# Programme Specification

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| Awarding Body/Institution | Queen Mary University of London |
| Teaching Institution | Queen Mary University of London |
| Name of Final Award and Programme Title | MSc Mental Health and Law |
| Name of Interim Award(s) | PgCert/PgDip |
| Duration of Study / Period of Registration | 1 Year Full Time or 2 Years Part Time |
| QM Programme Code / UCAS Code(s) | A3J8 (FT) & A3J0 (PT) |
| QAA Benchmark Group | |
| FHEQ Level of Award | Level 7 |
| Programme Accredited by | N/A |
| Date Programme Specification Approved | Feb 2016 (for Sept 2016 start) |
| 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 in Mental Health & Law consists of 5 Modules:

Module 1- Introductory English Law for Health and Allied Professionals (15 credits) and Module 2- Mental Health Law  (45 credits) are lead by the Department of Law. Completion of both these modules is accredited for exit with a postgraduate certificate in Mental Health & Law (offered only as an exit option).

Module 3 and 4- Public Mental Health & Comparative Mental Health Systems, and Professional Skills in  Mental Health Law (30 credits each) are lead by the Centre for Psychiatry. Completion of both these modules, in addition to Module 1 and 2, is accredited for exit with a postgraduate diploma in Mental Health & Law.

Module 5 -Applied Research Methods includes lectures on research methods and evidence-based practice. Students aiming for the MSc award are required to undertake a dissertation on an original topic reflecting the specialist subject, which includes original research or an original and comprehensive literature review using systematic review methods. Completion of Modules 5, in addition to Modules 1-4,  is accredited for exit with a MSc in Mental Health & Law.

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Modules 1 in this pathway is structured around an intensive week of teaching and learning activities, Module 2, 3 and 4 have 12 core teaching and learning days, and Module 5 has 6 core teaching and learning days. There are also weekly tutorial groups.

## Aims of the Programme

The primary aim of the MSc is to develop students' ability to think critically about mental health and law issues and to equip students with up to date research and practical aspects of mental health and law through the delivery of lectures by experts in these fields.

The MSc Mental Health and Law is suitable to leaders in the field of mental health and law, or those with a strong academic interest in the area. This course focuses on the interface between advanced mental health care and the law. More specifically, it includes up to date and practical applications of the mental health act and mental capacity act within the English legal system; issues around coercion and care, professional skills in representing mental health, and key issues in public mental health. A cross-cutting theme is also the history and concepts of Psychiatry and mental health and law research methodologies.

Students are provided with an appropriate reflective learning environment through which they might address the limitations of their current knowledge, skills and competencies and discover their own learning needs and objectives. The specific strength of this MSc is that students develop a knowledge base from interdisciplinary fields, which focuses on the application of mental health and /or law theory and practice.

This MSc is available on a full-time or part-time basis.

## What Will You Be Expected to Achieve?

Students will be expected to synthesise and critically evaluate the evidence base in the field of mental health and law. They will have acquired practical information on how to prepare and deliver evidence for court and tribunal hearing, and have critically engaged in discussions about factors that influence the gathering and giving of evidence.

Students will learn the methodological problems in conducting research in their fields and 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 or a systematic iterature review and will be encouraged to publish and disseminate their work.

| Academic Content: | |
|---|---|
| A1 | To develop a comprehensive understanding of core skills and concepts in mental health and law. |
| A2 | To develop a critical awareness of the interface between mental health and law. |
| A3 | 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: | |
|---|---|
| B1 | Critically evaluate evidence-based research in mental health and law. |
| B2 | Interpret and critically appraise quantitative and qualitative data. |
| B3 | Synthesise and apply concepts and theory to real world, situations. |

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

## How Will You Learn?

Module 1 consists of an intensive week of teaching and learning activities and Module 2 of 1-lecture followed by a case study (1 hour). Teaching and learning takes place through interactive 1-hour lectures and 2 hours group work for Module 3-5. Students also take part in regular group tutorials.

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 teaching about research methodologies, which will address critical appraisal, qualitative and quantitative methods, academic practice, writing a paper, and thesis writing. In addition, students will be allocated a time-slot where to present their research topic to each other to develop their library skills, presentation skills, independent learning skills and group discussion skills, peer review skills and community liaison skills.

## How Will You Be Assessed?

Assessment for each Module is as follows:

Module 1 (15 credits):
       Case law finding library project (20%)
       Multiple choice examination (80%)

Module 2 (45 credits):
       Written Exam (100%)

Module 3 (30 credits):
       Essay (100%)

Module 4 (30 credits):
       Essay (100%)

Module 5 (60 credits):
       Dissertation (100%)

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.

Decisions about adequate progress, extending or changing the proposed 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.

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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 twice per year to agree awards. The students will also have at least a nominated elected representative, and will meet staff regularly to address difficulties that arise with course delivery.

## How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

Students undertaking the MSc in Mental Health and Law will undertake four modules in Semester 1 and 2 and the Research Methods module in Semester 3.

The first module titled introductory English Law for Health and Allied professionals will be intensively taught in week zero and examined at the end of semester one. Both Modules 1 and 2 (lead by the Department of Law) provide students with up to date and practical applications of the mental health act and mental capacity act within the English legal system and issues around coercion and care. Module 3 and 4 (lead by the Centre for Psychiatry) offer practical training on professional skills in representing mental health law and learning of key issues in public mental health and comparative mental health systems. Students will also learn about history and concepts of psychiatry and public mental health. Module 5 consists of lectures and tutorials on research methods, leading towards completion of the dissertation.

Students who enroll part-time take Module 1-4 in Year 1 and Module 5 in Year 2.

At the discretion of the programme organisers and the examination board, those not completing the programme of study for the MSc award may be eligible for awards of PG Diploma (120 credits) or PG Certificate (60 credits). Completion of all Modules in the chosen pathway (180 credits) are necessary for the award of an MSc.

Academic Year of Study      FT - Year 1

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|---|---|---|---|---|---|---|
| Introductory English Law for Health and Allied Professionals | | 15 | 7 | Compulsory | 1 | Semester 1 |
| Mental Health Law | QLLM078 | 45 | 7 | Compulsory | 1 | Semesters 1 & 2 |
| Professional Skills in Mental Health Law | | 30 | 7 | Compulsory | 1 | Semester 1 |
| Public Mental Health and Comparative Mental Health Systems | | 30 | 7 | Compulsory | 1 | Semester 2 |
| Research Methods | WOFM903 | 60 | 7 | Core | 1 | Semester 3 |

Academic Year of Study      PT - Year 1

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|---|---|---|---|---|---|---|
| Introductory English Law for Health and Allied Professionals | New | 15 | 7 | Compulsory | 1 | Semester 1 |

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**Programme Title:** MSc Mental Health & Law

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|---|---|---|---|---|---|---|
| Mental Health Law | QLLM078 | 45 | 7 | Compulsory | 1 | Semesters 1 & 2 |
| Professional Skills in Mental Health Law | NEW | 30 | 7 | Compulsory | 1 | Semester 1 |
| Public Mental Health and Comparative Mental Health Systems | NEW | 30 | 7 | Compulsory | 1 | Semester 2 |

**Academic Year of Study**     PT - Year 2

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|---|---|---|---|---|---|---|
| Applied Research Methods | WOFM923 | 60 | 7 | Elective | 2 | Semesters 1-3 |

## 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 of London: http://www.qmul.ac.uk/international/englishlanguagerequirements/
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.

## 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.

## Academic Support

Students will attend compulsory lectures/seminars and compulsory tutorials. All lecture materials, including presentation handouts and other lecture content, will be made available to students on the Virtual Learning Environment (QMPlus) prior to the lecture.

During the three semesters, students will also be assigned a tutor who will be available to discuss academic or other issues that a student may wish to discuss during the tutorials. Students can also meet with their research tutor to discuss their individual research dissertation or issues of pastoral care on an appointment basis.

## Programme-specific Rules and Facts

None.

## 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)

## Links With Employers, Placement Opportunities and Transferable Skills

We have continued to maintain our links with the East London & City Mental Health NHS Trust. We also have received students from other NHS Trusts, including Central and Northwest London NHS Trust and West London Mental Health Trust. 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. Students are also connected to professionals working in tribunals and courts, advocacy and other relevant organizations who will be guest lecturers in the course.

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# Programme Specification Approval

| **Person completing Programme Specification** | Prof. Kamaldeep Bhui, Dr. Erminia Colucci |
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| **Person responsible for management of programme** | Prof. Kamaldeep Bhui & Prof. Richard Ashcroft |
| **Date Programme Specification produced/amended by School Learning and Teaching Committee** | 17th December 2015 |
| **Date Programme Specification approved  by Taught Programmes Board** | Feb 2016 (for Sept 2016 start) |

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