



MSc Mental Health and Addiction Studies (Distance Education)

(Previously MSc Mental Health and Dual
Diagnosis)

How the new Learning Framework will affect this programme of study

Faculty of Health, Social Care and Education

Introduction

Middlesex University takes student feedback very seriously. We're recognised as one of the **top 5 universities in the country** for responding to student feedback.

Over the last few years, we've been working in partnership with our Students' Union (MDXSU) to gather your feedback about the structure of programmes and teaching across Middlesex. We've been asking for students' views through surveys, collecting feedback shared with student representatives (Student Voice Leaders), running pop-up stalls on campus and organising focus groups.

We're using this feedback to make changes to our Learning Framework – our structure for how our modules, programmes and academic year are designed to best support student learning and success.

This document summarises all the changes to the structure and delivery of MSc Mental Health and Addiction Studies. These changes will take place from the start of the 2025/26 academic year. Page 3 of this document summarises the new structure of your programme and how this compared to your current (old) structure. Page 4 summarises changes to the delivery of your programme.

If you're expecting to Graduate this summer, you will not be affected by these changes.

Where to go if you have questions or concerns

For applicants, please direct any questions about changes to your programme to the Applicant Engagement Team. Please email postgraduate@mdx.ac.uk | phone: 0208 411 5555 or use our live chat function on the University website (www.mdx.ac.uk)

For current students, please check out our [frequently asked questions](#). These will hopefully cover any questions or perceived issues that you may have. If you do not find an answer to your question, please get in touch with [UniHelp](#). Our UniHelp staff will either be able to resolve your query directly or will liaise with your Programme Leader to gather more details.

Changes to the structure of your programme

This section provides a visual summary of how MSc Mental Health and Addiction Studies is currently structured and how it will be structured from 2025/26 in the new academic year. Within the new programme structure, you can see all the modules taught across your programme and an indication of likely optional modules. Please note not all optional modules may be available every year as they are subject to receiving sufficient interest from students.

New programme structure

Programme structure for full-time students. All modules named within programme diagrams are mandatory, with slots for potential optional modules also included. The number of credits for each module are given within brackets.

For students that do not study full time e.g. part time students, please contact your Programme Leader for how this change will affect your study.

	Semester 1	Semester 2	Semester 3
Level 7	MHR4504 Critical Approaches to co-occurring Mental Health and Addictions	MHR4700 Evidence-based Interventions in Mental Health and Addictions	
	Route 1	Route 2	Route 3
Level 7	NSA4630: Advanced Practitioner Inquiry 30 credits Level 7; <i>Must pass NSA4630 then proceed to NSA4760</i> NSA4760 Advanced Work based project 60 credits Level 7;	NSA4630: Advanced Practitioner Inquiry 30 credits Level 7; <i>Plus</i> MHR4050: Developing Research Capability 60 credits Level 7;	TWO additional 15 credits optional modules 30 credits in total Level 7 <i>Plus</i> MHR4050: Developing Research Capability 60 credits Level 7;

Current (old) programme structure

Please note that this is the current programme structure – this will not continue into the 2025/26 academic year

	Semester 1	Semester 2	Semester 3
Level 7	MHR4504 Critical Approaches to co-occurring Mental Health and Addictions	MHR4700 Evidence-based Interventions in Mental Health and Addictions	
	Route 1	Route 2	Route 3

Level 7	WBH4630: Advanced Practitioner Inquiry 30 credits Level 7; <i>Must pass WBH4630 then proceed to WBH4760</i> WBH4760 Advanced Work based project 60 credits Level 7;	WBH4630: Advanced Practitioner Inquiry 30 credits Level 7; <i>Plus</i> NSA4050: Developing Research Capability 60 credits Level 7;	TWO additional 15 credits optional modules 30 credits in total Level 7 <i>Plus</i> NSA4050: Developing Research Capability 60 credits Level 7;
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Changes to the delivery of your programme

Utilising all the feedback from students, we have made some changes to the way that all programmes at Middlesex will be delivered, ensuring that we are best able to support your learning and success.

A more consistent structure to our academic year

We will adjust the structure of our academic year into three 12-week semesters. Full time students will usually study modules in the first two semesters, with a third semester to provide more flexibility for students who need to re-sit assessments or catch up in other ways.

This new structure also sets us up for the future, by making it easier to provide opportunities for students to join Middlesex at different points in the year.

Your programme will consist of 15, 30 or 60 credit modules each semester for full-time postgraduate students.

Integrated curriculum design

We receive a lot of positive feedback from students on programmes that were **practical and clearly embedding competencies needed by employers**. Our framework will ensure that all programmes reflect this Middlesex approach and allow you to **better differentiate yourself in the graduate marketplace**. A set of graduate competencies will be embedded into the content on your programme, to ensure that you can gain these skills as part of your studies. We also expect programmes to include embedded approaches to developing key IT skills for your subject area.

Assessment

We have received so much helpful feedback from students on what helps them to submit their best work in assessments and what makes it more challenging. We expect that the new structure of programmes will mean that students have fewer assessments throughout the year, which allows students to focus better on each assessment point.

Re-takes and re-submission of assessments can be extra challenging if it takes place long after a module has happened. Where possible, we will introduce a new approach where these re-assessments take place before the end of the relevant module.

We also will be phasing out our current 20-point scale for assessment results, to be replaced with a much more intuitive percentage scale.