

Programme Title: MSc Mental Health:Cultural & Global Perspectives or Psychological Therapies or Mental Health & Law.



## Programme Specification

Awarding Body/Institution	Queen Mary, University of London
Teaching Institution	Queen Mary, University of London
Name of Final Award and Programme Title	MSc
Name of Interim Award(s)	PgCert/PgDip
Duration of Study / Period of Registration	1 Year Full Time or 2 Years Part Time (on site or distance learning)
QM Programme Code / UCAS Code(s)	A3C3, A3X5, A3X6, A3Y5, A3Y6, A3L1, A3L2, A3L3, A3L4, A3BK, A3BQ, A3
QAA Benchmark Group	
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification Approved	August 2015
Responsible School / Institute	Wolfson Institute of Preventive Medicine

Schools which will also be involved in teaching part of the programme

School of Medicine and Dentistry and Department of Law

Institution(s) other than Queen Mary that will provide some teaching for the programme

### Programme Outline

The MSc Mental Health programme consists of three 12-week modules offering three pathway options with exit qualifications in Cultural & Global Perspectives in Mental Health Care or Psychological Therapies or Mental Health & Law.

Module 1 - Advanced Mental Health Assessment (which is currently being amended to Advanced Skills in Mental Health) is compulsory and completion of this alone is accredited for exit with a postgraduate certificate in mental health assessment. This is a compulsory module for all students.

Module 2 - We currently offer three pathways, Psychological Therapies, Cultural & Global Perspectives in Mental Health Care and Mental health & Law. Completion of this module and module one permits exit with a diploma in Cultural & Global Perspectives in Mental Health Care, Psychological Therapies or Mental Health & Law.

Module 3 - is compulsory to all students and includes research methods and evidence based practice. Students aiming for the MSc award are required to undertake a dissertation on an original topic that includes original research or an original and comprehensive literature review using systematic review methods.

Currently, completion of modules 1, 2 and 3 is accredited for exit with an MSc in either Cultural & Global Perspectives in Mental

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Health Care, Psychological Therapies or Mental Health & Law. Each module has 12 core teaching and learning days. These are complemented by a placement (for Cultural & Global Perspectives in Mental Health Care ) or supervised clinical work of two short cases of 12 to 20 sessions (for students following the Psychological therapy pathway) to develop better practices in real world settings. Students prepare a report on this as part of the programme assessment for Modules 1 and 2. There are also weekly tutorial groups.

## Aims of the Programme

This MSc programme in Mental Health is distinctive because students can exit with an MSc in one of the three following pathways: Cultural & Global Perspectives in Mental Health Care, Psychological Therapies or Mental Health and Law. The primary aim of the MSc programme are to develop students' ability to think critically about mental health issues and to equip students with up to date research and clinical aspects of mental health practice through the delivery of lectures by experts in the field.

**MSc in Cultural & Global Perspectives in Mental Health Care:** The Cultural & Global Perspectives in Mental Health Care pathway primarily focuses on cultural capability in mental health and social care and research. Students will develop an understanding of the impact of socio-cultural factors on mental health, mental illness and mental health care and about mental health research and practice in various settings worldwide and in multicultural societies. Students undertake a placement related to cultural and global mental health care for reflective practice and complete a research project or systematic literature review on a related topic.

**MSc Psychological Therapies:** The Psychological Therapies pathway focuses on developing an understanding of the main psychotherapeutic approaches available and contemporary issues and debates in the psychological therapies field. Students will be introduced to the major psychological therapies, with particular emphasis being placed on how the issues of difference and diversity can impact upon the therapeutic relationship. Consideration will also be given to ethical issues, and the methodological difficulties associated with carrying out research in this area. Students undertake supervised clinical work in a setting offering therapeutic or supportive interventions.

**MSc Mental Health and Law:** The Mental Health and Law pathway will be suitable to leaders in the field of mental health and law, or those with a strong academic interest in the area. The pathway will focus on the interface between advanced mental health care and the law. More specifically, this pathway will include up to date and practical applications of The Mental Health Act and Mental Capacity Act; Psychological Processes and Legal Decision Making; Gathering and Giving Evidence: Court Reports and Expert Witness; International Mental Health and Human Rights.

All pathways provide students with an appropriate reflective learning environment through which they might address the limitations of their current knowledge, skills and competencies. Students will discover their own learning needs and objectives. The specific strength of this MSc is that students will develop a knowledge base from interdisciplinary fields which will focus on the application of theory in their chosen pathway of study.

Furthermore, we offer a flexible mode of study, where an MSc or Diploma in each pathway is available on a full-time or part-time basis. Furthermore, these pathways can be studied by Distance Learning (DL) through the use of e-learning technology. A DL mode of study is available to students anywhere in the world where internet access is available.

## What Will You Be Expected to Achieve?

Students will be expected to synthesise and critically evaluate the evidence base according to their chosen pathway of study. Students will learn the methodological problems in conducting research and they will be encouraged to do this in a collaborative format. Demonstrating the strengths and value of working in a manner that is now considered necessary to achieve high quality outcomes for research. Students will complete original research work, and will be encouraged to publish and disseminate their work.

Academic Content:	
A 1	To develop a comprehensive understanding of core skills for mental health assessment and management.
A 2	To develop a critical awareness of the interface between mental health and other fields of practice according to students' chosen pathway of study.
A 3	To do the above in a multi-professional environment where learning takes place through participation and discussion of the complex issues in their rich complexity as well as taught lectures.

Disciplinary Skills - able to:	
B 1	To critically evaluate evidence based research relevant to students pathway of study.
B 2	To interpret and critically appraise quantitative and qualitative data.
B 3	To synthesise and apply concepts and theory to novel, but real world, situations.

Attributes:	
C 1	To demonstrate self-direction and independent learning ability required to improve professional practice.
C 2	To develop a global perspective and recognise the importance of working with diverse groups.
C 3	To make decisions in complex situations and to communicate opinion within a professional environment and to the public.

### How Will You Learn?

Teaching and learning take place through interactive 1-hour lectures and 2-hours group work. Lectures present a theoretical framework of the topic and group discussions focus on practical applications of the theory presented in the lecture. In the early stages of the course these will be specific to the taught lectures using problem based learning role plays and discussion of topical issues. Later on, a broader range of problems will be incorporated, which may generate new areas of learning with students setting learning objectives that go far beyond the particular taught components. This will encourage a culture of interdisciplinary and collaborative learning. A number of approaches will be adopted for tuition about research methodologies.

Specific problems of research will be set as a research brief for students to address in groups. Group tutorials will address critical appraisal, qualitative and quantitative methods, academic practice, writing a paper, thesis writing and grant applications. In addition, students will be allocated particular topics/service models that they will research and present to each other to develop their library skills, presentation skills, independent learning skills and group discussion skills, peer review skills and community liaison skills, which are topics based on course materials.

The distance learning version of this course includes on-line course materials that are available to face to face and distance learning students; those selecting purely distance learning options will receive real time interactive group tutorials and exercises, reflecting exactly what the face to face students receive. These are now well tested and are effective, producing good results and certainly not evidence of poorer learning experiences in our experiences over the last six years.

## How Will You Be Assessed?

Current assessment strategies include oral and written examinations, oral presentations, a thesis/dissertation or a literature review and write-ups of a placement or supervised clinical work during attachments of the student's choice (two for the MSc and one for the Diploma).

Each student will also be a member of a small tutorial group, and the tutor's ongoing assessment of each student's participation, contribution and overcoming obstacles during the course of study will contribute to the tutor's global assessment of student performance.

Tutors will act as the first point of contact for students in difficulty (academic or pastoral). In the event that students cannot sit an examination due to sickness, we adhere to the 'fit to sit' rule, as recommended by Queen Mary Extenuating circumstances and appeals, which states that: "Queen Mary has a "Fit to sit" policy. This means that if you sit an exam, you are declaring yourself fit to do so. Being 'fit' generally means that you are feeling well and functioning effectively. Therefore, if you are feeling unwell because of medical or personal difficulties, you should not sit an exam. If you take an exam knowing that you are unwell, you will not be able to successfully claim extenuating circumstances." (Extenuating circumstances leaflet, produced by Advice and Counselling June 2011).

Decisions about adequate progress, extending or changing the proposed the period of study, or extenuating circumstances to be held in mitigation against poor progress, will be made by the subject exam board as recommended by The Queen Mary, University of London handbook:

[http://www.arcs.qmul.ac.uk/policy\\_zone/academic/Assessment%20Handbook%202011-12%20-%20final%20approved.pdf](http://www.arcs.qmul.ac.uk/policy_zone/academic/Assessment%20Handbook%202011-12%20-%20final%20approved.pdf)

The examination board will include the course directors, head of division, two other members of staff in the division, and at least one external examiner. It will meet each term following examinations to agree awards. The students will also have a nominated elected representative, and will meet staff on a monthly basis to address difficulties that arise with course delivery.

Assessment for each Module for each of the pathways is as follows:

### MSc Cultural & Global Perspectives in Mental Healthcare

#### Module 1 (60 credits):

- Research Protocol (40%)
- Placement and Placement Report (10%)
- Written Exam (40%)
- Oral Exam (10%)

#### Module 2 (60 credits):

- Pilot Study (40%)
- Placement and Placement Report (10%)
- Written Exam (40%)
- Oral Exam (10%)

#### Module 3 (60 credits):

- Dissertation (100%)

### MSc Psychological Therapies

#### Module 1 (60 credits):

- Research Protocol (40%)
- Placement and Placement Report (10%)
- Written Exam (40%)
- Oral Exam (10%)

#### Module 2 (60 credits):

- Pilot Study (40%)
- Placement and Placement Report (10%)
- Written Exam (40%)

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<p>Oral Exam (10%)</p> <p>Module 3 (60 credits): Dissertation (100%)</p> <p>MSc Mental Health and Law</p> <p>Module 1 (60 credits): Research Protocol (40%) Placement and Placement Report (10%) Written Exam (40%) Oral Exam (10%)</p> <p>Module 2: (4x15 credit modules) Essay (70%) Presentation (30%)</p> <p>Module 3 (60 credits): Dissertation (100%)</p>
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### How is the Programme Structured?

The MSc will comprise of three 60 credit modules for students undertaking the Cultural & Global Perspectives in Mental Healthcare and students undertaking the Psychological Therapies pathways. Two of these modules, Advanced Skills in Mental Health (module 1) and Research Methods (module 3) will be core modules. The first module provides students with a review of core mental health skills, such as assessment, diagnosis, formulation and evidence based good practice. For module two, students choose from one of the three following modules, Cultural & Global Perspectives in Mental Healthcare, Psychological Therapies, or Mental Health and Law. For module three, students receive training on research skills. The MSc offers unique pathways of study and we have established ourselves as a leading world centre offering an innovative curriculum.

For students undertaking the Mental Health and Law pathway, students will undertake four 15 credit modules in Semester 2: Capacity, Understanding coercion in care: legal, ethical and clinical frameworks, Professional skills in mental health and Public mental health.

At the discretion of the programme organiser and the examination board, those not completing the programme of study for the Masters may be eligible for awards of Pg Diploma or Pg Certificate. Module 1 must be completed for the award of a Pg Cert. Modules 1 & 2 are necessary for the award of a Pg Diploma. Completion of all Modules (180 credits) are necessary for the award of an MSc.

### Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Advanced Skills in Mental Health		60	7	Core	1	Semester 1
Research Methods		60	7	Core	1	Semester 3

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Cultural & Global Perspectives in Mental Healthcare		60	7	Elective	1	Semester 2
Psychological Therapies		60	7	Elective	1	Semester 2
Capacity,		15	7	Elective	1	Semester 2
Understanding coercion in care: legal, ethical and clinical frameworks		15	7	Elective	1	Semester 2
Professional skills in mental health		15	7	Elective	1	Semester 2
Public mental health		15	7	Elective	1	Semester 2

### What Are the Entry Requirements?

Applicants should have a basic degree in a related subject and/or a professional qualification and have worked in the relevant subject area for at least one year.

International students are required to meet standard 7.0 on the International English Language Testing System (IELTS). For further information, please refer to English language requirements for admissions to Queen Mary University University of London: <http://www.qmul.ac.uk/international/englishlanguage/requirements/>

Students applying from countries which require a tier 4 visa should also take care to meet UK Border Agency (UKBA) minimum component scores, as well as overall Queen Mary requirements

Applicants must demonstrate aptitude to meet the demands of such a course. We wish to include people from diverse professional backgrounds and career pathways. We will be holding an open day to discuss the course with them and for them to see the site and meet personnel. Individual meetings can be arranged to discuss specific circumstances. All applicants will be interviewed to discuss entry onto the course.

### How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the NSS and module evaluations.

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## Academic Support

For each module, students will attend 12 lectures and 12 compulsory tutorials. All lecture materials, including presentation handouts and other lecture content will be made available to students on the Virtual Learning Environment (VLE) prior to the lecture.

Students can meet with their research tutor to discuss their individual research dissertation on an appointment basis. Furthermore, students will be assigned a personal tutor, who will be available to discuss academic or other issues that a student may wish to discuss with their tutor.

## Programme-specific Rules and Facts

N/A

## Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

## Links With Employers, Placement Opportunities and Transferable Skills

We have continued to maintain our links with the East London & City Mental Health NHS Trust. There are total of 18 current students on the MSc from the Trust's Training and Development Department. We also have received students from other NHS Trusts, including Central and Northwest London NHS Trust and West London Mental Health Trust. In addition we continue to develop our e-learning resources to facilitate a distance learning programme which enables us to offer courses to a wider range of mental health professionals, national and international. We are also networked with charities and social enterprises and Department of Health colleagues who offer placements and opportunities to contribute to improving practice, policy and new evidence. Securing placements includes preparing CVs, interviews, and providing written and oral feedback of progress in securing a placement (or supervised clinical practice).

## Programme Specification Approval

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**Person completing Programme Specification**

Professor Kamaldeep Bhui, Erminia Colucci, Mark Freestone

**Person responsible for management of programme**

Professor Kamaldeep Bhui

**Date Programme Specification produced/amended  
by School Learning and Teaching Committee**

**Date Programme Specification approved by  
Taught Programmes Board**

August 2015