

PROGRAMME SPECIFICATION

Programme Specification for FdSc Child and Adolescent Mental Health

This document applies to Academic Year 2019/20 onwards

1.	Awarding institution / body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	FdSc
5.	Programme title	Foundation Degree in Child and Adolescent Mental Health
6.	Pathways available Linked Honours Degree progression route/s	Progression Route: BSc Child and Adolescent Mental Health Top-up / BA (Hons) Applied Health & Social Care Top-up
7.	Mode and / or site of delivery	Taught programme, one day per week during semesters. Incorporating work-based learning a minimum of 200 hours a year.
8.	Mode of Attendance	Full time one day a week Part time half a day a week
9.	UCAS Code	L514
10.	Subject Benchmark statement and / or professional body statement	QAA Foundation Degree Characteristic Statements (QAA, 2015) Subject Benchmark Statement Health Studies (QAA 2016) National Occupational Standards (NOS) Health and Social Care (Skills for Care 2012) Children's Workforce (DfES, 2010)
11.	Date of Programme Specification Preparation / Revision	Revision July 2014 August and October 2014 (Regulations) Revision April 2015 (Partner Institutions) Annual amendments September 2015 Revision December 2015 (new replacement L 5 module) August 2017 AQU amendments and updates August 2018 AQU amendments and updates January 2019 updates to template (mapping of learning outcomes reformatting, removal of sections 19 and 21, renumbering) Revision Feb 19 Iron Mill College no longer offering course from 2018/19 July 2019 Minor updates following Periodic Review including the Learning Institute no longer offering course from 2019/20 August 2019 AQU amendments to Section 19

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, their contribution in the promotion of mental health and the relationship of their roles and responsibilities within the child and adolescent mental health workforce. It seeks to

develop knowledge, skills and attributes appropriate for, but not restricted to, the Tier One workforce for CAMH, with the potential for further development as a CAMHS practitioner.

Foundation degree study must also offer authentic and innovative work-based learning as an integral part of its design. It should enable learners to gain employment through the opportunity to learn and apply skills and knowledge acquired as an integrated element of the programme. It must involve higher-level learning in the context of the institution and transferred to the workplace. This two-way process, where the learning in one environment is applied in the other underpins the educational aims of this course (QAA 2015). Students are expected to develop an enquiring, knowledgeable and critical application of their learning and to bring this to the context of their practice.

This course has also become a recognised route into careers within the NHS, such as Adult Branch Nursing, Child Branch Nursing, Mental Health Branch Nursing, Midwifery and Occupational Therapy for students who did not meet the initial entry criteria for those courses. Students are supported to achieve their potential.

This course aims to:

- Increase knowledge and awareness of factors influencing mental health and well-being of children and young people;
- Enable students to promote mental health and 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 and to further develop specific knowledge, skills and values relevant to the context of child and adolescent mental health;
- Engage students in debate regarding the social, cultural, moral, legal and political context of child and adolescent mental health work;
- Develop students' appreciation and application of the core values underpinning working with children, young people and their families or carers;
- Develop students' interpersonal and therapeutic communication skills and enable students to identify, use and communicate relevant information effectively in a range of settings;
- Develop skills and strategies necessary for partnership working with service users, services, professionals and groups across statutory and non-statutory sectors.
- Provide opportunities for students to develop and enhance key skills to prepare for further study and/or employment and lifelong learning;
- Enable students to identify and acknowledge personal professional development needs and 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 and knowledge to confidently problem solve in a range of settings.

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

Knowledge and Understanding

LO no.		Module Code/s
	On successful completion of the named award, students will be able to:	
1.	Demonstrate and critically reflect on an underpinning knowledge of principles and theories that consider how emotional, psychological, neurological and mental health problems emerge, including skills, interventions and ways of working;	FDCM2005 FDCM1010
2.	Respect the rights, and promote the interests, dignity and independence of all children and young people including those with mental health problems, whilst protecting them from danger or harm.	FDCM 1009 FDCM1005 FDCM2007

Cognitive and Intellectual skills
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1.	Establish and maintain trust and confidence in children and young people, carers and the public by demonstrating accountability for the quality of their work and taking personal responsibility for maintaining and improving their knowledge and skills while working within the parameters of their role;	FDCM1600 FDCM2600
2.	Critically reflect upon own and others ideas, beliefs and values and demonstrate an appreciation of difference and diversity;	FDCM2006 FDCM1009
3.	Locate and evaluate appropriate evidence and research to underpin practice and decision making, by hypothesising, formulations, discussion and generation of ideas.	FDCM2006 FDHS2003

Skills and capabilities related to employability

1.	Uphold the importance of values based practice including respecting difference, diversity, and demonstrating anti-oppressive, inclusive practice and safeguarding;	FDCM1600 FDCM2600 FDCM2006
2.	Work in collaboration and partnership with others across a range of different agencies and disciplines within children & young people's services;	FDCM1600 FDCM2600

3.	Empower children and young people with emotional and / or mental health problems as active participants;	FDCM1600 FDCM2600 FDCM2007
4.	Taking personal responsibility engage in, and disengage from, professional relationships using a range of appropriate, sensitive, communication and interpersonal skills;	FDCM1008 FDCM1600 FDCM2600

Transferable/key skills

1.	Use reflective and critical practice to develop knowledge and skills for work-based learning;	FDCM2600
2.	Recognise own learning needs, draw up personal action plans and take responsibility for personal development and learning;	FDCM2600 FDCM2005 FDCM1600
3.	Communicate appropriately and effectively through a variety of mediums, including oral and written communication	FDCM1008 FDCM2006 FDCM1600/2600 FDCM2007

The principles of Universal Design for Learning (UDL) underpin our commitment to offer flexible ways of learning e.g. innovative teaching methods; flexible study resources e.g. electronic teaching materials so you can modify the font and background colour; and flexible ways of assessing learning e.g. providing different assessment methods. Examples of learning, teaching and assessment methods used:

- A programme of structured lectures, interactive seminars, group work sessions, individual tutorials and Virtual Learning Environment (VLE) support
- The planning, researching and writing of assignments and subsequent oral and written feedback is fully supported by the use of formative [preparatory] assessment
- Work-based scenarios and variety of settings, roles and responsibilities in child and adolescent mental health settings experienced via case studies, guest speaker inputs, work placement and work-related learning
- 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.
- 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, poster presentations, evidencing practice and research related tasks

- The Work-Based learning requires students, in negotiation with supervisors and work-based mentors to select, research and relate theory to their own personal development and through development of an appropriate project at level 4 and 5.
- 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 (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)
- 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
- Evidence-based practice and research informed knowledge; understanding and critical appreciation is assessed through the Independent Work Based study.
- 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.
- 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.

14. Assessment Strategy

This Foundation Degree in Child and Adolescent Mental Health is located within the UW [Taught Courses Regulatory Framework](#). FDCM is aligned with [University's Assessment Policy](#) and [Generic Undergraduate Grade Descriptors](#).

The assessment strategy is designed to help students develop the knowledge, skills and competence to practice as competent professional workers in the arena of child and adolescent mental health on completion of the program. The modules and their assessments use UDL approaches and are designed to enable students to demonstrate their achievement of the course aims and outcomes. Assessments provide opportunities to analyse and evaluate evidence and current practices and to apply this knowledge within their own developing practice.

The team are committed to developing and enhancing students' professional competence by providing them with on-going opportunities to demonstrate skills of self-reflection, evaluation of existing evidence and application of new learning to practice situations. Students will be assessed in both theoretical and practical components of the course.

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 undergraduate grades 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 Outline provided at the beginning of each module.

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. Assessment arrangements are in-line with the [Inclusive Assessment Policy](#) offering alternative

options to support individualised learning and making provision for reasonable adjustments. Assessments include simulated practice, videos, case studies, individual and group presentations, intervention plans, care planning and various other written assessments including essays, reflective writing, and reports. The assessments selected promote the reflection and learning that is essential to work-based practice and not simply reliant on memory and recall of information. The assessments relate specifically to the identified learning outcomes for modules.

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. Work Based Learning is summatively assessed by academic staff but this is supported and developed using feedback from placement mentors. Guidance for placement mentors is provided through on-site visits and the provision of a dedicated handbook. Work Based Learning Tutors offer on-going additional support for students and placements, working under the supervision of the Course Leader. 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 School of Allied Health and Community has specific guidance regarding Confidentiality (See Course Handbook).

15. Programme Structures and Requirements

AWARD MAP: FOUNDATION DEGREE AWARD

TITLE: FOUNDATION DEGREE CHILD AND ADOLESCENT MENTAL HEALTH

AWARD MAP FDSC CHILD & ADOLESCENT MENTAL HEALTH - LEVEL FOUR

MODULE CODE	TITLE	CREDITS	LEVEL	STATUS
FDCM1008 Specialist	Therapeutic Communication and Counselling Skills with Children, Young People and Families	30	4	Mandatory
FDCM1009 Specialist	Values and Ethics for Practice; children and young people	15	4	Mandatory
FDCM1005 Specialist	An Integrated approach to Safeguarding Children & Young People	15	4	Mandatory
FDCM1002 Specialist	Child and Adolescent Development	15	4	Mandatory
FDCM1010 Specialist	Introducing Child and Adolescent Mental Health	15	4	Mandatory
FDCM1600 Specialist	Work Based Learning Theory into Practice	30	4	Mandatory

Requirements at Level 4

Students must successfully complete 120 credits in total at Level 4.

AWARD MAP FDSC CHILD & ADOLESCENT MENTAL HEALTH - LEVEL FIVE

MODULE CODE	TITLE	CREDITS	LEVEL	STATUS
FDHS2003 Core	Applied Research and Evidence Based Practice	15	5	Mandatory
FDCM2005 Specialist	Mental Health and Interventions with Children Young People and Families	30	5	Mandatory
FDCM2006 Specialist	Working with Vulnerable Groups	30	5	Mandatory
FDCM2007 Specialist	Mental Health Promotion Strategies with Children, Young People and Families	15	5	Mandatory
FDCM2600 Specialist	Individual project - Work Based Learning	30	5	Mandatory

Requirements at Level 5

Students must successfully complete 120 credits in total at Level 5.

Work Based Learning Modules and Minimum Practice Requirements

FDCM 1600 and FDCM 2600 are the work-based learning modules which require the completion of a minimum of 200 hours of work based learning. The timing of practice-based learning will allow for some flexibility, although it is essential that certain parameters are met to ensure opportunities to link university based learning to practice, facilitate reflection on work based learning and ensure that assessment deadlines can be met.

For the full-time student, the 200 hours required for these modules must normally be achieved in a minimum of fifteen working weeks and a maximum of 35 working weeks. This equates to completing 13 hours per week to achieve the target of 200 hours in 15 weeks and just less than 6 hours per week spread over 35 weeks. The course team recommend 1 day in practice for the duration of the placement throughout the academic year in order to complement your studies and relate theory to and with practice.

For the part-time student, an individual learning contract will be negotiated to enable the requirements for practice learning to be fulfilled. Work based learning will be shaped by the learning outcomes for the modules, assessment requirements and objectives arising from students' personal development plans.

16. QAA and Professional Academic Standards and Quality

This Foundation Degree is situated within the Taught Courses Regulatory Framework at the University of Worcester and uses the QAA Foundation Degree Characteristic Statements (2015) 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 2007). The FdSc in Child and Adolescent Mental Health award is constructed to enable students to demonstrate knowledge and competencies as detailed in the QAA's [Framework for Higher Education Qualifications:4.12 \(2014\)](#).

Work-based learning aspects of the course are informed by [Making it work: a guidebook exploring work-based learning \(QAA2010\)](#) and incorporate [UW Policy for Management of Placement and WBL.pdf](#) (2016).

The course is also designed to meet requirements [of The UK Quality Code for Higher Education: Overview and Expectations](#) (including e-learning).

Full details of all aspects of the programmes work-based learning requirements can be found in the course WBL Handbook.

Additionally, a number of key documents have informed the initial and ongoing development of this programme:

- Every Child Matters (2003) and the Common Core of Skills and Knowledge for the Children's Workforce (DfES, 2005)
- Child and Adolescent Mental Health Training and Development Project 'Capabilities Needed for Effective Working with Children and Adolescents';
- The NHS Knowledge and Skills Framework (NHS KSF) and the development Review Process (2004);
- National Occupational Standards (NOS) for Health and Social Care (Skills for Care 2012)
- Children and Young People's Improving Access to Psychological Therapies Programme (CYP IAPT 2011, 2013)
- No Health without Mental Health; A cross-government mental health outcomes strategy for people of all ages (2011)
- Putting Children First: Delivering our Vision for Excellent Children's Social Care (2016)
- Future in Mind (2015)
- The Five Year Forward for Mental Health (2016)
- Transforming children and young people's mental health provision: a green paper (2017)
- NHS Long Term Plan (2019)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- Government Response to the Consultation on *Transforming Children and Young People's Mental Health Provision: a Green Paper and Next Steps* (2018)

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. 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 on this programme:

- Induction programme including inputs from course team, Registry and other student services.
- Head of Department, Course Leader and Module Leads.

- Work based learning tutor and mentor in practice to support work-based learning.
- A nominated personal academic 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.
- [Library Services](#) 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.

18. Admissions

Admissions Policy

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 normal minimum entry requirement for Foundation Degree courses is the possession of 4 GCSEs (Grade C/4 or above) and 1 A Level (or equivalent Level 3 qualification).

The current UCAS Tariff requirements for entry to this course are published on the University website: <https://www.worcester.ac.uk/courses/child-adolescent-mental-health-fdsc.html>

See [Admissions Policy](#) for other acceptable qualifications.

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

- All places are conditional upon occupational health clearance.
- Students will be required to have a Disclosure and Barring Service (DBS) check. Students will not be able to commence practice until DBS clearance is confirmed.

Recognition of Prior Learning

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 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

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

- All applicants complete the UCAS application form.
- Each application will be considered by UW Registry Admissions Office 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 review of their application. The review assesses:

- insight into their qualities and values;
- interpersonal and communication skills;
- written skills

Once the student has accepted an offer, they will be required to complete an occupational health questionnaire.

See Section 20 of the Programme Specification for information regarding the admissions arrangements for progression to the linked Honours Degree(s)/Top-Up Degree(s).

Disclosure and Barring Service (DBS) requirements

Students will be required to have a new Enhanced Disclosure and Barring Service (DBS) check. Students will not be able to commence practice until clearance is confirmed.

19. 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 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 7 days (one week) 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 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [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-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University.
- If a student has not passed 90 credits by the reassessment Board of Examiners, and is not withdrawn due to non-submission, they will be required to retake failed modules in the following academic year. Any passed modules will be carried forward.

Requirements for Awards

AWARD	REQUIREMENT
CertHE (exit award only)	120 credits at Level 4 or higher
Foundation Degree FdSc	120 credits at Level 4 and 120 credits at Level 5

These awards are not classified.

20. Graduate Destinations, Employability and Links with Employers

This Foundation Degree has been designed in collaboration with colleagues from the Care Services Improvement Partnership (CSIP) West Midlands for Child and Adolescent Mental Health and in consultation with representatives from across the West Midlands, including Action for Children, Sure Start, the Foyer Federation, Connexions, National Children's Home, foster parent groups, health, education and social services representatives and some interpreter groups and other specialist voluntary organisations for young people from a diverse ethnic background. Service user involvement in the consultation came through a number of these groups. Staff from CAMH specialists/services will continue to be involved in the on-going delivery and review of the course, selection of students on admission and support in work-based learning. Further children and young people's involvement will continue through established professional contacts within CAMHS and universal settings. In addition, employer 'liaison' and work based learning mentors in professional practice will be used to monitor on-going evaluation and provide support for the course.

On successful completion of the course students will have enhanced knowledge and skills in child and adolescent mental health relevant to roles within the CAMHS workforce and within universal settings with a CAMH focus.

Practitioners may be typically employed in the health, social care and education settings and in statutory, voluntary and private organisations, including roles within children's centres, early year's settings, and youth support programmes, schools and primary care settings.

Progression Top-Up Degree(s)

Students who pass the Foundation Degree are 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 BSc (Hons) Child and Adolescent Mental Health Top-up or BA (Hons) Applied Health & Social Care Top-up.

Students receive employability teaching throughout the course, and are directed to additional appointments for bespoke support through Firstpoint. Tutors on the course often act as referees for students when they seek employment and will meet with them prior to completion of the forms.

Students who want to use the Foundation Degree to access additional HE qualifications, such as a BSc in Nursing, will receive additional support with applications from specialist tutors within the School.

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 e.g. course handbooks, module outlines and module specifications.