

## Programme Specification for FdSc Mental Health

<b>This document applies to Academic Year 2021/22 onwards</b>
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*Table 1 programme specification for FdSc Mental Health*

<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	University of Worcester, Coleg Gwent and Herefordshire, Ludlow and North Shropshire College
<b>3.</b>	<b>Programme accredited by</b>	N/A
<b>4.</b>	<b>Final award or awards</b>	Certificate in Higher Education Cert HE Foundation Degree FdSc
<b>5.</b>	<b>Programme title</b>	Cert HE Mental Health FdSc Mental Health
<b>6.</b>	<b>Pathways available and/or Linked Honours Degree progression route/s</b>	BA (Hons) Applied Health and Social Care Top-up BSc (Hons) Child and Adolescent Mental Health
<b>7.</b>	<b>Mode and/or site of delivery and duration</b>	On campus and work-based learning programme delivery: University of Worcester, Coleg Gwent, Herefordshire, Ludlow and North Shropshire College
<b>8.</b>	<b>Mode of attendance and duration</b>	The Cert HE is full time over one year The FdSc is full time over two years Minimum 150 hours of work-based learning each academic year
<b>9.</b>	<b>UCAS Code</b>	L515 (FdSc all sites) L516 (Cert HE all sites)
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">Skills for Care: Health and Social Care Standards (2020)</a> <a href="#">QAA Foundation Degree Characteristics Statement (2020)</a>
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	May 2021. Approved at ASQEC July 2021. August 2021 – AQU amendments.

### 12. Educational aims of the programme

This Foundation Degree explores evidence-based approaches in the management of common and severe and enduring mental health difficulties. The course supports students to develop skills such as reflective practice, self-awareness and interpersonal skills essential for a career within mental health. The Foundation Degree in Mental Health is a level 5 course that enables students to study at levels 4 and 5 designed to support students who want to work in mental health as well as those currently practicing in the field and looking for career development and promotion to higher levels of responsibility. Students will be able to work in a variety of different settings for example, schools, forensic services, community centres, police and other mental health services. The University of Worcester has excellent links to a variety of community organisations, to support students to identify and undertake a placement, as part of work-based learning.

The Certificate in Higher Education (Cert HE) is a level 4 course that offers students the opportunity to complete a level 4 course allowing them to pursue other routes in

healthcare professional courses. It is a recognised route into careers within the NHS such as the first year of Nursing (Mental Health and Adult) and Social Work, for students who did not meet the initial entry criteria and who, through this course, are supported to achieve their potential. In addition, a student registered for the Cert HE who successfully completes the requirements for the award may choose to continue to study in the following year towards the Foundation Degree. Students can also apply for further study including top-up degree programmes, such as the Applied Health and Social Care followed by post-graduate studies.

Successful completion of the Foundation Degree (FD) in Mental Health includes the possibility for entry into the second year of Nursing (mental health or adult), subject to successful application. Students may also choose to undertake a top-up degree course, in order to gain an honours degree. In addition, students can join the Certificate in Higher Education (mental health) exiting after one year, enabling progression to other undergraduate professional courses, such as Occupational Therapy, Social Work. Progression onto all courses is subject to successful application.

Students are taught together offering a rich learning environment. Students will be supported to look critically at the current discourses shaping mental health service provision in the Twenty First century. The value placed on mental health issues is shaped by the diversity of people's beliefs, experiences and expectations and students are encouraged to analyse factors that have the potential to increase or diminish concerns in a wide range of contexts. Mental health will be studied from a variety of perspectives, including individual, community, societal and global. Awareness of the individual, organisational, social, cultural, political and technological influences are essential to the exploration and understanding of excellent care delivery. Understanding these issues also requires an appreciation of the inter-relationship of different theoretical perspectives including those arising from the disciplines of social sciences, humanities and the life sciences and these are reflected in the module's students will study.

The aim of these courses is to develop and build upon existing knowledge, skills and roles to foster advancement within their care setting. They have been developed to enable some students to address the programme aims and to continue earning whilst in employment. There is the requirement to complete work-based learning and students could experience a different setting in each year of the FD, based upon either experience or particular interest.

These courses offer an authentic and innovative work-based learning as an integral part of its design. It enables students to gain employment through the opportunity to learn and apply skills and knowledge acquired as an integrated element of the programme. It involves higher-level learning skills which are 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 2020). Students are expected to develop an enquiring, knowledgeable and critical application of their learning and to bring this to the context of their practice.

### **The course aims to:**

1. Provide students with the opportunity to develop specific knowledge, skills and values, together with, the creativity, commitment and enthusiasm, relevant to the context of mental health.
2. Develop students as critically reflective practitioners and take increasing responsibility for identifying and meeting their own continuing professional development (CPD) needs in preparation for employment and lifelong learning and/or further study.
3. Develop the skills and strategies necessary for partnership working in order to contribute to local employer aims through work-based learning opportunities.

4. Cultivate subject specific knowledge and understanding appropriate to the delivery of high-quality mental health care and service improvement relevant to evidence based practice.
5. Foster multi-disciplinary collaborative practices that are inclusive of views of people experiencing mental health difficulties and their families or carers.
6. Develop students' ability to critically appraise evidence-based approaches and enable students to assess, plan, implement and make sound judgements in care delivery in accordance with the core values of mental health.
7. To provide students with high quality teaching and learning experiences that are relevant to careers in the mental health and social care sectors.
8. Develop students' interpersonal and communication skills and enable students to identify, use and communicate relevant information effectively, to underpin safe and high-quality practice that meets professional codes of practice.
9. Critically engage students in the social, cultural, moral, legal and political context of mental health work whilst adopting an analytical approach to problem solving.

### 13. Intended learning outcomes and learning, teaching and assessment methods

*Table 2 knowledge and understanding outcomes for modules/codes*

<b>Knowledge and Understanding</b>		
<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Certificate in Higher Education or Foundation Degree</b>
1.	Apply a comprehensive knowledge and understanding of concepts and theoretical models in mental health, in relation to local, national and global contexts.	Certificate in Higher Education FDMH1215, FDHS1217/1218 (O)
2.	Engage critically with debates about contemporary mental health issues, drawing on ethics, socio-political and sustainable factors.	Foundation Degree FDHS1212, FDHS2008, FDHS2006
3.	Critically evaluate a range of evidence-based approaches and interventions in mental health.	Foundation Degree FDMH2009

*Table 3 cognitive and intellectual skills outcomes for module code/s*

<b>Cognitive and Intellectual skills</b>		
4.	Research, analyse and evaluate concepts and theoretical models in mental health from a range of perspectives, and with tutor support synthesise to solve problems through a variety of mediums.	Foundation Degree FDMH1215, FDHS2006, FDMH2009
5.	Select, analyse evidence and apply appropriate knowledge to defend personal critical judgements of key contemporary mental health issues through a range of academic and professional sources.	Foundation Degree FDMH2009

*Table 4 skills and capabilities related to employability outcomes for module code/s*

<b>Skills and capabilities related to employability</b>

6.	Create a reflective portfolio evidencing experiences from work-based learning to inform contemporary thinking and developments in practice whilst identifying learner needs.	Certificate in Higher Education FDMH1214 FDHS1212
7.	Within work-based learning, design, lead and manage a project to an agreed brief drawing on learning from study focussing on benefiting an area of service provision.	Foundation Degree FDHS2004, FDMH2005
8.	Evidence a critically reflective approach to personal development and project management in partnership with service users and stakeholders in order to demonstrate ethical practice and continuing professional development (CPD).	Foundation Degree FDMH2005

*Table 5 transferable/key skills outcomes for module code/s*

<b>Transferable/key skills</b>		
9.	Communicate using a range of relevant digital capabilities to communicate effectively with a variety of audiences.	Foundation Degree FDHS1213, FDMH2005, FDHS1216, FDHS2006
10.	Work productively with others in groups to sustain exploratory discussions, plan work and explore diverse views and critical understanding.	Certificate in Higher Education FDHS1212 FDHS2004

## **Learning, teaching and assessment**

For 2021/22, the majority of teaching sessions are face to face on campus. Lectures or lecture workshops for some modules will be delivered online either 'live' or pre-recorded. Individual and small group tutorials will be arranged online as this has proven to be convenient and popular with students.

The principles of inclusive practice underpin our commitment to offer flexible ways of learning, teaching and assessment across the CertHE and FD. The course will be blended delivery, offering online, on campus and self-directed learning opportunities.

### **Teaching**

The structure of the course enables students to develop their level of educational attainment and move towards increasing independence in their studies, in line with the [Framework for Higher Education Qualifications \(FHEQ\)](#) and University policies for [Assessment](#) and [Curriculum Design](#). All modules offer students structured tutor support, and each module is designed to lead the student to increasing independence in their learning.

Students are taught through a combination of interactive workshops, lectures, seminars, practice skills and simulated learning opportunities, directed study, group projects and self-study packages. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and practical sessions are focused on identifying subject and / or profession specific skills and applied knowledge through individual and group project work. Delivery of learning sessions are inclusive, providing varied opportunities for learning through

active participation of learning activities designed to enable students to achieve the modular learning outcomes.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip you for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from the personal academic tutoring system enables students to reflect on progress and build a profile of skills, achievements and experiences that will help you to flourish and be successful. Meetings with personal academic tutors are scheduled on at least four occasions in the first year and three occasions in each of the other years of a course. Additional support is available from your module tutors, [Student Services](#) and [Library Services](#).

### **Work-Based Learning**

Work-based learning aspects of the course are informed by [Work Based Learning \(QAA 2018\)](#) and incorporate the [University of Worcester Policy on the Management of Placement and Work-Based Learning](#) (2020). The [Healthcare Assistant Practitioner](#) apprenticeship standards and the [Care Certificate standards](#) are mapped to this course. NB: For delivery at Coleg Gwent only: The course will also align to the [National Occupational Standards](#) as set by the Care Council for Wales (2020).

Work-based learning is a distinctive feature of the foundation degree courses ([QAA 2020](#)). Upon successful application to the course, students are encouraged to source their own placement based upon existing experience or employment; practice areas of interest; practice areas that may support future plans and or study. Students may wish to consider their location and a unique feature of this course is that student placements are not geographically limited to areas close to the university or location of study. To support students and provide a theoretical underpinning for practice, each year contains its own work-based learning module that has requirements appropriate to the level of study and course aims. Students will be required to draw upon their practice experiences, applying this to support their learning.

At level 4, students will follow work-based learning practice that will help them prepare for professional practice. For this module, a minimum of 150 hours of work-based learning are required within an appropriate practice setting. Students are responsible for identifying a suitable placement. The taught sessions will focus upon presenting case study scenarios, making connections with requirements from other professional bodies to assist with progression and helping all students develop a professional identity. At level 5, the work-based learning module contains the same requirement for practice hours (minimum of 150 hours), however the focus for this module is to explore and develop employability skills such as teamworking, problem-solving, project management and the ability to demonstrate an evidence-based approach to practice. The course team recommend a minimum of 1 day a week in practice, during the academic year in order to relate theory to practice. Work-based learning will be shaped by the learning outcomes for the modules, assessment requirements and objectives arising from students' personal development plans.

### **Contact time**

In a typical week, students will have around 10 hours of contact teaching, of this, 7 hours will be delivered on-campus and 3 hours of synchronous online teaching.

NB: This depends on the modules they study each year.

Typically, on-campus contact time will be structured around:

- Lectures and seminars
- Workshops
- Group work

Online contact hours will be structured around:

- Tutorials
- Assessment workshops
- Problem based learning
- Skills development workshops

The delivery model of on-campus and online contact hours may vary across different partners. An example of two delivery models could include: At University of Worcester on-campus contact hours would normally be delivered over 2 days, with delivery of online contact hours taking place across 1 afternoon and 1 evening. However, at partners organisations, on-campus contact teaching hours may be delivered on one day with online contact teaching hours delivered across the week.

### **Work-Based Learning placement contact time**

Given the significance of work-based learning throughout the degree the expectation is that students will be engaged in work-based learning from week 4 in level 4 and week 1 in level 5. Students in employment can complete the work-based learning requirement and students that don't have employment will be supported to find a suitable placement in collaboration with work-based learning tutors. All work-based learning placements or employments settings are audited by work-based learning tutors to ensure students have a robust learning experience. In order to commence work-based learning hours all students must complete satisfactory clearance processes to include DBS, occupational health. Work-based learning hours should be spread evenly across the year, with some

Where appropriate, guest speakers, health care professional colleagues, experts by experience and associate lecturers contribute to the delivery of teaching sessions. Teaching is informed by research and practice. Eighty percent of course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy. This may differ for students studying at partner Colleges.

### **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

## **14. Assessment strategy**

Assessment is integral to student learning and is aligned with the overall aims and learning outcomes of the course. Student achievement is assessed using a diverse range of assessment tasks, appropriate to the course aims. A whole team approach ensures that assessment tasks progressively build student skills, with opportunities for formative assessment and constructive feedback, which aims to 'scaffold' student learning, both within modules and across modules. Each module is assessed separately, however a consistent and progressive approach to assessment design and an overall course approach will ensure that students are adequately prepared for the course requirements.

An inclusive student-centred approach to assessment is adopted where possible, allowing for flexibility and choice. All assessments will be graded against a marking rubric based on the University [Generic Level 4 and 5 Descriptors](#). Students will receive a mixture of feedback and feedforward from all markers to guide their academic development. A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates is included in the Course Handbook. All module specifications encourage students to act on feedback received in formative and other assessments, meeting with their Personal Academic Tutor (PAT) to discuss this.



Summative assessments assess student learning in a variety of ways. These include examination, essays, case studies, presentations, reflective portfolios, critical review of literature. Through [inclusive assessment](#) that includes modules choice, students will develop skills required for lifelong learning.

The course provides opportunities to demonstrate understanding and learning informally through the completion of formative assignments. Each module has one or more formal or summative assessment which is graded and counts towards the overall module grade. Types of assessment included in each year are;

Year 1	Year 2
Communication Resource	Written Essay
Case Study Essay	Literature Review
Group Presentation	Reflective Essay
Written Essay	Individual Project in the Workplace
Work-based Learning Portfolio	Report
Patchwork (quizzes and written work)	Individual presentation

## 15. Programme structures and requirements

*Table 6 heading for course title*

<b>Course Title: Certificate in Higher Education Mental Health</b>
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<b>LEVEL 4</b>
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*Table 7 level 4 award map for FdSc Mental Health*

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)*
FDHS1212	Ethics, values and use of self in practice	15	M
FDHS1213	Communication skills for practice	15	M
FDMH1214	Preparing for practice in Mental Health	30	M
FDMH1215	Contemporary issues in Mental Health and Wellbeing	30	M
FDHS1216	Human development across the life course	15	M
FDHS1217	Introduction to anatomy and physiology	15	O*
FDHS1218	Working with intersectionality in Social Care	15	O*

\*Optional modules available at UW only. Please refer to Course Handbooks for modules being offered at Partner locations.

### Requirements at Level 4

Students must successfully complete 120 credits in total at Level 4, to include all mandatory modules and FDHS1217 or FDHS1218. Students must achieve a minimum of 90 credits at Level 4 to progress on to Level 5 study. As part of these 90 credits students must pass level 4 FDMH1214 before undertaking FDMH2005.

### Course Title: Foundation Degree Education Mental Health

<b>LEVEL 5</b>
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*Table 8 level 5 award map for FdSc Mental Health*

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
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FDHS2003	Research and Evidence-based Practice	15	M	
FDHS2004	Understanding Teamwork in Professional Practice	15	M	
FDMH2005	Innovative Working in Mental Health	30	M	FDMH1214
FDHS2006	Promoting Health and Wellbeing	15	M	
FDHS2008	Equality, Diversity and Anti-oppressive Practice	15	M	
FDMH2009	Understanding Mental Health Conditions in Person-centred Practice	30	M	

### Requirements at Level 5

Students must take all mandatory modules, from those listed above. Students must successfully complete 120 credits in total at Level 5.

#### 16. QAA and professional academic standards and quality

The Certificate of Higher Education award is located at Level 4 and the Foundation Degree is level 5 of the [FHEQ](#). They are constructed to enable students to demonstrate knowledge and competencies as detailed in the [QAA Framework for Higher Education Qualifications](#) (2014).

#### 17. Support for students

For those students studying at the University of Worcester this is available from within the School of Allied Health and Community and from the wider University, including [First Point](#). For Coleg Gwent please see the facilities available at [Crosskeys campus](#) and Herefordshire, Ludlow and North Shropshire College please see [the LRC, Business and Technology Centre](#). There is extensive programme information on webpages, in module outlines and within the Course Handbook.

#### Pre-programme

Students are advised that they are welcome to contact and / or visit the course leader to discuss the course and their choice of progression options.

#### Induction

There is a comprehensive induction programme. The first week of the programme provides students with opportunity to meet other students and representatives from their course team and their Personal Academic Tutor, [Student Services](#), [Registry Services](#), [Library Services](#) and [Student Union](#). Sessions exist on introducing students to the principles of learning and teaching in Higher Education.

#### Personal Academic Tutors (PATs)

Personal Academic Tutoring is at the heart of supporting students personally, professionally and academically. The programme team believe that the Personal Academic Tutor system is fundamental to student success. [Personal Academic Tutors](#) provide an exceptional level of individual academic support and encouragement to students. Students will be matched with an academic member of staff from the staff team. All students are allocated a Personal Academic Tutor for the duration of the course and are encouraged to meet with them at least four times per year to discuss feedback on assignments, progression choices and signposting to further assistance. This support is personal, flexible and proactive. It is tailored to the particular needs of students over the duration of their programme. Students are advised to maintain regular contact with their Personal Academic Tutor, with email being the communication tool of choice.



## **Course Leader**

The Course Leader works closely with Personal Academic Tutors to carefully monitor student progression and achievement on the course, in order to facilitate early intervention strategies for students struggling to make satisfactory progression and as necessary; support students to temporarily withdraw from their studies.

## **Additional support**

There is a course community website via Blackboard for all students that provides ongoing support, information and a way of enabling students to interact with each other when not in the University site. The subject librarian is integral to the teaching on each module and will provide students with support to access and interpret relevant literature. Developing effective study skills is an essential element in achieving academic success. There are a range of [study skills workshops](#), open to all students on a self-referral basis and the [Writers in Residence](#) offers one to one support. All module leaders provide individual academic support via assessment specific tutorials. This is in addition to Personal Academic Tutor support.

All students are provided with a Course Handbook that comprehensively outlines the programme and provides advice and guidance on the academic regulations and procedures of the University of Worcester. Module outlines and assessment details are provided for all modules.

## **Disability support**

The University and its partners are committed to ensuring that disabled people, including those with specific learning difficulties and/or mental health difficulties are treated fairly. Reasonable adjustments to provision will be made to ensure that disabled students are not disadvantaged. The [Disability and Dyslexia Service](#) within Student Services provides screening and assessment of disabilities combined with offering specialist disability support. This may also be available more locally for students studying at Hereford and Ludlow College and Coleg Gwent.

## **Student voice**

The University of Worcester is committed to providing an outstanding student experience and consider students to be participating partners in their learning experience. As such, the student voice has a transparent and direct role in informing course development and management. Students are encouraged to give module and course feedback via evaluation forms and surveys and through one-to-one discussion with module and course leads. Students also have the opportunity to be Course Representatives for courses, attending Student Staff Liaison Committee (SSLC) meetings to inform staff of wider student feedback to inform the course development and ensure course quality. This is in line with the [Student Staff Liaison Committee University of Worcester policy](#).

## **Equality, diversity and inclusion**

The courses have a proactive and inclusive approach to students with disabilities and works closely with students to ensure that individual support needs are identified and met in a timely and professionally appropriate way within a philosophy of professional regulation, competency and inclusion. Reasonable adjustments and support strategies are considered and applied creatively for practice, ensuring patient safety. Students are actively encouraged to disclose their disability to facilitate safe systems of support and permit additional needs/reasonable adjustment to be put in place. The [Disability and Dyslexia Service](#) within Student Services provides specialist support. Additionally, the curriculum meets the University's Policy and Procedures on Inclusive Assessment to ensure that all assessments are inclusive. The Accessible Content Toolkit and [Blackboard Ally](#) enable academic staff to ensure that all teaching content is digitally accessible.

<https://www2.worc.ac.uk/firstpoint/>

<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

## 18. Admissions

Students can apply for either the Cert HE or the Foundation Degree. The admission criteria are applicable to either route.

### 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. Please see the University's [Admissions Policy](#) for further details.

### Entry requirements

- The normal minimum entry requirement for Certificate of Higher Education and 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 in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>
- 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. See the University's [Admissions Policy](#) for other acceptable qualifications and the section below specific to recognition of prior learning.
- Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills. They will be invited to complete an essay, which will demonstrate an ability to study at this level.
- Students whose first language is not English must have a minimum standard of English at IELTS 6.0

### Course Specific Entry Requirements:

- It is the student's responsibility to identify a suitable placement. Support from the course team will be available to assist in signposting students where necessary.
- Students will be required to travel to and from work-based learning at their own expense.
- All places are conditional upon Occupational Health clearance.

### Disclosure and Barring Service (DBS) requirements

Students will be required to have a new [Enhanced Disclosure and Barring Service](#) (DBS) check.

### 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).

### Admissions procedures

All applications follow the University of Worcester admissions regulations and procedures.

### Admissions/selection criteria

All applicants must complete the UCAS application form. Applicants for the Foundation Degree apply through UCAS, using the code (L515) and for the Certificate in Higher Education through UCAS code (L516). Each application will be considered by University

of Worcester Registry Admissions and the course admissions tutor. Evidence of qualifications and references will be checked, as well as personal statements, to inform the selection of candidates.

## 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.
- A student is 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

- A student who submits 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.
- A student who submits 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 please see the Taught Courses Regulatory Framework.

#### Retrieval of failure

- A student is 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 including all mandatory modules. 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 (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

This course is subject to the University's fitness to practice procedures.

#### Requirements for Awards

*Table 9 requirements for cert HE and FdSc awards*

Award	Requirement
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Cert HE in Mental Health	In order to be eligible for the exit award of Certificate in Higher Education in Mental Health, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Foundation Degree FdSc in Mental Health	120 credits at Level 4 and 120 credits at Level 5 as specified on the award map.

These awards are not classified.

## 20. Graduate destinations, employability and links with employers

Service integration, collaboration and multi-disciplinary working in mental health settings has informed the emerging context for this programme. In consultation with employers the course seeks to prepare students for future careers in a range of operational contexts as identified in the section graduate destinations below.

### Graduate destinations

Graduates are expected to seek employment working in statutory, voluntary and commercial organisations. Examples of the types of paid employment in mental health contexts include:

- Care services
- Advice and guidance services
- Police and probation
- Advocacy and rights-based services
- Preventative health, care and welfare services
- Housing support services
- Health care provision

### Progression to Linked Honours Degree(s)/Top-Up Degree(s)

Students who pass the Foundation Degree (level 4 and 5) which is a valued qualification in its own right may also consider further study and are eligible to progress to the third year of existing degree programmes at the University of Worcester. On successful completion of the Foundation Degree, students can choose progression onto the [BA \(Hons\) Applied Health & Social Care \(Level 6\)](#). Students can also apply to a number of different top-up degree programmes offered across the University, such as the [BSc \(Hons\) Child and Adolescent Mental Health](#), [BA \(Hons\) Integrated Working with Children & Families](#). Students who choose any of these routes can apply using the internal application available on the SOLE page.

On successful completion of the Certificate in Higher Education, students may wish to consider applying for one of the following courses:

- [Nursing \(Adult or Mental Health\)](#) BSc (Hons)
- [Social Work](#) BA (Hons)
- [Occupational Therapy](#) BSc (Hons)
- [Paramedic Sciences](#) BSc (Hons)
- [Physiotherapy](#) BSc (Hons)

Please note that entry to these courses is subject to having the appropriate entry requirements and successful application processes, which may include an interview. Application for these courses can be made using the internal application available on the SOLE page.

## **Student employability**

The Course will enhance student employability in a variety of different ways, including workshops based on interview techniques, application writing. Work-based practice and values will be established and strengthened during the one-year Cert HE. This includes, the ability to meet deadlines, to prepare well, and to communicate effectively within a professional context. The Foundation Degree will further develop skills in problem solving, team working, critical thinking, planning and project leadership. Fundamental to this is the consistent analysis, within the course's design and delivery, of the interplay between the workplace and the classroom. Thus, students enhance their employability by using and developing a range of different skills in different contexts, and by bringing learning from one context to the other. The Graduate Outcomes Survey reported that 91% of students go on to work and / or further study (data from students who graduated 2017 to 2018).

Student employability remains a high priority which reflects both university aspirations and the vocationally focused nature of the course. The University's dedicated [Career and Employability Service](#) ensures that students can receive support and guidance relevant to their own particular situation and employment ambitions.

## **Links with employers**

Through the substantial work-based learning infrastructure maintained across the University, we hold established links to the statutory, voluntary and independent sector. This includes the local geographical area and beyond. Combined with research and feedback from students the course is constantly revised and updated to ensure that it remains fit for purpose. Students are able to locate their own practice within a diverse variety of placement contexts and are encouraged to seek out placement opportunities best suited to their future career aspirations. To ensure that the Foundation Degree remains updated and relevant it has been designed in collaboration with representatives from health, education and social services. Service user involvement is key to the development of the curriculum content, ensuring social responsibility. Work based learning also develop strong links with employers through provision of employer's fairs, work-based learning visits and mentor specific workshops.

**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.