

  • The ability to retrieve and select information from electronic data bases and written sources of data. Formative assessment: No formal assessment. Summative assessment: demonstrate these skills by writing of coursework essays and by successfully conducting a supervised dissertation project or certain elements of which.

  • Practical competency in a range of advanced research techniques, depending on chosen sub-modules: e.g. cognitive test development, EEG, fNIRS, TMS measurement, behavioural observation skills, and application of wearable or trackable devices. Formative assessment: Written feedback on practical assessments, exams/assignment.
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Summative assessment: demonstrate these skills by practical assignments, writing reports.

- Computer skills including database mining, PowerPoint presentations, use of spreadsheets and databases. Formative assessment: No formal assessment. Summative assessment: demonstrate these skills by writing of coursework essays and by successfully conducting the technical elements of their dissertation project.

- General statistical analysis skills, and more advances statistical skills (depending on chosen sub-modules: e.g. twin-data modelling, genetic association analysis, and qualitative research methods). Formative assessment: Written feedback on exams and assignments (including e.g. data analysis, interpretation of results). Summative assessment: demonstrate these skills by successfully conducting exams testing the different elements of these techniques.

- The ability to review, synthesise and integrate information, and doing this effectively and safely as a member of a team involving others. Formative assessment: No formal assessment. Summative assessment: demonstrate these skills by successfully writing coursework essays and other group work; successfully conducting the dissertation project and writing a report.

- Skills how to communicate knowledge of development of typical and atypical behaviour in children and adolescents to the wider public and peers by effective and clear verbal and visual Formative assessment: written feedback will be provided on coursework essays, oral and poster presentation, brochure and information leaflet design. Summative assessment: writing of essays, oral and poster presentation, designing brochures and information leaflets to inform the wider public on a topic in developmental psychology and psychopathology.

- Skills how to communicate findings of scientific experiments, systematic reviews and other
- project results in oral and written format. Formative assessment: written feedback will
- be provided on coursework essays, oral and poster presentation, brochure and information leaflet design, dissertation report. Summative assessment: writing of essays, oral and poster presentation, designing brochures and information leaflets to inform the wider public on a topic in developmental psychology and psychopathology, writing dissertation report.
- Skills how to question, communicate, consult and collaborate with colleagues. Not formally assessed but could be assessed by students themselves by self-reflection, evaluating their own performance in terms of participating in class discussions; learning to work within a research group or placement team and interacting with peers and academics.
- Working as a member of a team in group presentations, practical sessions and in the (research) dissertation project or (clinical) placement. Formative assessment: Written feedback on group journal club presentations, peer review of working in a team. Summative assessment: group journal club presentation, learning to work within a research group or placement team and interacting with peers and academics.

These are achieved through the following teaching/learning methods and strategies:
- Research workshops/tutorials
- Practice workshops
- Simulation workshops
- Small group work

Assessment:
- Formative assessment
- Research protocol
- Literature review
- Research dissertation

- lectures, tutorials, practical and transferable skills training sessions (including communication skills)

Generic/transferable skills:
- The ability to conduct a literature search and critically evaluate the logical strength of different arguments
- Scientific writing and project reporting
- Research designs and implementation
- Management and organisation of a supervised (research) dissertation project
- Working with others as a team toward a common goal (preparation of group oral presentations) and acquiring the ability to respect other points of view and the value of intellectual discourse
- Design and presentation of a poster or leaflet

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- To communicate information to, and discuss it with fellow students and lecturers
- To communicate information to the media and general public (presentation of a poster helping out at open days or science events)
- Dealing with a project supervisor, who acts in a similar manner to a line manager
- Interaction with other members of supervisor's team (e.g. post-docs, PhD students) in lab meetings and/or as day-to-day secondary supervisors
- Managing deadlines and working independently
- Getting lab-specific experience, which introduces students to more global health and safety aspects of the work environment
- General statistic skills
- General computer and IT skills, e-mail, word processing, database mining, PowerPoint
- Presentations, handling spreadsheets
- Presentations, both individual and group, to other students and then to respond to their questioning
- Direct instruction and supervision
- Self-directed learning informed by discussion with lecturers and research supervisors
- Dissertation projects/placements or accredited placements
- Activities such as helping out with organizing open days of departments at the IoPPN; b) participating in activities for science projects in local schools and c) participating in science events such as Austistica by e.g. demonstration of strawberry DNA extraction to engage children in discussing genetics
- IoPPN-wide guest lectures and weekly seminar series
- Communications skills training assignments
- Through the carrying out of a (research) project and writing it up in a (research) report
- Preparing a poster, presenting this and defending it to the examiners in a conference style environment
- Day-to-day (research or placement) project book keeping

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 QAA benchmark statements for the subject area of 'postgraduate developmental psychology and psychopathology'. Since this programme is mainly built around sharing modules or module content of existing IoPPN, KCL MSc programmes, we will implicitly be informed by knowledge and the curriculum of the following programmes: Genes Environment and Development in Psychology and Psychopathology, Clinical Neurodevelopmental Sciences, Child and Adolescent Mental Health, Mental Health Studies, Psychiatric Research, Family Therapy, Psychology and Neuroscience of Mental Health (Distance Learning). In addition, this programme will be informed by knowledge of the taught content of other MSc programmes in Developmental Psychology in the UK. Most of the students on the programme will have a single honours degree in a related subject, such as psychology, with some basic understanding of (behavioural) genetics and biology of the brain. For students from other disciplines, the programme will introduce behavioural genetic research approaches in week 1 and will take the students to level 7 in the different subject areas over the course. Varying amounts of the programme may be seen as a conversion course, depending on the background of the students, they will acquire knowledge and skills from other disciplines while building on their learning from the discipline in which they graduated as allowed under footnote to Appendix 2 (9.1) of Academic regulations, Regulations concerning students, General Regulations, Library Services and Information Technology, Service regulations 2011-2012).
This programme will not lead to a clinical qualification and therefore is not subject to professional/statutory body guidelines.

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

N/A

Department % contribution
Social, Genetic and Developmental Psychiatry Centre 50
Forensic and Neurodevelopmental Sciences 42
Institute of Psychiatry, Psychology and Neuroscience 8
### 19. Programme structure

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

<table>
<thead>
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<th>Code</th>
<th>Title</th>
<th>Credit Level</th>
<th>Credit Value</th>
<th>Status (I, Cr, Cp, CrCp, P, O) for each type of module</th>
<th>Pre-requisite/Co-requisite (Please note the module code)</th>
<th>Assessment</th>
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<td>15</td>
<td>O</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>7PADDPLA</td>
<td>Placements</td>
<td>7</td>
<td>30</td>
<td>O</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

PAF Initially Approved: 31 January 2018
PAF finalised for 2021/22: 23 June 2021
<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>ECTS</th>
<th>Credits</th>
<th>Credit Level</th>
<th>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>7PADDPAT</td>
<td>Psychological Approaches to Treatment</td>
<td>7</td>
<td>15</td>
<td>O</td>
<td>Written exam: MCQ</td>
</tr>
<tr>
<td>7PADDGWA</td>
<td>Genome Wide Association Analysis</td>
<td>7</td>
<td>15</td>
<td>O</td>
<td>Practical exam: data analysis and interpretation</td>
</tr>
<tr>
<td>7PALMQUA</td>
<td>Qualitative Research Methods</td>
<td>7</td>
<td>15</td>
<td>O</td>
<td>Group poster presentation + Coursework: 1,500 w reflective piece</td>
</tr>
</tbody>
</table>

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? **No**

Are students permitted to take a substitute module, as per regulation? **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

The current marking criteria from the generic College marking criteria form will be used for the course work essay assessments, the unseen exams, the portfolio of evidence, and for the research project. The marking criteria and guidance to examiners has been developed for the OSCE and approved by the Programme Exam Board.

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

A new MSc DevPP programme board and exam board has been established.

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

The programme has the following provisions:
1) Teaching Material: The KEATS pages of the programme have been redesigned to improve accessibility and optimise its function as a teaching and learning environment to provide:
   i) a variety of asynchronous teaching and learning resources in addition to any synchronous teaching sessions which are delivered. These are slides, and pre-recorded sessions provided in advance (as much as possible) to enable students to review material in their own time at their own speed.
   ii) improved accessibility of slides and recordings by using:
      - A new PowerPoint template
      - Closed captions (and transcripts)
      - Alternative Text (Alt Text) for images
2) Providing Personal Tutor assistance to signpost students to appropriate KCL resources e.g. KIP (King’s Inclusion Plan), which may include a personalized exam plan to accommodate students by e.g. providing extra time for written exams and extensions for coursework when necessary; use of voice recordings etc.
3) Given the sensitive nature of the content of some of the course modules (e.g. topics on childhood trauma, home violence, ADHD, depression and anxiety symptoms) that some students might have endured or are experiencing, we have now adopted the use of trigger warnings at the start of these sessions.