LSBU
EST 1892

Course Specification

A. Course Information	
Final award title(s)	MSc in Perinatal Mental Health
Intermediate exit award title(s)	Postgraduate Certificate in Perinatal Mental Health Postgraduate Diploma in Perinatal Mental Health

UCAS Code		**Course Code(s)**	4900 - MSc 4903 – MSc Top Up 4902 – PgDip Top Up
	London South Bank University		

School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS
Division	Midwifery
Course Director	Dr Sarah Church
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify
Mode(s) of delivery	☐Full time ☒Part time ☐other please specify

Length of course/start and finish dates				
	Mode	**Length years**	**Start - month**	**Finish - month**
	4900 Part time	4	September	August
	4901	2	February September	January August
	4902	2	February September	January August
	4903	1	September	August

Is this course generally suitable for students on a Tier 4 visa?	No

Approval dates:	Course(s) validated / Subject to validation	May 2016
	Course specification last updated and signed off	September 2023

Professional, Statutory & Regulatory Body accreditation	None

Reference points:	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations Academic Quality and Enhancement Website

	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements PSRB Competitions and Markets Authority SEEC Level Descriptors 2021 OfS Guidance

B. Course Aims and Features

Distinctive features of course	This course has been designed as a positive response to the national imperative for more education and training for healthcare professionals in perinatal mental health and has been designed to equip healthcare professionals who may require knowledge at different levels and to meet different service needs. Modules offer an opportunity to explore different aspects of perinatal mental health. Although this course is designed to meet the needs of a multidisciplinary audience, it may appeal to a larger number of midwives in the first instance, who have a greater role to play in the screening and identification of emotional and mental health issues during the course of pregnancy and the immediate postnatal period. Nevertheless, the scope offered by the range of modules will also appeal to health visitors', social workers and mental health nurses working with women and families, where mental health may be a feature. This course offers healthcare professionals the unique opportunity to increase their knowledge and skills in relation to complex and challenging issues within perinatal mental health. As students, they will be supported to develop a comprehensive knowledge of mental health disorders and equipped with skills for effective screening and assessment. The integration of skills within the learning and teaching strategy enables the student to develop confidence and competence in a range of communication skills within the safety of the educational environment. Against the background of the diversity in current services, this course will be a valuable asset to employers within health and social care services, who are developing or enhancing perinatal health services and specialist roles. It is anticipated that students enrolling for the Postgraduate Certificate (PG Cert) will consider progression to successfully complete the full award of MSc in Perinatal Mental Health. The option to exit with a Postgraduate Certificate following the completion of 60 credits and a Postgraduate Diploma (PG Dip) at completion of a total of 120 credits, will appeal to those healthcare professionals and employers who may experience work force issues and funding restrictions.
Course Aims	The course aims detailed here are presented for Postgraduate Certificate; **Postgraduate Diploma and the MSc in Perinatal Mental Health.** Course Aims: Postgraduate Certificate in Perinatal Mental Health (PG Cert) 1. To equip students with advanced knowledge and skills to underpin their detailed understanding of mental health disorders which women experience during pregnancy and the postnatal period 2. To facilitate the development of advanced communication skills in order to apply knowledge to the prevention, prediction, detection, care and management of women and their families during pregnancy and the postnatal period

	3. Engage in the critical evaluation of issues within an multi professional learning environment in a flexible and blended way
	4. To facilitate the personal and professional development of the student, so that they are able to demonstrate a critical reflective, enquiring and innovative approach to practice
	Course Aims: Postgraduate Diploma in Perinatal Mental Health (PGDip)
	The aims of the PG Dip in Perinatal Mental Health include:
	1. To equip students with advanced knowledge and skills to underpin their detailed understanding of mental health disorders which women experience during pregnancy and the postnatal period
	2. To facilitate the development of advanced communication skills in order to apply knowledge to the prevention, prediction, detection, care and management of women and their families during pregnancy and the postnatal period
	3. To enable the student to engage in the critical evaluation of issues in relation to perinatal mental health within an multi professional learning environment in a flexible and blended way
	4. To facilitate the personal and professional development of the student, so that they are able to demonstrate a critical reflective, enquiring and innovative approach to practice
	5. To enable the student to further their knowledge and skills in the integration of research and evidence as part of evidence based practice to address policy and practice issues across health and social care settings.
	6. To support the student to critically reflect, explore and evaluate current services and consider the design and implementation of innovative changes in health and social care services in relation to perinatal mental health.
	Course Aims: MSc Perinatal Mental Health
	In addition to the course aims described for the PG Cert and PG Dip, the aims of the MSc in Perinatal Mental Health also include:
	1. To foster students' ability to make a significant contribution to the care of women and their families through the enhancement of health and social care services
	2. To enable students to enhance lifelong learning opportunities to pursue careers that supports the application of high-quality evidence into health and social care practice.
Course Learning	**Course outcomes: Postgraduate Certificate in Perinatal Mental Health**

Outcomes	(PG Cert)
	a) Students will have knowledge and understanding of: **A1** - A critical awareness of the potential impact of psychological/emotional changes during pregnancy, childbirth and the postnatal period on the mother, baby, partner and family **A2** - A comprehensive range of strategies to promote and provide safe and effective evidence-based care and management options, for women presenting with mental health problems across health and social care settings **A3** - In depth understanding of safeguarding, legal, ethical and policy issues related to perinatal mental health including the importance of engagement in collaborative working within the multidisciplinary and agency teams **A4** - The impact of socio-cultural beliefs and practices on individual behaviour and personal engagement with healthcare professionals and services, in relation to mental health problems. **A5** - Demonstrate comprehensive understanding of the role of service users in the development of perinatal mental health services with particular emphasis on promoting self-care, recovery and prevention of reoccurrence **A6** - Demonstrate a critical appraisal of the theoretical basis upon which to explore the complex interactions between mothers with mental health problems and their babies, partner and families; and the significance of the relationship within a social and cultural context b) **Students will develop their intellectual skills such that they are able to:** **B1** - Use clinical reasoning, critical thinking, problem-solving, reflection and analysis to make sound judgements and decisions, and to explore potential solutions in complex and unpredictable clinical situations **B2** - Critically appraise information from a wide range of sources in order to support a reasoned understanding of relevant theories and their application to practice across health and social care settings. c) **Students will acquire and develop practical skills such that they are able to:** C1- Establish therapeutic relationships with women and their families through skilled and creative use of communication, knowledge and skills. C2 - Demonstrate competence in undertaking and documenting a comprehensive, holistic woman centred health assessment and screening (including history, use of screening tools), for women with common mental health problems, referring as appropriately, when the problem is beyond their scope of practice. **C3** - Critically articulate verbally and in written form the evaluation of findings

from screening and assessment tests; plan and deliver appropriate evidence-based care, or implement an appropriate referral for specialist perinatal mental health services.

d) **Students will acquire and develop transferrable skills such that they are able to:**

D1 – Acquire, evaluate and interpret current information from different sources and make informed judgments about its quality and appropriateness.

D2 - Communicate effectively using a variety of means, including ability to provide coherent and logical arguments in support of decision-making.

D3 - Demonstrate self-awareness, and the ability to critically appraise individual learning needs, implement appropriate strategies for continuing professional and personal development and evaluate the impact.

D4 - Competently use a range of learning resources e.g IT.

D5 - Work independently and as part of a group or team

Course outcomes: Postgraduate Diploma in Perinatal Mental Health (PG Dip)

a) **Students will have knowledge and understanding of:**

A1- A critical awareness of the potential impact of psychological/emotional changes during pregnancy, childbirth and the postnatal period on the mother, baby, partner and family

A2 - A comprehensive range of strategies to promote and provide safe and effective evidence-based care and management options, for women presenting with mental health problems across health and social care settings

A3 - In depth understanding of safeguarding, legal, ethical and policy issues related to perinatal mental health including the importance of engagement in collaborative working within the multidisciplinary and agency teams

A4 - The impact of socio-cultural beliefs and practices on individual behaviour and personal engagement with healthcare professionals and services, in relation to mental health problems.

A5 - Demonstrate comprehensive understanding of the role of service users in the development of perinatal mental health services with particular emphasis on promoting self-care, recovery and prevention of reoccurrence

A6 - Demonstrate a critical appraisal of the theoretical basis upon which to explore the complex interactions between mothers with mental health problems and their babies, partner and families; and the significance of the relationship within a social and cultural context

A7- Critically explore the theory and practice of leading, managing and

implementing change for the transformation of health care to meet the needs of multiple stakeholders and the service.

A8 - The partnership and integrated working required to deliver high quality care to the patients'/service users in relation to mental health problems.

A9 - A wide range of related theory and approaches enabling analysis of professional issues (such as professional identity, advocacy, autonomy, ethics and accountability) within the practice environment for the advancement of professional expertise, strategic leadership, service improvement and care of women, babies and families

A10 - A range of research, evidence and quality assurance methodologies which can be used to underpin, inform, enhance and challenge practice that promotes practice driven innovation and improved health and social care outcomes for women, babies and families and wider society

b) **Students will develop their intellectual skills such that they are able to:**

B1 - Use clinical reasoning, critical thinking, problem-solving, reflection and analysis to make sound judgements and decisions, and to explore potential solutions in complex and unpredictable clinical situations

B2 - Critically appraise information from a wide range of sources in order to support a reasoned understanding of relevant theories and their application to practice across health and social care settings.

B3 - Critically analyse the theoretical, research, clinical and professional underpinnings of practice in perinatal mental health services as a means to advance professional knowledge and develop skills to a higher level.

c) **Students will acquire and develop practical skills such that they are able to:**

C1 - Establish therapeutic relationships with women and their families through skilled and creative use of communication, knowledge and skills

C2 - Demonstrate competence in undertaking and documenting a comprehensive, holistic woman centred health assessment and screening (including history, use of screening tools), for women with common mental health problems, referring as appropriately, when the problem is beyond their scope of practice

C3 - Critically articulate verbally and in written form the evaluation of the findings of screening and assessment tests; plan and deliver appropriate evidence-based care, or implement an appropriate referral for specialist perinatal mental health services.

C4 - Demonstrate the ability to critically challenge, advocate for, and shape health care services, within a context of resource demands and changing organisational and policy imperatives

C5 - Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate

conclusions clearly to specialist and non-specialist audiences

C6 - Engage in critical reflective discussions based upon practice experiences, online and/or face to face with other students

> **d)** **Students will acquire and develop transferrable skills such that they are able to:**

D1 – Acquire, evaluate and interpret current information from different sources and make informed judgments about its quality and appropriateness

D2 - Communicate effectively using a variety of means, including ability to provide coherent and logical arguments in support of decision-making

D3 - Demonstrate self-awareness, and the ability to critically appraise individual learning needs, implement appropriate strategies for continuing professional and personal development and evaluate the impact

D4 - Competently use a range of learning resources e.g IT

D5 - Work independently and as part of a group or team

D6 - Apply abilities of adaptability, creativity, originality and insight in response to a wide range of situations.

Course outcomes: MSc Perinatal Mental Health

In addition to the course outcomes described for the PG Cert the PG Dip in Perinatal Mental Health course, the MSc provides opportunities for students to develop and demonstrate knowledge and skills in a range of areas, as described below:

> **a)** **Students will have knowledge and understanding of:**

A11 - A systematic understanding of knowledge, and a critical awareness of current perspectives, much of which are at or informed by the forefront of health and social care practice.

A12 - A comprehensive understanding of techniques applicable to their area of research

> **b)** **Students will develop their intellectual skills such that they are able to:**

B4 - Conceptual understanding that enables critical evaluation of research methodologies and differing perspectives

B5 - Ability to apply knowledge and understanding, and problem solving abilities in new and unfamiliar environments within broader multidisciplinary context relating to perinatal mental health across health and social care settings.

> c) **Students will acquire and develop practical skills such that they are able to:**

C7 - Originality in the application of knowledge, together with a practical

| | understanding of how established techniques of research and enquiry are used to create and interpret knowledge within the health and social care context

C8 - Demonstrate the ability for independent learning required for continuing professional development

C9 - Demonstrate self-direction and originality in tackling and solving problems

      d)   Students will acquire and develop transferrable skills such that they are able to:

D7 - Exercise initiative and personal responsibility |
|---|---|

C. Teaching and Learning Strategy

A range of teaching, learning and development approaches will be used throughout this course to support and enhance the students' achievement and progression; in accordance with The UK Quality Code for Higher Education (the Quality Code) Chapter: Assuring and enhancing academic quality: B3 Learning & teaching (QAA, 2013)

Examples include lectures; guest lectures and workshops from external specialists. Critical enquiry will be nurtured through problem focused and enquiry based learning, using a variety of resources including case studies and film, as examples. Whilst this course has no practice placement component, and all students will be employed in a health or social care environment; through the use of reflection, students will be given opportunities to reflect on relevant clinical situations. The nature and value of critical reflection is postulated by Schon (1991) who suggests that practitioners should be encouraged to approach situations with rigorous enquiry both in and upon action.

Additional strategies will also be used which include interdisciplinary learning, blended learning and simulation. All these will now be discussed;

13.1 Interdisciplinary Learning
Since this course will be of interest and professional significance to students from a number of different professional disciplines involved in the care of women and families, there will be an opportunity for interdisciplinary discussion and opportunities for reflective discussions throughout the course and within modules. Furthermore, students will have the opportunity to engage with students on other masters pathways during the completion of three specific modules: Research in Health and Social Care (TAR_7_011); Innovation for excellence - leading service change (LSI_7_001) and Dissertation (TAR_7_010). This will afford the student an opportunity to enhance their educational experience within higher education.

13.2 Blended Learning
Blended learning is defined as;
'…the thoughtful fusion of face-to-face and online learning experiences…Blending learning is not an addition that simply builds another expensive educational layer, it represents a restructuring of class contact hours with a goal to enhance engagement and to extend access to internet-based learning opportunities' (Garrison & Vaughan, 2009 p5).

A core approach for teaching and learning across modules in this course is the integration of e-learning activities and other activities, to build on what has been discussed in class, in order to meet the learning outcomes which will develop the students' skills in independent learning. Furthermore, blended learning affords opportunities to support flexible learning for students who are health and

social care professionals.

13.3 Simulation
Practical skills are developed through observations, role play and engagement in a series of simulated scenarios, which focus on a number of interactions with women and their families; for example risk assessment. The use of a counselling suite will enable students to experience high-fidelity simulations, within a calm and caring learning environment. Learning activities will be authentic featuring problem solving, feedback and reflection (Buykx et al., 2011). Specific debriefing models will be used to allow participants to learn positively and constructively from the experience. Structured feedback together with debriefing consist a significant strategy for learning, especially when faced with complex and challenging mental health situations. Simulation has been reported to be effective in improving self-efficacy resulting in student satisfaction (Wootton et.al 2010)

D. Assessment

A range of assessment strategies will be included throughout the course that captures students' knowledge acquisition such as; clinical case analysis, critique of current evidence, active engagement in online discussion groups, written analysis and seminar discussions and e-Learning activities. Assessment of learning and skill acquisition will be undertaken through conventional academic assignments; in addition, the application of knowledge to underpin the development of practical skills will be tested through Objective Structured Clinical Examination (OSCE) and Viva presentations. Assessment activities will be developed to illustrate the complexity of perinatal mental health conditions in practice and therefore reflect the application of knowledge and skills to real-world situations.

E. Academic Regulations

The University's Academic Regulations apply for this course: LSBU Academic Regulations

1.0   Protocol Fail / Compensation

The schools follows the university regulations apart from:
- Students/Apprentices will not be eligible for protocol fail or compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

F. Entry Requirements

Entry criteria:
Health and Social Care professionals

Applicants will be required to meet all the following criteria in accordance with LSBU Academic Regulations 2019/20 (LSBU 2019); which are the minimum qualifications normally required for entry to level 7. They are the following:
- hold a recognised health-related professional qualification and current professional registration with the Nursing and Midwifery Council (NMC) as a registered nurse or midwife or registered with Health and Care Professions Council (HCPC**)** as a social worker or relevant professional role

- employed within a health or social care environment

- an Honours degree (2.1) in a relevant subject, with a minimum of one year post registration

practice experience; or

- a Higher National Diploma in a relevant subject and a minimum of three years post registration experience in a relevant field, or

- a professional qualification recognised as equivalent to an Honours degree, or a postgraduate diploma, or appropriate equivalent skills and experience.

- English Language: The minimum requirement for this course is IELTS 6.5

Where applicants are admitted to study the standalone module or a specific pathway, the same qualifications requirements will normally apply as for the award-bearing courses at that level. Applicants may also apply to have prior learning recognised through AP(E)L or transfer credit if this meets or exceeds the entry criteria for level 7.

Non-Health and Social Care professionals
For applicants who are not registered with a professional body, the minimum qualifications normally required for entry to level 7 postgraduate courses are the following:

- English Language: The minimum requirement for this course is IELTS 6.5

- Hold a honours degree (2:1) in healthcare or related subject; or

- a professional qualification recognised as equivalent to an Honours degree, or

- a postgraduate diploma, or appropriate equivalent skills and experience.

- Experience of working in the mental health or woman's health field and currently engaged with health or social care environment (voluntary or paid).

G. Course structure(s)

Course overview

The structure for this course is based on a part-time, one-day-a-week delivery, on a 40 credits per year model which consists of a prescribed sequence of modules:

- **Postgraduate Certificate in Perinatal Mental Health** (60 credits) Part-time over 1-2 years
- **Postgraduate Diploma in Perinatal Mental Health** (60 credits) Part-time over 2-5 years
- **Masters in Perinatal Mental Health** (60 credit) Part-time over 2-5 years

Maximum duration of the course: Students have up to a maximum of 5 years to complete the MSc in Perinatal Mental Health. Completion of the PG Cert and PG Dip will occur prior to enrolment on the Dissertation module to complete the course at Masters Level to gain the required credits.

Reference code	Module title	Year	Level	Credit
PMH_7_001	Principles of Perinatal Mental Health	1	7	20
PMH_7_002	Screening, assessment and management of maternal mental health	1	7	20
PMH_7_003	Socio-cultural aspects of maternal mental health	2	7	20
LSI_7_001	Innovation for excellence - leading service change	2	7	20
PMH_7_004	Mother-Infant attachment & Family Relationships	2-3	7	20
TAR_7_011	Research in Health and Social Care	3-5	7	20
TAR_7_010	Dissertation	3-5	7	60

Placements information

None

H. Course Modules

Module Code	Module Title	Level	Year	Credit value	Assessment
PMH_7_001	Principles of Perinatal Mental Health	7	1	20	4000 word essay
PMH_7_002	Screening, assessment and management of maternal mental health	7	1	20	OSCE
PMH_7_003	Socio-cultural aspects of maternal mental health	7	2	20	Poster
LSI_7_001	Innovation for excellence - leading service change	7	2	20	4000 word Essay
PMH_7_004	Mother-Infant attachment & Family Relationships	7	2-3	20	4000 word case study
TAR_7_011	Research in Health and Social Care	7	3-5	20	4000 word Essay
TAR_7_010	Dissertation	7	3-5	60	1. A 12,000 word dissertation on either a research/work-based

| | | | | | project such as service evaluation or audit. |
| | | | | | 2. A 12,000 word dissertation on a mini systematic review – a review that aspires to the rigor of a Cochrane review but recognises the student has time limits.

An academic paper suitable for publication in a peer-reviewed Journal (approx. 5,000 words) plus literature review (5,000 words). |

I. Timetable information	
- Timetables will be on Moodle	

J. Costs and financial support

Course related costs

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
Appendix B: Personal Development Planning (postgraduate courses)
Appendix C: Terminology

Appendix A: Curriculum Map
This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Curriculum Map for PG Cert, PG Dip & MSc Perinatal Mental Health

Modules			Programme Outcomes: Knowledge & Understanding											
Level	Title	Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
7	**Principles of Perinatal Mental Health (new module)**	**PMH_7_001**	**T** **D**	**T** **D**	**T** **D**	**T**	**T**	**T**						
7	**Screening, assessment and management of maternal mental health conditions (new module)**	**PMH_7_002**	**T** **D** **A**	**T** **D** **A**	**T** **D** **A**		**D** **A**							
7	**Socio-cultural aspects of maternal mental health (new module)**	**PMH_7_003**	**T** **D** **A**	**T** **D** **A**	**T** **D** **A**	**D** **A**	**T** **D** **A**							
7	Innovation for Excellence - Leading Service Change	LSI_7_001							T D A	T D A	T D A	T D A	T D A	T D A
7	Research in Health and Social Care	TAR-7-011									D A	T D A	T D A	T D
7	**Mother-infant attachment and family relationship (new module**	**PMH_7_004**	**T** **D** **A**	**T** **D** **A**	**D** **A**	**D** **A**	**T** **D** **A**	**T** **D** **A**			**T** **D** **A**			
7	Dissertation	TAR-7-010							D A		D A	D A	D A	T D A

Modules			Programme Outcomes: Practice skills								
Level	Title	Code	C1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9
7	**Principles of Perinatal Mental Health (new module)**	**PMH_7_001**	**T D**	**T D**	**T D**						
7	**Screening, assessment and management of maternal mental health conditions (new module)**	**PMH_7_002**	**T D A**	**T D A**	**T D A**						
7	**Socio-cultural aspects of maternal mental health (new module)**	**PMH_7_003**	**T D A**	**T D A**	**T D A**						
7	Innovation for Excellence - Leading Service Change	LSI_7_001				T D A	T D A		T D A	D	D A
7	Research in Health and social Care	TAR-7-011							D A	T D	D A
7	**Mother-infant attachment and family relationship (new module)**	**PMH_7_004**	**T D A**	**T D A**	**T D A**	**T D A**	**T D A**	**T D A**			
7	Dissertation	TAR-7-010				D	T D A		T D A	D A	D A

Level	Title	Code	B1	B 2	B 3	B 4	B 5
7	**Principles of Perinatal Mental Health (new module)**	**PMH_7_001**	**T D**	**T**			
7	**Screening, assessment and management of maternal mental health conditions (new module)**	**PMH_7_002**	**T D A**	**T D A**			
7	**Socio-cultural aspects of maternal mental health (new module)**	**PMH_7_003**	**T D A**	**T D A**			
7	Innovation for Excellence - Leading Service Change	LSI_7_001	T D A	T D A	T D A		D A
7	Research in Health and social Care	TAR-7-011	T D A	T D	T D A	T D A	T D A
7	**Mother-infant attachment and family relationship (new module**	**PMH_7_004**	**D A**	**D A**	**D A**		
7	Dissertation	TAR-7-010	D A	D A	D A	T D A	T D A

Modules			Programme Outcomes: Transferable skills						
Level	Title	Code	D1	D2	D 3	D 4	D 5	D 6	D7
7	**Principles of Perinatal Mental Health (new module)**	**PMH_7_001**	**T D A**	**T D A**	**T**	**T D A**	**T D**		
7	**Screening, assessment and management of maternal mental health conditions (new module)**	**PMH_7_002**	**T D A**	**D A**	**D**	**T D A**	**T D**		
7	**Socio-cultural aspects of perinatal mental health (new module)**	**PMH_7_003**	**T**	**T**	**D A**	**D A**	**T D A**		
7	Innovation for Excellence - Leading Service Change	LSI_7_001	T D A	T D A	D	D	T D	D	T D
7	Research in Health and social Care	TAR-7-011	T D A	D A	D	T D A	T D	D	T D A
7	**Mother-infant attachment and family relationship (new module)**	**PMH_7_004**	**T D A**	**T D A**	**T D A**	**D A**			
7	Dissertation	TAR-7-010	T D A	D A	D A	D A	D A	T D A	T D A

Appendix B: Personal Development Planning
Personal Development Planning (PDP) is a structured process by which an individual reflects
upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	PG Certificate	PG Diploma	MSc
1. Supporting the development and recognition of skills through the personal tutor system.	Students will be introduced to the concept of Personal Development Planning during the orientation sessions at the start of the programme. Students will be encouraged to make an appointment with the Course Director regarding the process of support offered to them. Students will be allocated to their personal tutor at the induction. The personal tutor documents academic and practical achievement plus personal and pastoral support on an individual basis. The student will also be referred to the Course Guide which will provide information and guidance for students about the support services available via the student centre and mylsbu. The information will detail the level and type of support offered through the personal tutor system. The Personal tutor will provide a written student reference on request on completion of the PG Certificate in Perinatal Mental Health.	Students are seen by their personal tutor at the entry to the PG diploma and have a tutorial during each semester. The personal tutor documents academic and practical achievement plus personal and pastoral support on an individual basis The Personal tutor will provide a written student reference on request on completion of the PG Diploma in Perinatal Mental Health.	Students will continue to be supported by the Course Director and a personal tutor throughout their Masters studies. Students are seen by their personal tutor at the entry to the MSc. And Subsequent meetings will take place as necessary. The Personal tutor documents academic and practical achievement plus personal and pastoral support on an individual basis. The personal tutor will provide a written student reference on request on completion of the MSc in Perinatal Mental Health.
2. Supporting	A library induction session	A library induction session will	Students will be offered

the development and recognition of skills in academic modules/units.	will be organised to support the development of referencing and literature searching skills at Masters' level. Students will be offered advice on academic writing during the first semester and informed of the support available from The Skills for Learning team who provide workshops, drop-in and one-to-one sessions which focus on the development of academic and professional skills. Support is also available for students who have a known disability or are experiencing difficulties with their studies. Students will be advised to contact the Disability & Dyslexia Support (DDS) team in the Students Life Centre at the University for confidential screening. Written constructive summative feedback will be provided by module leaders following submission of assignments in which areas of excellence and areas for improvement will be noted to support students' academic skills development. Information on marking criteria will be provided for modules via Moodle. VLE site including detailed marking grids to support the students' assignment/ assessment preparation.	be organised to support the development of referencing and literature searching skills. Students will be offered advice on academic writing during the first semester and informed of the support available from The Skills for Learning team who provide workshops, drop-in and one-to-one sessions which focus on the development of academic and professional skills. Support is also available for students who have a known disability or are experiencing difficulties with their studies. Students will be advised to contact the Disability & Dyslexia Support (DDS) team in the Students Life Centre at the University for confidential screening. Written constructive summative feedback will be provided by module leaders following submission of assignments in which areas of excellence and areas for improvement will be noted to support students' academic skills development. Information on marking criteria will be provided for modules via Moodle. VLE site including detailed marking grids to support the students' assignment/ assessment preparation.	advice on academic writing in support of the completion of a dissertation during the module and receive constructive feedback on draft work from a supervisor. Additional support is available from The Skills for Learning team who provide workshops, drop-in and one-to-one sessions which focus on the development of academic and professional skills. Information on marking criteria will be provided for modules via Moodle. VLE site including detailed marking grids to support the students' preparation and completion of a written dissertation.
3. Supporting the development and recognition of clinical skills	Each module has a teaching and learning strategy that includes simulation and role play exercises to enable the	Each module has a teaching and learning strategy to enable the student to reflect on their practice and use problem solving skills in	Each module has a teaching and learning strategy to enable the student to reflect on their practice and use

through purpose designed modules/units.	student to develop advanced communication skills. Students will develop their ability to work in groups to explore clinical scenarios and professional issues within perinatal mental health Simulation sessions will be organised to enable students to learn and practice skills using the counselling suite. Assessments will be designed to assess students' application of knowledge and competency in the performance of skills.	familiar and unfamiliar situations	problem solving skills in familiar and unfamiliar situations
4. Supporting the development and recognition of skills through research projects and dissertations work.		Students will be supported to acquire the skills of critical evaluation of research in order to inform evidence-based practice.	Students will be supported to acquire the skills of critical evaluation of research in order to inform evidence-based practice. Students will be supervised in the development of their research project and literature searchers during the process of completing a dissertation.

5. Supporting the development and recognition of career management skills.	Whilst all the students enrolled on the course will be employed, they will have the opportunity to develop an on-going ability to identify and prioritise their learning needs and plan appropriate strategies to successfully address these facilitated through the completion of module
	  - Time management
	  - Balancing work and study
	  - Constructive summative
		Whilst all the students enrolled on the course will be employed, they will have the opportunity to develop an on-going ability to identify and prioritise their learning needs and plan appropriate strategies to successfully address these facilitated through the completion of module
		  - Time management
		  - Balancing work and study
		  - Constructive summative Feedback
			This process will continue with students developing:
			- Their ability to communicate a coherent argument in class discussions, debates and through assessments
			 - Their ability to synthesise information and concepts through class discussions, debates and completion of written assessments

		Feedback - Group-working - Presentation skills	- Group-working - Presentation skills	
6. Supporting the development and recognition of career management skills through work placements or work experience.	Students will have the opportunity to reflect on their progress on the course in relation to their daily practice with the Course Director and Personal tutor. Students will receive formative feedback from on their formative and summative work	Students will have the opportunity to reflect on their progress with the relation to their daily practice Course Director and Personal tutor. Students will receive formative feedback from on their formative and summative work	Students will have the opportunity to reflect on their progress with the relation to their daily practice Course Director and Personal tutor. Students will receive formative feedback from on their formative and summative work
7. Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Students will be encouraged to seek out and connect with mental health networks and organisations, to support their learning and development of mental health issues and the application of advanced communication skills; and to keep abreast with issues of debate and changes to service provision. Students will be encouraged to seek out professional groups and networks within their own place of employment to further their knowledge and skills as applied to the local population.	Encouragement and support will be facilitated through the use of small groups within a multidisciplinary learning environment to enable students to reflect and debrief on complex issues.	Active guidance is provided by the Course Director and Personal tutor to encourage a balance between academic, practice and personal life.
8. Supporting the development of the skills and attitudes as a basis for continuing professional development.	All students will be expected to maintain a professional attitude in their relationship and partnerships with woman and families and colleagues as members of NMC or HCPC. The course through the use of interdisciplinary learning will provide opportunities for students to develop a better understanding of different roles, responsibilities and	Opportunities for reflection throughout the course allow the student to develop skills and reflect upon their own attitudes and practice. All modules are underpinned by the beliefs, values and practices which are central to health and social care. Assignment feedback highlights areas of strength and areas for development which will encourage professional development in	Students will be in a good position to consider future career choices which may involve pursuing further study at doctoral level. Since the lifelong learning ethos of the NHS and social care is promoted, students will be encouraged to discuss their plans for continuing professional development With the support of the

	professional identities, which underpin multidisciplinary and multi-agency working. Assignment feedback highlights areas of strength and areas for development which will encourage professional development in these areas.	these areas.	Course Director and Personal tutor, each student will be supported to consider their plans for continuing professional development which may include further study at doctoral level.
9. Other approaches to personal development planning.	Students as employed health and social care practitioners will receive an annual Performance Development Review by their managers and this information should be considered within their strategies for personal development planning and progression. Students are encouraged to consider how the acquisition of knowledge and skills will impact on their employability. At the completion of the PG Certificate students will meet with the Course Director to discuss their personal goals and progression onto the PG Diploma and strategy for completion of MSc in Perinatal Mental Health. The University has a wide range of services available to staff and students on welfare and career guidance Students who seek specific advice about career planning will be directed to the information available from the https://my.lsbu.ac.uk/page/employability	Students as employed health and social care practitioners will receive an annual Performance Development Review by their managers and this information should be considered within their strategies for personal development planning and progression. Students are encouraged to consider how the acquisition of knowledge and skills will impact on their employability. At the completion of the PG Diploma students will meet with the Course Director to discuss their personal goals and strategy for completion of MSc in Perinatal Mental Health The University has a wide range of services available to staff and students on welfare and career guidance Students who seek specific advice about career planning will be directed to the information available from the https://my.lsbu.ac.uk/page/employability	Towards the end of the course, students will be in a good position to consider future career choices which may involve pursuing further study at doctoral level. Students will meet with the Course Director to discuss their personal goals and strategy for the future. Students will reflect on the acquisition of knowledge and skills, aligned to the organisational service development and strategic goals for innovations. Students who seek specific advice about career planning will be directed to the information available from the https://my.lsbu.ac.uk/page/employability

| 10. The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary. | Self-reflection is an integral aspect professional learning and practice, in which it is incorporated as part of the taught element where reflection underpins group discussions and developed through the acquisition of knowledge; and through assessment, across modules. | Self-reflection is an integral aspect professional learning and practice, in which it is incorporated as part of the taught element where reflection underpins group discussions and developed through the acquisition of knowledge; and through assessment, across modules. | Self-reflection is an integral aspect professional learning and practice, in which it is incorporated as part of the taught element where reflection underpins group discussions and developed through the acquisition of knowledge; and through assessment, across modules. |

Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions