



The
University
Of
Sheffield.

Programme Specification

A statement of the knowledge, understanding and skills
that underpin a taught programme of study leading to
an award from
The University of Sheffield

Programme Details

1. Programme title	Mental Health Practice in Education Settings
2. Programme code	PSYT51
3. QAA FHEQ level	7
4. Faculty	Science
5. Department	Psychology
6. Other departments providing credit bearing modules for the programme	None
7. Accrediting Professional or Statutory Body	None
8. Date of production/revision	18 June 2020

Awards	Type of award	Duration
9. Final award	PG Dip	1 year
10. Intermediate awards	None	

Programme Codes

11. JACS code(s) <i>Select between one and three codes from the HESA website.</i>	C812		
12. HECoS code(s) <i>Select between one and three codes from the HECoS vocabulary.</i>	100497		

Programme Delivery

13. Mode of study	Full-time
14. Mode of delivery	Face to face (currently remotely because of covid19)

15. Background to the programme and subject area

The NHS has committed to a significant expansion in access to high-quality mental health care for children and young people. As part of the initiative a new workforce, Mental Health Support Teams, will be established and central to these teams a new role is being developed called the Education Mental Health Practitioner (EMHP). The University of Sheffield bid to provide the training for EMHPs and was successful. They will be contracted to provide EMHP training for a minimum of 3 years for between 28 and 40 trainees.

16. Programme aims

PG Dip Mental Health Practice in Education Settings aims to	
A1	The skills, knowledge and values to work within the legal and ethical boundaries as required by NHS local and national policies and procedures.
A2	The skills, knowledge and values to develop reflective and professionally safe practice acting in the best interests of children and young people (CYP) and their parents/carers, and engage in continuing professional development.
A3	An understanding of the obligation to maintain fitness to practise and high standards of personal and professional conduct.
A4	The skills, knowledge and values to work effectively and in a non-discriminatory manner with patients from a diverse range of backgrounds, understanding and respecting the impact of difference and diversity on their lives.
A5	The skills, knowledge and values to respect and, so far as is possible, uphold the rights, dignity, values and autonomy of every patient.
A6	The knowledge, skills and values of evidence-based psychological interventions for CYP experiencing common mental health problems.
A7	The skills, knowledge and values of supervisory methods and processes.
A8	The knowledge, skills and critical awareness of concepts of mental health, diagnostic systems, and a range of social, medical and psychological explanatory models for CYP.
A9	A9 The knowledge, skills and values to assess and identify areas of difficulty, including risk, and establish main area for change in CYP.
A10	The knowledge and understanding about childhood adversity and disadvantage.
A11	A11 The knowledge, skills and values to support schools to identify common problems experienced by CYP in schools and colleges that have an impact on wellbeing, such as bullying, examination stress, challenges in peer relationships etc.
A12	The knowledge, and skills to use routine outcome measures and standard assessment tools.
A13	The knowledge, skills and values to help schools develop interventions to support and manage common mental health problems in schools.

17. Programme learning outcomes

On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:

Knowledge and understanding On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:		
		Links to Aim(s)
K1	The scope of practice in line with the employer's requirements around conduct and ethics and governance policies.	A1
K2	How to assess limits of professional boundaries and capacity and understand when to seek appropriate supervision/advice on practice and whom to refer to so as to best ensure care.	A2
K3	Professional principles and how these are expressed and translated into action, including how to respond to malpractice, unethical practice, or discriminatory behaviour and how to respond to this.	A2-A5
K4	The importance of participation in training and supervision for continuing professional development and competence.	A3, A7
K5	The impact of difference and diversity on people's lives, psychological wellbeing or behaviour and its implications for practice.	A4
K6	The need to maintain accurate clinical records, the nature of confidential information and the need for recording patient consent where appropriate.	A11
K7	Evidence-based interventions for children and young people with common mental health difficulties.	A6
K8	Diagnostic, conceptual models and assessment methods for children and young people.	A8-A10
K9	Common difficulties experienced by children and young people in school settings.	A11
K10	Clinical routine outcome measures and their use.	A12
K11	School interventions for mental health difficulties.	A13
Skills and other attributes On successful completion of the programme, students will be able to:		
S1	Develop an evaluate an ethical and professional base.	A1, A5
S2	Develop and implement safe practice for both service users and those involved in their care.	A2
S3	Demonstrate reflective practice, including capacity to monitor own fitness to practice and wellbeing and take steps to address any limitations or concerns and to participate in clinical supervision.	A3
S4	Demonstrate an understanding of difference and diversity within clinical practice and identify and challenge discriminatory behaviour.	A4

S5	Record information accurately and comprehensively and handle these records and other information in accordance with applicable legislation, protocols and guidelines.	A1, A11
S6	Select and implement interventions to address common mental health problems with CYP.	A6
S7	Utilise supervision and continuous self-reflection to meet own learning needs, and to develop and enhance professional and clinical knowledge and skills.	A7
S8	Identify and evaluate a range of diagnostic and explanatory models of common mental health problems experienced by CYP.	A8
S9	Assess and identify areas for change for CYP and their families.	A9
S10	Demonstrate an understanding of childhood adversity and disadvantage.	A10
S11	Work collaboratively with schools to identify common difficulties experienced by CYP that could contribute to mental health difficulties.	A11
S12	Demonstrate and implement the appropriate use of outcome and assessment measures in clinical work.	A12
S13	Support schools to work with CYP who are experiencing common mental health problems.	A13

18. Learning and teaching methods

Most teachers will be required to be a registered practitioner, such as an HCPC registered clinical psychologist, educational psychologist, CBT therapist etc. Visiting lecturers (specialist NHS and educational practitioners) will provide some specialist teaching on the programme.

Required facilities will be teaching space and break out rooms for 2 whole days a week. For the remainder of the week trainees will work in mental health support teams based in educational settings.

Teaching that does not involve confidential materials will be recorded and available for trainees. Trainees will have their own confidential space on Blackboard where course materials, teaching notes and other resources will be placed.

Trainees will be assigned a personal/academic tutor who will hold regular meetings to support trainees' learning and pastoral needs. Teaching will contain skills based learning where trainees will have the opportunity to practise and gain feedback from fellow trainees and teachers. In addition trainees will have a clinical supervisor based at their place of work. The supervisors will provide support for the trainees' clinical work in schools.

The programme will employ a model of adult learning. Trainees will be required to critically appraise the research literature, work in small group discussions, reflect on their clinical work and respond to academic feedback on coursework.

19. Assessment and feedback methods

The assessment methods selected across the programme are designed to help trainees to integrate theory to practice, maximise their skills of critical thinking and analysis, and develop a deeper understanding of their EMHP role. For example, trainees will be required to provide recordings of their clinical work for assessment and they will also submit a reflective commentary where they will link their work to theoretical models and provide examples of their learning. They will also be required to keep a detailed log of their work place clinical activities to demonstrate their use of theory into practice.

20. Programme structure and student development

The programme will comprise:

Module 1: Children and Young People's Mental Health Settings: Context and Values

Module 2: Common Mental Health Problems in Children and Young People: Assessment and Engagement

Module 3: Psychological Interventions

Module 4: Working, assessing and engaging in education settings

Module 5: Common problems and processes in education settings

Module 6: Interventions for emerging mental health difficulties in education settings

All modules will need to be passed for conferment of the award. A second opportunity will be given to pass a failed assessment. Normally no further opportunities will be offered. As this is a professional training programme, no flexibility or intermediate awards are offered. Employment as a trainee Education Mental Health Practitioner is required for the trainee to be registered on the programme.

This is a new training programme developed for a new NHS workforce, Education Mental Health Practitioner. Trainees will be NHS employees and will spend 3 days of their week in the work place. Two days a week will be spent in the University. Teaching will be between 9.30am and 5.00pm and will be mandatory.

All elements of the programme relate to the NHS/DoE curriculum standards.

All trainees are required to undertake a minimum of 80 hours of clinical practice and evidence of whole school working at their work bases.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available online at <http://www.sheffield.ac.uk/calendar/>.

21. Criteria for admission to the programme

Detailed information regarding admission to programmes is available from the University's On-Line Prospectus at <http://www.shef.ac.uk/courses/>.

22. Reference points

The learning outcomes have been developed to reflect the following points of reference:

Subject Benchmark Statements

<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

Framework for Higher Education Qualifications (2014)

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

University Strategic Plan

<http://www.sheffield.ac.uk/strategicplan>

Learning and Teaching Strategy (2016-21)

https://www.sheffield.ac.uk/polopoly_fs/1.661828!/file/FinalStrategy.pdf

23. Additional information

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at <http://www.shef.ac.uk/ssid>.