Course Handbook

MSc Child and Adolescent Mental Health

Academic year 2019-20

Course Leader Sharon Pagett

School of Nursing

Please read this Handbook in conjunction with the University's Student Handbook.

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1. Welcome to the course

Dear student

Welcome to the School of Nursing within the College of Health and Well-being at the University of Central Lancashire.

There are approximately 37,000 students and staff here at UCLan, so you are joining a well-established community, all of whom aim for the same thing... a great learning experience for all and, ultimately, graduate employment. Our aim is to develop practitioners who have caring and compassion as central tenets of their educational experience and, with our clinical partners, we will strive to help you develop skills in practice as well as an extensive knowledge base.

Here in the School of Nursing we are proud that 98% of our student's secure graduate employment, embarking on education is a huge commitment, personally and financially; we know, we did it too! We know how daunting it can be to study at University, but we are friendly bunch who simply want you to be the best you can be, both academically and in practice.

I could use this space to tell you about our outstanding resources, our leading edge research and our dedicated team of lecturers, but those things speak for themselves and will have already influenced your choice to come to UCLan. I could tell you about the great support that we can provide and signpost you to these; I could tell you about the many opportunities that will be afforded you whilst you are here, but all that will reveal itself within the pages of this handbook, the communications you receive from your lecturers and course leaders and the partnerships that you will engage in during clinical practice. So, I would urge you to immerse yourself in your studies, make the most of all that is available, and develop an enquiring mind, a commitment to hard work and a willingness to make a difference. However, if you feel that you are struggling, personally or academically, please let us know as soon and we **will** listen and do our utmost to support you and to help you make good, healthy decisions. We need you to be prepared to do your best and we will support your progression to a fulfilling and life-changing career.

I am delighted that you have chosen the University of Central Lancashire for your studies and would like to wish you every success in your journey of learning, discovery and personal development.

Dr Karen Wright

Head of School of Nursing

1.1 Rationale, aims and learning outcomes of the course

Your part-time course is a three year programme of study at the University. We have worked closely with staff from Child and Adolescent Mental Health Services and service users in the design and development of this course. As you are part-time students you will be employed within a work / practice setting where you have contact with children, young people and their families enabling you to link your work experience with study in the university.

This student handbook is designed to help you get started and to find your way through the next 3 years of study as easily as possible. The course leader and module leaders will keep you focused and provide information, guidance and help at the appropriate times in the course.

The course offers you a specialist academic qualification that can allow you to specialise in child and adolescent mental health practice in a variety of services. The MSc in Child and Adolescent Mental Health is a recent development, but one that is firmly grounded in government policies and plans to develop the healthcare workforce in the United Kingdom.

Services that have responsibility for children and young people such as Health, Education Services, Social Care and Voluntary Sector Services are undergoing constant change and need practitioners who are knowledgeable and skilled in their field of practice but also adaptable and flexible.

The course will be kept under review by the course management team to ensure that it meets the needs and demands of contemporary practice. Your views are also important and you will be asked to take part in course review and evaluation in different ways during your study period with us.

The course student handbook is designed to help you find important information that you need to know about the course structure, content and assessment, together with relevant information, policies and regulations related to the course the School of Nursing and the wider University.

If you have any points that you wish to raise regarding the course at any point, please refer to the course leader and / or module leader who will ensure that your views are directed to the appropriate person or committee.

1.2 Course Team

Sharon Pagett (course leader) SPagett@uclan.ac.uk   01772 895530
Simon Baverstock   SBaverstock@uclan.ac.uk 01772 895528
Sarah Traill   SLTraill@uclan.ac.uk   01772 895104
Nick Bohannon   NBohannon@uclan.ac.uk   01772 893709
Emma Jones   EJones14@uclan.ac.uk   01772 895117
Gill Pope   GPope@uclan.ac.uk   01772 893774

Please note that staff details may change at times due to changes in personnel.

1.3 Expertise of staff

The team have a range of skills and experience in Mental Health, Children's Mental Health, Paediatric Nursing, Research, Forensic Mental Health, Community Nursing which enables the team to offer students a wide range of experience and skills to help students develop their skills. The course leader has 15 years clinical experience in a variety of CAMH settings such

as Day Units; Primary Care Services and Core CAMH services. We are also fortunate that we are able to access clinicians in practice to input into the course however this is dependent on the needs of clinical practice.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk

1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Students will also be contacted through Blackboard and are encouraged to check for updates on the site on a regular basis.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below**. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly**. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Celeste Foster, Lecturer in Mental Health Nursing, University of Salford

2. Structure of the course
2.1 Overall structure

The university year is divided into 'semesters' and there are two semesters a year, with a summer period. Your modules are scheduled to run across Semester 1 (September to December) and semester 2 (January to April). At the start of each academic year we will provide more detailed information as to the structure of the year ahead.

The following diagrams demonstrate the planned schedule of modules each year. More detailed information can be accessed through the electronic timetable system e.g. timetables, rooms, attendance dates.
https://www.uclan.ac.uk/students/

Modules have been sequenced to occur in a particular order so that your development is progressive and the knowledge and skills developed in one module provides a foundation for the content of the next module. The first module within the course focuses on 'normal' development in children and young people and family dynamics and processes forming the base to develop your knowledge. The module in the second semester of year one focuses on developing capabilities in the assessment and screening of children and young people with emotional and/or behavioural problems and understanding the services and interventions that are appropriate to use, dependent on an individual's needs. The option modules that follow in year two; focus on developing skills in using therapeutic interventions and an appreciation of the evidence base and research supporting those interventions along with developing your knowledge base regarding research. Consequently, attempting to undertake modules out of sequence would disadvantage students and limit the progressive structure and delivery of the course.

Study days will be on Fridays throughout the first year of the course between 09.00 and 16.00 hours. Morning sessions will be 09.00-12.00 and afternoon sessions 13.00-16.00 hours.

Year 1: 2019/20
- Please note that the dates below relate to study days at the University. Assessment information for each module will be given at the start of each individual module.

Year 1: 2019/2020
September 2019 – April 2020 Semester 1 and 2

2019   Semester 1

September				October				November					December		
			27	4	11	18	25	1	8	15	22	29	6	13	

2020   Semester 2

January				February				March				April		
10	17	24	31	7	14	21	28	6	13	20	27			

Re-enrolment will occur September 2020

Year 2: 2020/21
September 2020 – April 2021 Semester 1 and 2

Attendance at the university is dependent on the option modules chosen, details of these will be given in year one of the course.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Each year of your course you will study 60 credits.

Year 1 Semester 1

NU4148   Evaluating key theories of child development and family life
Compulsory Module 20 credits
The aim of the module is to develop the knowledge and understanding of the practitioners in relation to the development of children and young people within family groups and the effects that differing parenting approaches, social backgrounds and routines can have on this process.

Year 1 Semester 2

NU4147   Complexities of care in Children and Young People's Mental Health
Compulsory Module 40 credits
The aim of this module is to offer students the opportunity to critically examine health and social care issues within the remit of their individual area of practice with a focus on child and adolescent mental health. Students will be provided with opportunity to analyse the roles of the multidisciplinary/multi-agency teams within CAMHS services, explore and debate issues surrounding assessment, therapeutic management of child/adolescent and their family's needs, and resources issues. To provide appropriate effective professional family focused care to children and young people with mental health disorders within a complex health and social care system.

Year 2 Semester 1 and 2

In year two you will undertake one 20 credit Compulsory research module and complete 40 credits from a range of option modules.

There are a number of option modules that students can undertake, these modules may however run on different days of the week and may run in either semester 1 or 2 of year two. Students will be asked by the course leader to indicate which option modules they wish to undertake at the end of year 1. There are limitations in place on some of the option modules such as minimum numbers of students so all option modules may not be available to students every intake; there may also be specific requirements for some modules these issues will be discussed with you by the course leader in semester 2 year 1.
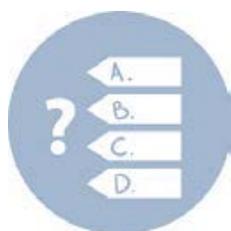
Year 2 Compulsory Modules level 7:
Compulsory module 20 credits

NU4025   Introduction to postgraduate research (20 credits)

Option Modules Level 7: 40 credits from

NU4007   Solution focused interventions (20 credits)

NU4149   Exploring self-injury and suicide within society (20 credits)

NU4019   Managing Complex Mental Health Needs, Relationships, Teams and
                Environments (20 credits)

HN4711   Therapeutic Work with Children and Adolescents (20 credits)

Details of all the option modules will be available on the courses Blackboard space. If you are unsure about which option modules may be the best for you please arrange to meet with your academic advisor to discuss this further

2.3 Course requirements
Compulsory modules are highlighted above also students require 40 credits from the option modules listed for completion of your second year of study but 20 credits if undertaking the practice development route undertaking the final 20 credit option module in year three of your course.

2.4 Module Registration Options
Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate course of study for you.

Year 3

There are two possible routes on your MSc course

Research Pathway
NU4053
60 credit research dissertation

Taught Research Pathway
NU4026 Advanced research methods 20 credits

NU4008 Dissertation
40 credit research proposal

2.5 Study Time

2.5.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.5.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.
The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

Each module requires 12 half or full day's attendance at the university; this will be made up of lectures small group work and discussion.
https://www.uclan.ac.uk/students/

2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Sharon Pagett
SPagett@uclan.ac.uk
01772 895530

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk

Students can check their attendance record through myUCLan.
Attendance information can be shared with employers who sponsor your place on this course

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Teaching will involve a broad range of teaching methods including lectures, discussion groups, seminar presentations; problems based learning, role play and experiential learning, structured reflection, small group supervision and video assisted learning. Module handbooks will include more information on this.

A key element of the course is reflective practice. You will be taught a range of reflective models and then have opportunity to use them within the study days in small groups with peers facilitated by lecturers and experienced clinicians from Child and Adolescent Mental Health services. Some of this reflection will then be utilised in assessed course work assignments.

Each module will include a focus on patient and carer perspectives. The course is underpinned by a commitment to developing patient centred care in students. The involvement of patients and carers in the delivery and evaluation of teaching will be undertaken in a variety of ways including:

- use of video and audio assisted learning resources portraying patient and carer viewpoints on care and treatment
- a focus on patient advocacy
- invitation by specialist voluntary groups to meet with students to share their experiences
- inclusion of narrative in problem based learning packages
- reflective essays focusing on practice and patient / carer perspectives
- structured reflection / clinical supervision raising patient and carer needs / perspectives and ethical issues
- introduction to guided self-help materials / resources that empower children, young people and families to manage their own mental health
- encouragement to visit a range of specialist centres / groups / organisations that provides insight into patient and carer perspectives

You will need access to working with children and or young people and their families throughout the course. Students are encouraged to have a practice based supervisor to help with integrating evidence into practice. You are also encouraged to complete a personal development profile as you progress throughout the course to demonstrate evidence of learning and achievement of the core capabilities, this is for your personal development and is not assessed.

Problem Based Learning (PBL) is well established in professions such as medicine, engineering and law. In the traditional approach, the teacher starts by giving new information, describing relevant problems, then showing how the information can be used to solve the problems. But with PBL, the teacher describes the problem - the scenario or situation that the students are asked to investigate - and then the *students* work out what they need to learn, and how to apply their new knowledge as solutions to the problem. The teacher's role is as a facilitator of the student group, keeping them on track and helping them identify resources.

The aims of PBL are to develop your competency in a number of skills which will be important in your professional life:

- Problem-solving
- Self-directed learning
- Small group learning
- Critical thinking skills
- Integration of different parts of the curriculum

Having an actual problem at the beginning provides a concrete application; a peg to hang new knowledge on. Many people find it much easier to learn from examples than from abstract theory. Building up their own links and experiences helps students recall information, so PBL helps them to learn and comprehend new material more easily. In PBL we take a collection of information pertinent to the problem. We learn a little about each and synthesise it to solve the problem, like a jigsaw! PBL will be used as a teaching and learning method in a number of modules on the course.

3.2 Study skills

There are a variety of services to support students and these include
WISER http://www.uclan.ac.uk/students/study/wiser/index.php

3.3 Learning resources
3.3.1 Learning Information Services (LIS)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

Details of how to access resources and the library will be given in the first weeks of your course.
Information on the library can be found at:
https://www.uclan.ac.uk/students/study/library/index.php

From the 2nd week in September 2017 the library will be open 24/7; for details of opening hours and service availability see

http://www.uclan.ac.uk/students/study/library/opening_hours.php

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

https://www.uclan.ac.uk/students/study/library/index.php

Blackboard will also have a range of resources and links that students can access.
All course material will be uploaded to Blackboard along with further suggested reading for some of the sessions.

3.4 Personal development planning

The university encourages students to consider their personal development while on the course resources can be found within the Learning Development Unit which can be accessed from (http://www.uclan.ac.uk/students/wiser/index.php)

3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These "Employability Essentials" take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.

- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

Careers offers a range of support for you including:-
- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

This course can help to support and develop students' skills in working with children and young people with mental health problems in a variety of different settings it is an academic course and not a professional qualification.

4. Student Support

Personal tutors offers general support and advice the personal tutor for all those on the graduate diploma/degree is the course leader Sharon Pagett. As this is a part time course set meetings are not arranged; however if you wish to speak to your personal tutor please contact them to arrange an individual appointment, for students on this course contact details are SPgaett@uclan.ac.uk 01772 895530.

4.1 Academic Advisors

Academic advisors will be allocated for each module and this information will be given at the start of each module.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

5. Assessment
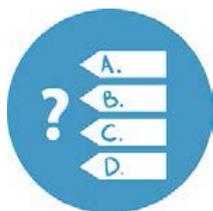
5.1 Assessment Strategy

There are a range of assessments utilised within the course ranging from annotated bibliographies the production of patient information leaflets and written assignments. Some of the modules also have a student presentation element. Further details on the assessments will be given at the start of each module and information will also be included in the module handbooks, formative feedback is also an important aspect of the course and this will be given on a regular basis throughout the course and can be both verbal and written.

5.2 Notification of assignments and examination arrangements

Information on the assessment for each module will be given at the start of the module and will also be made available on Blackboard.

Assignment submission id through turnitin information on this will be given at the start of each module.

5.3 Referencing

APA 6th edition referencing is followed by the university guidelines on this will be made available on Blackboard for students.

5.4 Confidential material

All students should be aware of their ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

Students are encouraged to give feedback throughout the course this can be done formally through questionnaires or more informally within the teaching session. We also encourage students to be involved in course management meetings regarding the course further information on these will be given at the start of the course.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

Year 1	Year 2	Year 3 Full Research Dissertation	Year 3 40 credit Dissertation
NU4148 20 credits **C** **Evaluating key theories of child development and family life** *Looking at issues around attachment normal childhood development, and parenting issues.*	**NU4025** 20 credits **C** **Introduction to postgraduate research** *This module presents a broad overview of the principles of research beginning with ethical, epistemological and theoretical perspectives, and moving through qualitative and quantitative research designs, analysis and synthesis. Students focus on the evidence relevant to one particular topic in their speciality, exploring the philosophical and theoretical underpinnings of this evidence and the impact of research design on knowledge generated.*	**NU4053** 60 credits **C** **Dissertation** *A student-driven module in which the student is guided to produce an independently conducted research dissertation, reflecting his/her own clinical, professional and/or philosophical focus.*	**NU4026** 20 credits **C** **Advanced Research Methods** *This module aims to provide health and social care practitioners with the research skills required to design and conduct a piece of research within their chosen paradigm.* **+**
NU4147 40 credits **C** **Complexities of care in Child and Adolescent Mental Health** *This module looks specifically at children and young people's mental health from assessment to interventions, covering specific areas of concern such as: ADHD; ASD; Anxiety; Depression; Eating Disorders; Self Harm; and emergent personality disorder.*	***Plus 40 credits from the following option modules*** **NU4007** 20 credits **Solution Focused Interventions** **NU4019** 20 credits **Managing Complex Mental Needs, Relationships, Teams and Environments** **NU4149** 20 credits **Exploring self-injury and suicide within society** **HN4711** 20 credits **Therapeutic work with children and adolescents**	*Under guidance from their supervisor – the student can elect to undertake primary research using quantitative, qualitative or mixed method approaches, or secondary research e.g. systematic review.*	**NU4008** 40 credits **C** **Dissertation** *The aim of the module is to enable the student to demonstrate adaptability, show originality, insight and critical reflective ability through the development and analysis of a change or research proposal. It will enable the student to demonstrate their ability to work independently and to produce a useful piece of work that will have the potential to influence / impact on their own area of practice.*

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1.	**Awarding Institution / Body**	University of Central Lancashire
2.	**Teaching Institution and Location of Delivery**	University of Central Lancashire Preston
3.	**University School/Centre**	School of Nursing
4.	**External Accreditation**	N/A
5.	**Title of Final Award**	MSc Child and Adolescent Mental Health
6.	**Modes of Attendance offered**	Part time
7a)	**UCAS Code**	N/A
7b)	**JACS Code (only required for NEW programmes)**	B760 Mental Health Nursing
8.	**Relevant Subject Benchmarking Group(s)**	**QAA framework for HE qualifications (2008)**
9.	**Other external influences**	DH (2015) Future in mind: promoting, protecting and improving our children and young people's mental health and wellbeing. file:///C:/Users/kmwright1/Downloads/Childrens_Mental_Health.pdf DH (2016) State of the Nation report file:///C:/Users/kmwright1/Downloads/State-of-the-Nation-report-web(1).pdf DH Raising the Bar: The shape of caring

	https://www.hee.nhs.uk/sites/default/files/documents/2348-Shape-of-caring-review-FINAL.pdf
	House of Commons Health Committee (2015) Children and Young Peoples Mental health
	http://www.publications.parliament.uk/pa/cm201415/cmselect/cmhealth/342/342.pdf
	DH (2011) No Health without Mental Health
	https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
10. Date of production/ revision of this form	**June 2017**

11. Aims of the Programme

- To enable a range of students the opportunity to enhance their existing practices, through development of specialist knowledge and skills for working with children, young people and their families.
- To enable students to integrate learning accumulated through knowledge of research and reflective processes culminating in a dissertation.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

e.g.

A1. Evaluate a range of key theories that relate to children and young people's development.

A2. Critically examine how culture, ethnicity and society impact on a child/ young person's development

A3. Appraise the theory of attachment and the impact that diverse family dynamics may have on the development of the child and young person.

A4. Critically explore and compare social attitudes and constructs along with cultural and political influences towards children / young people with mental health issues in contemporary practice.

A5. Critically analyse the cause and effect of family dynamics and developmental issues on the mental health of children and young people in relation to resilience and risk.

A6 Critically evaluate the methods, processes and products of research and scholarly enquiry

A7. Select appropriate data analysis techniques and software.

Teaching and Learning Methods

Formal lectures will be used to introduce topics and provide a framework for further study. An integrated theory/practice Problem Based Learning (PBL) approach will also be utilised with lecturing staff guiding and supporting students. Seminars, discussions and debate will extend analytical skills, promoting professional critical thought required at this level of study and

practice. Analysis and evaluation will result from critical reflection on the study of recent research and reports, on instances of conflict and /or difficult decision-making in practice.

Resources will be made available through Blackboard, as appropriate.

Assessment methods

Story board, written assignment, reflective workbook, Dissertation

B. Subject-specific skills

e.g.

B1. Evaluate the current child health policy context with respect to their own professional practice.

B2. Examine and critically evaluate the assessment and treatment of major child and adolescent mental health problems and appropriate therapeutic interventions

B3. Evaluate the complexities in relation to multidisciplinary, multi-agency working in the provision of resources and standards of care for the child /young person with mental health problems.

B4. Appraise the theory of attachment and the impact that diverse family dynamics may have on the development of the child and young person.

Teaching and Learning Methods

Formal lectures will be used to introduce topics and provide a framework for further study. An integrated theory/practice Problem Based Learning (PBL) approach will also be utilised with lecturing staff guiding and supporting students. Seminars, discussions and debate will extend analytical skills, promoting professional critical thought required at this level of study and practice. Analysis and evaluation will result from critical reflection on the study of recent research and reports, on instances of conflict and /or difficult decision-making in practice.

Resources will be made available through Blackboard, as appropriate.

Assessment methods

Story board, written assignment, reflective workbook, Dissertation

C. Thinking Skills

e.g.

C1. Formulate researchable problems and discuss alternative approaches to research.

C2. Critically analyse the implications of the different health and social care research designs for the service area.

C3. Evaluate current ethical guidance regulating the conduct of research, and manage his/her research and data in a manner that is consistent with professional practice and the normal principles of research ethics

C4. Appraise the significance of alternative epistemological positions, and evaluate the logical and epistemological issues that affect the choice of research method.

C5. Systematically collect and critically analyse forms of knowledge within a topic area

C6 use the techniques of research/scholarly enquiry in order to create/synthesise new knowledge in the discipline

C7 Critically reflect on possible methods of involving or responding to the demands of key stakeholders, particularly users of health and social care

Teaching and Learning Methods

Formal lectures will be used to introduce topics and provide a framework for further study. An integrated theory/practice Problem Based Learning (PBL) approach will also be utilised with lecturing staff guiding and supporting students. Seminars, discussions and debate will extend analytical skills, promoting professional critical thought required at this level of study and practice. Analysis and evaluation will result from critical reflection on the study of recent research and reports, on instances of conflict and /or difficult decision-making in practice.

Resources will be made available through Blackboard, as appropriate.

Assessment methods

Story board, written assignment, reflective workbook, Dissertation

D. Other skills relevant to employability and personal development

e.g.

D1. Critically explore, analyse and evaluate the nature and organisation of their field of professional practice

D2. Demonstrate creativity, initiative and personal responsibility for continued educational, professional and practice improvement utilising supervision within the practice area

D3. Be self directed and be able to act autonomously in designing; developing and planning their dissertation

D4.   Systematically collect and critically analyse forms of knowledge within a topic area

Teaching and Learning Methods

Formal lectures will be used to introduce topics and provide a framework for further study. An integrated theory/practice Problem Based Learning (PBL) approach will also be utilised with lecturing staff guiding and supporting students. Seminars, discussions and debate will extend analytical skills, promoting professional critical thought required at this level of study and practice. Analysis and evaluation will result from critical reflection on the study of recent research and reports, on instances of conflict and /or difficult decision-making in practice.

Resources will be made available through Blackboard, as appropriate.

Assessment methods

Story board, written assignment, reflective workbook, Dissertation

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	NU4148	Evaluating key theories of child development and family life.	20	**Post graduate certificate Child and adolescent mental health** requires 60 credits at Level 7 which must include NU4148 and NU4147
	NU4147	Complexities of care in children & young people's mental health	40	
	NU4025	Introduction to post graduate research	20	**Post graduate diploma Child and adolescent mental health** requires 120 credits which must include NU4147, NU4148, NU4025, plus 40 credits from the option modules.
		EITHER		
	NU4053	Dissertation	60	**MSc Child and adolescent mental health** requires 180 credits at level 7 which must include NU4147, NU4148, NU4025, plus 40 credits from the option modules, plus 60 credits from NU4053 or NU4026 and NU4008
	OR			
	NU4026	Advanced Research Methods	20	
	AND			
	NU4008	Dissertation	40	

+ 40 credits from the following option modules				
Level 7	NU4007	Solution focussed interventions	20	
	NU4019	Managing complex mental health needs, relationships, teams and environments.	20	
	NU4149	Exploring self injury and suicide within society.	20	
	HN4711	Therapeutic work with children and adolescents	20	

15. Personal Development Planning

Personal Development Planning will form the basis for ongoing personal development discussions with personal tutors. This will not be formally assessed but will support learning and develop skills for reflection on practice. Students will be supported in the development of their PDP by:

1 Developing skills of reflection on their academic, personal and professional performance and development will be continually encouraged within the module teaching and learning strategies.

2 The use of personal tutorials whereby progress will be reviewed using personal reflection, setting goals and through the development of action plans.

3 The identification of strengths and weaknesses, skills, qualities, attitudes and capabilities will be developed throughout the course with the use of case studies, PBL, reflection and the evaluation of therapeutic interventions.

4 Improving learning and performance by taking responsibility for their own development and the necessary skills for independent learning

5 Planning realistically for career progression and the management of lifelong learning by reflection on multi-agency and multidisciplinary working.

16. Admissions criteria *

(including agreed tariffs for entry with advanced standing)

Correct as at date of approval. For latest information, please consult the University's website.

Students need to be a practitioner in relevant area of practice such as education; health and social care. They may have completed a core professional qualification i.e nursing, social work, occupational therapy, health visiting or school nursing although this is not essential as equivalent experiential learning will be considered. Entry criteria is a first degree or an upper second class (2:1) honours degree. Applicants who have a lower second class degree (2;2) or practitioners with a diploma qualification such as nursing and can demonstrate an ability to work at Masters level may be considered**.**

For students whose first language is not English IELTS LEVEL 7 or equivalent will be required.

17. Key sources of information about the programme

- MSc in Child and Adolescent Mental Health Fact sheet

- University Web page
- CPD Prospectus

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding							Subject-specific Skills				Thinking Skills							Other skills relevant to employability and personal development			
				A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
LEVEL 7	NU4148	Evaluating key theories of child development and family life.	COMP	✓	✓	✓	✓	✓			✓	✓	✓	✓						✓	✓	✓	✓		✓
	NU4147	Complexities of care in children & young people's mental health.	COMP	✓	✓		✓	✓	✓		✓	✓	✓	✓					✓		✓	✓	✓		✓
	NU4025	Introduction to post graduate research.	COMP						✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	NU4007	Solution focussed interventions.	O	✓			✓	✓				✓							✓	✓			✓		✓
	NU4019	Managing complex mental health needs, relationships teams and environments.	O	✓			✓	✓				✓	✓		✓				✓		✓	✓			✓
	NU4149	Exploring self injury and suicide within society.	O		✓	✓	✓	✓	✓		✓	✓	✓	✓					✓		✓	✓			✓
	HN4711	Therapeutic work with children and adolescents.	O	✓		✓		✓	✓			✓		✓			✓		✓		✓	✓	✓		✓
	NU4053	Dissertation	COMP						✓	✓					✓	✓	✓	✓	✓	✓	✓			✓	
	NU4026	Advanced research methods	COMP						✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	NU4008	Dissertation	COMP						✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

19.   LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

Learning outcomes for the award of: PG Cert
A1. Evaluate a range of key theories that relate to children and young people's development.
A2. Critically examine how culture, ethnicity and society impact on a child/ young person's development
A3. Appraise the theory of attachment and the impact that diverse family dynamics may have on the development of the child and young person.
A4. Critically explore and compare social attitudes and constructs along with cultural and political influences towards children / young people with mental health issues in contemporary practice.
B1. Evaluate the current child health policy context with respect to their own professional practice.
B2. Examine and critically evaluate the assessment and treatment of major child and adolescent mental health problems and appropriate therapeutic interventions
B3. Evaluate the complexities in relation to multidisciplinary, multi-agency working in the provision of resources and standards of care for the child /young person with mental health problems.
B4. Appraise the theory of attachment and the impact that diverse family dynamics may have on the development of the child and young person.
C5. Systematically collect and critically analyse forms of knowledge within a topic area
C6 use the techniques of research/scholarly enquiry in order to create/synthesise new knowledge in the discipline
C7 Critically reflect on possible methods of involving or responding to the demands of key stakeholders, particularly users of health and social careD1. Critically explore, analyse and evaluate the nature and organisation of their field of professional practice
D2. Demonstrate creativity, initiative and personal responsibility for continued educational, professional and practice improvement utilising supervision within the practice area
D3. Be self directed and be able to act autonomously in designing; developing and planning their dissertation
D4.   Systematically collect and critically analyse forms of knowledge within a topic area

Learning outcomes for the award of: PG Dip
A1. Evaluate a range of key theories that relate to children and young people's development.
A2. Critically examine how culture, ethnicity and society impact on a child/ young person's development
A3. Appraise the theory of attachment and the impact that diverse family dynamics may have on the development of the child and young person.
A4. Critically explore and compare social attitudes and constructs along with cultural and political influences towards children / young people with mental health issues in contemporary practice.
A7. Select appropriate data analysis techniques and software.
B1. Evaluate the current child health policy context with respect to their own professional practice.
B2. Examine and critically evaluate the assessment and treatment of major child and adolescent mental health problems and appropriate therapeutic interventions

B3. Evaluate the complexities in relation to multidisciplinary, multi-agency working in the provision of resources and standards of care for the child /young person with mental health problems.

B4. Appraise the theory of attachment and the impact that diverse family dynamics may have on the development of the child and young person.

C1. Formulate researchable problems and discuss alternative approaches to research.

C2. Critically analyse the implications of the different health and social care research designs for the service area.

C3. Evaluate current ethical guidance regulating the conduct of research, and manage his/her research and data in a manner that is consistent with professional practice and the normal principles of research ethics

C4. Appraise the significance of alternative epistemological positions, and evaluate the logical and epistemological issues that affect the choice of research method.

D1. Critically explore, analyse and evaluate the nature and organisation of their field of professional practice

D2. Demonstrate creativity, initiative and personal responsibility for continued educational, professional and practice improvement utilising supervision within the practice area

D3. Be self directed and be able to act autonomously in designing; developing and planning their dissertation

D4.   Systematically collect and critically analyse forms of knowledge within a topic area