

## Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

<b>Programme Title:</b>	
<b>MSc Mental Health and Well-Being in Education</b>	
<b>Programme (AOS) Code(s):</b>	<b>ME4MHE9 1 Year PG Cert; ME3MHE9 2 Year PGDip; ME2MHE9 2 Year MSc; ME1MHE9 3 Year MSc</b>
<b>UCAS Code:</b>	<b>NA</b>
<b>Name of Final Award:</b>	<b>PG Cert Mental Health and Well-Being in Education PG Dip Mental Health and Well-Being in Education MSc Mental Health and Well-Being in Education</b>
<b>Level of Qualification:</b>	<b>Level 7</b>
<b>Regime of Delivery:</b>	<b>Flexible &amp; Distributed Learning: Distance Learning</b>
<b>Mode(s) of Delivery:</b>	<b>Part Time</b>
<b>Typical Length of Study (Years):</b>	<b>MSc 2 Years Part-Time MSc 3 Years Part-Time PG Dip 2 years Part-Time PG Cert 1 Year Part-time</b>
<b>Professional Body Recognition / Accreditation (including specific requirements where applicable):</b>	<b>N/A</b>

## Brief Description of the Programme

This raft of postgraduate programmes is designed to address the needs of professionals within or in support of the education system, and those that have to serve or support 'students' of any age (i.e. 'early years', through school, college and university, to 'third age') - on matters related to mental health and well-being. As such, the course may appeal to students from professions working both in the education system such as teachers, head teachers, school managers, and those who support pupils or students, including social workers, police officers and counsellors.

Each award is designed progressively to develop the nature and quality of understanding of professionals in and in support of education to understand and influence mental health and well-being in the course of their current work, in addition to being able to undertake specific interventions to influence change. This does not represent a qualification for the practice of 'psychology'. These are skills, techniques and in some cases 'programmes' already in widespread use within the UK and North America that may be used by adults and young people for the benefit of mental health and well-being. The teaching focus is on awareness and skills to be developed within teaching and professional practice of supporting professions.

### *Why students should choose this award:*

The programme offers its students a detailed exploration of the context of mental health and well-being in the education system overall, conceivably at any age. It then explores the nature of leadership and influence any professional already involved in or in support of the educational system might offer in encountering issues related to mental health and well-being. The programme will offer professionals an understanding of leading-edge research evidence and interventions that may support change in mental health and well-being.

The programme offers those involved in educational practice, or in support of pupils or students the opportunity to understand and undertake simple psycho-social interventions or practices, some conversational, some based on teaching process and content that may influence the mental health and well-being of themselves or others. Additionally, this will support adults involved in these occupations insight into their own mental health and well-being and practices which may support them. It is recognised that this is not training to be a professional in mental health, but training in how to recognise, respond to and constructively influence mental health and well-being needs in roles and work associated with education practice or in support of pupils and students in education.

The programme seeks to offer students the opportunity to undertake a PG 'Certificate' (60 academic credits, and the first year of the programme) or PG 'Diploma' (120 academic credits, and the two 'taught' years of the programme) in preference to an MSc if that is their wish.

## Programme Aims

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|---|---|
| 1 | Understand, explore and evaluate the nature and meaning of mental health and well-being across the life-span with particular emphasis on its appearance in the educational setting. |
| 2 | Identify and evaluate leading research-based evidence, practices and actions that may influence mental health and well-being in education.  |

3	Utilise research and practice skills as part of their occupation and professional practice that identify and under-pin evidence-based influences on mental health and well-being in education.
4	Engage in a multi-disciplinary understanding to promote and influence mental health and well-being in education.

## Programme Learning Outcomes

### PG Cert Mental Health and Well-Being in Education

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

ID	Learning Outcome
On successful completion of the programme a graduate will be able to:	
<b>Graduate Attribute: Knowledge and its application (K)</b>	
K1	Critically evaluate the broad context of mental health in education settings from a range of occupational and professional stand-points.
K2	Critically reflect on the nature and meaning of mental health and well-being across the lifespan with particular emphasis on its appearance in the educational setting.
K3	Demonstrate knowledge and critical understanding of pedagogy related to mental health and well-being and wider communities of learning.
K4	Demonstrate an understanding of sources of mental health and well-being theory and research that may be used to inform their professional practice
<b>Graduate Attribute: Creativity (C)</b>	
C1	Critically analyse contemporary learning and teaching theory and its potential influence on or contribution to mental health and well-being in education.
C2	Undertake reflective personal and professional developmental activity in selected areas of mental health and well-being focused on the growth of their personal well-being.
<b>Graduate Attribute: Social and ethical awareness and responsibility (S)</b>	
S1	Demonstrate an understanding of mental health and well-being skills that may be ethically and professionally used 1:1 and within a group / class context by those either working directly in education or in support of pupils or students.
S2	Critically assess barriers to supporting mental health and well-being in education.
<b>Graduate Attribute: Leadership and self-development (L)</b>	
L1	Critically reflect on the impact of applying mental health and well-being theory in a personal and/or professional context.

## Programme Learning Outcomes

### PG Dip Mental Health and Well-Being in Education

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

ID	Learning Outcome
On successful completion of the programme a graduate will be able to:	
<b>Graduate Attribute: Knowledge and its application (K)</b>	
K1	Critically evaluate the broad context of mental health in education settings from a range of occupational and professional stand-points.
K2	Critically reflect on the nature and meaning of mental health and well-being across the lifespan with particular emphasis on its appearance in the educational setting.
K3	Demonstrate knowledge and critical understanding of pedagogy related to mental health and well-being and wider communities of learning.
K4	Demonstrate an understanding of sources of mental health and well-being theory and research that may be used to inform their professional practice
K5	Critically discuss research methodologies appropriate to education contexts
<b>Graduate Attribute: Creativity (C)</b>	
C1	Critically analyse contemporary learning and teaching theory and its potential influence on or contribution to mental health and well-being in education.
C2	Undertake reflective personal and professional developmental activity in selected areas of mental health and well-being focused on the growth of their personal well-being.
C3	Articulate appropriate prevention, assessment and intervention processes drawing on ethical responsibility, accountability and decision making in education practice.
<b>Graduate Attribute: Social and ethical awareness and responsibility (S)</b>	
S1	Demonstrate an understanding of mental health and well-being skills that may be ethically and professionally used 1:1 and within a group / class context by those either working directly in education or in support of pupils or students.
S2	Critically assess barriers to supporting mental health and well-being in education.
S3	Critically examine local, national and international policies that inform and influence education and professional practice.
S4	Demonstrate a critical understanding of ethical issues of research within education contexts
<b>Graduate Attribute: Leadership and self-development (L)</b>	
L1	Critically reflect on the impact of applying mental health and well-being theory in a personal and/or professional context.
L2	Propose interventions that may influence mental health and well-being in the educational and occupational specific professional practices of the student.
L3	Critically consider approaches to leadership and their role in supporting well-being

## Programme Learning Outcomes

### MSc Mental Health and Well-Being in Education

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

ID	Learning Outcome
On successful completion of the programme a graduate will be able to:	
<b>Graduate Attribute: Knowledge and its application (K)</b>	
K1	Critically evaluate the broad context of mental health in education settings from a range of occupational and professional stand-points.
K2	Critically reflect on the nature and meaning of mental health and well-being across the lifespan with particular emphasis on its appearance in the educational setting.
K3	Demonstrate knowledge and critical understanding of pedagogy related to mental health and well-being and wider communities of learning.
K4	Demonstrate an understanding of sources of mental health and well-being theory and research that may be used to inform their professional practice
K5	Critically discuss research methodologies appropriate to education contexts
<b>Graduate Attribute: Creativity (C)</b>	
C1	Critically analyse contemporary learning and teaching theory and its potential influence on or contribution to mental health and well-being in education.
C2	Undertake reflective personal and professional developmental activity in selected areas of mental health and well-being focused on the growth of their personal well-being.
C3	Articulate appropriate prevention, assessment and intervention processes drawing on ethical responsibility, accountability and decision making in education practice.
C4	Apply a novel approach to addressing issues of mental health within an identified education context
<b>Graduate Attribute: Social and ethical awareness and responsibility (S)</b>	
S1	Demonstrate an understanding of mental health and well-being skills that may be ethically and professionally used 1:1 and within a group / class context by those either working directly in education or in support of pupils or students.
S2	Critically assess barriers to supporting mental health and well-being in education.
S3	Critically examine local, national and international policies that inform and influence education and professional practice.
S4	Demonstrate a critical understanding of ethical issues of research within education contexts
<b>Graduate Attribute: Leadership and self-development (L)</b>	
L1	Critically reflect on the impact of applying mental health and well-being theory in a personal and/or professional context.
L2	Propose interventions that may influence mental health and well-being in the educational and occupational specific professional practices of the student.
L3	Critically consider approaches to leadership and their role in supporting well-being

L4	Demonstrate systematic knowledge in the formation of an appropriate 'intervention' (1:1 or group) to influence mental health and well-being in education, taking account of personal skill and capacity, ethical practices and the needs of the context
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## Programme Structure

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

*Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to sector developments.*

### PG Cert Mental Health and Well-Being in Education

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
PS733	Mental Health Across the Lifespan: Current Context and Characteristics	30	C	Yes
PS774	Promoting well-being through positive education and evidence-based interventions	30	C	Yes

### PG Dip Mental Health and Well-Being in Education

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
PS733	Mental Health Across the Lifespan: Current Context and Characteristics	30	C	Yes
PS774	Promoting well-being through positive education and evidence-based interventions	30	C	Yes
PS737	Positive Psychology in Practice	15	C	Yes
PS736	Introduction to Cognitive Behavioural Therapy for Mental Health and Well-Being in Education	15	C	Yes
TL724	Research and Impact in Learning and Teaching	30	C	Yes

## MSc Mental Health and Well-Being in Education

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
PS733	Mental Health Across the Lifespan: Current Context and Characteristics	30	C	Yes
PS774	Promoting well-being through positive education and evidence-based interventions	30	C	Yes
PS737	Positive Psychology in Practice	15	C	Yes
PS736	Introduction to Cognitive Behavioural Therapy for Mental Health and Well-Being in Education	15	C	Yes
TL724	Research and Impact in Learning and Teaching	30	C	Yes
PS740	Postgraduate dissertation	60	C	Yes

### Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

This programme is delivered via flexible and distributed learning. The delivery structure is focused on Blackboard; the University's Virtual Learning Environment and comprises:

- Delivery or clustering of subject material in topic areas over the path of the modules, generally averaging five blocks of teaching material per semester per module.
- Audio visual presentations on specific subject areas.
- Short recorded 'snapshots' of specific subject topics.
- Allocated textbooks and journal article reading.
- Discussion board on which students can communicate their views, ask questions, explore experiences within the cohort, and gain feedback.
- Blackboard 'Collaborate' sessions in which groups of students can interact with a module tutor online.

The learning and teaching strategy will recognise different professional and occupational groups within the student cohort and their different needs. This may comprise professional requirements or age-specific mental health needs in their student populations. Assignments will be developed and phrased in such a manner to allow exploration from specific occupational and age-related perspectives.

### Additional Course Costs

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include equipment, printing, project materials, study trips, placement activities, DBS and/or other security checks.

N/A

### Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students study 120 credits (1200 hours) and full-time postgraduate students study 180 credits (1800 hours) per year or 'stage' of the course.

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad / Work Based Learning (Hours)
PG Cert Mental Health and Well-Being in Education	81	519	
Pg Dip Mental Health and Well-Being in Education	135	765	
MSc Mental Health and Well-Being in Education	168	1632	

### Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the 'three-week turnaround').

Assessment types will include:

- Literature reviews: in order to support the student in understanding the breadth of research and evidence for a particular subject area.
- Reflexive logs: where a student is asked to focus on a piece of theory or research that is of relevance to them or their working context, and then spending a period of time observing this in their workplace. The student would be asked to reflect on what they saw locally in contrast to the theory and to explore both the accuracy of the theory, how it might support change in the work context and how, or how the theory may be in need of change.
- Reports: in which a student may explore a piece of literature and use it to plan and propose a change in their particular professional practice.

- Analytical reports: through which a student may analyse a piece of research or an identified intervention.
- The design, planning and implementation of specific skill-based interventions that may influence mental health and well-being.
  - These may be simple, based on planned and structured conversation, or on research evidenced-based practices in the public domain. With the latter, these will commonly have training or resource material available to support students.
- Workplace and change-oriented skills associated with proposing, planning, conducting, analysing and reporting research.
- A dissertation: in which individuals who elect to undertake the MSc can explore a project that may be empirical research, work practice development or literature focused.

## Classification

### Calculation of final award:

The calculation of this award is L7= 100%

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

## Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

## Typical applicant profile and any programme-specific entry requirements

Applicants to this programme would have some form of professional qualification, training and experience linked to their occupation and activity that is equivalent to 'level 6' education. In undergraduate degree terms this would be a minimum of a 2.2. Degree classification preferably in a social sciences subject. This could be in teaching, social work, policing, or any professional role already associated with working with and supporting pupils or students in education. This Programme is anticipated as contributing to developing and deepening professional practice.

The course team are open to applications that might involve alternative educational qualifications, and / or an accreditation of prior learning and will liaise with applicants to guide, assess and process these possibilities.

Any module may be purchased as individual professional training, and where a sufficient number are acquired, the credits may be 'APL'ed towards work of a student on an appropriate 'award' (post graduate certificate, diploma or MSc). A student adopting this approach to study would have to APEL onto the course overall by a maximum of 120 credits.

**Do applicants required a Disclosure and Barring Service (DBS) Check?**

**No**

### **Opportunities for students on successful completion of the programme**

The PG Cert and PG Dip offer opportunities for ‘topping up’ to a higher qualification through further study with clearly defined pathways. Those who complete one of the postgraduate qualifications in Mental Health and Well-being in Education (PG Cert, PG Dip, MSc) would be well placed to apply for leadership positions within their organisation, or consider external opportunities to that complement education settings.

### **Recognition of Prior Learning**

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

### **Student Support**

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules
- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options
- Students will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, Student Finance Team, Accommodation and Counselling Services

### **Programme specific support (if applicable)**

## Appendices

### Quality Assurance

<b>Awarding Body:</b>	Buckinghamshire New University
<b>Language of Study:</b>	English
<b>QAA Subject Benchmark Statement(s):</b>	Psychology L6 (November 2019) Descriptor for a higher education qualification at level 7 on the FHEQ
<b>Assessment Regulations:</b>	<i>Academic Assessment Regulations</i> , accessible via the Academic Advice webpages ( <a href="https://bucks.ac.uk/students/academicadvice">https://bucks.ac.uk/students/academicadvice</a> )
<b>Does the Fitness to Practise procedure apply to this programme?</b>	No
<b>Ethics Sub-committee</b>	Psychology
<b>Date Published / Updated:</b>	September 2021 / May 2022

### Other awards available on programme (Exit Qualifications)

Students undertaking the full MSc may be eligible for the following exit award:

<b>Name of Exit Qualification:</b>	Postgraduate Diploma (PGDip)
<b>Full name of Qualification and Award Title:</b>	PGDip Mental Health and Well-Being in Education
<b>Credits requirements:</b>	120 Credits
<b>Module requirements:</b>	The following modules contribute to this award: PS733 / PS774 / PS737 / PS736 / TL724
<b>Learning Outcome</b>	
See PGDip Learning Outcomes above (page 4)	

Students undertaking the MSc or PGDip may be eligible for the following exit award:

<b>Name of Exit Qualification:</b>	Postgraduate Certificate (PGCert)
<b>Full name of Qualification and Award Title:</b>	PGCert Mental Health and Well-Being in Education
<b>Credits requirements:</b>	60 Credits
<b>Module requirements:</b>	The following modules contribute to this award: <ul style="list-style-type: none"> <li>PS733 / PS774</li> </ul>
<b>Learning Outcome</b>	
See PGCert Learning Outcomes (page 3)	