

Programme Specification for

MSc Mental Health and Substance Use (Dual Diagnosis)



1. Programme title	MSc Mental Health and Substance Use (Dual Diagnosis)
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	
5. Final qualification	MSc Mental Health and Substance Use (Dual Diagnosis)
6. Year of validation Year of amendment	
7. Language of study	English
8. Mode of study	

9. Criteria for admission to the programme

Students admitted to this programme must have:

- A good Honours degree (2:2 or above) in mental health/addictions or a related subject area and a minimum of two years of experience in the mental health field or in the addiction /substance misuse field if holding a professional qualification in nursing, social work or an allied discipline.
- If a non-mental health professional, three years of experience in the mental health or addiction/ substance uses field and a good honours degree.
- Exceptionally, students who do not have a degree but can provide evidence of their ability to study at Masters level as well as three years' experience of working in mental health or the addiction field (voluntary or paid) may be considered.
- All applicants have the option of going through the APL process (Accreditation of

Prior Learning) through Middlesex University, as part of the recruitment and selection process. Students who meet the APL (Accreditation of Prior Learning) criteria can carry forward a maximum of 60 credits at level 7 into the MSc.

- Alternatively in order to access the MSc, students need to have successfully passed the Postgraduate Certificate in Dual Diagnosis at Middlesex University and hence carry forward 60 credits at level 7.

10. Aims of the programme

The programme aims to:

- Demonstrate mastery in Mental Health and Substance Use (Dual Diagnosis) related skills and knowledge in order to contribute to enhanced professional practice and service development in this field.
- Stimulate and foster leadership skills in the area of mental health and substance use (Dual Diagnosis) service and practice development.
- Facilitate the acquisition, critical understanding and utilisation of advanced research skills and knowledge in order to conduct Mental Health and Substance Use (Dual Diagnosis) Research.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

1. The advanced skills and knowledge needed to undertake a large scale Mental Health and Substance Use (Dual Diagnosis) research or a work based learning project.
2. How to make evidence based recommendations, in the context of the complex and multi-faceted factors affecting Mental Health and Substance Use (Dual Diagnosis)

Teaching/learning methods

Students gain knowledge and understanding through:

- the use of a variety of teaching and learning strategies, informed by the University and SHSS Teaching and Learning Strategies which vary according to the type and focus of each module but which may include:
 - lectures;
 - seminars /workshops;
 - small group work;
 - feedback (tutor and peer);
 - case studies;
 - problem based scenarios;

<p>research or service development.</p>	<ul style="list-style-type: none"> • role-play; • use of video, podcasts and digital stories; • use of debates; • practice based learning; • e- learning; • one-one tutorials to develop the research proposal and ideas for writing the research dissertation; • group research workshops lead by a Professor to further develop research skills / peer research collaboration opportunities and peer learning. <p>Assessment methods</p> <p>Students' knowledge and understanding is assessed by:</p> <ul style="list-style-type: none"> • the use of a variety of methods, which are informed by the University and School policies, and which vary according to the type and focus of each module. • formative assessment may include: summative course work plan presentations, student and tutor led seminars, on-line-quizzes, reflective discussions, to help prepare students for summative assessment. • summative assessment may include: exam, essays, on-line examinations, reports or critical reflection on practice. The MSc student carries out a research or work based project and communicates their findings in the form of a dissertation.
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Integration of theory and practice. 2. Advanced problem solving. 3. Critically analyse evidence based 	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through:</p> <ul style="list-style-type: none"> • the use of a variety of teaching and learning strategies, informed by the University and School Teaching and Learning Strategies and which vary according to the type and focus of each module but which may include:

<p>Mental Health and Substance Use (Dual Diagnosis) practice.</p> <p>4. Reflect on and critically appraise personal, professional and service development needs.</p>	<ul style="list-style-type: none"> • seminar preparation and presentation; • use of web-based materials; • reflective practice and critical evaluation; • preparation for dissertation / project supervision; • production of the dissertation/ project; • range of study skills workshops offered by the course tutors to debate and discuss during classroom sessions and via on line discussion boards in unihub and via dissertation supervision sessions and group seminars / workshops. <p>Assessment methods</p> <p>Students' cognitive skills are assessed by:</p> <ul style="list-style-type: none"> • the use of a variety of methods, which are informed by the University and School policies, and which vary according to the type and focus of each module; • formative assessment may include: summative course work plan presentations, student and tutor led seminars, on-line-quizzes, reflective discussions, to help prepare students for summative assessment; • summative assessment may include: exam, essays, on-line examinations, reports or critical reflection on practice. The MSc student carries out a research or workbased project and communicates their findings in the form of a dissertation.
<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p>	<p>Teaching/learning methods</p> <p>Students learn practical skills through:</p> <ul style="list-style-type: none"> • the use of a variety of teaching and

<ol style="list-style-type: none"> 1. Utilise advanced research skills to successfully undertake a Mental Health and Substance use (Dual Diagnosis) research project or a work-based project. 2. Communicate the results of a research or work-based Mental Health and Substance use (Dual Diagnosis) project to an audience of professional peers. 	<p>learning strategies, informed by the University and School Teaching and Learning Strategies and which vary according to the type and focus of each module but which may include :</p> <ul style="list-style-type: none"> • workshops; • individual and group tutorials; • self-directed study; • seminar presentations; • project/dissertation development reviews with the tutor/supervisor; • feedback (peer and tutor). <p>Assessment methods</p> <p>Students' practical skills are assessed by:</p> <ul style="list-style-type: none"> • the use of a variety of methods, which are informed by the University and School policies, and which vary according to the type and focus of each module; • formative assessment may include: summative course work plan presentations, student and tutor led seminars, reflective discussions, to help prepare students for summative assessment; • summative assessment may include: MSc research proposal / dissertation proposal / project proposal.
<p>D. Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Communicate and use presentation skills effectively. 2. Work effectively within teams and relevant networks. 3. Life-long learner. 4. Effective learning. 	<p>Teaching/learning methods</p> <p>Students acquire graduate skills through:</p> <ul style="list-style-type: none"> • workshops and seminars; • individually negotiated learning opportunities; • extensive use of the on-line learning facility (i.e. unihub) gives students the opportunity of enhancing their computing and IT skills. <p>Assessment methods</p>

<p>5. Numeracy / Research & Data Analysis skills.</p> <p>6. Personal and career development.</p> <p>7. Develop competence in the use of information technology.</p>	<p>Students' graduate skills are assessed by:</p> <ul style="list-style-type: none"> • formative assessment may include: course work plan presentations, student and tutor led seminars, reflective discussions, to help prepare students for summative assessment; • summative assessment may include: MSc research proposal / dissertation proposal / project proposal; on-line examinations, reports or critical reflection on practice; • students will be encouraged to maintain a personal development portfolio for both academic and career progression.
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12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

A meeting with the Programme Leader prior to applying for the MSc Mental Health and Substance Use (Dual Diagnosis) programme will determine the relevant level of academic study and pathway.

Students undertaking this MSc programme can carry forward 60 credits at level 7 (carry 60 credits of their **PGCert** Dual Diagnosis or via APL at Middlesex University).

Students also have to successfully complete the following core modules: **IPL4100** Leadership for Public and Community Services (15 credits) and **IPL4200** Service Development and Quality Improvement (15 credits) and Research methods (either **IPL4001** Social Research Methods (30 credits) or **WBS4630** Advanced Practitioner Enquiry (30 credits) and students may exit with the award of **PGDip** in Mental Health and Substance Use (Dual Diagnosis).

For the award of the **Master's Degree** students must successfully complete a dissertation (either **IPL4095** MSc Dissertation (60 credits) or **WBS4760** Negotiated Work Based Learning Project (60credits). At this stage, students are allocated a supervisor to support them in their final studies.

Research methods modules are normally taken in the autumn term of the commencement of the programme and the dissertation/work based learning project as the final module within the programme. Once students have successfully passed the dissertation, they will be awarded the MSc in Mental Health Studies, total of 180 credits

at Level 7. Depending on the grades awarded for the different modules making up the programme, students will be awarded a pass, a pass with merit or a pass with distinction (see the University Regulations (www.mdx.ac.uk/regulations/).

To prepare you to progress through the programme you will have a meeting with the Programme Leader to determine if any prior learning can be accredited, and to assist you in planning your programme of study pathways (e.g. via the WBL route).

Should a student not wish to undertake the core dissertation module / work based learning project, and provided the student agrees to an programme review meeting with the programme leader, than the student can be supported with an option of gaining a **PGDip** (as an exit route), subject to confirmation of successful completion of all compulsory and optional modules in **Year 1**.

12.2 Levels and modules

Level 7

COMPULSORY

OPTIONAL

PROGRESSION
REQUIREMENTS

<p>Students must take all of the following:</p> <p>IPL4100 <i>15 credits</i></p> <p>IPL4200 <i>15 credits</i></p>	<p>Students must choose one of the modules bellow:</p> <p>IPL4001 <i>30 credits</i></p> <p><u>OR</u></p> <p>WBS4630 <i>30 credits</i></p> <p style="text-align: center;"><u>AND</u></p> <p>IPL4095 <i>60 credits</i></p> <p><u>OR</u></p> <p>WBS4760 <i>60 credits</i></p>	<p>To exit with the PGDip Mental Health & Substance Use (Dual Diagnosis), students must pass IPL4100 and IPL4200 and either IPL4001 or WBS4630 plus 60 credits from the PGCert Mental Health & Substance Use (Dual Diagnosis).</p> <p>APL and credit transfer may be possible – at least one third of the programme must be completed under Middlesex University control.</p> <p>To progress to the MSc Mental Health & Substance Use (Dual Diagnosis), students must successfully complete either IPL4095 or WBS4760.</p>
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12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
	All modules are non-compensatable.

13. Curriculum map

See attached.

14. Information about assessment regulations

- The programme will adhere to Middlesex University assessment regulations.
- The pass mark for all modules is 16. Where a summative assignment does not

achieve a pass mark on first submission, there will be one resubmission opportunity. No compensation of a failed module is allowable.

- Deferrals will only be considered under exceptional circumstances such as serious illness of the student or the death of a close relative. Students who do not submit their assignment by the deadline date, without prior consultation with the tutor, will be given a grade 20. Students wishing to defer must book an online tutorial with their primary tutor in advance of the deadline date. The student must then submit in writing the reason for their deferral request. The Student Office makes the final decision on the granting of deferrals.
- No compensation of a failed module is allowed.

15. Placement opportunities, requirements and support (if applicable)

16. Future careers (if applicable)

Students, who successfully complete the MSc Diploma Mental Health & Substance Use (Dual Diagnosis) programme, will be able to demonstrate commitment to CPD, lifelong learning and widen the scope of their leadership and research skills, and be better equipped to meet the challenges of more senior roles within public and community service employment.

Students may choose to undertake doctoral level study which will underpin advanced level practice.

17. Particular support for learning (if applicable)

- Teaching input from experienced academic staff and service users/patients;
- Programme planning support
- Academic support from the Learning Development Unit
- Study skills workshops
- University Dyslexia Support
- University Disability Support
- University English Language and Learning Support
- Psychological support and counselling support
- Unihub and IT skills (Web based learning)
- Learning development profiles
- Learning Resources workshops

- Learning Research skills workshops
- Each student will have a designated supervisor for the dissertation/project module
- Programme review meetings

18. JACS code (or other relevant coding system)

19. Relevant QAA subject benchmark group(s)

Health Studies

20. Reference points

- Middlesex University Assessment Regulations 2009/10
- Middlesex University Learning & Quality Enhancement Handbook 2009/10
- Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA 2001)
- NHS Institute for Innovation and Improvement (2005) NHS Leadership Qualities Framework: <http://www.nhsleadershipqualities.nhs.uk/>
- National Skills Academy (2009) Leadership and Management Prospectus http://www.nsasocialcare.co.uk/files/Leadership_and_Management_Prospectus.pdf
- From Values to Action: The Chief Nursing Officer's Review of Mental Health Nursing (DH 2006)
- Modernising Nursing Careers (DH 2006)
- Knowledge and Skills Framework (DH 2004)
- Mental Health National Service Framework and the NHS Plan: Workforce Planning, Education and Training: Final Report (WAT 2001)
- Subject Benchmark Statement for Health Studies (QAA 2002)
- Department Of Health (2011) No Health without Mental Health: A Cross-Government Mental Health Outcomes Strategy for People of All Ages. <http://www.dh.gov.uk/en/Healthcare/Mentalhealth/MentalHealthStrategy>
- NICE (2011) Psychosis with coexisting substance misuse: assessment and management in adults and young people National Clinical Guideline Number 120. All Party Parliamentary Drug Misuse Group (2000)
- The Ten Essential Shared Capabilities (NIME/Sainsbury Centre for Mental Health, 2004)
- Health Advisory Service-Standards for MH Services (2001)
- Dual Diagnosis Good Practice Guide (2002)
- 'Mind the Gaps'; Meeting the needs of people with Co-occurring substance misuse and mental health Problems (in Scotland) (2003)
- Dual Diagnosis in MH Inpatient & Day Hospital Settings (2006)
- Closing the Gap; Dual Diagnosis Capability Framework (2006)
- Developing a Capable Dual Diagnosis Strategy; a good practice guide (2009)
- Dual Diagnosis Themed Review Report (2007)
- Dual Diagnosis Good Practice Handbook (2007)

- A Service Framework to Meet the Needs of People with a Co-occurring Substance Misuse and Mental Health Problem – WAG (2007)
- Developing Capable Practitioners – CSIP (2008)
- A Guide on the Management of Dual Diagnosis for Prisons (2009)

21. Other information

Methods for evaluating and improving the quality and standards of learning:

- The programme Quality Monitoring Report (QMR)
- All modules are formally evaluated by both staff and students, and reported in QMR
- Boards of studies are held each semester, issues raised and actions taken are reported through the QMR
- Quality monitoring via Ongoing Quality Monitoring and Enhancement(OQME)
- External examiner appointed to the programme, reporting annually, and reports and response are reported in the QMR
- Peer teaching observations & feedback

Indicators of quality:

- Successful Major Review of all Nursing Provision (QAA, on behalf of DH, 2004)
- Ratings of 3 and above awarded to subjects within the School which were submitted as units of assessment in the 2001 Research Assessment Exercise
- Prototype site for Ongoing Quality Monitoring and Enhancement (OQME) (QAA on behalf of DH, 2005)
- Positive evaluations by students and teachers, presented at Boards of Studies for modules included in the programme

For any additional information contact the Programme Leader, Daniela Collins.

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Appendix 2: Curriculum Map

Curriculum map for MSc Mental Health and Substance Use (Dual Diagnosis)

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	The advanced skills and knowledge needed to undertake a large scale Mental Health and Substance Use (Dual Diagnosis) research or a work based learning project.	C1	Utilise advanced research skills to successfully undertake a Mental Health and Substance use (Dual Diagnosis) research project or a work-based project.
A2	How to make evidence based recommendations, in the context of the complex and multi-faceted factors affecting Mental Health and Substance Use (Dual Diagnosis) research or service development.	C2	Communicate the results of a research or work-based Mental Health and Substance use (Dual Diagnosis) project to an audience of professional peers.
Cognitive skills		Graduate Skills	
B1	Integration of theory and practice.	D1	Communication and use presentation skills effectively.
B2	Advanced problem solving.	D2	Multidisciplinary team work and relevant networks.
B3	Critically analyse evidence based Mental Health and Substance Use (Dual Diagnosis) practice.	D3	Effective learning / Life-long learner.
B4	Reflect on and critically appraise personal, professional and service development needs.	D4	Numeracy / Research & Data Analysis.
B5		D5	Personal and career development.
B6		D6	Develop competence in the use of information technology

Programme outcomes																											
A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7		
Highest level achieved by all graduates																											

Module Title	Module Code by Level	Programme outcomes																									
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7
Leadership for Public and Community Services	IPL4100	X	X						X	X	X	X									X	X	X	X	X	X	
Service Development and Quality Improvement	IPL4200	X	X						X	X	X	X			X	X					X	X	X	X	X	X	
Social Research Methods	IPL4001	X	X						X	X	X				X	X					X	X	X	X	X	X	
Advanced Practitioner Enquiry	WBS4630	X	X								X	X			X	X					X	X	X	X	X	X	
Dissertation	IPL4095	X	X						X	X	X	X			X	X					X	X	X	X	X	X	
Negotiated Work based learning project	WBS4760	X	X						X	X	X	X			X	X					X	X	X	X	X	X	