



Programme Specification

1. Awarding institution	Middlesex University
2. Teaching institution	Middlesex University
3. Programme accredited by	N/A
4. Final qualification	Postgraduate Diploma/MSc Mental Health Studies
5. Programme title	MSc Mental Health Studies
6. JACS code	
7. Relevant QAA subject benchmark group(s)	Health Studies
8. Academic Year	2009-2010

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 or a related subject area **or**
- If a non-mental health professional, three years experience in the mental health field **and** a good honours degree

- **And** be working with mental health service users

- **Exceptionally**, students who do not have a degree but who have successfully completed level 4 CPD modules or who can provide evidence of their ability to pursue successfully the PG Diploma or MSc may be considered.

10. Aims of the programme

The programme aims to:

- a. Enable the student to plan an individualised pathway of post graduate study designed to meet previously identified mental health related professional and service development objectives.
- b. Demonstrate mastery in mental health related skills and knowledge in order to contribute to enhanced professional mental health practice and service development
- c. Facilitate the acquisition, critical understanding and utilisation of advanced research skills and knowledge in order to conduct mental health related research

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

A. Knowledge and understanding

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

PG Diploma

1. Own future personal, professional and service development needs.
2. The critical evaluation of mental health research
3. The critical analysis and evaluation of mental health practice in light of evidence based findings
4. Advanced level research methodologies

MSc

5. The advanced skills and knowledge needed to undertake a large scale mental health related research or work based learning project

6. How to make evidence based recommendations, in the context of the complex and multi faceted factors affecting mental health care, for future mental health research or service development

Teaching and learning methods

Students gain knowledge and understanding through 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:

- lectures, seminars and workshops, small group work and feedback, case studies, problem based scenarios and role-play, use of video, use of debates, practice based learning, use of e-learning, one-one tutorials to develop the research proposal and ideas for writing the research dissertation.

Assessment

Students' knowledge and understanding is assessed by 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: case presentations, action plan presentations, on-line-quizzes, reflective discussions, to help prepare students for summative assessment.

Summative assessment may include: case studies, service reviews, reports, on-line examinations, critical reflection on practice.

For the MSc, the student carries out a research or work based project and communicates their findings in the form of a dissertation.

<p>B. Cognitive (thinking) skills On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Critically analyse evidence based mental health practice 2. Evaluate and synthesise information in order to gain new insights into aspects of mental health practice 3. Utilise advanced problem solving. 4. Reflect on and critically appraise personal, professional and service development needs. 	<p>Teaching and learning methods Students learn cognitive skills through 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: seminar preparation and presentation, use of web-based materials</p> <p>For the MSc, this will include preparation for dissertation/project supervision and the production of the dissertation/ project.</p> <p>Assessment Students' cognitive skills are assessed by the use of a variety of methods, which are informed by the University and School Assessment policies and which vary according to the type and focus of the module but which may include:</p> <p>Formative Assessment study skills workshops, seminars, case study presentations, debates, literature review, to help prepare students for summative assessment.</p> <p>Summative Assessment Reflection on practice, critical review of evidence, reports, research/project proposal</p>
<p>C. Practical skills On completion of the programme the successful student will be able to:</p> <p>PG Diploma</p> <ol style="list-style-type: none"> 1. Engage in sophisticated research/project planning in the context of the complexities of mental health care provision 2. Select and utilise advanced research skills and techniques 3. Work with a range of ICT applications such as library databases <p>MSc</p> <ol style="list-style-type: none"> 4. Utilise advanced/or complex practically-based research skills to successfully undertake a research/work-based mental health related project. 5. Communicate the results of a research or 	<p>Teaching and learning methods Students learn practical skills through 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> <p>workshops, individual and group tutorials, self-directed study, seminar presentations, project/dissertation development and planning</p> <p>Assessment Students' practical skills are assessed by the use of a variety of methods, which are informed by the University and School Assessment policies and which vary according to the type and focus of the</p>

<p>work-based mental health project to an audience of professional peers.</p>	<p>module but which may include:</p> <p>Formative Assessment Reflective journals, seminar presentations, peer and session leader feedback, to help prepare students for summative assessment.</p> <p>Summative Assessment Assessment of practice, project/dissertation proposal and, for the MSc, project/dissertation</p>
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12. Programme structure and requirements, levels, modules, credits and awards

12.1 Overall structure of the programme

A pre-accreditation meeting with the Programme Leader will determine the relevant pathway. At the commencement of the Programme, an induction and programme planning meeting will assist students to determine the optional modules to be undertaken that will clearly demonstrate the mental health pathway.

Students undertake the first core module, either IPH 4412 Methods of Critical Enquiry in Health Care Settings (30 credits) or WBS 4835 Work Based Learning Research Methods (30 credits).

Optional modules will then be undertaken over a period of time that meets individual students' needs. The total number of credits required from these and any pre-accredited learning is 90 (with up to 30 credits at level 3).

Programme review meeting will be held every term to support and guide students.

Should students exit at this point, they will be awarded the PG Dip Mental Health Studies.

To be awarded the Masters degree in Mental Health Studies, students will have to complete the second core module, either IPH 4095 MSc Dissertation (60 credits) or WBS 4861 Work Based Learning Project (60 credits).

12.2 Levels and modules

COMPULSORY Level 4	OPTIONAL Level 3 / Level 4	PROGRESSION REQUIREMENTS
<p>Students must take the following:</p> <p>IPH 4412 Methods of Critical Enquiry in Healthcare Settings or WBS 4835 Research Methods</p> <p>IPH 4095 MSc Dissertation or WBS 4861 Work Based Learning Project</p>	<p>Modules from the School CPD provision relevant to Mental Health Studies. (Maximum of 30 credits at level 3)</p> <p>APL and credit transfer may be possible</p>	<p>To exit with the Post-graduate Diploma Mental Health Studies, students must pass either IPH 4412 or WBS 4835 plus optional modules totalling 90 credits (30 credits may be at level 3)</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 Studies, students must successfully complete either IPH 4095 or WBS 4861</p>

12.3 Non-compensatable modules

All modules are non-compensatable

13. A curriculum map relating learning outcomes to modules

See Curriculum Map attached.

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, requirements and support (if applicable)

Not Applicable

16. Future careers: how the programme supports graduates' future career development.

Students who successfully complete the Postgraduate Diploma/MSc Mental Health Studies will be able to demonstrate commitment to CPD, life long learning and practice research and development. Students may choose to undertake doctoral level study which will underpin advanced level practice

Students will be able to map the learning outcomes from their optional modules plus the programme outcomes against their own career and development pathway. Within the NHS, this will include using the Knowledge and Skills Framework to develop their Personal Development Reviews.

17. Particular support for learning

- Programme planning support
- Programme review meetings
- Learning Resources workshops
- Study skills workshops
- Each student will have a designated supervisor for the dissertation/project module
- University English Language and Learning Support
- University Dyslexia Support
- University Disability Support
- OASISPlus (Web based learning)

18. Reference points

Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA 2001)

From Values to Action: The Chief Nursing Officer's Review of Mental Health Nursing (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)

Middlesex University Learning and Quality Enhancement Handbook, (2007/8)
Middlesex University Regulations (2007/8)
Middlesex University Learning Framework (2006)
Modernising Nursing Careers (DH 2006)
National Service Framework for Mental Health (DH 1999)
The NHS Plan (DH 2001)
School of HSSC Maintenance and Enhancement of Quality and Standards (2002/5)
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 (QAA 2002)
The Ten Essential Shared Capabilities (NIME/Sainsbury Centre for Mental Health, 2004)
Towards a Framework for Post Registration Nursing Careers: Consultation Document (DH 2007)

19. 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 observation

20. 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

21. Other information.

For any additional information contact the Programme Leader, Janet Holmshaw.

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 remainder of this student programme handbook and in the University Regulations.