LSBU EST 1892

Course Specification

A. Course Information			
Final award title(s)	Graduate Certificate in Peer Supported Open Dialogue		
Intermediate exit award title(s)	None		
UCAS Code		**Course Code(s)**	4976
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS		
Division	Mental Health and Learning Disabilities		
Course Director	Joanne Delree		
Delivery site(s) for course(s)	☐ Southwark ☐ Havering ☒ Other: External Venue (The Friars in Aylesford)		
Mode(s) of delivery	☐Full time ☐Part time ☒Residential Blocks		

Length of course/start and finish dates				
	Mode	**Length years**	**Start - month**	**Finish - month**
	Part Time	1	January	November

Is this course generally suitable for students on a Tier 4 visa?	No		
Approval dates:	Course(s) validated / Subject to validation		January 2017
	Course specification last updated and signed off		September 2022
Professional, Statutory & Regulatory Body accreditation	After completion of the course students can either chose to undertake the required process to achieve accreditation at Foundation level from the Association of Family Therapists.		
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 will be the first accredited course offering of the Open Dialogue approach by an English speaking University. Open dialogue was originally developed in Finland in the 1980's and has since been taken up in a number of countries around the world, including much of the rest of Scandinavia, Germany and some US states. It involves

	a psychologically consistent family and social network approach in which the majority of decision-making is carried out via whole system network meetings.
Course Aims	The (Peer Supported Open Dialogue) aims to: 1. Explore an Open Dialogue approach to mental health care from a theoretical and practical application 2. Undertake an experiential based introduction to Peer Supported Open Dialogue
Course Learning Outcomes	a) **Students will have knowledge and understanding of:** A1: a systemic approach to family, social networks and core relationships to wellbeing and recovery A2: Peer-supported Open Dialogue (POD) from a theoretical and emergent evidence base, from its historical context b) **Students will develop their intellectual skills such that they are able to:** B1: gain understanding of a person-centred approach to mental health care through an open dialogue approach B2: explore and consider family and cultural experiences and how these influence personal and professional development B3: engage in a range of practical abilities in social network and relationship skills through for example role play, group discussion and critical reflection B4: explore and appraise family and cultural experiences and how these influence personal and professional development towards improved mental wellbeing in social contexts c) **Students will acquire and develop practical skills such that they are able to**: C1: explore ideas and their application to different contexts that promote mental wellbeing through peer supported open dialogue approach C2: consider the practical application of POD within the local community C3: demonstrate the need for constructive feedback and client-driven service valuation and development C4: demonstrate mindful practitioner activities d) **Students will acquire and develop transferrable skills such that they are able to:** D1: Evaluate theory in relation to POD D2: Understand the difference between traditional and recovery- focused mental health service delivery models D3: Discuss the impact of the wider social context (especially in respect of race, class, religion, culture, gender, sexual orientation, age and disability) on a person's mental wellbeing

C. Teaching and Learning Strategy

Based at four residential blocks of teaching, a variety of learning activities will be used, e.g. blended online materials, in class lectures, ongoing process of self-reflection, writing exercises, net-based discussions, role play,

mindfulness practice, group project work, all of which support personal and professional growth and the development of a reflective practitioner who respects and values the contributions of others through active engagement in an experiential approach to exploring aspects of Peer Supported Open Dialogue.

Practical knowledge and skill development will be taught through experiential group based teaching and learning strategies. Peer feedback and ongoing debate will encourage students to actively engage in understanding their personal motivations, preferred learning styles and how to access information to further their understanding. Online and blended learning methods provide extensive access to materials to support and challenge students thinking, behaviours and decision making through shared and peer developed materials and online discussion forums.

A variety of learning activities will be used, e.g. lectures, self-reflection, writing exercises, net-based discussions, role play, mindfulness practice, group project work, all of which support personal and professional growth and the development of a reflective practitioner who respects and values the contributions of others. Learning within the workplace is integral to a higher education course and is demonstrated through engagement within the practice environment. This is particularly important preparation for a course of this nature.

A wide variety of teaching and learning activities will be used, e.g. blended online materials, in class lectures, ongoing process of self-reflection, researching evidence, writing exercises, net-based discussions, role play, mindfulness practice, group project work, all of which support personal and professional growth and the development of a reflective practitioner who respects and values the contributions of others through active engagement in an experiential approach to exploring aspects of Peer Supported Open Dialogue.

D. Assessment

A 3000-word essay that outlines a summary of the literature on open dialogue. Refer your literature review to a specific aspect of mental health care from your workplace experience.

Deliver a series of web based (200 – 400 word) posts to the group;

1: Module: is a reflection on the student's experience of the residential experience including an analysis of what they considered to be the most important learning processes.

2: Autobiographical: is a reflection on the student's own life story and how this unique story will affect their practice as a facilitator of Peer-supported Open Dialogues. The autobiography should be personal without being private and the student should reflect on this difference.

3: Learning and development: is a description of the student's personal expectations and goals for the program as well as a plan for how to achieve those goals. It should describe relevant experience, prior knowledge and presumed relevance of the Peer-supported Open Dialogue approach for the student's own work. If your training is part of a project, a short description of the project should be included. As part of the plan, the student will describe a time management strategy for organising their study work most effectively.

4: Family life cycle: is a reflection based on interviewing a family member about an event (e.g. birth, death, marriage, child leaving home, illness, etc.) and it's impact on family life within a given context (e.g. gender, education, race, age, ability, sexuality, culture, etc.).

5: Mindfulness: is a reflection on the student's developing mindfulness practice, their own personal growth and the challenges and opportunities inherent in mindfulness practice and relevance for their own work situation and professional development.

A 2500 - 3000-word project outline on how Peer-supported Open Dialogue could be applied and implemented in your workplace context. Include discussion of the chosen approach and any ethical issues in relation to POD criteria.

A 3000 reflective essay outlining the student's personal developmental journey in understanding aspects relating to Open Dialogue.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be

identified here.

The school follows the university regulations apart from:
- Learners will not be eligible for compensation in the modules as a pass in all elements of assessment is required to demonstrate competence.

F. Entry Requirements

In order to be considered for entry to the Graduate Certificate POD course(s) applicants will be required to have the following:

Peer Supported Open Dialogue is open to students with either a registered professional qualification or personal experience of mental health issues.

Prior academic achievement will determine whether students will be considered able to study at level 6. This will be assessed either from:

A) Candidates will need to supply a letter of support from their employer,

or

B) Candidates will be invited to interview by the two course leads in terms of suitability in relation to the values and beliefs associated with the course philosophy. Values Based Recruitment (VBR) is a core objective in the Mandate from Government to Health Education England (HEE, 2014) and is recognised as a key priority. The purpose of HEE's values based recruitment (VBR) programme is to ensure that the NHS recruit the right workforce not only with the right skills and in the right numbers, but with the right values to support effective team working in delivering excellent patient care and experience. At LSBU, recruiting students onto health care education programmes with the right values to develop the right skills is imperative and LSBU's approach has been developed to ensure that, in collaboration with practice partners and service users/carers, students with the right values are recruited where evidence of commitment and suitability for a health care professional career is evidenced.

Accreditation of Prior Learning (APL)

All awards for APL will be in line with the University's policy and current academic regulations. Applicants may be able to use their learning from work or other life experiences to gain academic credit towards their programme of study. Applicants need to demonstrate that their learning is equivalent to formal learning on the programme and produce satisfactory evidence. If an applicant has gained a qualification from a professional body or another institution this may be credited towards the University qualification via the transfer credit scheme.

Applicants for whom English is a foreign language should either hold a recognised qualification in English e.g. British Council IELTS (minimum 6.0) or the TOEFL equivalent.

G. Course structure(s)

Course overview

Three 20 credit level 6 modules are being delivered across four residential blocks spread across a 10-month academic year.

Reference Code	Module Title	Level	Credit value
POD_6_001	Introduction to Open Dialogue	6	20
POD_6_002	Deepening Open Dialogue Practice	6	20
POD_6_003	Applied Open Dialogue and Peer Support	6	20

Placements information

None

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
POD_6_001	Introduction to Open Dialogue	6		20	3000 word essay
POD_6_002	Deepening Open Dialogue Practice	6		20	3000 reflective essay
POD_6_003	Applied Open Dialogue and Peer Support	6		20	3000 word project outline

I. Timetable information
- Timetable will be available via moodle

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

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

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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.

Modules			A1	A2	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3
Level	**Title**	**Code**													
6	Introduction to Open Dialogue	POD_6_001	T D	T D	T D	T D	T D	T D	T	T	T D A	T D A	T D A	T D	T
6	Deepening Open Dialogue Practice	POD_6_002	T D A	T D A	T D A	T D A	T D A	T D A	T D	T D	T D A	T D A	T D A	T D A	T D
6	Applied Open Dialogue and Peer Support	POD_6_003	T D A	T D A	T D A	T D A	T D A	T D A	T D A	T D A	T D A	T D A	T 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	Level 6
1 Supporting the development and recognition of skills through the personal tutor system.	Students will be allocated a personal tutor from amongst the teaching team and will receive ongoing feedback on skills development as part of the experiential group process of residential blocks
2 Supporting the development and recognition of skills in academic modules/units.	Students will be given advice on academic writing at Level 6 (for the all written work) during their first semester and informed about LSBU student support services. • Guidance on accurate referencing techniques will be provided during the Orientation session supported and further supplemented via library staff and online tutorial guides. • Academic tutorials will be provided by the module leader to support students with developing written work/exam preparation • Information on the marking criteria will be provided for the module via Moodle VLE site. • Students IT skills will be developed by an introductory session to the library resources and subsequent use of search engines, data bases, on-line learning resources and remote access journal facilities • IT skills will be further developed by the use of Moodle to provide students with key information and supplementary material to support their learning.
3 Supporting the development and recognition of skills through purpose designed modules/units.	Students will develop their ability to work in groups. Each modules will encourage and guide students to develop deeper level of reflection on their personal and professional developments as mindful practitioners
4 Supporting the development and recognition of skills through research projects and dissertations work.	Students will be working on project skills, knowledge utilisation and application of theory into practice around Peer Supported Open dialogue, enhanced through the process of experiential learning Reviewing the literature is part of the assignments.
5 Supporting the development and recognition of career management skills.	Students will mostly be already employed and working in health care arena, with skills being enhanced in writing an action plan for developing a leadership role for service development/innovation. Students will also be learning how to function in groups and articulate their point of view.
6 Supporting the development and recognition of career management skills through work placements or work experience.	n/a
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	The students will be taught in residential blocks which provides ample opportunity for additional extra curricula activities within the group setting.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	Students come from multidisciplinary areas; this provides opportunities for learning from each other and to develop a better understanding of different roles, responsibilities and professional identities.

9 Other approaches to personal development planning.	Students are encouraged to consider where and how they can influence their personal development as mindful practitioners.
10 The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.	The use of online blogs as formative assignments will ensure personal development remains central to students reflection and as part of their consideration in discussion with personal tutors and core teaching team One of the assignments is based around a reflection of personal development.

Appendix C: 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