

Programme Specification

PG Dip Education Mental Health Practitioner (2020-21)

This 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 s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of Study	Part-time
Duration in years	1
Accreditation details	None
Final award	Postgraduate Diploma
Name of award	Education Mental Health Practitioner
Interim Exit awards	
FHEQ level of final award	Level 7
UCAS code	
Programme code	8523
QAA Subject Benchmark or other external reference	Improving Access to Psychological Therapies (IAPT) Core Competencies to deliver CBT 2014, Master's Degree Characteristics 2016
Programme Lead	Simon Grist

Programme Overview

Brief outline of the programme

The role of Education Mental Health Practitioner (EHMP) has been created in direct response to the government's green paper (Department of Health & Department of Education 2017) and a call for an improvement in access to, and quality of, mental health support for children and young people within education settings. The programme follows the agreed national curriculum and will enable you to qualify and practice as education mental health practitioners.

You will develop the ability to deliver high quality low intensity cognitive behavioural interventions with children, young people and their parents / carers for common mental health problems (anxiety, low mood and behavioural difficulties). You will also acquire the knowledge and skills required to work effectively in education settings to support whole school approaches to mental health. You will be expected to demonstrate excellent professional values and attitudes throughout the programme.

Your contact hours will vary depending on your module/option choices. Full information about contact hours is provided in individual module profiles.

Learning and teaching

A range of learning and teaching methods are used to enable knowledge accumulation alongside specific skills development.

- Didactic lectures
- Action Learning Groups
- Modelling by programme team
- Clinical simulation
- Forum theatre
- Role play
- Use of educational videos
- Self-directed study
- Assessment of practice documents and competencies

Assessment

Assessment is stipulated in the national curriculum and includes:

- Multiple choice/short answer examinations
- Group and individual presentations
- Reflective essays
- Simulated clinical examinations
- Video recordings of actual clinical practice
- Case reports
- Audits

Special Features of the programme

The programme includes opportunities to learn in theory and education practice settings. The education practice will be undertaken as part of a Mental Health Support Team (MHST). These MHSTs will have responsibilities for a range of education settings and you will be placed in one under their support. The MHST will be your employer and will oversee the placement.

Please note: As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's [programme validation process](#) which is described in the University's [Quality handbook](#).

Educational Aims of the Programme

The aims of the programme are to: Education mental health practitioners deliver low intensity interventions to support children, young people, and their parents/carers with common mental health problems (principally anxiety, depression and behavioural problems). You will be taught the knowledge and skills to work in educational settings.

The aims of the programme are to:

1. Equip you to work in a values driven service, promoting recovery, and recognising and respecting diversity
2. Equip you with a good understanding of the incidence, prevalence and presentation of common mental health problems experienced by children and young people and evidenced based treatment choices.

3. Equip you with a good understanding of the process of therapeutic support and the management of individual children and young people and their parents/carers experiencing anxiety, low mood or behavioural difficulties.
4. Equip you with an understanding of the education setting, including legislative and policy frameworks.
5. Develop skills to promote the wellbeing of children and young people by supporting their cognitive, emotional, social, and physical development in the context of their family, school and other systems.
6. Equip you with a good understanding of the process of consultation and group work in schools and colleges.

Programme Learning Outcomes

Knowledge and Understanding

On successful completion of this programme you will have knowledge and understanding of:

- A1. Core principles of children's and young people (CYP) IAPT.
- A2. Assessment and engagement of children and young people.
- A3. Evidenced based interventions for common mental health problems with children and young people.
- A4. Working, assessing and engaging in education settings.
- A5. Common problems and processes in education settings.
- A6. Interventions for emerging mental health difficulties in education settings.

Teaching and Learning Methods

- Didactic lectures
- Action Learning Groups
- Modelling by programme team
- Clinical simulation
- Forum theatre
- Role play
- Use of educational videos
- Self-directed study
- Assessment of practice documents and competencies

Assessment Methods

Assessment is stipulated in the national curriculum and includes:

- Multiple choice/short answer examinations
- Group and individual presentations
- Reflective essays
- Simulated clinical examinations
- Video recordings of actual clinical practice
- Case reports
- Audits

Subject Specific Intellectual and Research Skills

On successful completion of this programme you will be able to:

- B1. Critically evaluate the core principles of evidenced based therapies.
- B2. Develop a critical awareness and understanding of concepts of mental health and mental illness.
- B3. Critically evaluate a range of evidenced based interventions and strategies to assist children and young people and their parents/carers manage emotional distress and disturbance.

Teaching and Learning Methods

- Didactic lectures
- Self-directed study

Assessment Methods

- Multiple choice/short answer examinations
- Reflective essays
- Case reports

Transferable and Generic Skills

On successful completion of this programme you will be able to:

- C1. Demonstrate knowledge and understanding, analysis, synthesis and evaluation - identify and propose solutions to problems, both in relation to low intensity CBT and to other educational and social issues.
- C2. Problem solve - negotiate informally with peers and formally with members of organisations; identify and propose solutions to problems, both in relation to low intensity CBT and to other educational and social issues.
- C3. Reflect - reflect on and review progress in your own studies and seek assistance or guidance as appropriate in order to enhance your own personal development.
- C4. Communicate with others in a clear and articulate manner, using word or number, through written work using appropriate academic conventions; present ideas and arguments verbally in formal presentations and seminars, and informal discussions in a variety of environments.
- C5. Liaise with others in the preparation and presentation of group work, and take responsibility for an agreed area of shared activity; use information technology to store, retrieve and produce material for coursework, drawing on skills in the use of word processing, databases and spread sheets as appropriate to the task; gather and analyse relevant information from a wide variety of sources using appropriate manual and electronic systems.
- C6. Demonstrate ethical understanding and safe professional practice - work independently and identify personal needs for skill development on an on-going basis; recognise issues relating to equal opportunities and identify appropriate action in relation to such issues.

Subject Specific Practical Skills

On successful completion of this programme you will be able to:

- D1. Demonstrate self-reflective and supervision skills to enhance clinical work.

Programme Structure

Part 1 (Year 1)

Students will follow a nationally prescribed curriculum to train as education mental health practitioners. The programme starts with students developing an understanding of the context for delivering mental health interventions in educational settings. Students will develop competence in assessing children and young people with common mental health problems and then in delivering evidenced based low intensity CBT interventions. They will also be taught the skills and knowledge to work effectively in education settings and to support schools approaches to mental health.

As there is a nationally prescribed curriculum there is no choice in module selection and all modules are core, and are

required to be passed in order to practise as education mental health practitioners. Competence assessments (Simulated clinical examinations and video recordings of actual clinical practice) must be passed by the second attempt to avoid discontinuation of programme (BPS accreditation requirements).

The programme structure table is below:

Code	Module Title	ECTS	Type
EMHP6001	Assessment and Engagement 2020-21	10	Core
EMHP6000	Children and Young People's Mental Health Settings: Context and Values 2020-21	10	Core
EMHP6004	Common problems and processes in education settings 2020-21	10	Core
EMHP6002	Evidence Based interventions for common mental health problems with children and young people (theory and skills) 2020-21	10	Core
EMHP6005	Interventions for emerging mental health difficulties in education settings 2020-21	10	Core
EMHP6003	Working, assessing and engaging in education settings 2020-21	10	Core

Progression Requirements

The programme follows the University's regulations for [*Progression, Determination and Classification of Results: Postgraduate Master's Programmes*](#) Any exemptions or variations to the University regulations, approved by AQSC are located in [*section VI of the University Calendar*](#).

Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up to date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia).
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work,

volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV

- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community, (18.00-08.00)
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides:

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

Associated with your programme you will be able to access:

- Access to a personal academic tutor and if required a senior academic tutor who will provide support as you progress through the programme with support for academic, pastoral or service based issues.
- University supervision to support your skills development. This will not replace the formal service-based supervision.
- Frequent communication between your EMHP service supervisors and the University programme staff to ensure timely progression
- Exposure to active clinicians to support your skills and competency acquisition.
- Access to a wide range of clinicians in your practice area to ensure effective development of EMHP skills
- A vibrant and research led academic environment designed to create an atmosphere of clinical and academic success.

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each module of the programme.
- Acting as a student representative on various committees, e.g. Staff/Student Liaison Committees, School Programmes Committee OR providing comments to your student representative to feedback on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation.
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group.

Further details on the University's quality assurance processes are given in the [Quality Handbook](#).

Career Opportunities

Successful completion of the programme will allow you to practice as an Education Mental Health Practitioner.

External Examiner(s) for the programme

INSERT

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.

Please note: This 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 they take full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

Appendix 1:

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

Additional Costs

Type	Details
IT	In the majority of cases, coursework such as essays; projects; dissertations is likely to be submitted on line. However, there are some items where it is not possible to submit on line and students will be asked to provide a printed copy.
Stationery	You will be expected to provide your own day-to-day stationery items, e.g. pens, pencils, notebooks, etc). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks	<p>Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source.</p> <p>Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.</p>

Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.