

**Course Specification**

<b>A. Course Information</b>			
<b>Final award title(s)</b>	<b>Post-Graduate Certificate in Peer Supported Open Dialogue</b>		
<b>Intermediate exit award title(s)</b>	None		
<b>UCAS Code</b>		<b>Course Code(s)</b>	4975
	London South Bank University		
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS		
<b>Division</b>	Mental Health and Learning Disabilities		
<b>Course Director</b>	Joanne Delree		
<b>Delivery site(s) for course(s)</b>	<input type="checkbox"/> Southwark <input type="checkbox"/> Havering <input checked="" type="checkbox"/> Other: External Venue (The Friars in Aylesford)		
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Full time <input type="checkbox"/> Part time <input checked="" type="checkbox"/> Residential Blocks (x4) Five days		
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>
	Part Time	1	January
	<b>Finish - month</b>	November	
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	No		
<b>Approval dates:</b>	Course(s) validated / Subject to validation	January 2017	
	Course specification last updated and signed off	September 2022	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	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.		
<b>Reference points:</b>	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>B. Course Aims and Features</b>			
<b>Distinctive features of course</b>	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.
<b>Course Aims</b>	The Post Graduate Certificate (Peer Supported Open Dialogue) aims to: <ol style="list-style-type: none"> <li>1. Critically explore the theoretical underpinnings and practical application of an Open Dialogue approach to mental health and wellbeing</li> <li>2. Understand the application of intentional peer supported open dialogue approach and the role of peers in improving and sustaining effective mental health wellbeing</li> </ol>
<b>Course Learning Outcomes</b>	<p>a) <b>Students will have knowledge and understanding of:</b></p> <p>A1: a systemic approach to family and other social networks and core relationships to wellbeing and recovery</p> <p>A2: Peer-supported Open Dialogue model and the relationship between its different components, from its historical context</p> <p>b) <b>Students will develop their intellectual skills such that they are able to:</b></p> <p>B1: gain a critical understanding of a person-centred approach to mental health care through an open dialogue approach</p> <p>B2: explore and consider family and cultural experiences and how these influence personal and professional development</p> <p>B3: critically debate a range of practical abilities in social network and relationship skills through role play</p> <p>B4: engage in a range of practical abilities in social network and relationship skills through for example role play, group discussion and critical reflection</p> <p>B5: critically evaluate theory to explore ideas and their application to different contexts associated with open dialogue</p> <p>c) <b>Students will acquire and develop practical skills such that they are able to:</b></p> <p>C1: explore ideas and their application to different contexts that promote mental wellbeing through peer supported open dialogue approach</p> <p>C2: consider the practical application within the local community and how services may facilitate peer-support</p> <p>C3: demonstrate the need for constructive feedback and client-driven service evaluation and development</p> <p>C4 demonstrate achieving mindful practitioner activities and compassionately present in their private and professional lives</p> <p>d) <b>Students will acquire and develop transferrable skills such that they are able to:</b></p> <p>D1: Critically evaluate theory in relation to open dialogue</p> <p>D2: Gain a critical understanding of the differences between traditional and recovery- focused mental health services</p>

D3: Critically debate 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

D4: Practice as a mindful practitioner

**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, behaviors and decision making through shared and peer developed materials and online discussion forums. A range of assessment strategies will be included throughout the course that capture students' knowledge acquisition, such as critiquing existing evidence, engaging in active debate online through posting on a virtual learning platform, written reports, clinical case analysis, critical discussion papers and enhanced analytical discussion will be assessed through conventional academic assignments, plus the application of this knowledge is further tested through the practice based learning, and panel/OSCE /Viva presentations.

Learning within the workplace is integral to a higher education course and is demonstrated through engagement within the practice environment. This is particularly important for 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 previous residential module, 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 its 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 4000-word essay on your personal growth and development in the area of Open Dialogue. It should be as specific as possible regarding the changes that have actually occurred. It should contextualize your development including topics such as the influence of your own personal history, your experience of the course, the organizational culture you work in, etc.

A 2500 - 3000 word POD practice study drawing from analysis of a five to ten minute edited video (alternatively audio with transcript) demonstrating ability to respond to the person and network. The essay content should be based on the application of theoretical framework and fidelity criteria of POD.

### **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 PG cert POD course(s) applicants will be required to have the following qualifications:

Peer Supported Open Dialogue Post-Graduate Course is open to students with an Upper Second Class classification in their first degree (2:1) as a minimum.

The PG Cert POD course is suitable for graduates who have a professional and/or personal experience of mental health services.

All Candidates will be required to submit a letter of support from their employer, or be interviewed by the two Franchise 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**

One 20-credit level 6 module followed by two level 7 modules are being delivered across four residential blocks spread across a 10-month academic year to form the Post Graduate Certificate.

\*Students undertaking the PG Certificate following a transfer in from completing the Graduate Certificate year, are expected to undertake two level 7 modules.

Academic regulations requires a Pg Cert to have 60 credits, with a maximum of 20 credits at Level 6 and a minimum of 40 credits at Level 7

#### Placements information

None

#### H. Course Modules

##### Students returning to convert their Grad Cert POD to PgCert POD

Reference Code	Module Title	Level	Credit value	Sem
Choose <b>one</b> of the following L7 Modules				
POD_7_002	Deepening Open Dialogue Practice	7	20	1
POD_7_003	Applied Open Dialogue and Peer Support	7	20	2
Choose <b>one</b> of the following L7 Modules				
TAR_7_011	Research in health and social care	7	20	1 and 2
RCN_7_101	Innovation for excellence-leading service improvement	7	20	1 and 2

Module Code	Module Title	Level	Semester	Credit value	Assessment
POD_6_001	Introduction to Open Dialogue	6		20	
POD_7_002	Deepening Open Dialogue Practice	7		20	
POD_7_003	Applied Open Dialogue and Peer Support	7		20	

#### 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**

- 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.

Modules			A1	A2	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4
6	Introduction to Open Dialogue	POD_6_001	T D	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	-
7	Deepening Open Dialogue Practice	POD_7_002	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	T D A	T D A
7	Applied Open Dialogue and Peer Support	POD_7_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	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	Level 7
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	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.	<p>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.</p> <ul style="list-style-type: none"> <li>• Guidance on accurate referencing techniques will be provided during the Orientation session supported and further supplemented via library staff and online tutorial guides.</li> <li>• Academic tutorials will be provided by the module leader to support students with developing written work/exam preparation</li> <li>• Information on the marking criteria will be provided for the module via Moodle VLE site.</li> <li>• 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</li> <li>• IT skills will be further developed by the use of Moodle to provide students with key information and supplementary material to support their learning.</li> </ul>	<p>Through the masters units and assessments, students will develop their ability to utilise relevant theory and knowledge to understand and critically evaluate concepts</p> <p>Academic tutorials will be provided by all module leaders to support students with developing written work/exam preparation and preparing for practical sessions.</p> <p>Marking grids will be used by all markers for all assessments and are published in each module guide</p> <p>Across the modules, written feedback will be given to students from assessments, which is specific and state areas for improvement; facilitating students to develop their ability to utilise critical thinking against relevant theory knowledge to understand and critically discuss concepts.</p> <p>Students will develop their critical appraisal skills through professional modules in relation to literature and research studies, and through clinical units in relation to evidence based practice.</p> <p>Students IT skills will be further developed by an advanced data searching session provided by the library and subsequent use of search engines, data bases, on-line learning resources and remote access journal facilities</p> <p>IT skills will be further developed by the use of Moodle to provide students with key information and supplementary material to support their learning</p> <p>Students will be required to undertake a formative exercise to evaluate their strengths/weaknesses in relation to their developing role, and the opportunities and threats that are presenting themselves.</p> <p>Feedback will be given from the module leader and a tutorial organised as required.</p>
3 Supporting the development and recognition of skills through purpose designed modules/units.	Students will develop their ability to work in groups. Each module will encourage and guide students to develop deeper level of reflection on their personal and professional developments as mindful practitioners	<p>Students will develop their ability to work in groups on both clinical, personal development and professional topics.</p> <p>Each module will guide students through the process of deeper critical reflection on</p>



		personal, professional and clinical skill development and mindfulness practice
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.	Students will be working on project skills, knowledge utilisation, mobilisation and application of theory into practice around Peer Supported Open dialogue, enhanced through the process of experiential learning and evidence based practice knowledge and skills as part of their 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.	This will continue with students developing: Skills in writing an action plan for developing a leadership role and/or a service development/innovation Skills in marketing their unique role Presentation skills are developed throughout the residential blocks. 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 through written assessments Group-working within an action learning format
6 Supporting the development and recognition of career management skills through work placements or work experience.	n/a	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.	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.	There will be opportunities for reflection throughout the course, allowing for students to develop skills and challenge attitudes and practice. Skills and attitudes which support continuing professional development will be encouraged and facilitated in the modules and action learning Students will be encouraged to consider their future goals and aspirations through completion of a leadership /personal development action plan in their action learning activity
9 Other approaches to personal development planning.	Students are encouraged to consider where and how they can influence their personal development as mindful practitioners.	Students are encouraged to consider where and how they can influence their personal development as mindful practitioners.

<p>10 The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.</p>	<p>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.</p>	<p>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. Ongoing critical reflection forms a large part of the teaching and eLearning activity of the POD course.</p>
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## 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]

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

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	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
<b>intensity of study</b>	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
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	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
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	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)
<b>seminar</b>	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
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	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)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	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
<b>workload</b>	see 'total study time'
<b>written examination</b>	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