

## Course Brochure

# Postgraduate Diploma In Education Mental Health Practice

This year-long full-time course includes a 120 credit post graduate diploma certified by KCL



### What does training involve?

This programme is a shared initiative between the Department for Education and Department of Health and supports the government's priority to increase access of mental health and well-being support for children and young people.

The Postgraduate Diploma in Education Mental Health Practice starts in January 2023 and will be completed over 1 year, finishing December 2023. Training practitioners are employed at band 4 by a **Mental Health Support Team (MHST)** during the year-long employment training programme, and on successful completion you will qualify as an **Education Mental Health Practitioner (EMHP)** at band 5, with a key role in the MHST.

You will attend university on Mondays, Wednesdays and Fridays in the first term, Mondays and Wednesdays in the second, and just Wednesdays in the final term. The rest of the week is gaining practical experience in your MHST role in school setting/s.

### What does the training look like?

The EMHP is a new professional role which delivers evidence-based early interventions for children and young people and their parents/carers in educational settings in England such as schools and colleges.

You will learn guided-self-help based approaches to support children and young people with mild-moderate anxiety, depression and challenging behaviour one-to-one and in groups, or through their parents/ carers. You will learn how to fit in and support staff within your school or college settings within the whole school approach to the mental health and wellbeing of pupils.

You will be taught with a combination of lectures and clinical skills workshops, and bringing your own video clinical material for discussion of competency development with peers and course tutors.

Alongside your university teaching, you will be gaining clinical experience on placement from Term 1, including individual and group case work, psycho-education workshops, service-based and audit projects.

### How many cases do I need to see to complete training?

Overall you will need to complete low intensity interventions with at least 30 cases during the year of the course. This will involve delivering a mixture of group intervention work, psycho-education workshops and individual guided self-help interventions. You will need to see at least 8 completed individual cases for guided self-help during the year of the course. You will be assessed through written and video material.

### What support will I have at my new service?

You will have a supervisor within your service who will see you for at least an hour a week for individual supervision, and group supervision every fortnight.

### What will I gain from the training?

The ability to deliver evidence-based early interventions to children and young people and their families within an education setting within a mental health support team into which you will qualify as an EMHP.

Module	Requirement/Assessment
Children and Young People's Mental Health Settings: Context and Values (15 credits)	Complete a service related problem-based learning task looking into mental health provision local to your service, in consultation with education staff, with reflective analysis
Assessment and Engagement (15 credits)	Demonstrate skills learned in a video-recording of an assessment session with case background and reflective analysis
Evidence Based Interventions for Common Mental Health Problems with Children and Young People: Theory and Skills (30 credits)	Demonstrate skills learned in a video-recording of an intervention session with reflective analysis plus a written-case report with a distinct case  Over the course of the year see 8+ individual cases with a range of presentations and 30+ cases overall with groups/psycho-education workshops, evidenced in a case portfolio signed by your supervisor
Working, Assessing and Engaging in Education Settings (15 credits)	Complete an audit within your service in consultation with education staff, with reflective analysis
Common Problems and Processes in Education Settings (15 credits)	Complete a psycho-education workshop for children and young people or parents/carers or staff and write a report with reflective analysis
Interventions for Emerging Mental Health Difficulties in Education Settings (30 credits)	Demonstrate skills learned in a written case report of a completed group intervention of with a group of children and young people or parents/carers

## Entry Requirements

Essential
Normally a minimum of a second-class Bachelor's degree from a UK university or an overseas qualification of an equivalent standard in a relevant academic subject (e.g. Psychology, Education, Childhood development, Social Work etc), OR any subject with further training or experience in a relevant field (e.g. Teaching/TA; Learning Support; HCA; Youth Work; Counselling etc)*
<i>*Applicants who do not fulfil the academic criteria may still be considered on a case-by-case basis. Please contact us with queries.</i>
Evidence of prior experience working with children and young people is preferred
Capability to complete academic work at postgraduate diploma level, including IELTS or equivalent to the appropriate level for students with English as a foreign language (BAND D) <a href="https://www.kcl.ac.uk/study/postgraduate/apply/entry-requirements/english-language.aspx">https://www.kcl.ac.uk/study/postgraduate/apply/entry-requirements/english-language.aspx</a>
Motivation to undertake the course

*"An engaging and well-organised course, giving a thorough overview of how mental health practitioners can work with the whole school community to promote positive emotional wellbeing for all."*

*"Thanks for making me feel so welcome and inspired to continue. I have really enjoyed and learnt from the variety of tutors from different professional backgrounds. Using their unique styles of teaching and incorporating their skills into our lectures was so valuable. What made it so special was the students on the course. They each brought with them their unique expertise coming from various professional backgrounds and included their personalities in their work. We learnt so much from each other and I feel so thankful to each and every one of them for teaching me so much."*