

PROGRAMME SPECIFICATION

BSc Child and Adolescent Mental Health Top-Up

This document applies to students who commence the programme in or after September 2017

1.	Awarding institution / body	University of Worcester
2.	Teaching institution	University of Worcester and The Learning Institute
3.	Programme accredited by	N/A
4.	Final award	BSc (Hons)
5.	Programme title	Child and Adolescent Mental Health Top-Up
6.	Pathways available	Single Honours
7.	Mode and / or site of delivery	Standard taught programme at University of Worcester and The Learning Institute (TLI)
8.	Mode of Attendance	Full-time, part-time
9.	UCAS Code	B736 Campus code for TLI delivery (I)
10.	Subject Benchmark statement and / or professional body statement	Guidance has been sought from: Subject Benchmark Statement Health Studies (QAA 2008) National Occupational Standards Health and Social Care (Skills for Care 2012)
11.	Date of Programme Specification Preparation / Revision	June 2015 May 2016 IQC changes to module CAMH3007 June 2017 approval of programme to add TLI and removal of requirement for interview. August 2017 AQU amendments and updates

12. Educational Aims of the Programme

This Course aims to develop the learner's understanding of the mental health and well-being of children and young people. It seeks to develop core competencies and knowledge appropriate to those who are currently working or who plan to work in the field of child and adolescent mental health. It is expected that students will either be progressing Foundation Degree students from University of Worcester courses, especially, but not exclusively, the [FdSc Child and Adolescent Mental Health](#) course, or from other Institutions where study has been evidenced up to Level 5. It is also expected to be of particular appeal to workers from universal settings; such as schools, early years settings and Children's Centres, who have direct experience of working with children young people and families, and who wish to increase their Child and Adolescent Mental Health (CAMH) specialist knowledge and their core competencies.

This course aims to:

- Increase knowledge and critical awareness of factors influencing mental health and well-being of children and young people;
- Enable students to consider and critique the promotion of child and adolescent mental health and for those working in universal settings to be able to recognise mental health problems, make sound judgements and appropriately plan to meet the mental health needs of children and young people, in association with their family, carers and other professionals;
- Provide students with the opportunity to build on existing knowledge and experience of children and young people and further critically develop specific knowledge and competencies relevant to the context of child and adolescent mental health;

- Engage students in critical debate regarding the social, cultural, moral, legal and political context of child and adolescent mental health;
- Develop students' appreciation and critical application of the core values and competencies underpinning working with children, young people and their families or carers;
- Develop students' interpersonal and therapeutic communication skills and enable students who are in the workplace to critically identify, use and communicate relevant information effectively in a range of universal settings;
- Provide opportunities for students to critically develop and enhance key skills to prepare for further study and/or employment and lifelong learning;
- Enable students to identify, acknowledge and analyse personal professional development needs and critically implement appropriate development strategies;
- To enhance employability and understanding of roles and responsibilities in the workplace through reflective learning experiences and the development of critically reflective practice.
- Give students the necessary skills, knowledge and potential to confidently problem solve in a range of universal settings.

13. Intended Learning Outcomes and Learning, Teaching and Assessment Methods

KNOWLEDGE AND UNDERSTANDING:	EXAMPLES OF LEARNING, TEACHING AND ASSESSMENT METHODS USED:
<ol style="list-style-type: none"> 1. Critically reflect on the knowledge, skills and attitudes necessary to promote mental health and work effectively with children and young people with mental health problems; 2. Respect the rights, and promote the interests, dignity and independence of all children and young people with mental health problems, whilst protecting them from danger or harm 	<ul style="list-style-type: none"> • A programme of structured lectures, interactive seminars, group work sessions, individual tutorials and VLE support • The planning, researching and writing of assignments and subsequent oral and written feedback • Work-based scenarios and case studies from CAMHS and universal settings. • Practical, experiential assignments – e.g. Video and practice of communication and interpersonal skills and group work, intervention plans, case studies, health promotion posters • Use of VLE to encourage discussion, shared learning and development and assessment of attitudes and values • A variety of assessment strategies including essays, oral presentations, reports, group work, critiques, evidencing practice and research related tasks • The Independent Study requires students to select, research and relate theory to a CAMH based topic or issue
COGNITIVE AND INTELLECTUAL SKILLS:	EXAMPLES OF LEARNING, TEACHING AND ASSESSMENT METHODS USED:

<ol style="list-style-type: none"> 3. Critically evaluate relevant theoretical frameworks and concepts and critically apply these to practice in child and adolescent mental health in a variety of contexts; 4. Establish and maintain trust and confidence in children and young people, carers and the public by demonstrating, analysing and taking responsibility for maintaining and improving knowledge and skills; 5. Critically reflect upon own and others ideas, beliefs and values and demonstrate an appreciation of difference and diversity; 6. Evaluate appropriate evidence and research to underpin practice and decision making. 	<ul style="list-style-type: none"> • All modules encourage learners to engage in discussion and application of key concepts to a work-based context. • Higher order independent learning and critical skills at level 6 (with additional tutor support in line with UW's Intended Learning Outcomes policy). • Reflection and case study work offers students the opportunity to engage in problem solving and decision making and demonstrate awareness of own strengths, limitations, responsibility and accountability. • Evidence-based research informed knowledge, understanding and critical appreciation is assessed throughout modules.
<p>PRACTICAL SKILLS RELEVANT TO EMPLOYMENT:</p>	<p>EXAMPLES OF LEARNING, TEACHING AND ASSESSMENT METHODS USED:</p>
<ol style="list-style-type: none"> 7. Identify the needs and effectively support and assist children and young people who may have emotional or mental health problems; 8. Respect difference and diversity and demonstrate anti-oppressive and inclusive practice; 9. Work in collaboration and partnership with others across a range of different agencies and disciplines within children & young people's services; 10. Empower children and young people with emotional and / or mental health problems as active participants; 11. Engage in, and disengage from, professional relationships using appropriate and sensitive communication and interpersonal skills; 12. Communicate effectively to promote partnerships in the planning and delivery of care. 	<ul style="list-style-type: none"> • Practical, experiential, role play and group work sessions to develop assessment, communication and interpersonal skills. • Use of case studies. • Reflective papers and summaries on self-development of knowledge, skills and attributes. • Subject librarian contributes to study skills sessions on accessing and searching for information sources, using databases and Web-based sources. • All modules are focussed on learning for professional practice and include opportunities for group discussions and sharing experiences. Some modules include group assessments.
<p>TRANSFERABLE/KEY SKILLS</p>	<p>EXAMPLES OF LEARNING, TEACHING AND ASSESSMENT METHODS USED:</p>

<p>13. Use reflective practice to develop knowledge and skills;</p> <p>14. Recognise own learning needs, draw up personal action plans and take responsibility for personal development and learning;</p> <p>15. Effectively manage self (time, planning, motivation, and initiative) and prioritise own work;</p> <p>16. Communicate appropriately and effectively through a variety of mediums, including oral and written communication.</p>	<ul style="list-style-type: none"> • Development of skills for critical reflection throughout the course and additionally through assignments in a number of modules. • Opportunities in modules and additional support sessions to develop skills in using PowerPoint, word processing, e-mailing, Excel. • Completion of a range of different assessment items throughout the course to develop written, oral and other communication skills.
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14. Assessment Strategy

The assessment strategy is designed to equip students with the knowledge, skills and core competence in the arena of child and adolescent mental health on completion of the program.

Assessments provide opportunities to analyse and critically evaluate evidence and current practice.

The Course Team are committed to developing and enhancing students' competence by providing them with on-going opportunities to demonstrate skills of self-reflection, evaluation of existing evidence and application of new learning. Students will be assessed in a variety of ways that promote deep learning including oral and poster presentations, case study analysis, observational studies and reflective writing.

Each assignment has specific marking criteria contained in the relevant module guide which is given to students at the beginning of the module. These are based on the generic assessment criteria contained within the University's [Generic Undergraduate Grade Descriptors](#)

A grid showing assessment methods and weightings mapped to modules at each level is included in the assessment section of the Course Handbook.

Submission dates are module specific and located in the Module Guide provided at the beginning of each module.

15. Programme Structures and Requirements

The course is designed to be studied, full or part-time.

The modules for the BSc (Hons) Child & Adolescent Mental Health Top-Up degree are presented in the table below:

AWARD MAP BSc (Hons) CHILD & ADOLESCENT MENTAL HEALTH Top Up

MODULE CODE	TITLE	CREDITS	STATUS Mandatory (M) or Optional (O)
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CAMH 3005	Understanding CAMH & Core Competencies for working with Children, Young people and Families	30	M
CAMH 3006	Therapeutic Ways of Working with Children, Young People and Families	30	M
CAMH 3007	Promoting CAMH in Universal Settings	15	O
APHS 3001 (Semester 1) OR	Independent Study (Semester 1) OR	30	M
APHS 3002 (Semester 1 & Semester 2)	Independent Study (Semester 1 and Semester 2)		
CAMH 3008	Empowering & Involving Children & Young People; Children & Young People's Rights	15	O
APHS3009	Substance Misuse	15	O
APHS3010	Domestic Abuse	15	O
APHS3011 *	Research for Practice in Applied Health & Social Science	15	O

Single Honours Requirements at Level 6

Single Honours students must take 120 credits in total to include CAMH 3005, CAMH 3006 and APHS3001 or APHS 3002 plus 30 credits from 2 optional modules.

*** Students who have not passed a Research Methods module at Level 5 must take APHS3011 as an optional module.**

16. QAA and Professional Academic Standards and Quality

This Award is located at level 6 of the FHEQ.

Additionally a number of key policy documents have informed the development of this programme:

- [Children and Young People's Improving Access to Psychological Therapies Programme](#)
- [No Health without Mental Health](#) A cross-government mental health outcomes strategy for people of all ages (DfH 2011).
- [Future in Mind: Promoting, Protecting and Improving our Children and Young People's Mental Health and Well-being](#) (DH 2015).
- [Every Child Matters](#) (2003) and the [Common Core of Skills and Knowledge for the Children's Workforce](#) (DfES, 2005);

- [The National Service Framework for Children, Young People and Maternity Services \(2004\) Standard 9: 'The Mental Health and Psychological Well-being of Children and Young People'](#)

17. Support for Students

To enhance the student experience and to ensure that students are aware and have access to the full range of academic and welfare support available a comprehensive range of measures are in place.

Within the course support includes:

- All students will be allocated a Personal Academic Tutor on commencement of the course. In addition, module tutors will provide specific educational guidance.
- Personal Development Planning (PDP) will be facilitated within action learning sets or learning groups operating in conjunction with supervision and support.
- Students will develop a personal development record in which they will record and reflect on their personal development through learning activities, assignments and through the use of a reflective learning journal and practice recordings.
- Students will be supported by module tutors responsible for individual modules. Critical reflection and application of theory to practice will be an essential component of all modules.
- Blackboard, a feature of the University's eLearning provision, will be useful for students off campus to access a virtual learning environment and maintain contact with tutors and peers.

18. Admissions

The University of Worcester seeks to admit students who have the capacity to benefit from study at higher education level, and Admissions Tutors seek to identify applicants who can demonstrate their potential to succeed at this level.

The admission of students is based on the reasonable expectation that the applicant will be able to fulfil the objectives and achieve the standard required for the award for which they are registered.

The University is committed to widening access to and participation in HE by raising awareness and expectations in the pre-university community in order to increase the pool of qualified candidates who can benefit from the provision on offer.

No student will be subjected to less favourable treatment on grounds of race, ethnic or national origins, colour, gender, sexuality, parental status, marital status, disability status, creed, political belief or social or economic background.

Support for disabled students can be negotiated through the Disability Co-ordinator who works from the [Disability & Dyslexia Service](#). Early contact is advisable to ensure appropriate levels of support from the outset of the student's course.

The University recognises the importance of the provision of accurate and appropriate pre-entry information and support to prospective students in order to ensure that all applicants are given every opportunity to choose courses in an informed manner and to be admitted to a suitable course.

Entry Requirements

The current entry requirements for the BSc (Hons) Child and Adolescent Mental Health Top Up are published on the University website: <http://www.worcester.ac.uk/courses/child-adolescent-mental-health-bsc-hons-top-up.html>

Students must have a Foundation Degree, DipHE, HND or equivalent qualification in health, care, welfare or related subject. A supportive academic reference is also required. Students applying to progress to the top-up from other areas of study than the FdSc Child and Adolescent Mental Health will also have to evidence experience of working with children and young people. Please see the University's [Admissions Policy](#) for other acceptable qualifications.

International Students

Applications from international students are welcomed. International students must hold:

- A qualification equivalent to a UK Diploma worth 240 credits: 120 credits at level 4 and 120 credits at level 5.
- An appropriate or relevant professional qualification.
- If English is not the first language students are required to achieve IELTS 6.0 or equivalency according to the University's admission criteria.
- An appropriate visa.

Recognition of Prior Learning

Details of acceptable level 4 & 5 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions Procedures

Full-time applicants apply through UCAS. Completing University of Worcester Foundation degree students can apply via an internal UW application on their Student Sole page.

Admissions/Selection Criteria

The University of Worcester welcomes applications from candidates from all social and ethnic backgrounds and is committed to the promotion of equal opportunities for all. Applicants will need to have previous experience of working with children and young people as well as academic qualifications to Level 5. They will be expected to demonstrate the knowledge and values required for working with children and young people. All suitable applicants will be invited for an applicant information session.

Induction

The Induction week for BSc (Hons) CAMH Top-up degree will introduce students to course requirements and the range of facilities and support available to enable students to meet course demands; information sharing about student services, library resources, use of computer facilities, timetabling and access to teaching staff will form part of the induction process.

19. Methods for Evaluating & Improving Quality & Standards of Teaching & Learning

The course will be subjected to the University of Worcester Quality Assurance Processes. The quality of course learning and teaching will be monitored continually. Performance data will be collected through a number of mechanisms to provide evidence against prescribed quality standards.

Evaluation Mechanisms will include:

- Annual review of the quality of the course (Annual Evaluation Reports – AER)
- External Examiner reports
- Each module provides opportunities for student evaluation
- Cross moderation of assessment
- Course Management Committee considers student feedback
- Module Moderating
- New staff mentoring system
- Peer observation of teaching by staff
- Academic staff annual appraisal

Quality and Standards Committees:

- Institute of Health and Society Quality Committee
- Course Management Committee
- Academic Standards and Quality Enhancement Committee
- Institute of Health and Society and University Ethics Committees

Mechanisms for gaining student feedback:

- Module feedback questionnaires
- Feedback from Student Academic Representatives (StARs)
- Meetings with module tutors and Personal Academic Tutor
- National Students Survey
- Induction, exit and other ad hoc surveys

20. Regulation of Assessment

The course operates under the **University's Taught Courses Regulatory Framework**

Requirements to pass modules:

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items:

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see University's Taught Courses Regulatory Framework

Retrieval of failure:

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade
- Reassessment items that are passed are capped at D-
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or in some circumstances take an alternative module) the module grade for a re-taken module is capped at D-

Requirements for Progression

- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits, but have submitted all items of assessment will be required to retake modules.

Requirements for Awards:

Award	Requirement
Top up Degree (non-honours)	Passed a minimum of 60 credits at Level 6 as specified on the award map, including mandatory modules CAMH 3005 (Understanding CAMH & Core Competencies for Working with Children, Young People and Families) and CAMH 3006 (Therapeutic Ways of Working with Children, Young People and Families) and not including the Independent Study module.
Top up Degree with honours	Passed a minimum of 120 credits at Level 6 as specified on the award map, including mandatory modules CAMH 3005 (Understanding CAMH & Core Competencies for Working with Children, Young People and Families) and CAMH 3006 (Therapeutic Ways of Working with Children, Young People and Families), plus APHS3001 or APHS3002 (Independent Study) as specified on the award map.

Classification will be determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, please see the **University's Taught Courses Regulatory Framework**

21. Indicators of Quality Standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Graduate Destinations, Employability & Links with Employers

Graduate Destinations

Universal settings and communities where children and young people are a focus; including education, early year's, children's social care or health are now recognising the importance of focussing on their emotional health and well-being within those individual contexts. There is a 'window of opportunity' to help, support and improve health outcomes for children and young people. It is now recognised by HM Government that a core set of competencies and child and adolescent mental health knowledge are necessary skills for workers in these communities and settings.

Students will benefit from the strong links to practice already established across the academic unit and will engage with specialist professionals from practice in the classroom. They will also have the opportunity to develop networks across universal settings.

Students will locate themselves within the policy and strategic contexts shaping child and adolescent mental health. Successful graduates will have access to a range of employment opportunities in child and adolescent mental health contexts, e.g.

Opportunities for Further Study

On completion of this award students may also consider further study at Masters Level. Relevant Masters Programmes at the University of Worcester include:

- MA Social Work
- MSc Public Health
- Postgraduate Cert in Education PGCE Primary (QTS)
- MSc Counselling
- Early Years Initial Teacher Training

Student Employability

Graduate employability remains a high priority which reflects both university aspirations and the vocationally focused nature of the course. The course will be constantly reviewed to ensure that it is fit for purpose and capable of equipping students to meet employment challenges.

Evidence suggests that students graduating from similar programmes are competing favourably for employment and that a wider range of employers than ever before are recognising the contribution that effectively trained and knowledgeable practitioners can make to the improvement of children and young people's emotional health and well-being in universal settings. This course will also add value and career change opportunities for existing professionals from nursing and education.

Graduate employability will be tracked and monitored through Higher Education Statistics Agency data generated from the Destinations of Leavers from Higher Education survey.

Links with Employers

Close working relationships with employers exist through the delivery of the FdSc CAMH. Colleagues from the statutory, voluntary and independent sector have assisted and influenced the development of this course. They continue to maintain an ongoing relationship which will ensure the contemporaneous nature of dynamic conditions in practice and combined with research and feedback from students.

Students and graduates of the course will benefit from the strong links to practice, already established; experienced CAMH practitioners contribute to both taught aspects of the course and to a range of on-going quality assurance arrangements.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation eg course handbooks, module outlines and module specifications.