

## PROGRAMME SPECIFICATION – FD COURSES

### Programme Specification for FdSc Child and Adolescent Mental Health

<b>1.</b>	<b>Awarding institution / body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	University of Worcester Iron Mill College The Learning Institute (Fosse Way School, Radstock; Lipson The Cooperative Academy, Plymouth; Redruth School, Redruth)
<b>3.</b>	<b>Programme accredited by</b>	N/A
<b>4.</b>	<b>Final award</b>	FDS <i>c</i>
<b>5.</b>	<b>Programme title</b>	Foundation Degree in Child and Adolescent Mental Health
<b>6.</b>	<b>Pathways available Linked Honours Degree progression route/s</b>	Progression Route: BSc Child and Adolescent Mental Health Top-up / BA (Hons) Applied Health & Social Science Top-up
<b>7.</b>	<b>Mode and / or site of delivery</b>	Taught programme, one day per week during semesters. Incorporating work-based learning a minimum of 200 hours a year.
<b>8.</b>	<b>Mode of Attendance</b>	Full time one day a week Part time half a day a week
<b>9.</b>	<b>UCAS Code</b>	L514
<b>10.</b>	<b>Subject Benchmark statement and / or professional body statement</b>	QAA Foundation Degree Qualification Benchmark (QAA, 2007) Children's Workforce (DfES, 2010)
<b>11.</b>	<b>Date of Programme Specification Preparation / Revision</b>	Revision July 2014 August and October 2014 (Regulations) Revision April 2015 (Partner Institutions) Annual amendments September 2015 Revision December 2015 (new replacement L 5 module)

## 12. Educational Aims of the Programme

This Course aims to develop the learner's understanding of the mental health and well-being of children and young people, their contribution in the promotion of mental health and the relationship of their roles and responsibilities within the child and adolescent mental health workforce. It seeks to develop knowledge, skills and attributes appropriate for, but not restricted to, the Tier One workforce for CAMH, with the potential for further development as a CAMHS practitioner.

Foundation degree study must also offer authentic and innovative work-based learning as an integral part of its design. It should enable learners to gain employment through the opportunity to learn and apply skills and knowledge acquired as an integrated element of the programme. It must involve higher-level learning in the context of the institution and transferred 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.

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

**This course aims to:**

- Increase knowledge and awareness of factors influencing mental health and well-being of children and young people;
- Enable students to promote mental health and to recognise mental health problems, make sound judgements and appropriately plan to meet the mental health needs of children and young people, in association with their family, carers and other professionals;
- Provide students with the opportunity to build on existing knowledge and experience and to further develop specific knowledge, skills and values relevant to the context of child and adolescent mental health;
- Engage students in debate regarding the social, cultural, moral, legal and political context of child and adolescent mental health work;
- Develop students' appreciation and application of the core values underpinning working with children, young people and their families or carers;
- Develop students' interpersonal and therapeutic communication skills and enable students to identify, use and communicate relevant information effectively in a range of settings;
- Develop skills and strategies necessary for partnership working with service users, services, professionals and groups across statutory and non-statutory sectors.
- Provide opportunities for students to develop and enhance key skills to prepare for further study and/or employment and lifelong learning;
- Enable students to identify and acknowledge personal professional development needs and implement appropriate development strategies;
- To enhance employability and understanding of roles and responsibilities in the workplace through reflective learning experiences and the development of critically reflective practice.
- Give students the necessary skills and knowledge to confidently problem solve in a range of settings.

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

KNOWLEDGE AND UNDERSTANDING:	EXAMPLES OF LEARNING, TEACHING AND ASSESSMENT METHODS USED:
<ol style="list-style-type: none"> <li>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 mental health problems;</li> <li>2. Respect the rights, and promote the interests, dignity and independence of all children and young people with mental health problems, whilst protecting them from danger or harm</li> </ol>	<ul style="list-style-type: none"> <li>• A programme of structured lectures, interactive seminars, group work sessions, individual tutorials and VLE support</li> <li>• The planning, researching and writing of assignments and subsequent oral and written feedback</li> <li>• Work-based scenarios and a variety of settings, roles and responsibilities in CAMHS experienced via case studies, guest speaker inputs, work placement and work-related learning</li> <li>• Practical, experiential work-based and work-related assignments – e.g. Video and practice of communication and interpersonal skills and group work, intervention plans, case studies, health promotion posters</li> <li>• Use of VLE to encourage discussion, shared learning and development and assessment of attitudes and values</li> <li>• A variety of assessment strategies including essays, oral presentations, reports, group work, critiques, evidencing practice and research related tasks</li> <li>• The Work-based Individual Project requires students, in negotiation with supervisors and work-based mentors to select, research and relate theory to a work-based topic or issue</li> </ul>
COGNITIVE AND INTELLECTUAL SKILLS:	EXAMPLES OF LEARNING, TEACHING AND ASSESSMENT METHODS USED:
<ol style="list-style-type: none"> <li>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;</li> <li>4. Establish and maintain trust and confidence in children and young people, carers and the public by demonstrating accountability for the quality of their work and taking responsibility for maintaining and improving their knowledge and skills while working within the parameters of their role;</li> <li>5. Critically reflect upon own and others ideas, beliefs and values and demonstrate an appreciation of difference and diversity;</li> <li>6. Locate and evaluate appropriate evidence and research to underpin practice and decision making.</li> </ol>	<ul style="list-style-type: none"> <li>• All modules encourage learners to engage in discussion and application of key concepts to a work-based context.</li> <li>• Higher order independent learning and critical skills (e.g. the ability to evaluate evidence, arguments and assumptions to reach sound judgements) will be developed and encouraged at levels 4 and 5 (with additional tutor support in line with UW's Intended Learning Outcomes policy).</li> <li>• Reflection in and on practice and case study work offers students the opportunity to engage in problem solving and decision making and demonstrate awareness of own strengths, limitations, responsibility and accountability.</li> <li>• Evidence-based practice and research informed knowledge, understanding and critical appreciation is assessed through the Individual Work-based Study.</li> </ul>

PRACTICAL SKILLS RELEVANT TO EMPLOYMENT:	EXAMPLES OF LEARNING, TEACHING AND ASSESSMENT METHODS USED:
<p>7. Identify the needs and effectively support and assist children and young people who may have emotional 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 &amp; young people's services;</p> <p>10. Empower children and young people with 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>	<ul style="list-style-type: none"> <li>• Practical, experiential, role play and group work sessions to develop assessment, communication and interpersonal skills.</li> <li>• Use of case studies and work-based scenarios.</li> <li>• Reflective papers and summaries on self-development of knowledge, skills and attributes.</li> <li>• Subject librarian contributes to study skills sessions on accessing and searching for information sources, using databases and Web-based sources.</li> <li>• All modules are focussed on learning for and from the workplace and include opportunities for group discussions and sharing experiences. Some modules include group assessments.</li> </ul>
TRANSFERABLE/KEY SKILLS	EXAMPLES OF LEARNING, TEACHING AND ASSESSMENT METHODS USED:
<p>13. Use reflective practice to develop knowledge and skills for work-based learning;</p> <p>14. Recognise own learning needs, draw up personal action plans and take responsibility for personal development and learning;</p> <p>15. Effectively manage self (time, planning, motivation, and initiative) and prioritise own work;</p> <p>16. Use word processing, e-mail, spread-sheets and databases;</p> <p>17. Communicate appropriately and effectively through a variety of mediums, including oral and written communication.</p>	<ul style="list-style-type: none"> <li>• Development of skills for critical reflective practice throughout the course and additionally through work-based assignments in a number of modules.</li> <li>• Opportunities in modules and additional support sessions to develop skills in using PowerPoint, word processing, e-mailing, Excel.</li> <li>• Completion of a range of different assessment items throughout the course to develop written, oral and other communication skills.</li> </ul>

#### 14. Assessment Strategy

Work-based learning requirements conform to the The UK Quality Code for Higher Education - Chapter B10: Managing higher education provision with others (QAA 2010) and University Policy on the Management of Work-based and Placement Learning (2012). Full details of all aspects of the programmes work-based learning requirements can be found in the course WBL Handbook. Work Based Learning is summatively assessed by academic staff but this is supported and developed using feedback from placement mentors. Guidance for placement mentors is provided through on-site visits and the provision of a dedicated handbook. Work Based Learning Tutors offer on-going additional support for students and placements, working under the supervision of the Course Leader.

The assessment strategy is designed to help students develop the knowledge skills and competence to practice as competent professional workers in the arena of child and adolescent mental health on completion of the program.

Assessments provide opportunities to analyse and evaluate evidence and current practices and to apply this knowledge within their own developing practice.

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

Each assignment has specific marking criteria contained in the relevant module guide which is given to students at the beginning of the module. These are based on the generic assessment criteria contained within the undergraduate grades descriptors

A grid showing assessment methods and weightings mapped to modules at each level is included in the assessment section of the programme handbook.

Submission dates are module specific and located in the Module Guide provided at the beginning of each module.

This Foundation Degree in Child and Adolescent Mental Health is located within the UW [Undergraduate Regulatory Framework](http://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf) and is aligned with University's Assessment Policy: <http://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf> and Generic Undergraduate Grade Descriptors: <http://www.worc.ac.uk/aqu/documents/GenericUndergraduateGradeDescriptors.pdf>

## 15. Programme Structures and Requirements

### AWARD MAP FOUNDATION DEGREE AWARD

#### TITLE: FOUNDATION DEGREE CHILD AND ADOLESCENT MENTAL HEALTH

AWARD MAP FDSC CHILD & ADOLESCENT MENTAL HEALTH - LEVEL FOUR						
MODULE CODE	TITLE	CREDITS	LEVEL	TYPE	STATUS	PRE / CO-REQUISITES
FDCM1008S pecialist	Therapeutic Communication and Counselling Skills with Children, Young People and Families	30	4	Double	Mandatory	None
FDCM1009S pecialist	Values and Ethics for Practice; children and young people	15	4	Single	Mandatory	None
FDCM1005 Specialist	An Integrated approach to Safeguarding Children & Young People	15	4	Single	Mandatory	None
FDCM1002 Specialist	Child and Adolescent Development	15	4	Single	Mandatory	None
FDCM1010 Specialist	Introducing Child and Adolescent Mental Health	15	4	Single	Mandatory	None

FDCM1600 Specialist	Work Based Learning Theory into Practice	30	4	Double	Mandatory	None
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#### Requirements at Level 4

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

AWARD MAP FDSC CHILD & ADOLESCENT MENTAL HEALTH - LEVEL FIVE						
MODULE CODE	TITLE	CREDITS	LEVEL	TYPE	STATUS	PRE / CO-REQUISITES
FDHS2003 Core	Applied Research and Evidence Based Practice	15	5	Single	Mandatory	None
FDCM2005 Specialist	Mental Health and Interventions with Children Young People and Families	30	5	Double	Mandatory	None
FDCM2006 Specialist	Working with Vulnerable Groups	30	5	Double	Mandatory	None
FDCM2007 Specialist	Mental Health Promotion Strategies with Children, Young People and Families	15	15	Single	Mandatory	None
FDCM2600 Specialist	Individual project - Work Based Learning	30	5	Double	Mandatory	None

#### Requirements at Level 5

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

### 16. QAA and Professional Academic Standards and Quality

This Foundation Degree is situated within the Undergraduate Regulatory Framework at the University of Worcester and uses the QAA Foundation Degree Benchmark Statement (2010) 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 initial and ongoing 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 (NOS) for Health and Social Care (Skills for Care 2012)
- Children and Young People’s Improving Access to Psychological Therapies Programme (CYP IAPT 2011, 2013)
- No Health without Mental Health; A cross-government mental health outcomes strategy for people of all ages (DfH 2011)

## **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 on this programme:

- Induction programme including inputs from course team, Registry and other student services.
- Programme Leader and Course Leader.
- Work based learning tutor and mentor in practice to support work-based learning.
- A nominated personnel academic tutor to provide pastoral support, academic advice and guidance, and assistance with Personal Development Planning, as appropriate.
- Course Handbook.
- Module outlines which include module code, module title, level, planned teaching activity, attendance requirements, assessment brief, assessment criteria and reading lists.
- Learning and study guides, including Work Based Learning Handbooks for students and mentors.
- 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.

Partner Colleges provide additional support which is responsive to individual student requirements, such as additional academic and pastoral support.

## 18. Admissions

### Admissions Policy

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

### Entry requirements

The 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 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).

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

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

### Course Specific Entry Requirements:

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

### Recognition of Prior Learning

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

Further information on Recognition of Prior Learning can be found at

<http://www.worcester.ac.uk/registryservices/941.htm>

### Admissions Procedures

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

- All applicants complete the UCAS application form.
- Each application will be considered by UW Registry Admissions 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).



- Both Iron Mill College and The Learning Institute require original certificates of all qualifications to be provided on the interview date. The certificates will be verified by the Iron Mill College admissions team and The Learning Institute admissions team, and verified copies forwarded to the University of Worcester.

### **Admissions / Selection Criteria**

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

- Insight into the candidates' qualities and values;
- Interpersonal and communication skills;
- Small and larger group work skills.

Once the student has accepted an offer, they will be required to complete an occupational health questionnaire and DBS application, and return the documents to the Placement Coordinator at the Iron Mill College or The Learning Institute, who will verify the documents and forward copies to the University Admissions Team.

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).

## **19. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

Quality mechanisms and roles will chiefly be:

- Annual Evaluation and Review at Course Level.
- Programme Leader for Foundation Degrees in Health and Social Care.
- Appointment of a Programme Leader.
- Appointment of an External Examiner.
- Annual Evaluation 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.
- Periodic five-yearly review

## **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.
- 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 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 [Taught Courses Regulatory Framework](#).

### 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.
- 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.

### Requirements for Awards

AWARD	REQUIREMENT
CertHE	120 credits at Level 4 or higher
Foundation Degree FdSc	120 credits at Level 4 and 120 credits at Level 5

These awards are not classified.

## 21. Indicators of Quality and Standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management

of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners. The FdSc CAMH course underwent a successful Periodic Review in 2014.

## **22. Graduate Destinations, Employability and Links with Employers**

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

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

### **Progression Top-Up Degree(s)**

Students who pass the foundation degree are eligible to progress on to the third year of existing degree programmes at UW. Specifically, this Foundation Degree will enable students to progress onto the BSc Child and Adolescent Mental Health Top-up or BA (Hons) Applied Health & Social Science Top-up.

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

Students who want to use the Foundation Degree to access additional HE qualifications, such as a BSc in Nursing, or in Occupational Therapy, will receive additional support with applications from specialist tutors within the Unit. This has proved very successful with a high proportion of students accessing very competitive courses.

**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](#).