



Programme Specification MSc Mental Health Interventions

1. Programme title	MSc Mental Health Interventions
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Programme accredited by	N/A
5. Final qualification	Post Graduate Certificate/Post Graduate Diploma/MSc Mental Health Interventions
6. Academic year	2008-2009
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 a relevant subject area **or**
- A minimum of 2 years experience in the mental health field if holding a professional qualification in nursing, social work or an allied discipline
- Evidence of successful study at level 3 research methods or equivalent
- If a non-mental health professional, three years experience in the mental health field **and** a good honours degree
- Access to mental health service users

10. Aims of the programme

The programme aims to:

1. Equip students with service user-centred clinical skills in medication management, cognitive behavioural therapy, risk assessment and service user empowerment to facilitate working in partnership and critical reflection on practice.
2. Provide a forum in which students can critically evaluate their own area of practice and formulate change, challenge inequality, promote recovery, respect diversity and practice ethically and safely.
3. Provide a forum for students to critically evaluate current issues relating to mental health services and practice.
4. Equip students to develop critical research or work based learning evaluation and appreciation skills as a basis for evidence based practice.
5. Stimulate critical evaluation of ways to improve practice and mental health service delivery.
6. Equip students to undertake research and service reviews in the area of mental health.
7. Stimulate and foster leadership skills in service and practice development.

11. Programme outcomes - the programme offers opportunities for students to achieve and demonstrate the following learning outcomes.

A. Knowledge and understanding of	Teaching and learning methods
<i>PG Diploma</i>	
<ol style="list-style-type: none">1. Evidence based practice in their work2. Clinical skills and their application to specific mental health service models3. The critical evaluation of mental health research.4. The management of service change5. The evaluation of mental health practice in light of evidence based findings	Students gain knowledge and understanding through lectures, seminars and workshops which are used to explore the key issues. Case studies are used to identify examples of effective practices. Problem based scenarios and role-play are used to critically analyse a situation and develop recommendations for effective mental health care. One-one tutorials are used to develop the research proposal and ideas for writing the research dissertation. Students will be encouraged to access additional materials via OASISplus.
<i>MSc</i>	
<ol style="list-style-type: none">6 How to implement a research or work based learning project7 How to make recommendations for future research or service development	

	<p>The PG Diploma builds upon this by using the core clinical skills within the context of service plans and a research/project proposal.</p> <p>For the MSc, the student carries out a research or work based project and communicates their findings in the form of a dissertation.</p>
<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. Critically evaluate evidence based practice in their work 2. Integrate theory and practice 3. Utilise advanced problem solving 	<p>Teaching and learning methods</p> <p>Students learn cognitive skills through: The course encourages this by stressing the need for reflective practice and critical evaluation. Also a range of study skills workshops are offered and students are facilitated to debate and discuss during classroom sessions.</p> <p>Assessment</p> <p>Students' cognitive skills are assessed by:</p> <p>Taped interviews with service users, service plans, research proposal/dissertation for summative assessment.</p> <p>Seminar and case/service study presentations, role plays and on-line quiz are used as methods of formative assessment.</p>
<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to undertake:</p> <p><i>PG Diploma</i></p> <ol style="list-style-type: none"> 1. Management of clinical practice to ensure the implementation of evidence based findings 2. Analysis of own service in order to recommend and lead service change 3. The development of basic research skills <p><i>MSc</i></p> <ol style="list-style-type: none"> 4. The development of enhanced practically-based research skills 	<p>Teaching and learning methods</p> <p>Students learn practical skills through: workshops, individual and group tutorials, student presentations and peer and session leader feedback</p> <p>Assessment</p> <p>Students' practical skills are assessed by: taped interviews with service users, service plans, through reflection on practice and the dissertation proposal and report.</p>
<p>D Graduate Skills</p> <ol style="list-style-type: none"> 1. Communication within the inter-professional team 2. Multidisciplinary teamwork 3. Effective learning 4. Information technology 5. Numeracy and problem solving 6. Personal and career development 	<p>Teaching and learning methods</p> <p>Students acquire key skills through: module related workshops, seminars, and individually negotiated learning opportunities. Through the use of on-line learning, students are given the opportunity to enhance their IT skills.</p> <p>Assessment</p> <p>Students' key skills are self and peer</p>

	assessed formatively within the modules and summatively assessed through critical reflection on practice.
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12. Programme structure and requirements, levels, modules, credits and awards

12. 1 Overall structure of the programme

The MSc programme is taken on a part-time basis over three calendar years

In year 1, students will study two 15 credit modules; in the autumn term, MHR 4603 Medication Management (15 credits) and in the winter term, MHR 4604 Cognitive Behavioural Therapy (15 credits). They will also study throughout the year, either a research methods or a work-based learning module, IPH 4412 Methods of Critical Enquiry in the Study of Healthcare Services, or WBS 4835 Work-based Learning Research Methods (30 credits).

Should the student exit at the end of the first year, they will be eligible for a generic Postgraduate Certificate award.

In year 2, students will study four 15 credit modules; in the autumn term, MHR 4606 Social Inclusion and Empowerment and, MHR 4616 Service Developments in Mental Health. and in the winter term, MHR 4605 Risk Assessment and Management in Mental Health and MHR 4615 Leadership in Mental Health Should the student exit at this point, they will be awarded the PG Dip Mental Health Interventions.

To be awarded the Masters degree, the student will have to complete the 60 credit MSc Dissertation (IPH 4095) or Work based Learning Project (WBS 4861).

12.2 Levels and modules.			
Level 4			
COMPULSORY	DESIGNATED	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>MHR 4603 Medication Management</p> <p>MHR 4604 Cognitive Behavioural Therapy</p> <p>IPH 4412 Methods of Critical Enquiry in the Study of Healthcare Services or WBS 4835 Research Methods</p> <p>MHR 4606 Social Inclusion and Empowerment</p> <p>MHR 4605 Risk Assessment and Management in Mental Health</p> <p>MHR 4616 Service Developments in Mental Health</p> <p>MHR 4615 Leadership in Mental Health</p> <p>IPH 4098 MSc Dissertation or WBS 4861 Work Based Learning Project</p>			<p>To exit with a generic Post-graduate Certificate, students must pass MHR 4603, MHR 4604, and either IPH 4412 or WBS 4835</p> <p>To exit with the Post-graduate Diploma Mental Health Interventions, students must pass MHR 4603, MHR 4604, either IPH 4412 or WBS 4835, MHR 4605, MHR 4606, MHR 4615 and MHR 4616</p> <p>To progress to the MSc, students must successfully complete IPH 4098 or WBL 4861</p>

12.3 Non-compensatable modules. Modules may additionally be designated non-compensatable.	
	All modules are non-compensatable

13. A curriculum map relating learning outcomes to modules

This map shows the main measurable learning outcomes of the programme and the modules in which they are assessed.

Module	Code	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
Medication Management	MHR 4603	X	X					X	X	X		X	X			X		X	X		X
Cognitive Behavioural Therapy	MHR 4604	X	X					X	X	X		X	X			X		X	X		X
Methods of Critical Enquiry in the Study of Healthcare Services	IPH 4412			X			X	X		X	X			X				X	X	X	X
Research Methods	WBS 4835	X		X			X	X		X	X			X		X	X	X	X	X	X
Social Inclusion and Empowerment	MHR 4606	X	X	X	X	X			X	X		X	X			X		X	X		
Risk Assessment and Management in Mental Health	MHR 4605	X	X	X		X			X	X		X	X				X	X	X		X
Leadership in Mental Health	MHR 4615	X		X	X	X			X	X		X	X			X	X	X	X		
Service Developments in Mental Health	MHR 4616	X		X	X	X			X	X		X	X			X	X	X	X		
MSc Dissertation	IPH 4098			X			X	X		X	X				X			X	X	X	X
Work Based Learning Project	WBS 4861			X			X	X	X	X	X				X	X		X	X	X	X

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	Evidence based practice in their work	C1	Management of clinical practice to ensure the implementation of evidence based findings
A2	Clinical skills and their application to specific mental health service models	C2	Analysis of own service in order to recommend and lead service change
A3	The critical evaluation of mental health research	C3	The development of basic research skills
A4	The management of service change	C4	The development of enhanced practically-based research skills
A5	The evaluation of mental health practice in light of evidence based findings		
A6	How to implement a research or work based learning project		
A7	How to make recommendations for future research or service development		
Cognitive skills		Graduate Skills	
B1	Critically evaluate evidence based practice in their work	D1	Communication within the inter-professional team
B2	Integrate theory and practice	D2	Multidisciplinary teamwork
B3	Utilise advanced problem solving	D3	Effective learning
		D4	Information technology
		D5	Numeracy and problem solving
		D6	Personal and career development

14. Information about assessment regulations

- The programme will adhere to Middlesex University assessment regulations.
- The pass mark for all modules is 16
- No compensation of a failed module is allowable

15. Placement opportunities

- Not Applicable

16. Future careers (if applicable)**17. Particular support for learning (if applicable)**

- Learning Resources workshops
- Saturday school on study skills for new postgraduate students
- Study skills workshops
- Dissertation web-site to support dissertation supervision and tutorials
- Each student will have a designated research supervisor
- University English Language and Learning Support
- University Dyslexia Support
- University Disability Support
- OASIS (Web based learning)

18. JACS code (or other relevant coding system)**19. Relevant QAA subject benchmark group(s)**

Health Studies

20. Reference points

A First Class Service - Quality in the new NHS (DH 1998)
Framework for higher education qualifications in England, Wales and Northern Ireland (QAA 2001)
HSSC Learning, Teaching and Assessment Policy and Strategy 2002-2005 (MU 2002)
Knowledge and Skills Framework (DH 2004)
Middlesex University (2006/7) Learning and Quality Enhancement Handbook, London, MU
Middlesex University (2006/7) Guide and regulations, London, MU
Middlesex University Learning Framework (2006)
Modernising Mental Health Services: Safe, Sound and Supportive. (DH 1998)
National Service Framework for Mental Health. (DH 1999)
The NHS Plan (DH 2001)
School of HSSC (2002/5) Maintenance and enhancement of quality and standards
School of HSSC Curriculum policy and strategy framework (2002/5)
School of HSSC Learning, Teaching and Assessment policy and strategy, (2002/5)
Subject benchmark statement for health studies (Quality Assurance Agency 2002)

The Ten Essential Shared Capabilities (NIME/Sainsbury Centre for Mental Health, 2004)

21. Other information.

For any additional information contact the Programme Leader, John Foster

Please note: this specification provides 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 can be found in the student subject/programme handbook and the University Regulations.