

PROGRAMME SPECIFICATION

This Programme Specification is correct as of the date indicated; however, minor amendments may be made throughout the year and will be incorporated in the annual updating process.

SECTION A: DETAILS OF THE COURSE AND AWARD

Programme Title	MSc Psychosocial Interventions PGDip Psychosocial Interventions PGCert Psychosocial Interventions
Awarding Body	Bucks New University
Teaching Institution	Bucks New University, High Wycombe Campus
Faculty	Society & Health
School	Social Sciences, Primary Care & Education
Name of Final Award	Master of Science, MSc
NQF/FHEQ Level of Qualification	Level 7: Master's degree
QAA Benchmark Statement(s)	QAA Statement of common purpose for all health and social care related subjects (2006) <i>(and QAA Benchmark Statement for Psychology (2007))</i>
UCAS Code	N/A
Course Code(s)	MH1PSI2: MSc 3Yr PT MH2PSI2: MSc 2Yr PT MH3PSI2: PGCert 1Yr PT MH4PSI2: PGDip 2Yr PT
Mode and Length of Study	MSc Three years, Part Time MSc Two Years, Part Time PgCert One Year, Part Time PgDip Two years, Part Time
Number of Intakes	1: September
Regime of Delivery	Attendance
Language of Study	English
Details of Accreditation	Not applicable
Month and Year valid from	01 September 2015
Month and year valid until	01 September 2021
Publication Date	01 September 2015

Potential Student Profile / Criteria for Admission:

What the award is about and who the programme is aimed at:

The MSc. Psychosocial Interventions (PSI) provides students with an understanding of the therapeutic and structured processes, which address the psychological and social aspects of

behaviour. The MSc. is designed to address the core themes of psychosocial interventions which cover psychological interventions (i.e. classified into behavioural, cognitive, humanistic, systemic, disease, motivational etc.) and social approaches (i.e. focusing the work on families or wider social networks such as local communities). Such interventions are found to be effective with a variety of serious mental health problems (e.g. personality disorders, schizophrenia etc.) but also there is emerging evidence of their effectiveness with physical health problems too (e.g. cancer, epilepsy, diabetes, coronary heart disease, renal disorders etc.). The award, therefore, is aimed at health and mental health professionals; psychologists; social workers; forensic practitioners; service managers in addition to associated practitioners with an applied interest in the core areas of the course.

Why students should choose this award:

The programme aims to enable students to critically understand the principle concepts, theories and effectiveness of psychosocial interventions. It will aim to provide students with the underlying knowledge, theoretical framework, and understanding of the skills needed for the engagement, assessment, and formulation of the needs of people who experience long-term conditions including their significant social environment. As a result, it will also enable students to critically reflect and problem-solve to develop and apply creative solutions when dealing with complex health and psychological issues.

The programme seeks to offer students the opportunity to undertake a PG 'Certificate' (60 academic credits) or PG 'Diploma' (120 academic credits) in preference to an MSc if that is their wish.

Opportunities available for students after completion of the award:

This degree is intended to develop and deepen the professional practice of professionals in, or linked to the health or mental health system. It provides the students with a sound theoretical foundation of knowledge and awareness of inter-professional approaches to mental health and health care. For this reason, such enhanced knowledge and skills training would be particularly invaluable in seeking employment in a clinical, forensic or nursing setting but also in advancing already existing work in terms of developing expertise and consultancy, supervision, innovation, change management, governance, research and development and critical thinking within psychosocial intervention initiatives. Students will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility, and initiative in complex and unpredictable professional environments.

Expected knowledge and skills that the entrant will have on entry to the programme:

Applicants to this programme would have some form of professional qualification, training and experience linked to their occupation and activity. This MSc is anticipated as contributing to developing and deepening professional practice. The applied nature of the programme ensures a bulk of the student cohort will be those seeking to advance their practical expertise, skills and knowledge. For this reason, mature professionals will make a significant portion of the student body. Additionally, the programme would attract graduates from a range of undergraduate courses (e.g. Psychology, Social Sciences, Mental Health, Nursing etc.). Consequently a desirable educational background in Psychology would be beneficial for the student in terms of understanding the foundation of mental health problems and also in terms of research methods. There are, however, other possible entry requirements to this programme.

Applicants would normally be expected to have achieved 2.1 in a behavioural science degree or related discipline (for example, Health or Nursing); or professional training in one of the disciplines mentioned above. However, consideration of a candidate with a 2.2 classification may be permissible if aspects of their profile demonstrate the ability to engage and succeed in postgraduate study. In addition to graduate students, it is hoped it will attract practitioners (in Health, Mental Health and the Forensic equivalent) who are currently working with people benefitting from such interventions.

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 assess and process these possibilities.

Any module may be purchased as individual professional training, and where a sufficient number are acquired, 'APL'ed to provide the student with an appropriate 'award'. A student adopting this approach to study would have to APEL onto the course overall by a maximum of 120 credits. This particular approach to study is open to all professionals both within and outside the social sciences.

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the programme are:

1. To enable students to critically understand the principle concepts, theories and effectiveness of psychosocial interventions.
2. To extend the student's competence to recognise, assess and apply intervention skills for mental and physical health problems.
3. To provide students with the foundation skills required for the engagement, assessment, and formulation of the needs of people who experience long-term conditions including their significant social environment.
4. To introduce and explore the skills and frameworks for the delivery of specific interventions
5. To enable students to critically reflect and problem-solve to develop and apply creative solutions when dealing with complex clinical issues.

Programme Learning Outcomes

A. *Knowledge and Understanding*

On successful completion of the **Postgraduate Certificate in Psychosocial Interventions** programme a graduate will be able to:

1. Critically understand the broad context of mental health in hospital, forensic and family settings from a range of occupational and professional stand-points.
2. Demonstrate and critically appraise effective psychosocial interventions

In addition to the above, on successful completion of the **Postgraduate Diploma in Psychosocial Interventions** programme, a graduate will be able to:

3. Compare skills and interventions to support mental and physical health in a variety of settings.
4. Critically examine local, national and international policies that inform and influence psychosocial support and care.

In addition to the above, on successful completion of the **MSc. in Psychosocial Interventions** programme, a graduate will be able to:

5. Critically evaluate the relationship of diversity and stigma to mental and physical health care delivery and the ability of the care provider to be responsive, collaborative and communicative in using psychosocial interventions

B. *Intellectual/Cognitive Skills*

On successful completion of the **Postgraduate Certificate in Psychosocial Interventions** programme a graduate will be able to:

1. Critically evaluate the appropriateness and diverse range of evidence in order to succeed in enhancing a fully rounded and collaborative practice in psychosocial interventions
2. Critically appraise the current context of mental health across the lifespan.

In addition to the above, on successful completion of the **Postgraduate Diploma in Psychosocial Interventions** programme, a graduate will be able to:

3. Synthesise information from a wide range of perspectives in order to contextualise and enhance practice in psychosocial interventions

In addition to the above, on successful completion of the **MSc. in Psychosocial Interventions** programme, a graduate will be able to:

4. To develop an attitude of therapeutic optimism in which the aim of interactions is to increase the user's ability to build on their strengths, adapt to and cope with difficulties, facilitate social inclusion, and promote recovery from illness.

C. Practical Skills

On successful completion of the **Postgraduate Certificate in Psychosocial Interventions** programme a graduate will be able to:

1. Demonstrate enhanced ethical practice through a critical awareness of own values, beliefs and attitudes and their impact on mental and physical health service users and those that support them

In addition to the above, on successful completion of the **Postgraduate Diploma in Psychosocial Interventions** programme, a graduate will be able to:

2. Utilise and evaluate a range of skills and interventions to be capable of influencing mental health and wellbeing of individuals.
3. Facilitate their own development as reflective students, able to evaluate the effectiveness of their work, and to modify their skills and approaches in response to changes in the evidence base.

In addition to the above, on successful completion of the **MSc. in Psychosocial Interventions** programme, a graduate will be able to:

4. Actively engage with different models, perspectives and frameworks in order to critically inform and enhance practice in psychosocial interventions

D. Key/Transferable Skills

On successful completion of the **Postgraduate Certificate in Psychosocial Interventions** programme a graduate will be able to:

1. Undertake individual and collaborative scholarship, research and problem solving activities

In addition to the above, on successful completion of the **Postgraduate Diploma in Psychosocial Interventions** programme, a graduate will be able to:

2. Critically apply underlying principles and concepts in decision making for complex problems

In addition to the above, on successful completion of the **MSc. in Psychosocial Interventions** programme, a graduate will be able to:

3. Substantially evaluate how own and others emotional state and responses and relevant educational experiences contribute to enhancing future practice

Table 1: Programme Skills Matrix – Assessment

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
PS741	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PS742	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PS743	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PS744	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PS745	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PS746	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS747	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PS748	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

This programme is delivered in classroom with face-to-face contact. The delivery structure is focused on lectures and seminars and workshops. Typically a standard 3-hour session would incorporate a 1-hour lecture slot followed by 2 hours of seminars. Where contact hours are designated as lectures, however, these are also to be regarded as interactive. The current programme, therefore, is delivered with a mix of lectures, seminars and workshops where student interaction is the key feature. The programme will operate within the traditional academic semesters (i.e, PgCert over 10 months; PgDip over 2 years; MSc over 2 years or 3 years).

The University has a **Virtual Learning Environment** called *Blackboard™*, which is a digitally based programme that offers an abundance of supportive features used by lecturers teaching on this programme. This is not offered as an alternative to classroom interaction between students and lecturers, rather it is seen as an additional resource in the forms of:

- *Peer support* – facilitated through the use of the discussion board facility
- *Self-assessment* - quizzes
- *Notices* – maintains communication between lecturer and students between teaching sessions.
- *Resources page* – on-line links to good academic articles of relevance to the module
- *E-Journals* – students registered on Blackboard have the ability to access full-text e-journals that the library subscribes to from anywhere that they have Internet access.
- *Course documents* – such as; lecture handouts, group/workshop activities, module guides, key readings, assessment guidelines, reading list etc.

The learning and teaching strategy will recognise different professional, graduate and occupational groups within the student cohort and their different needs. Assignments will be developed and phrased in such a manner to allow exploration from specific occupational and age related perspectives.

Module content will not only seek to focus on student needs and interests, but also those of professionals, as well as choices and options for action.

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 reports*: where a student is provided with a set of prompts to aid regular self-reflection throughout the initial year-long module. This is a transferable skill (self-reflection) found in various interventions. As such, it is repeated in the CBT module where students are asked to reflect on the experience and outcome of implementing CBT techniques on themselves.
- *Reports*: In which a student may examine a case study and use it to plan and propose an appropriate intervention.
- *Role-plays*: this form of experiential learning is where students take on different roles and interact and participate in diverse, and potentially complex, scenarios.
- *Oral Presentations*: where student groups present critical reviews of cases, a discussion of the practicalities associated with interventions, and arguments for the choice of particular interventions. It will permit students to demonstrate their knowledge through effective communication skills, and to demonstrate sensitivity to contextual and interpersonal factors.
- *Work-related 'reports'*: A small number of assignments will take the format of work-related documents which give students the opportunities to work on topic areas within the information structure required in professional bodies.
- *Debate*: where student groups debate a case involving a mental health issue. The assessment will look at transferable skills in terms of presentation, team work, critical review but also provide a unique forum for discussion of professional, legal and ethical issues.
- The design, planning and implementation of specific skill-based interventions that may influence health and mental health.

Work-Based / Placement Learning

There is no work based/placement learning for this award.

SECTION C: PROGRAMME STRUCTURE(S) AND MATRIX MAPPING

Table 2: Programme Structure Table by Award

Course Title	Postgraduate Certificate in Psychosocial Interventions								
Course Code	MH3PSI2								
Mode of Study	Attendance								
Credit Value	UK	60	ECTS			30			
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
PS741	Foundations of PSI: <i>Underlying principles, concepts and values</i>	7	1	C	30		75	25	SB
PS742	Forensic Health Skills	7	1	C	15		80	20	S1
PS743	Family Intervention Skills	7	1	C	15		50	50	S2

Course Title	Postgraduate Diploma in Psychosocial Interventions								
Course Code	MH4PSI2								
Mode of Study	Attendance								
Credit Value	UK	120	ECTS			60			
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
PS741	Foundations of PSI: <i>Underlying principles, concepts and values</i>	7	1	C	30		75	25	SB
PS742	Forensic Health Skills	7	1	C	15		80	20	S1
PS743	Family Intervention Skills	7	1	C	15		50	50	S2
PS744	Cognitive Behavioural Therapy: <i>Skills & Interventions</i>	7	2	C	15		50	50	S1
PS745	Positive Psychology in Practice	7	2	C	15		100		S2
PS746	Applied Research Skills	7	2	C	15		100		S1
PS747	Data Analysis & Interpretation	7	2	C	15	20	30	50	S2

Course Title	MSc Psychosocial Interventions								
Course Code	MH2PSI2								
Mode of Study	Attendance – 2 years								
Credit Value	UK	180	ECTS			90			
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
PS741	Foundations of PSI: <i>Underlying principles, concepts and values</i>	7	1	C	30		75	25	SB
PS742	Forensic Health Skills	7	1	C	15		80	20	S1
PS743	Family Intervention Skills	7	1	C	15		50	50	S2
PS744	Cognitive Behavioural Therapy: <i>Skills & Interventions</i>	7	2	C	15		50	50	S1
PS745	Positive Psychology in Practice	7	2	C	15		100		S2
PS746	Applied Research Skills	7	2	C	15		100		S1
PS747	Data Analysis & Interpretation	7	2	C	15	20	30	50	S2
PS748	Postgraduate Dissertation	7	2	C	60		100		SB

Course Title	MSc Psychosocial Interventions								
Course Code	MH1PSI2								
Mode of Study	Attendance – 3 years								
Credit Value	UK	180	ECTS			90			
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([Core] / [Optional])	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
PS741	Foundations of PSI: <i>Underlying principles, concepts and values</i>	7	1	C	30		75	25	SB
PS742	Forensic Health Skills	7	1	C	15		80	20	S1
PS743	Family Intervention Skills	7	1	C	15		50	50	S2
PS744	Cognitive Behavioural Therapy: <i>Skills & Interventions</i>	7	2	C	15		50	50	S1
PS745	Positive Psychology in Practice	7	2	C	15		100		S2
PS746	Applied Research Skills	7	2	C	15		100		S1
PS747	Data Analysis & Interpretation	7	2	C	15	20	30	50	S2
PS748	Postgraduate Dissertation	7	3	C	60		100		SB

Table 3: Mapping of Programme Outcomes to Modules

Postgraduate Certificate in Psychosocial Interventions:

Programme Outcome	Level 7 (Code)
A. Knowledge and Understanding	
A1	PS741; PS742; PS743
A2	PS741; PS742; PS743
B. Intellectual/Cognitive Skills	
B1	PS741; PS742; PS743

B2	PS741; PS742; PS743
C. Practical Skills	
C1	PS741; PS742; PS743
D. Key/Transferable Skills	
D1	PS741; PS742; PS743

Postgraduate Diploma in Psychosocial Interventions – the above, and:

Programme Outcome	Level 7 (Code)
A. Knowledge and Understanding	
A3	PS746; PS747
A4	PS744; PS745; PS746; PS747
B. Intellectual/Cognitive Skills	
B3	PS744; PS745; PS746; PS747
C. Practical Skills	
C2	PS744; PS745; PS746
C3	PS746; PS747
D. Key/Transferable Skills	
D2	PS744; PS745; PS746; PS747

MSc in Psychosocial Interventions – the above, and:

Programme Outcome	Level 7 (Code)
A. Knowledge and Understanding	
A5	PS748
B. Intellectual/Cognitive Skills	
B4	PS748
C. Practical Skills	
C4	PS748
D. Key/Transferable Skills	
D3	PS748

SECTION D: CONTACT HOURS

Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.

Table 4: Breakdown of Contact Hours

Master of Science in Psychosocial Interventions

[2 year track]				
Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	160 hours	440 hours	0	600
Year Two	170 hours	1030 hours	0	1200
Total	330 hours	1470 hours	0	1800
[3 year track]				
Year of course	Scheduled Learning and	Guided Independent	Placement / Study Abroad	Total

	Teaching Activities	Study		
Year One	160 hours	440 hours	0	600
Year Two	160 hours	440 hours	0	600
Year Three	10 hours	590 hours	0	600
Total	330 hours	1470 hours	0	1800

Postgraduate Certificate in Psychosocial Interventions

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year 1	160 hours	440 hours	0	600
Total	160 hours	440 hours	0	600

Postgraduate Diploma in Psychosocial Interventions

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year 1	160 hours	440 hours	0	600
Year 2	160 hours	440 hours	0	600
Total	320 hours	880 hours	0	1200

SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website with the following exceptions:

To be awarded a Postgraduate Certificate in Psychosocial Interventions a student must pass the following modules:

- PS741 Foundations of PSI: *Underlying principles, concepts & values*
- PS742 Forensic Health Skills
- PS743 Family Intervention Skills

To be awarded a Postgraduate Diploma in Psychosocial Interventions a student must pass the three modules above plus the following modules:

PS744 CBT: *Skills and Interventions*
PS745 Positive Psychology in Practice
PS746 Applied Research Skills
PS747 Data Analysis and Interpretation

To be awarded an MSc in Psychosocial Interventions a student must pass all modules above plus the following module:

PS748 Dissertation

The following modules may not be condoned: -

PS744 CBT: *Skills and Interventions*
PS745 Positive Psychology in Practice
PS746 Applied Research Skills
PS747 Data Analysis and Interpretation
PS748 Dissertation

This programme will be covered by the following University regulations: *University Academic Framework and Assessment Regulations*

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