POSTGRADUATE
PROGRAMME SPECIFICATION

Programme Title: MSc Ageing, Mental Health and Dementia (Distance Learning)

Awarding Body: Staffordshire University

Teaching Institution: Staffordshire University

Final Awards: MSc Ageing, Mental Health & Dementia
Postgraduate Certificate Ageing, Mental Health & Dementia
Postgraduate Diploma Ageing, Mental Health & Dementia

Mode of Study: Distance Learning (Part-time)

UCAS Codes: N/A

QAA Subject Benchmarks: N/A

JACS Code: L510

Professional/Statutory Body: N/A

Entry Year: 2017/18
EDUCATIONAL AIMS OF THE PROGRAMME

- To equip you with the relevant knowledge and skills to challenge professional boundaries, confidently and competently negotiate change, and to make active contributions towards advancing practice and research both within your own area of practice/work and within an online virtual learning environment via peer to peer and student/lecturer interaction.

- To enable you to challenge values, belief systems and organisational cultures in order to promote person centred practice with older people with mental health challenges both within your own area of practice/work and within an online virtual learning environment via peer to peer and student/lecturer interaction.

- To enable you to act as a positive role model, working efficiently and effectively within or alongside a multi professional team. Motivated to respond proactively to the demands of this role, utilising problem solving skills to aid rational and reasoned decision making both within your own area of practice/work and within an online virtual learning environment via peer to peer and student/lecturer interaction.

- To foster a sense of critical enquiry, which will enable you to contribute to the wider body of Gerontological and Mental Health knowledge, and in so doing continue to further develop life long learning skills. To allow you to learn both independently and from peer to peer interaction/support in an online virtual learning environment.

- To equip you with appropriate postgraduate and lifelong learning skills to support both your personal and professional development.

What is distinctive about this programme?

- The programme has been designed to address the increasing need for a values and evidenced based approach to the needs of older people experiencing changes in their mental health, physical health and well-being.

- The award is cognisant of the results of a number of public inquiries and reports, most notably the Francis Report (2013) and Winterbourne View Inquiry and this has shaped the structure and content of the programme.

- An increasingly ageing population with complex physical, psychological and social care needs requires a compassionate, caring, competent, committed and courageous workforce that can communicate effectively with service users and carers (DH,2013). This makes great demand on individuals who work in health and social care or the public health sector.
• This programme therefore pays careful attention to the development of health and social care professionals as innovators, agents of change equipped to demonstrate leadership behaviours and develop older peoples care in light of recent and multiple reports of poor care provision.

• The award is delivered completely on-line via the blackboard virtual learning environment allowing students the increased flexibility of when and where to study content within this modularised programme.

• The ongoing involvement of service users and carers in the design of the programme and in delivery and development of taught content within modules means that the programme is ultimately service user and carer focused.

• The award proposes an applied approach to vital skills and knowledge such as public health and safeguarding with regards to an ageing population and those involved in their care both informally and as professionals.

PROGRAMME OUTCOMES
What will this programme teach me to do? At the end of your studies you should be able to:

Postgraduate Certificate

<table>
<thead>
<tr>
<th>Critically analyse and reflect upon the political, economic, physiological, psychological, sociological, ethical and cultural factors that underpin the experience of older people with application to Health and social care practice and within an on-line learning environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate advanced knowledge of the range of mental and physical health and social challenges in later life with application to health and social care practice and within an on-line learning environment.</td>
</tr>
<tr>
<td>Explore and justify contemporary effective methods of improving care provision within a multi-professional context with application to health and social care practice and within an on-line learning environment.</td>
</tr>
</tbody>
</table>
Postgraduate Diploma

Display mastery of a complex range of specialist knowledge, and skills, which reflect critical insight and the ability to act as an effective role model in health and social care practice, and within an on-line learning environment.

(SU: Knowledge and Understanding, Problem Solving, Application)

Demonstrate a critical awareness of social policy and health care initiatives for the benefit of people with mental and physical health challenges in later life with application to health and social care practice and within an on-line learning environment.

(SU: Knowledge and Understanding, Learning, Analysis)

Accurately, and with critical argument, interpret a range of evidence for its scientific merit and determine the implication for future research with application to health and social care practice and within an on-line learning environment.

(SU: Enquiry, Analysis)

Masters

To qualify for the Masters award, students will complete the relevant theoretical modules, and in addition, undertake a 20,000-word dissertation. At the end of this period students will be able to:

Demonstrate the ability to conduct an independent study of scientific investigation, and on the basis of conclusions drawn make appropriate recommendations to promote research based changes pertaining to the care of older people with mental and physical health challenges in health and social care practice and within an on-line learning environment.

(SU: Learning, Enquiry, Application)

Demonstrate an in-depth understanding and application of research styles, methods of inquiry and techniques of data analysis and demonstrate an evaluative approach to the dissertation itself in light of the discipline of gerontology and mental health

(SU: Enquiry, Analysis, Application)

Recognise and select appropriate strategies to communicate the findings of research and enquiry to peers and the wider population, demonstrating new insights in working with older people with mental health challenges with application to health and social care practice and within an on-line learning environment.

(SU: Communication, Application)

Masters degrees at Staffordshire University are designed to meet the Qualifications Framework for Higher Education (QAA 2008). The University has adopted the FHEQ principles and outcomes statements and incorporated them into the table of eight Staffordshire University common learning outcome statements (Staffordshire University 2008).
**PROGRAMME STRUCTURE, MODULES AND CREDITS**

**MSc Ageing, Mental Health & Dementia (Distance Learning)**

Potential award = PgCertHE (60 Credits at Level 7)

<table>
<thead>
<tr>
<th>Level 7</th>
<th>Teaching Block 1</th>
<th>Safeguarding Adults HSSAP58243-7 (30 credits) to Run across two terms/teaching blocks</th>
<th>The Ageing Individual HSSAP58248-7 (15 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching Block 2</td>
<td>Dementia Care: Diagnosis, Intervention and The Individual HEM58199-7 (15 Credits)</td>
<td></td>
</tr>
</tbody>
</table>

(To progress to Postgraduate Diploma must have passed 60 credits L7 award core/specific modules)

Potential award = PgDipHE (120 credits at L7)

<table>
<thead>
<tr>
<th>Level 7</th>
<th>Teaching Block 1</th>
<th>Research and Research Methodologies HEM58186-7 (15 credits)</th>
<th>In our shoes HEM58201-7 (15 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching Block 2</td>
<td>Public Health Principles and Practice Module HES94063-7 (30 credits)</td>
<td></td>
</tr>
</tbody>
</table>

(To progress to Masters Dissertation must have passed 120 credits at level 7 award core/specific modules)

Potential award = Masters Degree 180 credits at Level 7

<table>
<thead>
<tr>
<th>Level 7</th>
<th>Teaching Block 1</th>
<th>Dissertation HEM58185-7 or Project Based Change HEM58924-7 (60 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching Block 2</td>
<td></td>
</tr>
</tbody>
</table>

**Potential Awards:**

Postgraduate Certificate (60 credits) – comprises of the three level 7 modules in the table above.
Postgraduate Diploma (120 credits) – comprises PG Cert plus the further three level 7 modules in the table above.
Master of Science (180 credits) – comprises all the above level 7 modules and one 60 credit Dissertation module.

**Progression:**

In order to be eligible to progress from one stage of an award to another (i.e. PgC to PgD, PgD to Masters), you must **successfully complete** the Post Graduate Certificate stage to progress on to the Post Graduate Diploma stage and **once that is successfully completed** progress on to the MSc Dissertation or Project Based Change stage.
**Teaching and Learning**

Within the Faculty of Health Sciences we share a commitment to using a good range of teaching strategies within modules and across awards to meet the differing learning styles of students. Module and award leaders are keen to incorporate varied teaching and learning strategies, this includes student-centred learning and the use of new and emerging technologies. Each module has a Module Leader and the support of the Award/Programme lead to guarantee the smooth delivery of modules in the event of staff illness or unavailability.

All modules include a significant allocation of time to student based learning activities, and it is your responsibility to manage your time, work and study load. All modules also include tutorial support for learning during the module, and specific support for the assessment. This support is offered through mediums such as Skype, via e-mail, and via the discussion boards and blogs in Blackboard. In addition, whilst module leaders take responsibility for tutorial support for their module, the Award Lead will also provide support across the duration of your particular programme of study.

Each module will have an identified number of Activities to complete, with each activity having a set of learning 'Tasks' associated with it. The format of these Tasks will depend on the nature of the learning outcomes associated with a given module. The Tasks may have formative or summative assessment within them. For each module guidance is provided for further reading activities, along with time set aside for assignment preparation. The 15-credit modules will follow a 10-week guided study programme. It is anticipated that core tasks will typically amount to approximately 8-10 hours of engagement per week. There are a number of independent study hours for each module, representing a combination of further and additional reading and specific preparation for the module assignments. The 30-credit modules will follow a set weekly guided study programme and typically include a set number of hours of scheduled learning and teaching time. It is anticipated that core tasks will typically amount to an average of 10-12 hours engagement per week. The number of independent study hours represents a combination of further and additional reading and specific preparation for the module assignments.

We recognise that the students who enrol on this Distance Learning Programme/Award bring a wealth of talents; experience, knowledge and skills developed during their personal, educational, occupational and professional lives. The modules within this award encourage the sharing of such knowledge and skills through the use of interactive teaching methods and learning styles, within the Virtual Learning Environment (VLE) - Blackboard. This includes for example:

- asynchronous discussion,
- reflective learning, case studies and related activities,
• directed or self-directed independent learning,

• active links to online resource materials with accompanying tasks,

• use of multimedia (primarily video & audio; narrated presentations,

• Skype tutorials,

• Online collaborative group work.

These interactive strategies maximise the exchange and construction of knowledge that is applicable and relevant to contemporary ageing, dementia and mental health care, and so help you to explore issues and apply learning to your workplace.

Primarily provided as on-line distance learning programme delivered via a virtual learning environment, the programme is also aligned to the principles of E-Learning aiming to:

• be accessible, activity-led, collaborative and designed in phases to support and increase learner independence

• be designed in timed chunks emphasising time and expectations in respect of tasks

• include a variety of interactions between student and tutors

An important part of this dynamic learning and study experience is integration of theory and practice, with modules and the award overall focusing on the fostering of a reflexive, creative, innovative and proactive health and social care practitioner who can make a real difference within the sphere of older peoples care in a range of settings. As well as full-time academic staff, the Faculty includes lecturers who have joint appointments in practice or are seconded from practice, and guest lecturers who are specialists in their area of practice, as well as service users and carers. In addition, close collaboration and involvement, with clinicians, specialist service users and carers ensures awards and modules reflect and address contemporary issues and changes in health and social care. This award has been developed in conjunction with service users and carers and key stakeholders within the NHS and private / voluntary sector organisations.

As you develop your expertise we expect you to acquire and build on a range of skills. You need to be capable of self-criticism, have insight into your key strengths and areas for development; you will also be able to apply empirical science, evidence of best practice, rationalise your decision making whilst developing an increasing self-awareness. You will be enabled be able to design and plan for change in practice and develop effective behaviours of lifelong learning.
Assessment
A range of assessments will be used across the award to test the learning outcomes and develop knowledgeable care professionals at the forefront of evidence-based service provision. We use a wide variety of assessment methods to offer variety and interest, maximise potential for success and reflect the Faculties commitment to innovative and inclusive assessment. A variety of assessment methods also enables you as a student to demonstrate a wide range of personal, intellectual and professional strengths to demonstrate their strengths as you progress through your award, and to make repeated links between theory and practice (praxis).
A typical pathway through the award may include the following forms of assessment depending on modules undertaken:

- Portfolio / profile of evidence
- Viva Voce examinations
- Reflective essays, case studies, audit and critique of findings
- Negotiating for resources through a bid proposal
- Written assignments/essays/reports
- Online presentations
- Case study presentations online related to area of work/practice
- Oral presentations

The assessment strategy has been designed in line with the University criteria documented in ‘Assessment Principles and Policy’ (Staffordshire University 2013) available at http://www.staffs.ac.uk/assets/assessment_policy_tcm44-26754.pdf

All of your work for summative assessment will be assessed in accordance with the postgraduate regulations of the University. You will find these at http://www.staffs.ac.uk/assets/academic_award_regulations_1-3_tcm44-50984.pdf or via the University website.
ADDITIONAL INFORMATION

Entry Requirements (including IELTS score)

For those whose first language is not English you need to demonstrate a minimum of:

- a minimum score of 7.0 in IELTS (International English Language Testing System) as administered by the British Council in most countries

- a minimum score of 550 in TOEFL (Test of English as a Foreign Language) or 213 in the computer-based test. [TOEFL results must include a minimum score of 4.5 for the TWE (Test of Written English) or Cambridge Proficiency Grade C.

What qualifications would I need to join this programme?

The entry requirements for the award are normally:

- Possess an honours degree of a UK University, or any other equivalent qualification.
- If you do not have an honours degree you may still be admitted if you have significant appropriate experience and can provide evidence of ability to undertake the course successfully and benefit from it. If you do not possess an honours degree you will be expected to provide evidence of your ability to study at master’s level. A professional portfolio indicating achievements is a useful tool for this purpose.
- Be employed within an organisation that is leading or providing health and social care and working with older people and their carers experiencing a range of ageing, dementia and mental health issues.

Disability Statement

Staffordshire University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Details about how to apply to have your needs assessed can be found at: http://www.staffs.ac.uk/study_her/disabled_students/index.jsp

Further information about the award can be found in the relevant Student Handbook and on the University Website. This includes information about optional modules, student support, and academic regulations.

============================================================