

Programme Specification: PG Cert Mental Health / PG Dip Mental Health / PG Dip Mental Health (Higher Specialist Social Work) / MSc Mental Health

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://www.bcu.ac.uk/health>, (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

The information from this specification may be selectively extracted and included in documents that are more appropriate for students, intending students and employers.

1	Awarding Institution / Body:	Birmingham City University
2	Teaching Institution:	Birmingham City University
3	Programme accredited by:	Birmingham City University
4	Final Award:	MSc Mental Health
5	Programme Title:	Postgraduate Certificate Mental Health Postgraduate Diploma Mental Health Postgraduate Diploma Mental Health (Higher Specialist Social Work) MSc Mental Health
6	UCAS Code:	
7	QAA Benchmarking Group:	Social Work

8 Aims of the programme

The programme aims to:

Provide students with a flexible post qualifying programme in working with service users and carers of mental health services.

Enable students to build upon previous knowledge, values and experience in working with mental health service users, carers and professionals.

Provide opportunities for students to systematically understand and show originality in applying Mental Health legislation to practice.

Enable students to evaluate critically evaluate research and advance scholarship in mental

health theory and practice.

Provide students with the opportunities to develop and enhance the skills of a reflective practitioner

9 Intended learning outcomes and the means by which they are achieved and demonstrated: the programme provides learners with opportunities to develop and demonstrate knowledge and understanding, skills and other attributes as follows:

Knowledge and understanding

Knowledge and understanding of:	Teaching, learning and assessment methods used:
<p>A comprehensive and systematic understanding of knowledge in the specialised area of mental health.</p> <p>Demonstrate knowledge and critical understanding of the theoretical and research based knowledge which is at the forefront of their discipline.</p> <p>A comprehensive and critical understanding of the role of the Approved Mental Health Professional (AMHP).</p> <p>Critically reflect and understand the theories, knowledge, practical skills and values needed in mental health professional practice.</p> <p>Demonstrate a systematic understanding and critical awareness of the legal and policy framework in mental health, including professional bodies Codes of Conduct; Codes of Ethics and Department of Health Codes of Practice.</p>	<p>Combined approaches to academic and practice education. This will enable students to develop skills, knowledge, values and reflective skills and qualities to work with service users, carers and communities in the mental health field.</p> <p>Key lead lectures; followed by seminars, and workshops using case studies and user involvement to promote reflective learning. Users and carers of mental health services will be an important aspect of the students learning in both University and practice.</p> <p>On-line learning will be used providing learning and teaching materials, and facilitate student and lecturers' forums.</p> <p>Practice placements working with Practice Assessors are central in providing students with the practice based knowledge, and experience to meet higher level specialist practice. Facilitated through reflection and application of knowledge, values and skills adhering to Codes of practice Conduct and Ethics in achieving the 5 Key Competence Areas and competencies.</p> <p>Assessment - Formative through feedback of individuals' written assignment plans and reports and through tutorials Summative assessment is through assessment of integrative essays, critiques of published papers, compiling a research proposal at master's level and finally through dissertation. Timed conference style presentations. Satisfactory completion of a practice Learning Book that is assessed by a Practise Assessor/Mentor.</p>

Skills and other attributes

Intellectual / cognitive skills: Students will be able to: Critically analyse key concepts and theories. Evaluate and make critical judgements with reference to evidence obtained and presented. Integrate theoretical and conceptual themes between and across disciplines. Transfer knowledge and skills to new areas of study, between and across areas of practice and different disciplines. Demonstrate a critical awareness when undertaking an analysis of complex, incomplete or contradictory areas of knowledge and able to communicate the outcome effectively. Synthesise information in a critical manner that may be innovative, utilising knowledge or processes from the forefront of their discipline. Critically evaluate research methodologies and propose alternative approaches. Demonstrate initiative and originality in problem solving. Act autonomously in planning and implementing tasks required of the Approved Mental Health Professional (AMHP). Make decisions in complex and unpredictable situations. Critically reflect and apply theory to practice and develop new skills to a higher specialist level in mental health practice. Critically evaluate current research, knowledge and practice in mental health services.	Teaching, learning and assessment methods used: A combined approach to academic and practice education. This will enable students to develop skills, knowledge, values and reflective skills and qualities to work with service users, carers and communities in the mental health field. Key lead lectures; which will be followed by seminars, and workshops using case studies and user involvement to promote reflective learning. Users and carers of mental health services will be an important aspect of the students learning in both University and practice. On-line learning will be used for providing students with learning and teaching materials, and facilitate student and lecturers' forums. Practice placements working with Practice Assessors are central in providing students with the practice based knowledge, and experience to meet higher level specialist practice. This will be facilitated through reflection and application of knowledge, values and skills adhering to your Codes of practice Conduct and Ethics in achieving the 5 Key Competence Areas and competencies to be eligible to apply for Approved Mental Health Professional status Assessment - Formative through feedback of individuals' written assignment plans and reports and through tutorials Summative assessment is through assessment of integrative essays, critiques of published papers, compiling a research proposal at master's level and finally through dissertation. Timed conference style presentations. Satisfactory completion of a practice Learning Book that is assessed by a Practise Assessor/Mentor.
Practical, research and independent learning skills:	Teaching, learning and assessment methods used:

<p>Students will be able to:</p> <p>Apply theory to practice and develop new skills to a higher specialist level in mental health practice.</p> <p>Identify, organise and analyse data in relation to mental health assessments.</p> <p>Use theory and policy to record sensitively assessments under the Mental Health Act.</p> <p>Develop skills and roles in the field of mental health practice.</p> <p>Develop strategies for negotiating and implementing and developing practice in accordance with the requirements of mental health legislation..</p> <p>Operate in the complex, specialised area of Approved Mental Health Professional practice and have an overview of the issues governing good practice.</p> <p>Exercise initiative and personal responsibility in professional practice and academic work.</p> <p>Perform with precision and effectiveness.</p> <p>Adapt and develop new skills for new situations.</p> <p>Act autonomously to make informed judgments and communicate decisions clearly to users, carers and other professionals.</p> <p>Apply and critically evaluate the values of anti-oppressive practice within the role of Approved Mental Health Professional under the Mental Health Act 2007.</p> <p>Deal with complex issues systematically and creatively with the ability to problem solve making informed decisions in relation to mental disorder</p> <p>Manage the implications of ethical dilemmas and work pro-actively</p>	<p>The teaching and learning strategies in the Programme provide a combined approach to academic and practice education. This will enable students to develop skills, knowledge, values and reflective skills and qualities to work with service users, carers and communities in the mental health field.</p> <p>Teaching and learning methods include key lead lectures; which will be followed by seminars, and workshops using case studies and user involvement to promote reflective learning. Users and carers of mental health services will be an important aspect of the students learning in both University and practice.</p> <p>On-line learning will be used for providing students with learning and teaching materials, and facilitate student and lecturers' forums.</p> <p>Practice placements working with Practice Assessors are central in providing students with the practice based knowledge, and experience to meet higher level specialist practice. This will be facilitated through reflection and application of knowledge, values and skills adhering to Codes of Conduct Codes of Ethics and Department of Health Codes of Practice in achieving the 5 Key Competence Areas and competencies to be eligible to apply for Approved Mental Health Professional status</p> <p>Assessment - Formative through feedback of individuals' written assignment plans and reports and through tutorials</p> <p>Summative assessment is through assessment of integrative essays, critiques of published papers, compiling a research proposal at master's level and finally through dissertation. Timed conference style presentations. Satisfactory completion of a practice Learning Book that is assessed by a Practise Assessor/Mentor.</p>
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with Service Users, Carers and other colleagues to formulate solutions.

Transferable / key skills:

Students will:

Develop collaborative, collegiate relationships with both professional and lay colleagues by understanding the central tenets of mutual respect, trust and interdependency within changing boundaries of practice.

Make appropriate adaptation of her/his own expert practice and advance and support the practice of others through supervision and teaching, in the light of a changing professional knowledge base and the dynamic health care policy framework.

Work strategically to implement practice within specific practice settings, recognising and adhering to appropriate legal and ethical parameters.

Work effectively with a group as leader or member. Clarify tasks and make appropriate use of the capacities of group members. Negotiate and handle conflict with confidence.

Critically reflect on their own and other's practice in order to improve professionalism.

Be independent and self critical learners, guiding the learning of others and managing own requirements for continuing professional development.

Engage autonomously and competently in academic and professional communication with others.

Demonstrate self direction and originality in applying the skills of partnership working with services users, carers and other professionals in mental health.

Teaching, learning and assessment methods used:

The teaching and learning strategies in the Programme provide a combined approach to academic and practice education.

Key lead lectures; which will be followed by seminars, and workshops using case studies and user involvement to promote reflective learning. Users and carers of mental health services will be an important aspect of the students learning in both University and practice.

On-line learning will be used for providing students with learning and teaching materials, and facilitate student and lecturers' forums.

Practice placements working with Practice Assessors are central in providing students with the practice based knowledge, and experience to meet higher level specialist practice. This will be facilitated through reflection and application of knowledge, values and skills adhering to your Codes of practice Conduct and Ethics in achieving the 5 Key Competence Areas and competencies.

Assessment - Formative through feedback of individuals' written assignment plans and reports and through tutorials
Summative assessment is through assessment of integrative essays, critiques of published papers, compiling a research proposal at master's level and finally through dissertation. Timed conference style presentations. Satisfactory completion of a practice Learning Book that is assessed by a Practise Assessor.

Act autonomously to make informed judgments and communicate decisions clearly to service users, carers and other professionals.	
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10 Programme structure and requirements, levels, modules, credits and awards

The structure of the programme, the modules, levels and credit ratings, and the awards which can be gained are shown below. Modules in which Personal Development Planning is an integral part of the learning process are underlined.

Stage 1

Module name	Credits
Values in Mental Health Practice	20
Role of the Approved Mental Health Professional	20
The Legal and Policy Framework for Mental Health	20

Award: Postgraduate Certificate (60 credits of which at least 30 at level 7)

Stage 2

Module name	Credits
Values in Mental Health Practice	20
Role of the Approved Mental Health Professional	20
The Legal and Policy Framework for Mental Health	20
Deprivation of Liberty Safeguards	20
<u>Specialist Practice Area</u>	20
Research , Philosophy and Practice	20

Award: Postgraduate Diploma (120 credits of which at least 90 must be at level 7)

Stage 3

Module name	Credits
GM 702Q Dissertation	60

Award: Master's Degree (180 credits of which at least 150 must be at level 7)

11 Support for Learning

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to those needs:

A programme student handbook containing information specific to the programme and its modules

A Student handbook containing information relating to the Faculty and the University

Options Fairs and guidance in the choice of modules

Access to IT support staff and dedicated Faculty library staff

Access to Faculty Learning Resources Centers

Support for academic skills such as referencing, essay writing and critical analysis from the Faculty's Personal Development Centre

Access to administrative and academic staff, including course tutor, Head of School and Dean of Faculty

Access to the University's Student Services which include assistance and support for learning skills, careers advice, financial advice, medical and disability services, crèche, counselling and chaplaincy.

Support from the Students' Union for a range of services

12 Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

13 Evaluation and improvement of quality and standards

Committees:	Mechanisms for review and evaluation:
Route/Programme development teams	Course team meetings/away days
Boards of Studies	Review and validation events
Examination Boards	Accreditation by Professional Bodies
Faculty Undergraduate Degrees Scheme	External Examiners' reports
Quality Days	Annual Route/Programme report with action points
Programme Partnership Board	Partners' review of evaluation documents
Programme Development Group	Partners' review of evaluation documents
Faculty Quality Group	Peer review of Annual reports
Faculty Board	Overall Faculty Annual Monitoring Report for Faculty Board and Senate
	Staff appraisal
	University Centre for research into Quality - Student and Staff satisfaction Surveys

	University academic audits
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14 Regulation of assessment

Details of the mechanisms and criteria for assessment in individual modules, and the means of differentiating awards, are published widely. Students are issued with copies of the University's Standard Postgraduate Assessment Regulations on commencing the programme, and individual and collective guidance is given by academic staff on their operation at appropriate times throughout the programme.

To qualify for a **Postgraduate Certificate** a student must successfully complete all required assessments and obtain a minimum of 60 credits of which at least 30 must be at level 7. The pass-mark in all modules is 40%.

The award of Postgraduate Certificate is not differentiated.

To qualify for a **Postgraduate Diploma** a student must successfully complete all required assessments. The pass-mark in all modules is 40%.

The award of Postgraduate Diploma with Distinction is made to students who achieve an average mark of 70% at the first sitting in the marks awarded for Stage 2 modules equivalent to at least 60 credits.

To qualify for a **Master's Degree** a student must successfully complete all required assessments and obtain a minimum of 180 credits of which at least 150 must be at level 7. The pass-mark in all modules is 40%.

The award of Masters Degree with Distinction is made to students who achieve an average mark of 70% at the first sitting in the marks awarded for Stage 3 modules equivalent to at least 60 credits.

External Examiners are appointed. Their work includes:

- approving coursework assignments and assessment criteria;
- approving examination papers;
- monitoring standards through moderation of completed assessments;
- attending Examination Boards