

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:	N/A
7	Mode and/or site of delivery:	Taught programme (at University of Worcester) incorporating work-based learning 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 /Professional Benchmark Statements:	QAA Foundation Degree Benchmark Statement Common Core of Skills and Knowledge for the Children's Workforce (DfES, 2005)
11	Date of Programme Specification preparation/revision:	July 2011/amended IQC April 2012

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. In particular, this course aims to:

1. Increase knowledge and awareness of factors influencing mental health and well-being of children and young people;
2. 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 in association with their family, carers and other professionals;
3. 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;
4. Engage students in debate regarding the social, cultural, moral, legal and political context of child and adolescent mental health work;
5. Develop students' appreciation and application of the core values underpinning working with children, young people and their families or carers;

6. Develop students' interpersonal and therapeutic communication skills and enable students to identify, use and communicate relevant information effectively in a range of settings;
7. Develop skills and strategies necessary for partnership working with service users, services, professionals and groups across statutory and non-statutory sectors.
8. Provide opportunities for students to develop and enhance key skills to prepare for further study and/or employment and lifelong learning;
9. Enable students to identify and acknowledge personal professional development needs and implement appropriate development strategies;
10. To enhance employability and understanding of roles and responsibilities in the workplace through reflective learning experiences and the development of critically reflective practice.
11. 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

The learning outcomes, content and learning, teaching and assessment strategies at Levels 4 and Level 5 of the course are designed to assist the student's progression through the first two levels of undergraduate study and contribute to their development of independence in learning. The course learning outcomes and module specifications have been designed in accordance with the UW Learning, Teaching and Assessment Strategy (2007), Learning Outcomes Guidance (2007) and Course Design Principles (2007). Progression and achievement at each level is evidenced through the assessment strategies in individual modules.

On completion of the programme students will be able to:

Knowledge and understanding:	Examples of learning, teaching and assessment methods used:
<ol style="list-style-type: none"> 1. Demonstrate and critically reflect on the knowledge, skills and attitudes necessary to promote mental health and work effectively with children and young people with emotional and/or mental health problems; 2. Respect the rights, and promote the interests, dignity and independence of all children and young people with emotional and/or mental health problems, whilst protecting them from danger or harm and acting appropriately; 	<ul style="list-style-type: none"> ▪ A programme of structured lectures, interactive seminars, group work sessions, individual tutorials and VLE support ▪ The planning, researching and writing of assignments and subsequent oral and written feedback ▪ Work-based scenarios and variety of settings, roles and responsibilities in CAMHS 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

	<p>plans, case studies, health promotion posters</p> <ul style="list-style-type: none"> ▪ Use of VLE to encourage discussion, shared learning and development and assessment of attitudes and values ▪ A variety of assessment strategies including essays, oral presentations, reports, group work, critiques, evidencing practice and research related tasks ▪ The 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
<p>Cognitive and intellectual skills:</p>	<p>Examples of learning, teaching and assessment methods used:</p>
<p>3. Critically evaluate relevant theoretical frameworks and concepts and critically apply these to their practice in child and adolescent mental health in a variety of contexts;</p> <p>4. Establish and maintain trust and confidence of children and young people, carers and the public by demonstrating accountability for the quality of their work and taking responsibility for maintaining and improving their knowledge and skills while working within the parameters of their role;</p> <p>5. Critically reflect upon own and others ideas, beliefs and values and demonstrate an appreciation of difference and diversity;</p> <p>6. Locate and evaluate appropriate evidence and research to underpin practice and decision making in health and social care</p>	<ul style="list-style-type: none"> ▪ All modules encourage learners to engage in discussion and application of key concepts to a work-based context ▪ Higher order independent learning and critical skills (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
<p>Practical skills relevant to employment:</p>	<p>Examples of learning, teaching and assessment methods used:</p>
<p>7. Identify the needs and effectively support and assist children and young people with emotional and/or mental health problems;</p> <p>8. Respect difference and diversity and demonstrate anti-oppressive and inclusive practice</p> <p>9. Work in collaboration and partnership with others across a range of different agencies and disciplines within children's and young people's services;</p> <p>10. Empower children and young people with</p>	<ul style="list-style-type: none"> ▪ Practical and group work sessions to develop assessment, communication and interpersonal skills ▪ Use of case studies and work-based scenarios ▪ Reflective papers and summaries on self-development of knowledge, skills and attributes ▪ Use of Pebble Pad to develop web-based portfolio ▪ Use of VLE to encourage discussion,

<p>emotional and/or mental health problems as active participants;</p> <p>11. Engage in, and disengage from, professional relationships using appropriate and sensitive communication and interpersonal skills;</p> <p>12. Communicate effectively to promote partnerships in the planning and delivery of care;</p> <p>13. Use information technology applied to the needs of users of services</p>	<p>shared learning and development and assessment of attitudes and values</p> <ul style="list-style-type: none"> ▪ 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 and from the workplace and include opportunities for group discussions and sharing experiences. Some modules include group assessments
<p>Transferable/Key skills</p>	<p>Examples of learning, teaching and assessment methods used:</p>
<p>14. Use reflective practice to develop knowledge and skills for work-based learning;</p> <p>15. Recognise own learning needs, draw up personal action plans and take responsibility for personal development and learning;</p> <p>16. Effectively manage self (time, planning, motivation, and initiative) and prioritise own work;</p> <p>17. Use word processing, e-mail, spread-sheets and databases;</p> <p>18. Communicate appropriately and effectively through a variety of mediums, including oral and written communication.</p>	<ul style="list-style-type: none"> ▪ Development of skills for critical reflective practice in the Study Skills module and through work-based assignments in a number of modules ▪ Opportunities in modules and additional support sessions to develop skills in using PowerPoint, word processing, e-mailing, Excel ▪ Use of Pebble Pad to develop web-based portfolio and personal development planning ▪ Use of VLE to encourage discussion, shared learning and development and assessment of attitudes and values ▪ Completion of a range of different assessment items throughout the course to develop written, oral and other communication skills
<p>A comprehensive range of learning and teaching strategies are utilised in this course including:</p> <ul style="list-style-type: none"> ▪ Lectures ▪ Workshops ▪ Seminars ▪ Virtual Learning Environments (VLEs) ▪ Tutorials ▪ Group work ▪ Student presentations ▪ Practical and work based activities <p>The content and mode of delivery have been developed to enable the student to synthesise their academic and practical knowledge and apply it to their work with children and young people and in the area of child and adolescent mental health. The module content will be continuously updated to reflect change and associated issues.</p> <p>The key feature of the approach to learning and teaching within the modules is the working towards student independence. This is achieved through work based and work related assignments and a course that gradually transfers responsibility for learning to the students. Care is taken to ensure that learning occurs in a context that enables students to relate what</p>	

they are learning to what they already know and to guide them to extend their knowledge and skills. The source material in these modules is not confined to lectures, but includes a range of appropriate strategies such as structured and general reading, video material, observation, experiential learning. Skills of analysis and evaluation are developed, not just by passive absorption of ideas, but by interactive strategies to ensure that students engage with the material and its application to work, e.g. seminar discussions, group presentations, simulation exercises etc.

14 Assessment Strategy

This Foundation Degree in Child and Adolescent Mental Health is located within the UW Undergraduate Regulatory Framework (URF) and the generic assessment criteria and regulations can be found at

<http://www2.worc.ac.uk/registry/pdf/UndergraduateRegulatoryFramework2007entry.pdf>

Module specific assessment criteria for individual assessment items will be published in the Module Outlines given to students on commencing each module.

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 (see Appendix 3 Matrix of Modules against Course Learning Outcomes, Appendix 4 & 5 Matrices of Assessment Strategies). Specifically the assessment strategies are intended to develop and assess knowledge and skills relevant to Tier 1 practitioners in child and adolescent mental health. 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 (See Appendix 4 & 5 Matrices of Assessment Strategies). 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 and use of VLEs, particularly the Values Exchange and Blackboard.

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. Students will have an opportunity to explore and discuss strategies for managing ethical issues in reflective practice in FDHS 1100 Introduction to Study Skills and this will be reiterated throughout the course. Students who identify any ethical problems or professional issues will be encouraged to discuss these with a mentor and/or course tutor.

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 4 work based learning module and 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.

Although all modules in the course are mandatory, a significant number of modules allow a degree of flexibility through application of the assignment to a work based context relevant to the student. In particular, the Level 5 Individual Project module enables students to pursue an area of personal interest and assists in the preparation of those wishing to progress on to honours degree programmes for further study in a University environment.

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.

Modules in the Course [Modules with * are validated modules shared with other Foundation Degrees in the Institute of Health, Social Care and Psychology]:

AWARD MAP FdSc Child and Adolescent Mental Health - LEVEL FOUR						
Module Code	Title	CATS	Level	Type	Status	Pre/Co-requisites
FDHS 1206	Introduction to Study Skills	15	4	Single	Mandatory	None
FDHS 1200	Interpersonal Skills and Therapeutic Communication	15	4	Single	Mandatory	None
FDHS 1204	Values, Attitudes, and Inequalities	15	4	Single	Mandatory	None
FDCM 1002	Child and Adolescent Development	15	4	Single	Mandatory	None
FDCM 1004	Mental Health Promotion Strategies with Children, Young People and Families	15	4	Single	Mandatory	None
FDCM 1005	An Integrated Approach to Safeguarding Children and	15	4	Single	Mandatory	None

	Young People					
FDHS 1600	Theory into Practice	30	4	Double	Mandatory	None

AWARD MAP FdSc Child and Adolescent Mental Health - LEVEL FIVE

Module Code	Title	CATS	Level	Type	Status	Pre/Co-requisites
FDCM 2001	Children and Young People's Mental Health	15	5	Single	Mandatory	None
FDCM 2002	Interventions with Children, Young People and Families	15	5	Single	Mandatory	None
SOCP 2003	Social Research Methodologies, Methods and Processes	15	5	Single	Mandatory	None
FDCM 2003	Group Work with Children, Young People and Families	15	5	Single	Mandatory	None
FDHS2204	Literature review Contract Module	30	5	Double	Option	None
FDHS 2205	Applied Human Biology and Managing Health Conditions	30	5	Double	Option	None
FDHS 2600	Individual Project	30	5	Double	Mandatory	None

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 (6 mandatory taught modules and 1 mandatory theory into practice module) and 120 credits at Level 5 (6 mandatory taught modules and a double mandatory individual project module). 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.

A minimum of 400 hours in total over the course duration must be spent in a relevant work based learning environment in order to achieve the required experience and achieve the learning outcomes for the course. This work experience will also provide valuable practice experience to use in reflective learning in modules and in personal development planning.

Students must achieve a minimum of 90 credits at Level 4 to progress on to Level 5 study.

Exit awards

Students who successfully achieve the requirements for the course and achieve 120 credits at Level 4 and Level 5 will be awarded the FdSc Child and Adolescent Mental Health.

Students who achieve 120 credits at Level 4 and who wish to exit the programme will be awarded a Certificate of Higher Education Child and Adolescent Mental Health.

Progression Opportunities on Completion of the FdSc Child and Adolescent Mental Health

The course provides clear progression routes for individuals in child and adolescent mental health and health and social care work. Students that successfully complete the course will exit with a Foundation Degree (i.e. FdSc in Child and Adolescent Mental Health), which is a recognised qualification in its own right. However, students will also be eligible to progress on to the third year of some existing degree programmes at UW; specifically, BSc Applied Health (which emphasises the wider context of health and current health agendas, e.g. public health and prepares students for a range of health related employment opportunities). In addition, students may choose the BA Hons Social Welfare (CAMHS) as a Top-Up degree.

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 2007). Additionally a number of key documents have informed the development of this programme:

- NHS Education for Scotland 'Promoting the Well-being and Meeting the Mental Health Needs of Children and Young People'. A Development Framework for Communities, Agencies and Specialists involved in supporting Children, Young People and their Families;
- Every Child Matters (2003) and the Common Core of Skills and Knowledge for the Children's Workforce (DfES, 2005);
- The National Service Framework for Children, Young People and Maternity Services (2004) Standard 9: 'The Mental Health and Psychological Well-being of Children and Young People';
- 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 for Health and Social Care (Skills for Care 2005)

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, Social Care and Psychology:

- 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 IELTS 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. However students are encouraged to source their own placements particularly if the student prefers to have a placement closer to home. Students travel to Uof W from all over the Midlands region.
- 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 and Subject Review
- QAA Benchmark for Foundation Degrees (2007)
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (2001 and 2004) with particular reference to Part 2 Collaborative provision and flexible and distributed learning (including e-learning), Part 9 Placement Learning

20 Regulation of Assessment

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.
- 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

Award	Requirement
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 institution 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 2005.
3. HEFCE performance indicators, especially with respect to completion and achievement.
4. Annual Monitoring Process and Reports
5. External Examination and Annual External Examiners Reports
6. Departmental Subject Review
7. Adherence to QAA Benchmark for Foundation Degrees (2007)
8. Adherence to QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (2001 and 2007)
9. Due consideration given to the National Occupational Standards for Health and Social Care (Skills for Care, 2005)

22 Career Opportunities & 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 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 CSIP and other CAMHS specialists 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 service user involvement will continue through established contacts and through the Worcestershire Association of Service Users, which has its main office on the University of Worcester site. In addition, employer 'liaison' and mentor groups 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 or choose to do additional study to support progression within the CAMHS career framework (see Appendix 11 – CAMHS Career Framework).

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, youth support programmes, schools, and primary care settings.

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 guide and course 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.

Key sources of information about the Course can be found in:

- Definitive Course Validated Document
- Work Based Learning Handbook
- Student Handbook (reviewed annually)
- Web site (<http://www.worc.ac.uk>)