

## PROGRAMME SPECIFICATION

1	<b>Awarding institution/body</b>	University of Worcester
2	<b>Teaching institution</b>	University of Worcester
3	<b>Programme accredited by</b>	N/A
4	<b>Final award</b>	FdSc
5	<b>Programme title</b>	Foundation Degree Mental Health
6	<b>Pathways available</b>	N/A
7	<b>Mode and/or site of delivery</b>	Full time / Part time Taught programme (at University of Worcester and Bournville College) incorporating work-based learning 200 hours a year.
8	<b>Mode of attendance</b>	Full time one day a week Part time half a day a week
9	<b>UCAS Code</b>	L515
10	<b>Subject Benchmark statement and/or professional body statement</b>	QAA Foundation Degree Qualification Benchmark (QAA, 2007) National Occupational Standards in Health and Social Care ( Skills for Care, Skills for Health, 2009)
11	<b>Date of Programme Specification</b>	May 09/amended IQC April 2012
12	<b>Educational aims of the programme</b>	<p>The course aims to:</p> <ol style="list-style-type: none"> <li>1. Provide students with the opportunity to develop specific knowledge, skills and values relevant to the context of mental health and social care of individuals with mental health issues.</li> <li>2. Provide opportunities for students to develop key skills to prepare for employment and lifelong learning and/or further study.</li> <li>3. Develop students' appreciation and application of the core values underpinning care practice</li> <li>4. Promote critical reflection and reflective practice.</li> <li>5. Critically engage students in the social, cultural, moral, legal and political context of mental health work</li> <li>6. Develop an analytical and critical approach to problem solving</li> <li>7. Enable students to assess, plan, implement and make sound judgements in care delivery in accordance with the core values of mental health</li> <li>8. Develop students' interpersonal and communication skills and enable students to identify, use and communicate relevant information effectively</li> <li>9. Further develop skills and strategies necessary for partnership working with a range of service users, services, professionals and groups across the care sectors</li> </ol>
13	<b>Intended learning outcomes and learning, teaching and assessment methods</b>	

**At the end of the course students should be able to:**

1. Demonstrate and critically reflect on the knowledge and skills necessary to work effectively with individuals requiring mental health services
2. Critically analyse relevant theoretical frameworks and concepts and critically apply these to the practice of mental health in a variety of contexts
3. Effectively care for others and assist individuals to identify their needs, select, plan and implement appropriate care strategies
4. Use reflective practice to develop knowledge and skills for care practice within work environments
5. Respect difference and diversity and demonstrate anti oppressive and inclusive practice
6. Respect the rights and promote the interests, dignity and independence of service users and carers whilst protecting them from danger or harm
7. Establish and maintain trust and confidence of service users, carers and the public
8. Demonstrate accountability for the quality of their work and take responsibility for maintaining and improving their knowledge and skills while working within the parameters of their role
9. Work in collaboration and partnership with others across a range of different agencies and disciplines within the care sector
10. Empower and involve individuals as active participants in the care process
11. Locate and evaluate evidence and research and apply to practice and decision making in mental health
12. Communicate effectively through a range of media and in a range of contexts
13. Develop key skills for lifelong learning

***Knowledge and understanding:***

1. Demonstrate and critically reflect on the knowledge and skills necessary to work effectively with individuals requiring mental health services
2. Respect the rights and promote the interests, dignity and independence of service users and carers whilst protecting them from danger or harm

**Examples of learning teaching and assessment methods used**

- 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 variety of settings, roles and responsibilities in mental health setting experienced via case studies, guest speaker inputs, work placement and work-related

	<p>learning</p> <ul style="list-style-type: none"> <li>▪ Practical, work-based and work-related assignments – e.g. Video and practice of communication and interpersonal skills and group work, intervention plans, case studies, health promotion posters</li> <li>▪ Use of VLE to encourage discussion, shared learning and development and assessment of attitudes and values</li> <li>▪ A variety of assessment strategies including essays, oral presentations, reports, group work, critiques, evidencing practice and research related tasks</li> <li>▪ The Work-Based Independent Project requires students, in negotiation with supervisors and work-based mentors to select, research and relate theory to a work-based topic or issue</li> </ul>
<p><b><i>Cognitive and intellectual skills:</i></b></p> <ol style="list-style-type: none"> <li>3. Critically analyse relevant theoretical frameworks and concepts and critically apply these to the practice of mental health in a variety of contexts</li> <li>4. Establish and maintain trust and confidence of service users, carers and the public</li> <li>5. Respect difference and diversity and demonstrate anti oppressive and inclusive practice</li> <li>6. Locate and evaluate evidence and research and apply to practice and decision making in mental health</li> </ol>	<ul style="list-style-type: none"> <li>▪ All modules encourage learners to engage in discussion and application of key concepts to a work-based context</li> <li>▪ Higher order independent learning and critical skills (e.g. the ability to evaluate evidence, arguments and assumptions to reach sound judgements) will be developed and encouraged at levels 4 and 5 (with additional tutor support in line with UW's Learning Outcomes policy)</li> <li>▪ Reflection in and on practice 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</li> <li>▪ Evidence-based practice and research informed knowledge, understanding and critical appreciation is assessed through the Independent Work Based Study</li> </ul>
<p><b><i>Practical skills relevant to employment:</i></b></p> <ol style="list-style-type: none"> <li>7. Effectively care for others and</li> </ol>	<ul style="list-style-type: none"> <li>▪ Practical and group work sessions to develop assessment, communication and interpersonal</li> </ul>

<p>assist individuals to identify their needs, select, plan and implement appropriate care strategies</p> <p>8. Work in collaboration and partnership with others across a range of different agencies and disciplines within the care sector</p> <p>9. Empower and involve individuals as active participants in the care process</p> <p>10. Communicate effectively through a range of media and in a range of contexts</p>	<p>skills</p> <ul style="list-style-type: none"> <li>▪ Use of case studies and work-based scenarios</li> <li>▪ Reflective papers and summaries on self-development of knowledge, skills and attributes</li> <li>▪ Use of Pebble Pad to develop web-based portfolio</li> <li>▪ Use of VLE and Values Exchange to encourage discussion, shared learning and development and assessment of attitudes and values</li> <li>▪ Subject librarian contributes to study skills sessions on accessing and searching for information sources, using databases and Web-based sources</li> <li>▪ All modules are focussed on learning for and from the workplace and include opportunities for group discussions and sharing experiences. Some modules include group assessments</li> </ul>
<p><b><i>Transferable/key skills:</i></b></p> <p>11. Use reflective practice to develop knowledge and skills for care practice within work environments</p> <p>12. Develop key skills for lifelong learning</p> <p>13. Demonstrate accountability for the quality of their work and take responsibility for maintaining and improving their knowledge and skills while working within the parameters of their role</p>	<ul style="list-style-type: none"> <li>▪ Development of skills for critical reflective practice in the Study Skills module and through work-based assignments in a number of modules</li> <li>▪ Opportunities in modules and additional support sessions to develop skills in using PowerPoint, word processing, e-mailing, Excel</li> <li>▪ Use of Pebble Pad to develop web-based portfolio and personal development planning</li> <li>▪ Use of VLE to encourage discussion, shared learning and development and assessment of attitudes and values</li> <li>▪ Completion of a range of different assessment items throughout the course to develop written, oral and other communication skills</li> </ul>
<p><b>14 Assessment Strategy</b></p> <p>This Foundation Degree in Mental Health is located within the UW Undergraduate Regulatory Framework (URF) (<a href="#">Undergraduate Regulatory Framework</a>) and is aligned with the <a href="#">Assessment Policy</a> and the <a href="#">URF Grade Descriptors</a>.</p>	

The modules and their assessment strategies are designed to enable students to demonstrate their achievement of the course aims and outcomes and key skills development. Work based learning and reflective practice are essential components of the learning in this programme, are integral to the achievement of the programme aims and learning outcomes and encourage and promote learning that enables and encourages the students to think critically and analytically.

A variety of methods of assessment are used, both formative and summative, that enable students to demonstrate competence in a range of skills required both in higher education and in the workplace, including simulated practice, videos, case studies, individual and group presentations, intervention plans, personal development plans, care planning and various other written assessments including essays, reflective writing, reports. The assessments selected promote reflection and learning that is essential to work-based learning and not simply reliant on memory and recall of information. The assessments relate specifically to identified learning outcomes for modules (UW Learning Outcomes Guidance, 2007). Work based knowledge, skills and attitudes, will also be developed and assessed through the strategic use of practice skill workshops.

It is recognised that using experiences from work environments in learning and assessment strategies can raise ethical issues, e.g. confidentiality, questioning of work practices, etc. Given the nature of reflective practice and work-based and placement learning, the Institute of Health and Society has specific guidance regarding confidentiality.

### **15 Programme structures and requirements**

The course comprises of 15 modules in total (120 credits at each level of the course): seven 15 credit modules and one 30 credit module at Level 4 and four 15 credit and two 30 credit modules at Level 5. Each module attracts 15 credit points, with the exception of the Level 5 Individual Project module and Literature review module, which are double modules attracting 30 credit points. All modules at Level Four are mandatory. Students have the option to choose Applied Human Biology and Managing Health Conditions module if they want to apply to enter BSc Nursing at level 5. The course is modular and is designed to be studied, full-time, over a minimum of two years and part-time normally in a maximum of five years. In recognition of students' previous learning and experiences, students will have the opportunity to apply for accreditation of prior learning or experiential learning against specific modules in accordance with UW Admissions Policy.

The majority of the modules are assessed through work related learning and, for this reason, it is a requirement of the course that all students will be in a relevant work environment, either as a paid member of staff or on a voluntary basis to enable them to relate their studies to their own work based setting.

The full time programme will normally be delivered over two 12 week semesters. Attendance for the taught component of the course will normally be one day per week during semesters.

To gain the award of the Foundation Degree students must successfully achieve 120 credits at Level 4 and 120 credits at Level 5. Additional practice competences will be assessed on a pass/fail basis. Students must pass both theory and practice

components of the programme. No compensation will be made between these two elements.

<b>Module Code</b>	<b>Title</b>	<b>Credits</b>	<b>Level</b>	<b>Status</b>	<b>Pre/Co-requisites</b>
FDHS 1206	Introduction to Study Skills	15	4	Mandatory	None
FDHS 1200	Interpersonal Skills and Therapeutic Communication	15	4	Mandatory	None
FDHS 1207	Understanding Health	15	4	Mandatory	None
FDHS 1208	Improving Service Quality	15	4	Mandatory	None
FDMH 1203	Politics, Policy and Empowerment in Mental Health	15	4	Mandatory	None
FDHS 1204	Values, Attitudes, and Inequalities	15	4	Mandatory	None
FDHS 1205	Theory into Practice Work Based Learning	30	4	Mandatory	None

<b>Module Code</b>	<b>Title</b>	<b>Credits</b>	<b>Level</b>	<b>Status</b>	<b>Pre/Co-requisites</b>
FDHS 2003	Social Research Methodologies, Methods and Processes	15	5	Mandatory	None
FDMH 2000	Experiences of Mental Distress	15	5	Mandatory	None
FDMH 2001	Interventions in Mental Distress	15	5	Mandatory	None
FDHS 2205	Applied Human Biology and Managing Health Conditions	30	5	Option	None

FDHS 2204	Literature review Contract Module	30	5	Option	None
FDHS 2004	Team Working and Enabling Others	15	5	Mandatory	None
FDHS 2203	Individual project Work Based Learning	30	5	Mandatory	None

### 16 QAA Academic Infrastructure

This Foundation Degree is situated within the Undergraduate Regulatory Framework at the University of Worcester and uses the QAA Foundation Degree Benchmark Statement (2007) as a reference point. Foundation Degrees are located within the Intermediate level of the Framework for Higher Education Qualifications (FHEQ) for England, Wales and Northern Ireland, and are recognised as an award that is equivalent to Level 5 (Intermediate) within the National Qualification Framework (September 2008). QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (2001 and 2007) with particular reference to Part 2 Collaborative provision and flexible and distributed learning (including e-learning), Part 9 Placement Learning. Key documents have informed the development of this programme:

- The NHS Knowledge and Skills Framework (NHS KSF) (2004)
- National Occupational Standards for Health and Social Care (Skills for Care Skills for Health 2009)
- The Ten Essential Shared Capabilities for Mental Health Practice (Department of Health 2004)
- QAA Benchmark for Foundation Degrees (2007)

### 17 Support for students

The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee. The Disability Service within Student Services provides specialist academic and other support on a one to one basis, makes recommendations for reasonable adjustments to teaching and assessment based on individual need and works with disabled students to allow them to manage their own learning development.

The following roles, activities and documents provide support for Foundation Degree students in the Institute of Health and Society

- Induction programme including inputs from course team, Registry and other student services
- Programme Leader and Pathway Leader
- Practice Learning Coordinator and mentors in practice to support work-based learning

- A nominated personal tutor to provide pastoral support, academic advice and guidance, and assistance with Personal Development Planning, as appropriate
- Course Handbook
- Module outlines which include module code, module title, level, planned teaching activity, attendance requirements, assessment brief, assessment criteria and reading lists
- Learning and study guides, including Work Based Learning Handbooks for students and mentors, Handbook for the Independent Work-Based Project
- Information and Learning Services (ILS) provide library, IT, media and print support and provides an Information and Enquiry Desk and Study Guides
- Student Services provide a range of support including programme advisers, finance, welfare and accommodation advice, and additional Study Guides
- Student representation on Course Committee to address course-wide issues
- Registry Services and the student online learning environment (SOLE page) provides details of modules, registration and results
- Student and academic support, representation and social networking via the Students' Union

## **18 Admissions policy, criteria and procedures**

### Admissions Policy for the course

The admissions policy for the programme is designed to encourage access to higher education through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

### Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 1 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Details of acceptable level 3 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 accreditation 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).

Candidates are encouraged to apply if they feel they can benefit from the programme.

Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Students with non-standard qualifications will be asked to demonstrate evidence of ability in literacy. All candidates are able to access a learning needs assessment.

Students whose first language is not English must have a minimum standard of English at IELETS 6.

### **Course Specific Entry Requirements:**

- To fulfil the mandatory vocational practice learning element of the course,

students will be required to undertake a minimum of 400 hours practice learning in a relevant setting during the course.

- Applicants already employed must have the support of the relevant organisation to provide opportunities for work-based learning and be able to attend University for a minimum of one day per week for academic study (the study days may vary between intakes).
- Those applicants not already employed in suitable work environments will be assisted to find placements.
- Students will be required to travel to and from practice based learning at their own expense. This work based learning will (where possible) be mindful of student individual needs but must be focussed on providing suitable opportunities to enable the student to achieve their learning outcomes.
- All places are conditional upon occupational health clearance.
- Students will be required to have a new Enhanced CRB (Criminal Records Bureau) check. Students will not be able to commence practice until Enhanced CRB clearance is confirmed.

#### Admissions procedures

All applicants, irrespective of their pathway into the course, will be required to attend a small group interview prior to acceptance onto the course. The pathway leader will provide guidance on seeking suitable practice experience if the applicant is not already working in a relevant environment. All applications follow the University of Worcester full-time admissions regulations and procedures, and:

- All applicants complete the UCAS application form
- Each application will be considered by UW Registry Admissions and the appropriate Course Leader
- Evidence of qualifications will be checked
- References and personal statements will inform the selection of candidates;
- Applicants are required to provide two referees, (where possible one from their last place of study, and one from a practical work base area).

#### Admissions/selection criteria

Students will be selected through a group interview process that will focus on:

- insight into the qualities and values;
- interpersonal and communication skills;
- small and larger group work skills

#### Mature Students

UW values diversity in its student body and students over the age of 21 are very welcome. If you fulfil the standard entry requirements as detailed above, please apply through UCAS.

Students with few or no formal qualifications should contact the Registry Admissions Office (01905 855111) with details of their age, any work undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school.

#### Accreditation of Prior Learning.

Students with relevant previous study at level 4 and 5 or extensive experience may be considered eligible for accreditation of prior learning. Credit can be given for individual modules. Students with NVQ level 4 Leadership and Management Award can APL 75 credits at level 4. This relates to modules: FDHS1200 -15 credits, FDHS1203 -15 credits, FDHS1204 -15 credits and FDHS1205 - 30 credits. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Full-time applicants apply through UCAS (L511)

Part-time applicants apply directly to University of Worcester (UW)

#### **19 Methods for evaluating and improving the quality and standards of teaching and learning**

The course is subject to the UW Quality Assurance and Enhancement processes and will follow Regulations as set out in the Undergraduate Regulatory Framework and Academic Regulations of the University.

Quality mechanisms and roles will chiefly be:

- Annual Monitoring and Review at Course and Scheme Level
- Programme Leader for Foundation Degrees in Health and Social Care
- Appointment of a Pathway Leader
- Appointment of an External Examiner
- Annual Monitoring Reports
- Student module evaluation
- Student self evaluation
- Course Committee with student representation each semester
- Internal moderation and verification of assessment
- External verification of assessment and External Examiner's Report
- Post Examination Board Moderation Group
- Staff review and development
- Staff participation in research informed teaching and learning, scholarly activity and staff development
- Departmental Subject Review
- QAA Institutional Audit

#### **20 Regulation of assessment (FD) Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in 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.
- Some modules have attendance requirements (delete if this does

not apply).

- 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 fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- 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 URF.

### **Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded 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).

### **Requirements for Progression**

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- 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**

<b>Award</b>	<b>Requirement</b>
CertHE	120 credits at Level 4 or higher
Foundation Degree FdA/FdSc	120 credits at Level 4 and 120 credits at Level 5

These awards are not classified.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

## 21 Indicators of quality and standards

1. In November 2005, the University was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.
2. The University of Worcester holds the Investors in People Kitemark which was renewed in 2008. .
3. Annual Monitoring Process and Reports
4. External Examination and Annual External Examiners Reports
5. Departmental Subject Review
6. Due consideration given to the National Occupational Standards for Health and Social Care (Skills for Care, Skills for Health 2009)

## 22 Career Opportunities & Links with Employers

Employer involvement is fundamental in the design of this programme. The programme was designed in collaboration with West Midlands Strategic Health Authority and employers representatives from organisations across the West Midlands.

The course provides clear progression routes for individuals in health and social care work. Students that successfully complete the course will exit with a Foundation Degree in Mental Health (FdSc Mental Health), which is a recognised qualification in its own right. There is an increasing range of opportunities for individuals to work in mental health and social care, in statutory, non-statutory and voluntary sectors and with a number of different service users. The focus of mental health and social care can be very diverse and the Foundation Degree will support future employment in a range of settings and with different client groups, for example:

- Working with individuals and with a variety of service user groups in an assistant practitioner /support worker role,
- Working for statutory, voluntary and private organisations in hospitals, community, residential and private care settings
- Care management

At Bournville College and University of Worcester, we will be able to provide links with local employers and will give guidance as to career pathways for learners. Students may also be eligible to progress on to the third year of existing degree programmes at UW. Specifically, this Foundation Degree will enable students to progress onto the BA Social Welfare degree (a multi-professional course that addresses a broad range of vocationally oriented welfare issues).

**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 the module study guides and course student handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

updated July 2011