

Programme Specification 2025-26

1.	Programme title	MSc Mental Health Studies
2.	Awarding institution	Middlesex University
3a	Teaching institution	1 Middlesex University London
3b	Language of study	English

4a	Valid intake dates and mode of study	
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Mode of Study	Cohort	Delivery Location	Duration
Part-time (PT)	Semester 1	Hendon	2 Years

4c	Delivery method	On Campus/Blended Learning
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5. Professional/Statutory/Regulatory body (if applicable)
N/A

6.	Apprenticeship Standard (if applicable)	N/A
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7. Final qualification(s) available
Target Award Title(s)
MSc Mental Health Practice
Exit Award Title(s)
PGCert Mental Health Practice
PGDip Mental Health Practice

8. Academic year effective from	2025-26
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9. Criteria for admission to the programme
<p>Students admitted to this programme must have:</p> <p>An honours degree (2:2 or above) in mental health nursing or allied health and social care subject area (psychology, occupational therapy, social work etc)</p> <p>If English is the second language students may be required to provide evidence of passing</p>

an International Language Testing System (IELTS) with a score of 6.5 with a mean score of 6.0 in all elements or equivalent testing systems.

Exceptionally, students who do not have a degree but who have successfully completed level 7 CPD modules may be accepted.

Additional admissions criteria: Recognition of Prior Learning is available where students can transfer-in up to 120 credits (two thirds of the total number of credits required for the award).

Principle of fair admission

The University aims to ensure that its admissions processes are fair, open and transparent and aims to admit students who, regardless of their background, demonstrate potential to successfully complete their chosen programme of study where a suitable place exists and where entry criteria are met. The University values diversity and is committed to equality in education and students are selected on the basis of their individual merits, abilities and aptitudes. The University ensures that the operation of admissions processes and application of entry criteria are undertaken in compliance with the Equality Act.

We take a personalised but fair approach to how we make offers. We feel it's important that our applicants continue to aspire to achieving great results and make offers which take into account pieces of information provided to us on the application form.

10. Aims of the programme

The programme aims to:

- Enable the student to undertake an individualised pathway of post graduate study through reflection on their level of practice, underlying knowledge and clinical experience with the intention of identifying areas for professional and personal development and for the advancement of clinical and /or mental health practice.
- Display mastery of their specialised area of knowledge and skills that supports their ability to influence and/or lead practice service development and improvement, displaying originality of thought, initiative, advanced decision-making and the development of strategic thinking, in response to an unpredictable, complex and dynamic practice environment, when practising as both an autonomous practitioner and when working inter-professionally with other disciplines.
- Design and undertake significant inquiry of a specialist area of theory and practice through the acquisition, critical understanding and utilisation of advanced research skills and knowledge in order to conduct mental healthcare-related research and/or work-based projects.
- Developing awareness in key principles of diversity, inclusion, gender, sexual identities, religion, ethnic minorities and culture and how these issues impact on mental health practice.

11. Programme learning outcomes

Programme - Knowledge and Understanding

On completion of this programme the successful student will have a knowledge and understanding of:

1. Systematically and critically apply professional, policy and/or clinical practice issues relevant to their area of healthcare practice.
2. Critically evaluate the nature of health and social care provision and further develop their role within, broadening their sphere of influence whilst collaboratively working across traditional boundaries.
3. Develop a comprehensive and systematic body of expert knowledge and practical understanding within their mental healthcare practice area that has been influenced through rigorous inquiry and research, critical appraisal, interpretation and application of evidence in complex, unfamiliar and unpredictable clinical environments.
4. Systematically and critically apply relevant inquiry methodologies and improvement strategies to practice/organisational issues that has the potential to transform practice.
5. Systematically analyse findings and evaluate the outcomes, action plan and disseminate outcomes appropriately.
6. Critically apply ethical principles and professional codes of practice to their practice and that of others.
7. Critically appraise a wide range of related theories and models enabling analysis of associated professional issues (e.g. leadership, professional identity, advocacy, autonomy and accountability) within their own practice discipline for the advancement of professional expertise and service improvement and/or strategic leadership.
8. Demonstrate originality in the use of complex reasoning, critical thinking, problem solving that has been developed through critical reflection and evaluation to inform mental health care, clinical judgements and clinical decision making.
Programme - Skills On completion of this programme the successful student will be able to:
9. Continue to advance own knowledge and understanding and develop new skills to a high level through the use of critical reflection and identify further developmental needs and work collaboratively in support of own educational and development needs.
10. Work independently, and across professional and organisational boundaries, using appropriate theoretical concepts and frameworks (including leadership and/or management) for collaborative working in developing and sustaining working relationships and new partnerships and networks in order to influence and improve patient / service user healthcare outcomes.
11. Demonstrate application of local and national policies, procedures and guidelines to ensure the improvement of practice and patient/service user health outcomes and critically evaluate their effectiveness.
12. Critically engage in clinical/healthcare research and development activities including audit and through a process of proactive engagement of the research process develop a strategy for the implementation of findings. 5. Demonstrate the ability to undertake responsibility and leadership for the effective management of a research project and the subsequent improvement initiatives.

12. Teaching/learning methods

Students will be taught through a combination of face-to-face, synchronous and asynchronous sessions online.

Teaching will use a range of approaches including workshops, tutorials, seminar discussions. Face-to-face teaching will be complemented by other teaching and learning strategies including electronic media, peer learning and research-based study.

Sessions will include presentations, resource development, discussion, communities of enquiry, learning activities and technology enhanced teaching.

Students will have opportunities to practise, discuss feedback and draw from evidence-based practice.

The programme and modules will be enhanced and supported through the virtual learning environment (VLE) in line with technology enhanced learning thresholds

All students are invited to a departmental induction event to meet their lecturers and understand about the University systems and processes. At the programme induction, a programme planning meeting will assist students to determine the optional modules to be undertaken, any accredited learning and the choice of core modules.

The total number of credits required for any pre-accredited learning is 120 (with up to 30 credits at level 6 pre-accredited).

Module and programme leaders will support students' progress throughout the programme. A programme review (via email, telephone or face to face) will be held, as a minimum, every term to support and guide students in their optional modules and progress.

To be awarded the Master's Degree in Mental Health Studies, students will have to gain 180 credits (a minimum of 150 credits at level 7).

Should students exit following successful completion of 60 level 7 credits they will be awarded the PG Certificate in Health Studies. Students who exit with 120 credits at level 7 will be awarded the PG Diploma Mental Health Studies.

13. Employability

13a Development of graduate competencies

13b Employability development

Employability is integrated into the programme from beginning to end. During induction, new students are introduced to employer partners, who explain local authority, private and voluntary agency roles, and employer expectations of, and opportunities for, graduates. Programme partnerships are strong with local authority providers, private and voluntary agencies. Students have structured sessions with Middlesex employability services (MDXWorks) during their studies, to ensure they are work-ready via job application and role play interview preparation, with employer partners taking part. We invite alumni to speak to current students during their studies, to encourage and inspire.

13c Placement and work experience opportunities (if applicable)

Placement opportunities exist within some of the option modules.
The core modules are rooted in the student's role and are work-based.

13d Future careers / progression

Students who successfully complete MSc Mental Health Studies will be able to demonstrate commitment to CPD, lifelong learning and practice research and development. Students may choose to undertake doctoral level study which will underpin advanced level practice.

Students will be able to map the learning outcomes from their optional modules plus the programme outcomes against their own career and development pathway.

Students can also share their advanced knowledge and expertise across the local, national and international area of specialism.

14. Assessment methods

Students' skills are assessed by the use of a variety of methods, which are informed by the University and School Assessment Strategies. Assessment methods may vary according to the type and focus of the module but which may include:

Formative Assessment

Study skills workshops, seminars, case study presentations, debates, literature review, clinical audits, VIVAs to help prepare students for summative assessment.

Summative Assessment

Reflection on practice, oral presentations of case studies, presentations, portfolios, VIVAs, reports, clinical audits/evaluation, research/project proposal

15. Programme Structure (level of study, modules, credits and progression requirements)

This unique course is designed for you if you work in mental health, health or social care services. It will build on your current knowledge and experience and help you develop mental health-related skills and knowledge. This course will help you to contribute to the enhancement of professional mental health practice, research and service development.

You'll have the opportunity to study with others from a wide range of mental health, health and social care settings and backgrounds. We hope that the diversity of this environment stimulates your learning and leads to improved practice and service development.

This MSc will allow you to plan your own individual study pathway to meet your personal, professional, academic and service needs. Furthermore, the optional modules can be taken at your own pace, taking into account issues such as your location and work-life balance. As such, most modules are taught online or via distance learning, with some on-campus sessions for specialised skills.

The best way to study this course is over two years. This means you can continue working in clinical practice and use that practice to help you complete your assignments for your chosen modules. We model a wide range of teaching strategies and approaches on the course which you can adapt to your own setting.

Although we have an October start, depending on which modules you choose, your class dates may be in January. We can discuss this with you when you start the course and choose the modules you want to undertake.

This course is delivered mostly online with some on-campus session depending on the optional modules.

Please note: This course does not lead to registration as a mental health nurse or other mental health practitioner.

Structure is indicative for Part-time routes.

Students must take all of the compulsory modules and choose following programme requirements from the optional modules.

Non-compensatable modules are noted below.

Available Pathways

Not Applicable

Year 1

Year 1 Level 7 FT and PT

Code	Type	Module Title	Credits at FHEQ Level
MHR4001	Optional	Mental Health Awareness: From Prevention to Recovery 2025-26	30 at Level 7
MHR4604	Optional	Cognitive Behavioural Therapy 2025-26	15 at Level 7
MHR4606	Optional	Social Inclusion and Recovery in Mental Health 2025-26	15 at Level 7
MHR4707	Optional	Physical Assessment Skills for Mental Health Professionals 2025-26	15 at Level 7
MHR4609	Optional	Risk Assessment and Safety Planning 2025-26	15 at Level 7
MHR4608	Optional	Planning and Delivering Care in Practice 2025-26	30 at Level 7

Year 2
Year 2 Level 7 PT

Code	Type	Module Title	Credits at FHEQ Level
MHR4050	Compulsory	Developing Research Capability 2026-27	60 at Level 7

*Please refer to your programme page on the website re availability of option modules

16. Programme-specific support for learning

- Pre-accreditation guidance and support
- Programme planning support
- Programme review meetings
- Learner Enhancement offers one to ones or workshops
- Each student will have a designated supervisor for the final 60 credit module
- University English Language and Learning Support
- E-learning support
- University Dyslexia Support
- University Disability Support
- Well-being Service
- Care & Concern Team

17. HECos code(s)

100287: Mental Health Nursing

18. Relevant QAA subject benchmark(s)

19. University Regulations

This programme will run in line with general University Regulations: [Policies | Middlesex University](#)

20. Reference points

21. Other information (if applicable)

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

22a. Programme learning outcomes

This section shows the highest level at which Programme outcomes are to be achieved by all, and maps Programme learning outcomes against the modules in which they are assessed.

All Programme learning outcomes are developed to level 7

Knowledge and understanding

A1	Systematically and critically apply professional, policy and/or clinical practice issues relevant to their area of healthcare practice.
A2	Critically evaluate the nature of health and social care provision and further develop their role within mental health, broadening their sphere of influence whilst collaboratively working across traditional boundaries.
A3	Develop a comprehensive and systematic body of expert knowledge and practical understanding within their mental healthcare practice area that has been influenced through rigorous inquiry and research, critical appraisal, interpretation and application of evidence in complex, unfamiliar and unpredictable clinical environments.
A4	Systematically and critically apply relevant inquiry methodologies and improvement strategies to practice/organisational issues that has the potential to transform practice.
A5	Systematically analyse findings and evaluate the outcomes, action plan and disseminate outcomes appropriately.
A6	Critically apply ethical principles and professional codes of practice to their practice and that of others.
A7	Critically appraise a wide range of related theories and models enabling analysis of associated professional issues (e.g. leadership, professional identity, advocacy, autonomy and accountability) within their own practice discipline for the advancement of professional expertise and service improvement and/or strategic leadership.

A8	Demonstrate originality in the use of complex reasoning, critical thinking, problem solving that has been developed through critical reflection and evaluation to inform mental health care, clinical judgements and clinical decision making.
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Skills

B1	Systematically and critically apply professional, policy and/or clinical practice issues relevant to their area of healthcare practice.
B2	Work independently, and across professional and organisational boundaries, using appropriate theoretical concepts and frameworks (including leadership and/or management) for collaborative working in developing and sustaining working relationships and new partnerships and networks in order to influence and improve patient / service user healthcare outcomes.
B3	Demonstrate application of local and national policies, procedures and guidelines to ensure sound clinical governance and the improvement of practice and patient/service user health outcomes and critically evaluate their effectiveness.
B4	Critically engage in clinical/healthcare research and development activities including audit and through a process of proactive engagement of the research process develop a strategy for the implementation of findings.
B5	Demonstrate the ability to undertake responsibility and leadership for the effective management of a research project and the subsequent improvement initiatives.

Programme learning outcomes - Highest level achieved by graduates

A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5
7	7	7	7	7	7	7	7	7	7	7	7	7

22b. Mapping by level of study and module

Module Title & Code	Module Level	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5
MHR4050 Developing Research Capabilities	7	x	x	x	x	x	x	x	x	x	x	x	x	x
MHR4001 Mental Health Awareness: From Prevention to Recovery	7	x		x	x		x	x	x		x	x	x	
MHR4604 Cognitive Behavioural Therapy	7	x						x	x		x	x	x	
MHR4609 Risk Assessment and Safety Planning	7	x	x			x		x	x		x	x	x	
MHR4606 Social Inclusion and Recovery in Mental Health	7	x	x				x	x	x	x	x	x	x	
MHR4707 Physical Assessment Skills for Mental Health Professionals	7	x				x		x	x		x	x	x	
MHR4608 Planning and Delivering Care in Practice	7	x	x	x	x	x		x	x	x	x	x	x	