Leeds Trinity University

PROGRAMME SPECIFICATION

1.   General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
'Parent' Faculty	**FHWLS**
'Parent' School	**CYPF**
Professional accreditation body *(if applicable)*	**n/a**
Final award *(eg. BA Hons)*	**MA**
Title of programme(s)	**MA Mental Health Children and Young People**
Subsidiary award(s) *(if any)*	**Postgraduate Diploma in Mental Health in Children and Young People** **Postgraduate Certificate in Mental Health in Children and Young People**
Honours type *(Single / Joint / Combined)*	**n/a**
Duration and mode(s) of study	**Full Time (1 Year) Part Time (2 Years)**
Month/year of approval of programme	**June 2024**
Start date (this version) *(month and year)*	**September 2024**
Periodic review next due *(academic year)*	**September 2029**
HECoS subject code(s)	**100455 Childhood and Youth Studies 33.3%** **100985 Health Psychology 33.3%** **100476 Health and Social Care 33.3%**
UCAS course code & route code **(available from Admissions)**	**n/a**
SITS codes *(Course / Pathway / Route)* **(available from Student Administration)**	**MNTHCYP**
Delivery venue(s)	Horsforth Campus…….Yes City Campus…………... No Partner institutions…….No

2.   Aims of the programme

Rationale and general aims, including what is special about this programme
(from the student's and a marketing perspective)

Student recruitment and viability of this programme remains buoyant. Form the initial cohort of 27 students in 2019, the programme has seen a yearly intake of 40 to 50 students year on year. Current data shows that this programme continues to be viable with a 53% increase in applications compared to this time in 2023, with a 28% increase in offers and a 7% firm accepts. The programme remains popular amongst international students with a high proportion of applications from Nigeria, but also from South Africa, India, South Korea, Zimbabwe and Cyprus. The programme can only benefit from efforts made by the university to internationalise.

While no data is kept within the university on graduate outcomes for this programme. Through knowing my students, I have seen students progress into professional roles in mental health in children and young people. This includes SEMH consultants to local authorities, mental health practitioner, academic tutors, strategic leads for mental health in children and young people, special educational needs coordinators (SENCOs). We also have excellent success in students using the MA programme to change careers such as going into Social Work, Counselling and Psychotherapy and Education Psychology, or advancing onto PhD research.

Students on the programme benefit from the wide-ranging approaches to teaching and learning. Most students pass the course with a merit and an average over the last three years achieving distinctions.

Over the last five years numerous modifications have been made in response to student experience and academic practice. This includes modifications to assessment (CYP7033 and CYP7004) timings of due dates and developing the programme to be in line with contemporary changes such as the new definitions on mental health by the world health organisation, and generally moving towards trauma informed practices.

Key outcomes from annual reviews include actions to improve student feedback and reduce the amount of Withdrawals from the course. Student withdrawals is particularly concerning due to the nature of the programme being focused on child mental health, trauma and discrimination. These ideas are very triggering but also attract students with preexisting mental health concerns. This year saw a more proactive role in identifying students who were struggling and supporting them with their studies, whether through mentoring or suggesting deferrals, moving to part-time, and generally looking to reduce the burden from the academic aspect of their life.

Our external examiner has been supportive and complementary to the organisation and rigours of the programme since it started.

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.

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.

This programme is embedded within a postgraduate framework aimed at delivering flexible, highly relevant, and practice-oriented study opportunities at the postgraduate level. It is designed to meet the ongoing development needs of professionals or students with an interest in supporting mental

health and emotional well-being among children and young people, including those who are vulnerable or belong to specific and diverse population groups aged 0-25.

Grounded in a suite of modules, this programme has been collaboratively developed by experts in mental health, education, and social care. These modules are crafted to provide a thorough introduction to the subject matter, enhance research literacy, and lay the groundwork for an in-depth dissertation project at the course's conclusion.

The MA in Mental Health in Children and Young People is designed to resonate not only with school-based practitioners but also with professionals across a broad spectrum of educational and social care settings. It offers significant opportunities for collaborative learning within practice communities. The teaching and learning approach emphasise the practical application of knowledge to the participants' personal and organisational contexts, aiming to create a tangible impact on their roles as mental health professionals. A distinctive characteristic of the programme is its focus on fostering critical reflection, inquiry-led learning, active participation, and the integration of theory with practice.

A key goal of this programme is to cultivate critical agency among students, for instance, by emphasising the development of research skills and communicative confidence. Students are encouraged to see themselves as proactive, contributing members of the academic community, with structured opportunities to engage with research communication, dissemination, and impact. The curriculum features a diverse range of theorists and texts that reflect the global academic community's breadth, with session topics updated annually to encourage peer-to-peer learning and diversity in perspectives.

This programme aims to attract educational professionals and those in social care who are keen to extend their influence beyond their immediate professional environments. It seeks to broaden their professional perspective and identity, enhance their critical thinking skills, and deepen their understanding of the research that informs policy changes and innovations. Therefore, in addition to qualified teachers, this programme welcomes experienced educators within adult, further, and higher education, as well as professionals in roles linked to youth support work and social care, who are interested in exploring their practice and its wider context in relation to children and young people's mental health and emotional well-being.

The general aims of the programme are to:

- 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 (postgraduate) (E)** <u>or</u> **attributes and skills (undergraduate) (AS)**

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   Evaluate 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   Synethesise 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   Evaluate responses 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 synthesise 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   Evaluation and production of effective personal and professional skills as applied to an educational or social care workplace setting;

P2   Evaluation of safe, legal and ethical practice in the production of planning and delivery of interventions and support strategies;

P3   Evaluation and application of safeguarding procedures in respect of children and vulnerable young adults;

<u>Employability skills</u>

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 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

Statement of congruence with the relevant published subject benchmark statements *(including appropriate references to any PSRB, employer or legislative requirements)*
All Leeds Trinity University programmes are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)).

4.   Learning outcomes for subsidiary awards

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 7.	**Generic learning outcomes for the award of a <u>Postgraduate Certificate</u>** On successful completion of 60 credits at Level 7, students will have demonstrated an ability to: (i) Develop new skills relevent to the module undertaken to a high level and advance knowledge and understanding in the discipline and/or area 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. **Generic learning outcomes for the award of a <u>Postgraduate Diploma</u>** On successful completion of 120 credits at Level 7, students will have demonstrated, **in addition to the outcomes for a postgraduate certificate**: (i) The ability to utilise knowledge that is at, or informed by, the forefront of the discipline and/or area of professional practice to critically evaluate new insights and/or current issues; (ii) Comprehensive knowledge of research techniques and how these can be critically applied to existing knowledge;

	Further development of the qualities and transferable skills necessary for employment, including autonomous decision-making in complex situations.

5. Content

Summary of content by theme (providing a 'vertical' view through the programme)
Term 1 comprises of 2 x 30 credit modules. 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 *Social and Emotional and Mental Health Needs* 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. 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 *Mental Health in Context* and CYP7033 *Social and Emotional and Mental Health Needs* and are consolidated in the optional modules with a greater emphasis on self-awareness, teamwork and enhancing personal and professional reflection. **Term 2** comprises of 2 x 30 credit modules. The initial focus established in the first term and is continued but focused within specific practice contexts. Students can choose between CYP7013 *Individual Intervention Strategies in Practice* OR CYP7003 *Family Intervention Strategies in Practice* AND CYP7043 *Safeguarding and Supervision in Practice* OR CYP7053 Special Educational Needs and Difficulties in Practice. **Term 1 & 2** has a 1 x 15 cred module, CYP7002 *Research Methods,* which runs across both terms to enable students to develop critical thinking and their supervised research project design and proposal **Term 3** comprises of 1 x 45 credit module, CYP7045 *Supervised Research Project*. Students can choose appropriate approach for their project, including work-based, literature-based or empirical.

6.   Structure

MA Mental Health in Children and Young People
Duration: 1 year full-time / 2 years part-time
Total credit rating: 180 credits

Full-Time:

Core: Students are required to take:

CYP7023	Mental Health in Context	Term 1	30 credits
CYP7033	Social and Emotional and Mental Health Needs	Term 1	30 credits
CYP7002	Research Methods	Term 1/2	15 credits
CYP7045	Supervised Research Project	Term 3	45 credits

Option Intervention: Students are required to choose 30 credits from:

CYP7013	Individual Intervention Strategies in Practice	Term 2	30 credits
CYP7003	Family Intervention Strategies in Practice	Term 2	30 credits

Option Intervention: Students are required to choose 30 credits from:

CYP7043	Safeguarding and Supervision in Practice	Term 2	30 credits
CYP7053	Special Educational Needs and Disability in Practice	Term 2	30 credits

Part-time

Year 1
Students are required to take:

Core: Students are required to take:

CYP7023	Mental Health in Context	Term 1	30 credits
OR			
CYP7033	Social and Emotional and Mental Health Needs	Term 1	30 credits
AND			
*CYP7002	Research Methods	Term 1/2	15 credits

Option Intervention: Students are required to choose 30 credits from:

CYP7013	Individual Intervention Strategies in Practice	Term 2	30 credits
CYP7003	Family Intervention Strategies in Practice	Term 2	30 credits
OR			

Option Intervention: Students are required to choose 30 credits from:

CYP7043	Safeguarding and Supervision in Practice	Term 2	30 credits
CYP7053	Special Educational Needs and Disability in Practice	Term 2	30 credits

Year 2
Students are required to take:

Core: Students are required to take:

CYP7023	Mental Health in Context	Term 1	30 credits
OR			
CYP7033	Social and Emotional and Mental Health Needs	Term 1	30 credits
AND			
*CYP7002	Research Methods	Term 1/2	15 credits
CYP7002	Supervised Research Project	Term 3	45 credits

Option Intervention: Students are required to choose 30 credits from:

CYP7013	Individual Intervention Strategies in Practice	Term 2	30 credits
CYP7003	Family Intervention Strategies in Practice	Term 2	30 credits
OR			

Option Intervention: Students are required to choose 30 credits from:

CYP7043	Safeguarding and Supervision in Practice	Term 2	30 credits
CYP7053	Special Educational Needs and Disability in Practice	Term 2	30 credits

*CYP7002 Research Methods may be taken in either year

7.   Learning, teaching and assessment

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

The design of the MA Mental Health in Children and Young People program is guided by the University's Learning, Teaching, and Assessment Strategy, emphasizing a progressive blend of theory and practice that culminates in a significant dissertation project.

This program incorporates four key teaching approaches:

1. Research-led: Modules deliver findings on mental health and emotional well-being in children and young people, spotlighting issues facing vulnerable or diverse groups aged 0-25.
2. Research-oriented: Students develop research skills throughout, culminating in a focused Research Methods module that prepares them for their dissertation; faculty share their research experiences to enrich learning.
3. Research-tutored: Critical discussion and evaluation of literature are embedded in all modules, enhancing students' ability to critically engage with research.
4. Research-based: The curriculum leads to original research in the dissertation, with support for post-graduation dissemination of findings.

The Virtual Learning Environment (VLE) is packed with support materials, complemented by collaboration with library staff to ensure access to relevant resources. Assignments are designed to enhance knowledge applicable in students' professional contexts, fostering critical thinking and analysis. The program caters to professionals working in educational or social care settings, emphasising discretion and integrity in study.

Active participation is encouraged, with students applying theoretical insights to their work environments, enabling a comprehensive understanding of mental health issues across various contexts. The program supports personalized learning through collaborative seminars that encourage students to relate content to their own professional experiences. Flexible access to teaching and resources accommodates part-time students, with session recordings and notes available for those unable to attend live sessions.

Dissertation topics reflect personal interests and are supported by a dedicated team. Students choose assignment topics from tailored options in specific modules, ensuring the relevance of their studies to their professional settings.

7b) Programme learning outcomes covered

Adjust LO codes as necessary. ↓	K1	K2	K3	K4	K5	I1	I2	I3	I4	P1	P2	P3		E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.																						
CYP7023 Mental Health in Context	■						■			■						■		■		■		■
CYP7033 Social and Emotional and Mental Health Needs		■								■								■				
CYP7013 Individual Intervention Strategies in Practice			■			■	■				■									■		
CYP7003 Family Intervention Strategies in Practice			■				■				■									■		
CYP7043 Safeguarding and Supervision in Practice			■		■	■					■	■			■					■		
CYP7053 Special Educational Needs and Disability in Practice			■			■					■									■		
CYP7002 Research Methods								■	■								■		■	■		
CYP7002 Supervised Research Project								■	■					■				■	■	■		

8. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	Yes
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	

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 <u>must</u> 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)
The following regulations apply, together with the General Academic Regulations: • Programme Regulations for Taught Postgraduate Degrees

10. Prerequisites

Details of modules students <u>must</u> study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award
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. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments mad to accommodate individual needs.