

PROGRAMME SPECIFICATION

1. General information

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| Awarding body / institution | Leeds Trinity University |
| Teaching institution | Leeds Trinity University |
| 'Parent' School (<i>ICE / SAC / SSHS</i>) | ICE |
| Academic Group (<i>or Cluster if clearer</i>) | CYPF |
| Professional accreditation body (<i>if applicable</i>) | N/A |
| Final award (<i>eg. BA Hons</i>) | <p>MA</p> <p>CPD short course provision:</p> <ul style="list-style-type: none"> • CYP7023 Mental Health in Context • CYP7033 Social and Emotional and Mental Health Needs • CYP7002 Research Methods • CYP7013 Individual Intervention Strategies in Practice • CYP7003 Family Intervention Strategies in Practice • CYP7043 Safeguarding and Supervision in Practice • CYP7053 Special Educational Needs and Disability (SEND) in Practice |
| Title of programme(s) | Mental Health in Children and Young People |
| Subsidiary award(s) (<i>if any</i>) | <p>Postgraduate Diploma in Mental Health in Children and Young People</p> <p>Postgraduate Certificate in Mental Health in Children and Young People</p> |
| Honours type (<i>Single / Joint / Combined</i>) | N/A |
| Duration and mode(s) of study | Part Time (2 years) or Full Time (1 year) |
| Month/year of approval of programme | May 2019 |
| Start date (this version) (<i>month and year</i>) | September 2019 |
| Periodic review next due (<i>academic year</i>) | 2024/25 (tbc) |
| JACS subject code(s) (<i>Level 3</i>) (Please refer to HESA listing on AQO website) | N/A |

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| HECoS (formerly JACS) subject code(s) | 100501 Social Care 100455 Childhood and Youth Studies 100985 Health Psychology 100459 Education Studies 100457 Health Studies 101088 Research and Study Skills in Education |
| UCAS course code & route code (available from Admissions) | N/A |
| SITS codes (Course / Pathway / Route) (available from Student Administration) | TBC |
| Delivery venue(s) | Leeds Trinity University |

2. Aims of the programme

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| Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective) |
| <p>A significant number of taught programmes currently provided by Leeds Trinity University are vocational in their nature and this programme's target market comprises professionals who work in education and social care and graduates who wish to obtain a qualification which enhances their skills in the mental health field to develop employability skills.</p> <p>Mental health issues have a major impact on the educational and life outcomes for children and young people. It is estimated that one in ten of them have a diagnosable mental disorder. This is equivalent to three students in every classroom across the country. Schools and related settings are a vital part of the wider systems approach to promoting positive mental well-being, preventing mental illness, and safeguarding children and young people (CYP) during their school years and into adulthood. It has been proposed that every school should have a lead for improving children's mental health and wellbeing.</p> <p>The general aims of the programme are to:</p> <ul style="list-style-type: none"> • Develop students' theoretical, research and evidence-based knowledge and understanding of the factors that influence mental health and emotional well-being for children and young people, including vulnerable children and young people and other specific and diverse population groups between the ages of 0-25. • Develop students' understanding of the perspectives of the context of mental health and the direction of government policy linked to the work in schools and related settings. • Develop students' personal and professional skills in applying their knowledge across different educational and social care related settings, across diverse client groups and within a multi-agency care provision framework with appropriate attention to safeguarding. • Enable students to use their subject specific knowledge to evaluate the impact and outcomes of, and solutions to contemporary challenges in working within an educational or social care framework for CYP in meeting mental health and emotional well-being needs. • Enable students to critically appraise their own professional, interpersonal and leadership practice in developing their own practice. • Develop students' ability to appraise critically and evaluate information, enhancing academic skills and preparing for future practical and academic uses of their learning. |

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme, students will have *demonstrated*

- K1 knowledge of the historical, political and policy framework that shapes contemporary educational mental health and social care provision in relation to current context, issues and debates in mental health;
- K2 the ability to evaluate and produce practical and theoretical responses to the mental health and emotional well-being issues including the consequences of inequalities in the context of diverse communities in educational and social care settings;
- K3 knowledge of the factors that enhance and reduce mental health and wellbeing in settings, and the consequences of these on individuals, families and communities;
- K4 coherent and detailed subject and/or professional knowledge and understanding, including reference to recent scholarly resources and evidence and the accurate use of scholarly conventions in so doing;
- K5 understanding of how settings can respond to mental health needs using multi-agency working methods;
- I1 the ability to evaluate critically their own and others' professional and academic skills and knowledge, developing and implementing solutions to address personal learning and professional gaps, within an educational and social care context;
- I2 the ability to analyse and evaluate the potential uses of new identification and assessment methods in problem solving in educational and social care in monitoring, planning and provision;
- I3 effective and sustained communication of results of research, arguments and professional reflection appropriately to diverse audiences and client groups in educational and social care;
- I4 secure use of analytical techniques appropriate to the study of education, mental health and emotional well-being, drawing on qualitative and quantitative sources and methodological approaches, and utilising appropriate technologies including the limit of theirs and others' knowledge;
- P1 understanding and demonstration of effective personal and professional skills as applied to an educational or social care workplace setting;
- P2 understanding and ability to apply safe, legal and ethical practice in the planning and delivery of interventions and support strategies;
- P3 understanding and ability to apply safeguarding procedures in respect of children and vulnerable young adults;

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and

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| | pressures on an organisation, including concepts such as value for money, profitability and sustainability; |
| E4 | Problem-solving – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources; |
| E5 | Communication – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes; |
| E6 | Application of numeracy – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget; |
| E7 | Application of information technology – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively. |
| E8 | Entrepreneurship/enterprise – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities; |
| E9 | Social, cultural & civic awareness – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community. |
| See also the learning outcomes for subsidiary awards set out in section 4 below. | |

3a External benchmarks

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| Statement of congruence with the relevant published subject benchmark statements <i>(including appropriate references to any PSRB, employer or legislative requirements)</i> |
| <p>This programme uses the DFE documentation on mental health developments in schools and wider issues linked to attendance, behaviour, vulnerable groups and SEND. The programme draws on knowledge, skills and practice from across educational and social care subject areas.</p> |

4. Learning outcomes for subsidiary awards

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| Guidance | <p>Learning outcomes for the award of <u>Postgraduate Diploma</u></p> <p>On successful completion of 120 credits at Level 7, students will have demonstrated, in addition to the outcomes for a Postgraduate Certificate:</p> <p>(i) the ability to utilise knowledge that is at, or informed by, the forefront of the discipline of Mental Health in Children and Young People and related areas of professional practice to evaluate critically new insights and/or current issues;</p> |
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| | <ul style="list-style-type: none"> (ii) comprehensive knowledge of research techniques and how these can be critically applied to existing knowledge; (iii) further development of the qualities and transferable skills necessary for employment including autonomous decision-making in complex situations. |
| | <p>Learning outcomes for the award of <u>Postgraduate Certificate</u>:</p> <p>On successful completion of 60 credits at Level 7, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> (i) develop new skills to a high level and advance knowledge and understanding in the discipline of Mental Health in Children and Young People and in related areas of professional practice; (ii) approach complex issues in a systematic and creative manner and make sound judgements in the absence of comprehensive information/data; (iii) communicate judgements and conclusions to different audiences; (iv) develop the qualities and transferable skills necessary for employment including the ability to exercise initiative and personal responsibility. |

5. Content

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| <p>Summary of content by theme (providing a 'vertical' view through the programme)</p> |
| <p>The programme is built around four key strands which are introduced in CYP7023 <i>Mental Health in Context</i> and CYP7033 <i>Social and Emotional and Mental Health Needs</i> and developed through the remaining optional modules.</p> <p>The first strand considers the underpinning knowledge which informs policy and practice. Provision within multi-agency and policy frameworks are examined, analysed and critiqued, linked to the developing policy and practice across education, social care and health. Knowledge of the policy framework which informs and underpins education and social care is examined and specific mental health and care needs for specific and vulnerable populations are introduced in CYP7033 <i>Social and Emotional and Mental Health Needs</i> and further consolidated through optional modules on safeguarding, SEND and interventions. An understanding of the perspectives of CYP is woven through all three levels, with a focus on choice, dignity and empowerment.</p> <p>The second strand concerns work-related and personal skills, which includes understanding and developing professional practice, as well as ethical awareness and developing skills for reflection. These skills and knowledge are introduced in CYP7023 <i>Mental Health in Context</i> and CYP7033 <i>Social and Emotional and Mental Health Needs</i> and are consolidated in the optional modules with a greater emphasis on self-awareness, teamwork and enhancing personal and professional reflection. Finally, in CYP7002 <i>Research Methods</i> the related optional modules are linked to independent enquiry - this strand further develops professional practice of working on evidenced based methods, preparing students thoroughly for the postgraduate practice in the workplace of schools, alternative educational settings and social care provision for CYP.</p> |

The third strand is work skills and this strand specifically focuses on developing leadership and professional skills within a multi-agency environment. Self-analysis of own management skills is developed in the induction and is consolidated with application of project management skills and interpersonal/relationship skills, which are implemented in the completion of a dissertation or work-based learning project.

The final strand is academic skills, which are consolidated into the modules, as well as where appropriate being taught separately in the induction. Of central importance in this strand is the development of research skills along with effective written and spoken communication, to diverse audiences. This extends to a consideration of writing for other professional audiences such as local authority, health referrals, safeguarding reports and the integration of evidence-based practice into communications. Finally, the programme focuses at all times on critical analysis and evaluation of evidence informed practice and skills. The final dissertation or work-based study provides students with an opportunity to put the academic and knowledge-based skills into practice with an independent piece of work. Underpinning all of these is the opportunity to build practical experience through embedded links to work, volunteering or placement within every module of the degree.

6. Structure

MA Mental Health in Children and Young People

Duration: 1 year full-time or 2 years part-time

Total credits: 180 (90 ECTS)

Full time

Students are required to take:

Core:

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|---------|------------|--|---------|
| CYP7023 | 30 credits | Mental Health in Context | Sem 1 |
| CYP7033 | 30 credits | Social and Emotional and Mental Health Needs | Sem 1/2 |
| CYP7002 | 20 credits | Research Methods | Sem 1/2 |

Optional Intervention: Students are required to choose 1 from:

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|---------|------------|--|---------|
| CYP7013 | 30 credits | Individual Intervention Strategies in Practice | Sem 1/2 |
| CYP7003 | 30 credits | Family Intervention Strategies in Practice | Sem 1/2 |

Optional Specialist: Students are required to choose 1 from:

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|---------|------------|---|-------|
| CYP7043 | 30 credits | Safeguarding and Supervision in Practice | Sem 2 |
| CYP7053 | 30 credits | Special Educational Needs and Disability (SEND) in Practice | Sem 2 |

Optional Independent Project: Students choose 1 from:

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|---------|------------|-------------------|----------|
| CYP7004 | 40 credits | Empirical Study | Sem 2 |
| CYP7014 | 40 credits | Major Study | Sem 2 |
| CYP7024 | 40 credits | Workplace Project | Sem 1, 2 |

(delivered twice in a year)

Students need to have competed 120 credits before commencing the independent project.

Part-time

Year 1

Students are required to take:

Core:

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| CYP7033 | 30 credits | Social and Emotional and Mental Health Needs | Sem 1/2 |
| CYP7002 | 20 credits | Research Methods | Sem 1/2 |
| <i>(CYP7002 may instead be followed in Year 2)</i> | | | |
| Optional Intervention: Students are required to choose 1 from: | | | |
| CYP7013 | 30 credits | Individual Intervention Strategies in Practice | Sem 1 /2 |
| CYP7003 | 30 credits | Family Intervention Strategies in Practice | Sem 1 /2 |
| <u>Year 2</u> | | | |
| Core: | | | |
| CYP7023 | 30 credits | Mental Health in Context | Sem 1 |
| Optional Specialist: Students are required to choose 1 from: | | | |
| CYP7043 | 30 credits | Safeguarding and Supervision in Practice | Sem 2 |
| CYP7053 | 30 credits | Special Educational Needs and Disability (SEND) in Practice | Sem 2 |
| Students need to have completed 60 credits before starting the independent project. | | | |
| Optional Independent Project: Students choose 1 from: | | | |
| CYP7004 | 40 credits | Empirical Study | Sem 2 |
| CYP7014 | 40 credits | Major Study | Sem 2 |
| CYP7024 | 40 credits | Workplace Project | Sem 1, 2 |
| (delivered twice in a year) | | | |

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

Leeds Trinity University's Learning, Teaching and Assessment Strategy (LTAS 2015-2020) states that learning will be applied, collaborative and engaged. The programme has been developed with the DFE focus of evidenced based practice as a key working method with CYP with SEMH need. The programme integrates the acquisition and application of research knowledge, theory and practice and equips graduates with advanced knowledge and skills in the arena of educational and social care support for CYP with mental health and emotional well-being needs.

The programme content is delivered by a wide variety of teaching methods including blended learning and work-based experience. This will also include lectures, seminars, tutorials, group-work, workshops, problem-based learning, case studies, and directed and self-directed activities. Using this diverse approach to learning encourages students to develop problem-solving, communication and personal skills (Goal A, LTAS, 2015). Practical work, in the form of presentations, groupwork and practice activities, form an essential part of the programme, which reflects the practical nature of the field. Practical work enables students to reinforce deeper understanding of topics as well as develop specific skills (Goal D, LTAS, 2015). The programme also provides opportunities for students to consolidate and practically apply their learning, with optional and flexible assessment opportunities linked to work place settings. It is expected that students will be working full-part, part-time, volunteering or have the ability to undertake a placement in an educational or social care setting.

The programme will also provide opportunities to consider the international and global context for mental health and well-being of CYP, practice and policy. Comparative international approaches to mental health in schools will be undertaken in the core Mental Health in Context module.

The programme also embeds diversity as part of the University's work towards achieving the Race Equality Charter by ensuring that module reading lists incorporate ethnic and gender diversity, by considering mental health and educational and social care issues from the perspective of

marginalised communities, and by integrating a critical approach to considering the impact of wider issues linked to poverty impact on an individual.

Students' learning is supported via the use of appropriate technology. This includes the use of the Moodle virtual learning platform as a learning resource for every module. Additional sector specific technology is integrated into module learning, such as SDQ software for assessment of emotional well-being, GL analytics for SEND, lecture capture and Panopto for video recording of lectures, podcasts, assessment support and assessment feedback (Goal B, LTAS, 2015). The integration of appropriate technology is reinforced through the use of e-books and e-journals across the programme, and every module in the programme has a dedicated Subject Liaison Librarian who supports the programme team in ensuring learning and library resources are available and accessible (Goal G, LTAS, 2015).

The programme supports students to make a positive transition into postgraduate study and to achieve their potential, by integrating diverse assessment methods such as presentations, poster design, collaborative groupwork, formal essays, practical skills assessments, and reflective portfolios and e-portfolios. This ensures that students are prepared for their future workplace and future study opportunities. The programme also includes confidence building assessment processes by integrating formative, process and summative assessments across a range of modules. This diversity enables students to learn from their progress, from their peers and to respond to feedback to inform their future academic and practical work. Individual students' academic progression is supported via the Personal Tutoring system, whereby every student has access to a named personal tutor who provides academic and pastoral support. Additional academic support is provided by the Learning Hub team, which provides individual and group support across a range of academic and study related topics, supporting all students to achieve to their potential.

Alongside taught sessions, students are expected to undertake a significant quantity of unsupervised study in the form of self-directed activities and directed reading. Online sessions will also be timetabled into the programme at appropriate points. Additionally, to develop students' experience with multi-disciplinary thinking and working, case study work will be developed from a range of perspectives.

7b) Programme learning outcomes covered

| Adjust LO codes as necessary. | Assessed learning outcomes of the programme | | | | | | | | | | | | Skills development | | | | | | | | | |
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| | K1 | K2 | K3 | K4 | K5 | I1 | I2 | I3 | I4 | P1 | P2 | P3 | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 | |
| | Historical, Political and Policy Framework | Practical & theoretical | Factors influencing mental health | Coherent & detailed subject knowledge | Understanding working in multi-agency | Ability to evaluate professional practice | Evaluate and produce responses | Effective communication | Analytical techniques | Professional skills | Safe, legal and ethical practice | Applying safeguarding | Self-management | Teamworking | Business & sector awareness | Problem-solving | Communication | Application of numeracy | Application of IT | Entrepreneurship / enterprise | Social, cultural & civic awareness | |
| CYP7023 Mental Health in Context | x | x | | x | x | | x | | x | | | | x | | x | | | | | | | x |
| CYP7033 Social and Emotional and Mental Health Needs | | x | x | x | | x | | x | x | x | | | | x | x | | | | | | | |
| CYP7013 Individual Intervention Strategies in Practice | | x | x | x | | x | x | | | x | x | x | | x | | | | | | x | | |
| CYP7053 Special Educational Needs and Disability (SEND) in Practice | x | x | x | x | x | x | x | x | | x | x | | | | x | x | | | x | x | | |
| CYP7043 Safeguarding and Supervision in Practice | x | | | x | x | x | | x | x | x | x | x | | x | | | | | | | | x |
| CYP7003 Family Intervention Strategies in Practice | | | x | x | | x | x | x | x | x | | | | x | x | | | | | x | | |
| CYP7002 Research Methods | | x | | x | | | x | x | x | | x | | | x | | x | x | x | | | | |
| CYP7014 Major Study | x | x | x | x | | | | | | | x | | | | | x | x | | | | | |
| CYP7004 Empirical Study | x | x | x | x | | x | x | x | x | x | x | | | | | x | x | x | | | | |
| CYP7024 Workplace Project | | x | x | x | | x | x | x | x | x | x | | | | | x | x | x | | | | |

8. Entry requirements

Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

- a minimum of a 2:2 honours degree.

In order to be able to fulfil the requirements of the module assignments, the students will need to be working or volunteering in a relevant setting. They will need to be a practitioner or volunteering with normally 18 weeks' experience of ongoing engagement in work and with the ability to work with groups of children and young people and access support from experienced professional colleagues in settings. Equivalent experience may also be considered.

Students will need support and agreement of their employer through confirmation of support for study, verification of experience and allocation of a mentor if on extended placement or volunteering (pastoral support).

Other non-certificated requirements

A DBS check will be required following entry to ensure students are prepared for the professional placements or volunteering if they are not employed.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

Postgraduate Taught Programme Academic Regulations apply.

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

N/A

11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.