PROGRAMME SPECIFICATION – FD Courses

Programme Specification for FdSc Mental Health and Cert HE Mental Health

This document applies to students who commence the programme in or after September 2018

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester, Herefordshire and Ludlow College and Coleg Gwent
3.	**Programme accredited by**	N/A
4.	**Final award or awards**	Certificate in Higher Education (Cert HE) Foundation Degree (FdSc)
5.	**Programme title**	Cert HE Mental Health FdSc Mental Health
6.	**Pathways available**	Foundation Degree Mental Health
7.	**Mode and/or site of delivery and duration**	Taught and Work-Based Learning Programme, University of Worcester, Coleg Gwent and Hereford and Ludlow College
8.	**Mode of attendance**	Full time one day a week Part time half a day a week Minimum 200 hours of work based learning each academic year
9.	**UCAS Code**	L515 (FdSc all sites) L516 (Cert HE all sites)
10.	**Subject Benchmark statement and/or professional body statement**	QAA Foundation Degree Characteristics Statement (2015) National Occupational Standards (NOS) Health and Social Care (Skills for Care 2012) Code of Conduct and National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England Skills for Health (2013) The Care Certificate Skills for Care (2013)
11.	**Date of Programme Specification preparation/ revision**	March 2014 Revised November 2015 Approval January 2016 to add Herefordshire and Ludlow College Revised post approval April 2016 Approval March 2017 to add Coleg Gwent Revised post approval May 2017 AQU amendments September 2017 Sept 2017 attendance requirements update Mapping updated Sept 17 November 2017 changes to award titles May 2018 amendment to Cert HE UCAS code June 2018 updated award map (FDMH1211)

12. Educational aims of the programme

The Health and Social Care arena is a rapidly changing, complex and multi-dimensional area in terms of study and practice. This course aims to support new students wanting to access Mental Health support work at Band 3/4 of the Agenda for Change pay rates (NHS 2013) or equivalent. Equally, it is designed to support the career development of those currently practicing in the field and looking for promotion to higher levels of responsibility. Groups of students are taught together offering a rich learning environment. Students will be supported to look critically at the current discourses shaping provision in the Twenty First century. The value placed on Mental Health and Social Care 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 of these issues also requires an appreciation of the inter-relationship of a number of theoretical perspectives including those arising from the disciplines of social sciences, humanities and the life sciences and these are reflected in the modules students will study.

Foundation degree study offers authentic and innovative work-based learning as an integral part of its design. It enables learners to gain employment though the opportunity to learn and apply skills and knowledge acquired as an integrated element of the programme. It involves higher-level learning in the context of the institution and transferred 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 2010). 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 Certificate in Higher Education (Cert HE) offers University of Worcester and partner college students the opportunity to complete a level 4 course. This course has become a recognised route into careers within the NHS, such as Adult Nursing, Mental Health Nursing, Occupational Therapy and Physiotherapy for students who did not meet the initial entry criteria and who, through this course, are supported to achieve their potential. Progression onto such professional programmes is subject to successful application and therefore not guaranteed. 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 rather than exit with the Cert HE.

The course aims to:

1. Provide students with the opportunity to develop specific knowledge, skills and values relevant to the context of mental health and social care of individuals with mental health issues.
2. Provide opportunities for students to develop key skills to prepare for employment and lifelong learning and/or further study.
3. Develop students' appreciation and application of the core values underpinning care practice
4. Promote reflection and reflective practice.
5. Critically engage students in the social, cultural, moral, legal and political context of mental health work
6. Develop an analytical approach to problem solving
7. Enable students to assess, plan, implement and make sound judgements in care delivery in accordance with the core values of mental health
8. Develop students' interpersonal and communication skills and enable students to identify, use and communicate relevant information effectively

9. Further develop skills and strategies necessary for partnership working with a range of service users, services, professionals and groups across the care sectors

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

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
1.	Demonstrate and critically reflect on the knowledge and skills necessary to work effectively with individuals requiring mental health services	FDMH2203	Foundation Degree
2.	Respect the rights and promote the interests, dignity and independence of service users and carers whilst protecting them from danger or harm	FDHS1209 FDMH1210	Foundation Degree / Certificate in Higher Education

Cognitive and Intellectual skills

1.	Critically analyse relevant theoretical frameworks and concepts and critically apply these to the practice of mental health in a variety of contexts	FDMH2205 FDMH2204	Foundation Degree
2.	Establish and maintain trust and confidence of service users, carers and the public	FDMH1205	Foundation Degree/ Certificate in Higher Education
		FDMH2203	Foundation Degree
3.	Respect difference and diversity and demonstrate anti oppressive and inclusive practice	FDHS1209 FDMH1211	Foundation Degree / Certificate in Higher Education

Skills and capabilities related to employability

1.	Effectively care for others and assist individuals to identify their needs, select, plan and implement appropriate care strategies	FDMH1205	Foundation Degree/ Certificate in Higher Education

		FDMH2203	Foundation Degree
2.	Work in collaboration and partnership with others across a range of different agencies	FDMH2203	Foundation Degree
3.	Empower and involve individuals as active participants in the care process	FDMH2203	Foundation Degree
4.	Communicate effectively through a range of media and in a range of contexts.	FDMH2203	Foundation Degree

Transferable/key skills

1.	Use reflective practice to develop knowledge and skills for care practice within work environments	FDMH1205 FDHS1209	Foundation Degree / Certificate in Higher Education
2.	Develop key skills for lifelong learning	FDMH2203 FDMH2205	Foundation Degree
3.	Demonstrate accountability for the quality of their work and take responsibility for maintaining and improving their knowledge and skills while working within the parameters of their role.	FDMH2203 FDMH2204	Foundation Degree

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 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 at level 4 and in the development of an appropriate project at level 5.Development of skills for critical reflective practice in the Effective Communication and Ethical Practice 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.

- Develop portfolio and Personal / Professional Development Planning (PDP)
- 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.

14. Assessment Strategy

The *University's Assessment Policy* is based on the following principles:

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. Assessment criteria and grade descriptors are provided for each item of assessment. 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, 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 identify learning outcomes for modules. Work based knowledge; skills and attitudes will also be developed and assessed through the strategic use of practice skill workshops.

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

15. Programme structures and requirements

AWARD MAPS: CERTIFICATE HIGHER EDUCATION and FOUNDATION DEGREE AWARD

Title: Certificate Higher Education Mental Health

Requirements at level 4

Students must successfully complete 120 credits in total at level 4 to achieve the Certificate in Higher Education.

Module Code	**Module Title**	**Credits** (Number)	**Status** Mandatory or Optional
FDHS 1209	Effective Communication and Ethical Practice	30	Mandatory
FDMH 1210	Understanding Experiences of and Practices in Mental Health	30	Mandatory
FDMH 1211	FDMH1211 Mental Health: Legislation, Policy and Improving Quality	30	Mandatory
FDMH 1205	Mental Health: Personal and Professional Development in the Work Place	30	Mandatory

Title: Foundation Degree Mental Health

Requirements at level 5

Students who successfully complete the Certificate in Higher Education can progress onto level 5. Students must successfully complete 120 credits in total at level 5. Students who complete 240 credits to achieve the Foundation Degree.

Module Code	**Module Title**	**Credits** (Number)	**Status** Mandatory or Optional
FDHS 2003	Applied Research and Evidence Based Practice	15	Mandatory
FDHS 2004	Team Working and Empowerment	15	Mandatory
FDMH 2205	Conditions and Interventions: Mental Distress	30	Mandatory
FDHS 2205	Applied Human Biology and Managing Health Conditions	30	Optional
FDMH 2203	Mental Health: Individual Project in the Work Place	30	Mandatory
FDMH 2204	Reviewing Academic Literature in Mental Health	30	Optional

Work Based Learning Modules and Minimum Practice Requirements

FDMH1205 and FDMH2203 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

The Certificate of Higher Education in Mental Health award is located at level 4 of the FHEQ and is constructed to enable students to demonstrate knowledge and competencies as detailed in the QAA's Framework for Higher Education Qualifications:4.10 (2014). If a student registered for the Cert HE, successfully completes the requirements for the award, they may choose to continue to study in the following year towards the Foundation degree rather than exit with the Cert HE. The FdSc in Mental Health award is located at level 5 of the FHEQ and 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 http://www.worc.ac.uk/aqu/documents/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).

The following key documents have informed the development of this programme:

- QAA Characteristics Statement: Foundation Degrees (2015)
- National Occupational Standards (NOS) Health and Social Care (Skills for Care 2012)
- Common Induction Standards (CIS) (Skills for Care 2013)
- Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England (2013)
- National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England (2013)
- Care Certificate Standards

- For delivery at Coleg Gwent only: The course will also adopt the National Occupational Standards as set by the Care Council for Wales (2017).

17. Support for students

The University of Worcester, Coleg Gwent and Herefordshire and Ludlow College have 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 within the University 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 both the Certificate in Higher Education level 4 and Foundation Degree at level 5, students in the Institute of Health and Society:

- Induction programme including inputs from course team, Registry and other student services
- Academic Group Lead, Program Lead and Course Leader.
- Work based learning supervisor and mentors in practice to support work-based learning
- A nominated Personal Academic Tutor to provide pastoral support, academic advice and guidance, and assistance with PDP, 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.
- 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 Management Committee to address course-wide issues (StARs)
- 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

Please note: Students can apply for either the Cert HE or the FD and on successful completion of their chosen level can either exit with the chosen award or are eligible to progress onto the next level of study. 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.

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.
See the University's Admissions Policy for other acceptable qualifications.

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 200 hours practice learning in a relevant setting during the course. A minimum of 400 hours will be required if students choose to progress from the Cert HE to the Foundation Degree.
- Applicants already employed as mental health workers who wish to use their current place of work as work based learning; must have approval from the course leader. They must also have the agreement of the relevant organisation to provide opportunities for successful achievement of course and module learning outcomes. Students must also 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 have the responsibility to secure an appropriate placement. Course team support will be available to assist in signposting students where necessary.
- 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 a UW Occupational Health Clearance.
- 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.

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

Students with relevant previous study at level 4 and 5 or extensive experience may be considered eligible for RPL. Credit can be given for individual modules.

Admissions procedures

All applications follow the University of Worcester full-time admissions regulations and procedures. All applicants, irrespective of their pathway into the course, will be invited to attend a small group interview prior to acceptance onto the course.

All applicants complete the UCAS application form. Each application will be considered by University of Worcester 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).

Full-time applicants apply through UCAS (73L8)
Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

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

- insight into their qualities and values;
- interpersonal and communication skills;
- small and larger group work skills
- written skills.

See Section 22 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. Methods for evaluating and improving the quality and standards of teaching & learning

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

Quality mechanisms and roles will chiefly be:

- Appointment of an External Examiner
- External moderation of assessment and External Examiner's Report
- Annual Evaluation Reports
- Student module evaluation
- Student evaluation through UW internal survey and National Student Survey (NSS)
- Quality assurance via Experts By Experience Group.
- Course Management Committee with student representation each semester
- Internal moderation of assessment
- Post Examination Board Moderation Group
- Staff review and development
- Staff participation in research informed teaching and learning, scholarly activity and staff development

20 Regulation of assessment

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

Requirements to pass modules

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

Submission of assessment items

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

Retrieval of failure

- Students are entitled to re-sit failed assessment items for any module that is awarded a fail grade.
- 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.
- 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.
- Students who wish to transfer registration from the Cert HE to the Foundation Degree must seek the approval of the course leader.

Requirements for Award

Award	Requirement
CertHE	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, 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 FdA/FdSc	120 credits at Level 4 and 120 credits at Level 5, including all mandatory modules, as specified on the award map.

These awards are not classified.

21. Indicators of quality and standards

Both the Certificate in Higher Education and Foundation Degree Mental Health is located in the Unit of Allied Health and Social Sciences, an academic unit within the Institute of Health and Society.

A core team within the Department of Allied Health and Social Sciences (AHASS) support learning and teaching for this course and fulfil the academic, pastoral, supervisory and tutorial roles. The Course is led by a dedicated Course Leader. Specialist expertise in mental health is provided by permanent staff supported by a number of associate lecturers. In addition, visiting lecturers and speakers provide a range of inputs that will help you link theory and practice.

Staff members have a diverse range of professional backgrounds and experience from a variety of practice settings. Continued professional practice, scholarly activity, and research underpin course development and the delivery of your course.

The following indicators for 2016/17;

- 90% of Foundation Degree in Mental Health graduates are either in employment or their continuing studies.

- The University of Worcester Course Experience Survey showed 87% student satisfaction at level 4 and 100% student satisfaction at level 5.
- The course has been successful in supporting 41% of students to exit after level 4 and attain places on professional programmes e.g. mental health nursing.

22. Graduate destinations, employability and links with employers

Service integration collaboration and multi-disciplinary working in health and social care 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
- Advocacy and rights based services
- Preventative health, care and welfare services
- Housing support services
- Health care provision

Student employability:

The Course will enhance student employability in several ways. Sound work based practice and values will be established and strengthened during the one year Cert HE (e.g. the ability to meet deadlines, to prepare well, and to communicate effectively within a formal context). Fundamental to this is the consistent synthesis, within the course's design and delivery, of the work place and 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.

Student employability remains a high priority which reflects both university aspirations and the vocationally focused nature of the course. The course will be constantly reviewed to ensure that it is fit for purpose and capable of equipping students to meet employment challenges. Additionally the course team will work with the University's dedicated Careers Advice Specialists to ensure that students can receive support and guidance relevant to their own particular situation and employment ambitions. The Care Certificate Standards (2013) have informed the development of this programme. Whilst a Care Certificate is not awarded within this programme, all the care standards have been met within the course thereby meeting the necessary standards required of any care worker. Please see hyperlink to Care Certificate Standards.

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

Links with employers:

Through the substantial work based learning infrastructure maintained across the academic unit colleagues from the statutory, voluntary and independent sector keep course staff informed of changing conditions in practice. 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 or 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. This foundation degree is also supported by Sector Skills Councils in Health and Social care. The Association of Care Trainers (ACT) have also been consulted on curriculum design.

Service user involvement is key to the development of the curriculum content. Service user involvement will continue through established contacts and through the Worcestershire Association of Service Users, which had its main office on the University of Worcester site until 2013. In addition, employer 'liaison' and mentor groups will be used to monitor on-going evaluation and provide support for the course.

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

- leadership roles
- within advocacy, advisory, coordination and information provision roles and services
- within residential care
- as a personal assistant
- within hospital settings

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

Progression 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 UW. On successful completion of the Foundation Degree, students can choose progress onto the BA (Hons) Applied Health & Social Science (Level 6). Students who choose this route can apply for using the internal application available on the SOLE page. Students will need to consider topics for their independent study prior to starting in September.

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

- Nursing BSc (Hons); Adult nursing, and Mental Health nursing (prerequisites include GCSE Maths, click here for further information).
- Some students may be interested in undertaking the two year Foundation Degree and then applying for a progression route into the second year of BSc Honours programme in Adult Nursing/ Mental Health Nursing. There are specific requirements for entry here, please contact the admissions tutor in nursing for further details.
- Social Work BA (Hons) (prerequisites include GCSE maths, science and English, click here for further information).
- Psychology BSc (Hons) Click here for further information.
- Occupational Therapy (BSc Hons) (prerequisites include GCSE maths and English, click here for further information).

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

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 outlines and the 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.