University of the West of Scotland

Postgraduate Programme Specification

Session: 2023/24

Last modified: 13/04/2023 10:01:46
Status: Published

Named Award Title:	MSc Mental Health Practice

Award Title for Each Award:	MSc Mental Health Practice PG Cert Mental Health Practice PG Dip Mental Health Practice

Date of Validation:	November 2021
Details of Cohorts Applies to:	Sept 23

Awarding Institution/Body:	University of the West of Scotland
Teaching Institution:	University of the West of Scotland
Language of Instruction & Examination:	English
Award Accredited By:	
Maximum Period of Registration:	5 Years
Mode of Study:	Part Time
Campus:	Distance/Online Learning

School:	School of Health and Life Sciences
Programme Board	Mental Health Nursing & IP
Programme Leader:	Dr Suzanne Heron

Admission Criteria

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

Appropriate Undergraduate Qualification
Students should also have completed a relevant first degree or equivalent qualification at SCQF Level 9 (i.e. Graduate Certificate in Acute Care) normally within the past 5 years and has a command of current, evidenced based knowledge within their chosen subject.

Other Required Qualifications/Experience

Consideration will be given to applicants who have a degree in an unrelated topic at the discretion of the Programme Leader.
• Consideration will be given to applicants who have gained their degree several years ago where continued further development in knowledge through postgraduate studies can be demonstrated. This would be shown through;
• Copy of original academic transcript.
• Satisfactory academic and personal references.
• English language proficiency with candidates expected to achieve IELTs standard of 6 (with no less than 5.5 for each component) (UWS are developing preparatory English language modules for students wishing to improve in this area).

Exceptions may also be made in the case of those who can demonstrate significant work-based experience

together with recent academic study.

Applicants may also be considered with other academic, vocational or professional qualifications deemed to be equivalent.

Consideration of recognition of prior learning will adhere to the requirements of the University Regulatory Framework.

Academic requirements are set by the Programme Leader and reviewed annually in conjunction with Central Admissions.

Applicants should also have at least one year post basic training experience, must be working within an environment where they are able to apply the programme theory in practice, and must be able to engage with a supportive manager and relevant clinical supervisor for the duration of the Programme.

Further desirable skills pre-application

Word processing skills.

IT literacy especially around the use of online communication methods.

General Overview

General Overview

This MSc follows a modular design and is a 180 credit course, with six of the seven modules carrying 20 credits and the dissertation module attracting 60, all at level 11 of the Scottish Credit and Qualifications Framework. The programme will be offered on a part time basis with one module generally undertaken within each academic trimester. Normally accomplishment of the MSc will be over a period of three years and completion at each of the levels detailed below will incorporate a focus on either the development of therapeutic skills or in enhancing the educational or leadership capabilities of the student.

The programme content will be delivered online, however students will have the opportunity to engage with peers via a number of online routes including peer supervision sessions. These sessions will take place via the UWS virtual learning environment (VLE). The module tutorial sessions will be recorded and made available to the cohort via the VLE, where they will provide the focus of subsequent online discussion. The option of on-line 'coffee catch-ups' will also be offered via Microsoft Teams, to encourage the formation of a learning community.

Students can exit with a 60 credit (SCQF level 11) Postgraduate Certificate by successfully completing two core modules; Core Values in Mental Health Practice and The Supervisory Process and one option module from the three available; Therapeutic Skills for Mental Health, Education for Mental Health or Leadership for Mental Health. The option module will determine which pathway the student exits with; the choice being Therapeutic Skills, Leadership or Education.

Students can exit with a 120 credit (SCQF level 11) Postgraduate Diploma by successfully completing the requirements for the Postgraduate Certificate as well as the three diploma modules; Independent Study for Mental Health, Research in Health and Social Care and Changing Mental Health Services. The student's Independent study will be pathway related, again allowing the student to exit with Therapeutic Skills, Leadership or Education.

Students can attain the 180 credit (SCQF level 11) MSc by successfully completing the Postgraduate Diploma and then The MSc Dissertation (HLS). This module is worth 60 credits. The focus of the dissertation should be guided by the pathway and successful completion will allow them to exit with one of the three pathways identified above.

The programme is focused on facilitating academic and practice development in people working within environments where mental health is a contributory factor to client outcome. That the programme enables existing practitioners to upgrade their knowledge and skills has an obvious benefit for their employability, and the scope to specialise in skills, education or leadership will help match their development to the role defined for them within their employing organisation, and to their individual aspirations. These factors should make the programme attractive to both prospective students and to their employers.

Graduate Attributes, Employability & Personal Development Planning

All students will have employment in a health, social care or voluntary organisation. The programme will provide students with the skills to develop a key role in their organisation.

In accordance with the university personal development planning processes (UWS, n.d.), personal development planning is embedded within each module in the programme to enable students to become aware of their knowledge, skills and abilities and how these have been developed within each module. Students are encouraged to reflect on learning achievements and experiences, and the implications these have for their future development.

The Enhancement Theme of resilient learning communities (Quality Assurance Agency, 2021) includes the need for learning to be flexible and accessible. The fit of professional programmes of study with the needs of the student and their employers is a vital component of the learning experience. This programme utilises evidence based pedagogy to provide students with an accredited UWS qualification in a specialised subject area appropriate to a variety of workplace settings, professions and employers. Delivering this through a flexible and highly accessible route.

There is increasing recognition of the importance of evidence based practice when working with people experiencing distress arising from mental health conditions. This changing environment of care and support will lead to increased learning needs for those who work in those settings. With prospective employment and promotion prospects less certain than in previous years, this programme may provide students with some advantage in a competitive environment. The provision of an integrated programme of learning reflects the diverse needs of the prospective student population who work within this field and meets the Scottish Governments integration agenda.

The above skills acquisition, contributes to the development of the UWS Graduate Attributes: Universal - critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, culturally aware, collaborative, research-minded and socially responsible; Work-Ready -knowledgeable, digitally literate, effective communicator, motivated, potential leader; and Successful -autonomous, incisive, creative, resilient and daring.

References

Quality Assurance Agency (2021) Enhancement Themes. [Online] Available at https://www.enhancementthemes.ac.uk//en/home Accessed 22/2/22

University of the West of Scotland (n.d.) Personal Development Planning. [Online] Available at http://www.youruniversity.uws.ac.uk/pdp/index.asp Accessed 22/2/22.

University of the West of Scotland (2018) Graduate attributes. [Online] Available at https://www.uws.ac.uk/current-students/your-graduate-attributes/ Accessed 22/2/22

Work Based Learning/Placement Details

As a pre-requisite for joining the course, students are expected to be working in environments which support practical application of learning.

Students should link with a named person who has managerial responsibility for them in their organisation. Managers are expected to support the student to consolidate learning in practice and to support the student to access study days to meet the academic demands of the course.

Engagement

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time.

Where a programme has Professional, Statutory or Regulatory Body requirements these will be listed here:

Students are required to attend online tutorials or to evidence engagement with the tutorials through review of the session recordings and contributions to the related online discussion. Students will be expected to access programme materials at least once every 2 weeks of the taught component.

Equality and Diversity

Further information on the institutional approach to Equality, Diversity and Inclusion can be accessed at the following link: https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/

The programme is designed to be as accessible as it can be to all practitioners working with mental health outcomes. That it is delivered online and linked strongly with the students workplace activities means that it is open to, and welcoming of, the diversity evident within that workforce.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

A. PG Cert
Learning Outcomes (Maximum of 5 per heading)

Knowledge and Understanding	
A1	Critically evaluate current mental health practice including its relationship with recovery principles
A2	Demonstrate a thorough understanding and critical knowledge of the skills required in order to effectively deliver therapeutic interventions/ knowledge transfer/effective leadership within mental health settings
A3	Critically appraise the literature examining the supervision process required to support development within mental health practice.
A4	Demonstrate a critical comprehension of the main research paradigms and their relevance to published studies.
Practice - Applied Knowledge and Understanding	
B1	Demonstrate originality and creativity in the application of knowledge, understanding and practices related to mental health service delivery.
B2	Plan, organise, deliver and evaluate research driven practice development within the scope of complex therapeutic intervention/knowledge transfer/ effective leadership within the treatment of distress arising from mental ill health.
B3	Demonstrate the ability to facilitate, participate in and evaluate effective clinical supervision.
Communication, ICT and Numeracy Skills	
C1	Communicate effectively in person and online through formal case reviews, class presentations, simulation, discussion forums, supervision, coaching and guidance.
C2	Retrieve primary and secondary information relevant to this programme from a variety of sources
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically review current practices and thinking within the mental health field.
D2	Develop original and creative responses to concepts and issues which relate to practice development in a mental health context.
D3	Critically review, consolidate and extend knowledge from a variety of sources.
Autonomy, Accountability and Working With Others	
E1	Show substantial autonomy working within inter-disciplinary/multi-disciplinary teams to promote the application and evaluation of best practice in mental health clinical environments.
E2	Display highly developed organisational, collaborative and decision making skills within the multi-

disciplinary and multi-agency context.

E3	Demonstrate leadership in relation to vision, engagement, empowerment and the promotion of clinical excellence and effectiveness in the mental health and social care context.

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11	NURS11116	Core Values in Mental Health Practice	20	✓			
11	NURS11117	The Supervisory Process	20			✓	

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11	NURS11118	Education for Mental Health	20		✓		
11	NURS11122	Leadership For Mental Health	20		✓		
11	NURS11119	Therapeutic Skills for Mental Health	20		✓		

* Indicates that module descriptor is not published.

Footnotes

Criteria for Progression and Award

Students can exit with an SCQF level 11, 60 credit Postgraduate Certificate by successfully completing two core modules; Core Values in Mental Health Practice and The Supervisory Process, and one option module from the three available; Therapeutic Skills for Mental Health, Education for Mental Health or Leadership for Mental Health. The option module will determine which pathway the student exits with; the choice being Therapeutic Skills, Leadership or Education. Assignments require achievement of a minimum of 50% to pass unless otherwise stated in the module descriptor

B. PG Dip
Learning Outcomes (Maximum of 5 per heading)

Knowledge and Understanding	
A1	Critically evaluate current mental health practice including its relationship with recovery principles
A2	Demonstrate a thorough understanding and critical knowledge of the skills required in order to effectively deliver therapeutic interventions/ knowledge transfer/effective leadership within mental health settings
A3	Critically appraise the literature examining the supervision process required to support development within mental health practice.
A4	Critically understand the principles and concepts of research.
Practice - Applied Knowledge and Understanding	
B1	Demonstrate originality and creativity in the application of knowledge, understanding and practices related to mental health service delivery.
B2	Plan, develop, deliver and evaluate research driven practice development within the scope of complex therapeutic intervention/knowledge transfer/ effective leadership within the treatment of distress arising from mental ill health.
B3	Demonstrate the ability to organise, facilitate, participate in and evaluate effective clinical supervision.
B4	Identify a developmental opportunity within their employing organisation and develop creative and

original organisational, educational and/or therapeutic strategies to facilitate change.

Communication, ICT and Numeracy Skills

C1	Communicate effectively within a wide range of settings, using appropriate specialised methods and utilising a variety of media, through formal case reviews, class presentations, simulation, discussion forums, supervision, coaching and guidance.
C2	Retrieve primary and secondary information relevant to this programme from a variety of sources and disseminate this effectively to others.

Generic Cognitive Skills - Problem Solving, Analysis, Evaluation

D1	Critically review current literature, practices and thinking within the mental health field.
D2	Develop original and creative responses to concepts and issues relating to practice development in a mental health context.
D3	Critically review, consolidate and extend knowledge from a wide variety of sources.
D4	Appropriately retrieve and critically interpret quantitative and/or qualitative data.

Autonomy, Accountability and Working With Others

E1	Show substantial autonomy working within inter-disciplinary/multi-disciplinary teams to drive the application and evaluation of best practice within mental health environments.
E2	Display highly developed organisational, collaborative and decision making skills within the complex multi-disciplinary and multi-agency context.
E3	Demonstrate leadership skills to assist in the development of other staff in relation to vision, engagement, empowerment and the promotion of clinical excellence and effectiveness in the mental health and social care context.

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
11	NURS11120	Changing Mental Health Services	20			✓	
11	NURS11121	Independent Study: Mental Health	20	✓			
11	MIDW11003	Research for Health & Social Care	20		✓		

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes

* Indicates that module descriptor is not published.

Footnotes

Criteria for Progression and Award

Students can exit with an SCQF level 11, 120 credit Postgraduate Diploma by successfully completing the requirements for the Postgraduate Certificate as well as the three diploma modules; Independent Study (Mental Health), Research in Health and Social Care and Changing Mental Health Services.
The student's Independent study will be pathway related, again allowing the student to exit with Skills, Leadership or Education.
Assignments require achievement of a minimum of 50% to pass unless otherwise stated in the module descriptor . A distinction can be awarded if the student meets the current requirement for an average of 70% attainment across the modules completed with none resubmitted.

C. Masters
Learning Outcomes (Maximum of 5 per heading)

	Knowledge and Understanding
A1	Critical understanding of the contemporary theory, principles and concepts in relation to all aspects of the research process

	Practice - Applied Knowledge and Understanding
B1	Apply the skills required to carry out a substantial research study which has an appropriate conceptual and methodological perspective, and a professional justification
B2	Undertake a comprehensive study of relevant background reading, which identifies the relevant theoretical and analytical perspectives and deals critically with the arguments raised

	Communication, ICT and Numeracy Skills
C1	Analyse data using statistical software packages
C2	Analyse qualitative data using recognised strategies for analysing human communication presented in a variety of formats.

	Generic Cognitive Skills - Problem Solving, Analysis, Evaluation
D1	Synthesise theoretical and professional insights derived from the literature and other sources

	Autonomy, Accountability and Working With Others
E1	Display sufficient breadth of view to be able to relate his/her own work in the programme of enquiry at this level, meaningfully, to the wider professional, social and intellectual context in which it is situated

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
11	NURS11010	MSc Dissertation (HLS)	60	✓	✓	✓	

* Indicates that module descriptor is not published.

Footnotes
The Dissertation is an important element of the MSc Programme. It is an opportunity for the student to demonstrate, through independent work, his/her ability to apply theoretical principles studied throughout the Master's Programme. Although the emphasis is on independent study, two academic staff members will act as project supervisors within a model of joint supervision. The supervisors will ensure that there is an appropriate focus and advise on the scope of the topic chosen as the basis for investigation or review. Students are required to explore an area related to their selected pathway in relation to mental health practice, to generate an appropriate title and protocol for consideration.

The students has the choice of two summative Dissertation projects:
1. Research Project or study
2. Research Protocol

The student will develop their chosen research study designed under the guidance of an academic supervisor(s) whilst engaging with research methodology, developing skills in data collection and analysis and acquiring a deeper and more extensive understanding of their chosen topic from an ethical standpoint. In undertaking the investigation the student will be expected to demonstrate the essential academic, professional and ethical skills central to the process of research enquiry. [100% of the total marks allocated]. The word range is 13,500-15,000 words. OR 2. Research Protocol The student under the guidance of academic supervisors will develop a detailed research protocol which will include a systematic description and detailed set of activities for their proposed research project. The protocol will demonstrate evidence of an extended literature review, critique of ethical issues and include evidence of planning and management of anticipated and potential problems. [100% of the total marks allocated]. The word range is 13,500-15,000 words. Supervision The student will be offered eight hours of individual academic supervision for their chosen Dissertation.

The dissertation will normally take no longer than 2 years to complete.

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

Criteria for Award

For the award of MSc Mental Health Practice students must have successfully completed the dissertation module as well as the requirements for successful completion of the Postgraduate Diploma. A distinction can be awarded if the student meets the University requirements of attainment of an average mark of 70% and above across all modules and all achieved at first diet.
This is in accordance with University Regulation.

Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework.

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for an exit award of PgCert/ PgDip in Combined Studies.

Changes

Changes made to the programme since it was last published:

24/1/22 MG made the following changes
Validation date changed to Nov 2021
Maximum registration period now includes 5 years
Engagement and attendance requirements defined in relation to programme flow.
Programme specific equality and diversity statement added
Progression and award criteria removed at all 3 levels and for PGC and PGD replaced with unless otherwise stated in the module descriptor
Amendments in Apr 22- full name of programme lead added and QAA identified as the Quality Assurance Agency

30/03/2023 Name of new programme lead added. Minor changes to content to enhance readability.

Version Number: 2