UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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 he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1.	**Awarding Institution / Body**	University of Central Lancashire
2.	**Teaching Institution and Location of Delivery**	Hugh Baird College
3.	**University School/Centre**	School of Community Health and Midwifery
4.	**External Accreditation**	None
5.	**Title of Final Award**	Foundation Degree Arts in Mental Health and Wellbeing
6.	**Modes of Attendance offered**	Full Time and Part Time
7.	**UCAS Code**	B760
8.	**Relevant Subject Benchmarking Group(s)**	QAA Subject Benchmarking Statement: Health Studies (2008) QAA Foundation Degree Qualification Benchmark (2010) The National Occupational Standards for Mental Health (NOSMH) (Skills for Health 2005) The Ten Essential Shared Capabilities (NIMHE 2004) The NHS Knowledge and Skills Framework (KSF) (Dept of Health 2006)
9.	**Other external influences**	National Service Frameworks (Mental Health (1999-2012) Skills for Care 2016 British Psychological Society (2006) Code of Ethics and Conduct Health Professions Council (2005) Council Member's Code of Conduct BACP Ethical Framework (2013)

10. Date of production/revision of this form	24th May 2016 / Revised September 2017

11. Aims of the Programme

- 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 mental health and wellbeing across the lifespan;

- 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, assess and appropriately plan to meet the mental health needs of children and young people, in association with their family, carers and other professionals;

- Develop students' interpersonal and therapeutic communication skills and interventions, and enable students to identify, use and communicate relevant information effectively in a range of situations;

- Develop skills and strategies necessary for partnership working with service users, services, professionals and groups across statutory and non-statutory sectors;

- Enable students to identify and acknowledge personal professional development needs and implement appropriate development strategies whilst enhancing their employability skills;

- Understand the roles and responsibilities in the workplace through reflective learning experiences and the development of critically reflective practice.

- Provide opportunities for students to develop and enhance academic and practical skills to prepare for further study and/or employment and lifelong learning.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

The programme provides opportunity for students to achieve the following outcomes:

A1. Discuss theories of communication relevant to work with individuals and groups.
A2. Evaluate appropriate methods and techniques in research applicable to the mental health care sector.
A3. Discuss and evaluate the organisational context and delivery of mental health care.
A4. Reflect on and apply relevant knowledge and skills in a work setting and demonstrate the ability to use evidence to develop effective practice and decision making.

Teaching and Learning Methods

Academic and work-based learning. Lectures, seminars and work placements. There will be self-directed study of academic literature and teaching will be supported by Virtual Learning Environment (VLE). This is followed up by student led learning activity using text (books, videos and e-resources).

The use of independent study to consolidate understanding is encouraged through research based tasks. Students will have access to one-to-one tutorials for additional support.

The teaching and learning strategies employed deliver opportunities for the achievement of the learning outcomes, demonstrate their attainment and recognise the range of student backgrounds. Delivery methods, activities and tasks are aligned with the learning outcomes for this programme, taking account of the learning styles and stage of the student.

Assessment methods

Assessed formatively and summatively through individual and group discussions, assignments, case studies, reports, presentations, portfolio building and the creation of a story board.

B. Subject-specific skills

B1. Apply relevant knowledge, ethical awareness and experience to the analysis of issues and practice in relation to equal opportunity, social inclusion, cultural diversity, human rights, client and carer engagement and work with colleagues.
B2. Evaluate the effects of the current structure and provision of mental health and wellbeing services for children and young people.
B3. Utilise key legislation underpinning the provision of mental health and wellbeing services.
B4. Apply appropriate interventions that would be suitable for a range of mental health conditions.
B5. Communicate effectively to support people in different professional and working cultures.
B6. Apply collaborative approaches to working with diverse client groups.

Teaching and Learning Methods

The subject-specific, practical and academic skills are developed through the teaching and learning programme as outlined above. This is then supported by the use of discussions, workshops, use of VLE, use of case studies, presentations and work placements.

A combination of tutorials and seminars are used to bolster the skill development. For all coursework, pre-submission support and timely feedback post-submission is used to reinforce the specific learning outcomes, nurture confidence and facilitate engagement with the learning process. In the second semester of the course greater emphasis is placed on independent learning.

Assessment methods

Assessment of subject-specific skills is made by assessing the results of applying that skill.
Analytical skills are assessed through group discussions, assignments, presentations, case studies reports and a story board. Practical problem solving skills are assessed within context of assignment tasks – both individually and group based.

C. Thinking Skills

C1. Apply a breadth of knowledge in relation to the a range of mental health and wellbeing issues.
C2. Evaluate and apply key concepts, theories and evidence to relevant issues and practices.
C3. Evaluate problem solving approaches to well-defined circumstances.
C4. Present knowledge and information to support structured arguments.
C5. Reflect on own practice and utilise reflection to improve decision making skills and recognise own limitations.

Teaching and Learning Methods

Discussions, workshops, one to one tutorials, use of VLE, use of case studies, portfolios, story board, presentations and work placements.

Assessment methods

Analytical skills are assessed through coursework assignments. Problem solving skills are assessed within context of work-based practice modules. Much of the assessment in Mental Health: Conditions and Interventions provides insight into mental health and wellbeing in context.

D. Other skills relevant to employability and personal development

D1. Demonstrate skills in information collection and analysis, oral, written and visual communication, structured argument, working with others and utilising research-based evidence.
D2. Apply knowledge to work based learning contexts.
D3. Use work based skills to enhance employability.
D4. Analyse the importance of working collaboratively in the best interests of the client by engaging with families, carers and communities as partners in care management.

Teaching and Learning Methods

The teaching and learning methods applied throughout the programme, as outlined above, are used to assist the progress of transferrable skills development.

Assessment methods

The direct assessment of transferable skills related to study and communications is addressed with clearly labelled learning outcomes in 'Study Skills' and 'Communication and Collaboration'. Indirectly it is addressed by measuring developing practical competence via the 'Foundations for Practice' and 'Supporting the Professional Role' modules (evidenced in a portfolio).

The range of assessment techniques employed across modules on the course allow students sufficient opportunity to demonstrate competencies in their transferrable skills. Written communication skills are developed and assessed through the context for the assessment; examples include the requirements for formal assignments (e.g. Care from the Client's Perspective, Management and Leadership, A Lifespan Perspective: Mental Health and Wellbeing) presentation skills (Mental Health: Conditions and Interventions), and critical evaluation (Study Skills). Portfolio building (Foundations for Practice, Supporting the Professional Role) requires reflection on the personal professional development of students within the work placement.

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 5	PZ2035	Management and Leadership in Health and Social Care	20	**FdA Mental Health and Wellbeing** Requires 240 credits including a minimum of 100 at level 5
	NU2335	The Research Process	20	
	PZ2065	Supporting the Professional Role in Practice	20	
	PZ2053	A Lifespan Perspective: Mental Health and Wellbeing	20	
	PZ2054	Therapeutic Communication and Counselling Skills	40	
Level 4	NU1019	Care from the Client Perspective	20	**Foundation Certificate in Mental Health and Wellbeing** Requires 120 credits at Level 4 or above.
	PZ1068	Foundations for Practice	20	
	PZ1015	Study and Lifelong Learning Skills	20	
	PZ1022	Communication and Collaboration	20	
	PZ1029	Mental Health: Conditions and Interventions	40	
Level 3	NUC003	Academic Writing and Studying in Health and Social Care	20	Requires completion of 120 credits at Level 3. Successful completion of the course leads to guaranteed progression on to Year 1 of: • BSc (Hons) Sexual Health Studies • FDSc Health & Social Care **[subject to satisfactory enhanced DBS clearance]**
	NUC004	Learning development and using information communication technology to present information	20	
	NUC005	Developing skills for delivering health & social care (1)	20	
	NUC006	Developing professional skills for delivering health and social care (2)	20	
	NUC001	Foundations in Anatomy, Physiology, Pathology and Disease	20	
	NUC007	Measuring Health and Wellbeing	20	

Level 3 (continued, right column):

PROGRESSION TO THE FOLLOWING PROGRAMMES:

• BSc Hons Counselling & Psychotherapy
• BSc Hons Pre-registration Nursing [Mental Health]
• BSc Hons Pre-registration Nursing [Adult]

IS SUBJECT TO ADDITIONAL ENTRY REQUIREMENTS:

Programme	BSc (Hons) Pre-registration Nursing [Adult]	BSc (Hons) Pre-registration Nursing [Mental Health]	BSc (Hons) Counselling & Psychotherapy
APM	60%	60%	60%
NUC001	60%	60%	

				NUC006	60%	60%	60%
				NUC007			60%
				Satisfactory pre interview test*****	X	X	X
				Satisfactory Interview	X	X	
				Satisfactory numeracy assessment	X	X	
				Satisfactory literacy assessment	X	X	
				Enhanced DBS Clearance	X	X	X
				Satisfactory Occupational Health Assessment	X	X	

Students who exit after the Foundation Entry Year will receive a transcript of their modules and grades.

15. Personal Development Planning

The concept of Personal Development Planning (PDP) will be introduced and monitored through the FdA Mental Health and Wellbeing at Level 4 via the Foundations for Practice module and again at Level 5 via the Supporting the Professional Role in Practice module.

The integration of PDP will enable students to:

- develop skills of reflection on their academic, personal and professional development within clear and guided boundaries
- increase self-awareness of their own skills, capabilities and attitudes
- improve individual learning, capabilities and aptitude through taking responsibility for their own personal development and self-directed learning
- identify personal development needs, areas of strength and areas for improvement in order to direct change
- set goals, plan, action and review personal progress
- compile records of learning achievements and experiences including a skills log,

- personal reflections
- plan realistically for career progression and manage individual career progression and lifelong learning

In order to facilitate PDP and ensure that it is fully embedded in to the students' learning experience all students on the programme will be required to attend a personal tutorial session once a week.

Development of the range of study skills necessary to succeed in the assessment process will be addressed in the 'Study Skills' module and the topics covered here will underpin the academic advancement of students as they progress throughout the programme.

Personal tutor sessions will also incorporate one-to-one reviews where each student will be encouraged to reflect on their own strengths and weaknesses and the progress they are making towards their personal goals.

16. Admissions criteria

For students entering via the optional Foundation Entry route, the following admission criteria will apply:

Entry requirements for this course are 160 tariff points at A Level or equivalent, 5 passes at GCSE or above, including GCSE Maths and English at Grade C or above, a minimum proficiency in English of IELTS 6 or equivalent. Consideration will be given to applicants who have equivalent vocational or experiential learning gained within a Health and Social Care environment. All applicants are interviewed and will be subject to numeracy, literacy and values based assessment, dependant on their chosen progression route.

For students entering directly onto the Foundation Degree, the following admission criteria will apply:

We would normally expect applicants to produce evidence of a number of the following:
- A minimum of 160 UCAS points or 64 UCAS points (new tariff)
- Two A-Levels
- BTEC Extended Diploma in Health and Social Care or a related subject
- Access qualification in a related subject
- Substantial work experience in the health field
- International Baccalaureate

Mature students may not meet the standard entry requirements but they may still be considered for a place on the course. Mature students with no qualifications may offer experience in other forms such as life experience, work experience and continued personal and professional development. All students are interviewed and selected on merit. This course offers the opportunity for mature students who may have been out of education for a while, or without traditional qualifications, to up-skill.

UK and EU Entry: Equivalent international qualifications will be considered towards meeting the general entry requirements. Additionally, EU students, for whom English is not the first language, will be required to evidence an IELTS score or 6.0 or equivalent. Equivalences include:

- TOEFL written examination score of 550 plus a test of written English (at 4)
- TOEFL Computer Equivalent score of 230
- Proficiency in English (Cambridge) at Grade C or above

All students must be prepared to undergo and prove they have an enhanced DBS suitable to work with vulnerable adults and children.

17. Key sources of information about the programme
• www.hughbaird.ac.uk
• Hugh Baird College
• www.ucas.com
• Student handbook
• www.uclan.ac.uk

18. Curriculum Skills Map

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4
LEVEL 4	NU1019	Care from the Client Perspective	COMP	✔		✔		✔	✔	✔	✔				✔	✔	✔		✔	✔	✔	✔
	PZ1068	Foundations for Practice	COMP	✔		✔	✔	✔	✔			✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
	PZ1015	Study and Lifelong Learning Skills	COMP	✔											✔		✔	✔	✔			✔	
	PZ1022	Communication and Collaboration	COMP	✔				✔					✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
	PZ1029	Mental Health: Conditions and Interventions	COMP	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4
LEVEL 5	PZ2035	Management and Leadership in Health and Social Care	COMP	✔		✔		✔	✔			✔		✔	✔	✔	✔		✔	✔	✔	✔
	PZ2053	A Lifespan Perspective: Mental Health and Wellbeing	COMP	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔
	NU2335	The Research Process	COMP		✔										✔		✔		✔		✔	
	PZ2065	Supporting Professional Practice	COMP	✔		✔	✔	✔	✔	✔		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
	PZ2054	Therapeutic Communication and Counselling Skills	COMP	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

19.   LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of Foundation Certificate in Mental Health and Wellbeing:

A1. Discuss theories of communication relevant to work with individuals and groups.
A4. Reflect on and apply relevant knowledge and skills in a work setting and demonstrate the ability to use evidence to develop effective practice and decision making.
B1. Apply relevant knowledge, ethical awareness and experience to the analysis of issues and practice in relation to equal opportunity, social inclusion, cultural diversity, human rights, client and carer engagement and work with colleagues.
B3. Utilise key legislation underpinning the provision of mental health and wellbeing services.
B4. Apply appropriate interventions that would be suitable for a range of mental health conditions.
B5. Communicate effectively to support people in different professional and working cultures.
B6. Apply collaborative approaches to working with diverse client groups.
C1. Apply a breadth of knowledge in relation to the a range of mental health and wellbeing issues
C4. Present knowledge and information to support structured arguments.
C5. Reflect on own practice and utilise reflection to improve decision making skills and recognise own limitations.
D1. Demonstrate skills in information collection and analysis, oral, written and visual communication, structured argument, working with others and utilising research-based evidence.
D3. Use work based skills to enhance employability.