

Programme Handbook

FdSc Integrated Mental Health and Social Care

University Centre Weston

in partnership with

University of the West of England

This handbook is published for students studying at Weston College on the above programme and is available in a range of alternative formats on request.

Contents

[1. Introduction 1](#_Toc492373653)

[2. Course content 2](#_Toc492373654)

[3. Course Aims 5](#_Toc492373655)

[4. Learning and Teaching Methods 7](#_Toc492373656)

[5. How Quality is Assured 9](#_Toc492373657)

[7. Module Specifications 11](#_Toc492373659)

# Introduction

## Welcome

Welcome to the Integrated Mental Health and Social Care Foundation Degree. This course is offered in partnership between UWE and University Centre Weston (UCW). You are a registered student at UWE and at UCW, and you have access to services on both sites.

## Purpose of the Handbook

This handbook gives you essential background information that will be of help in your studies on the FdSc Integrated Mental Health and Social Care programme. It provides links to the definitive data sources wherever possible. The handbook can be accessed via your Virtual Learning Environment (VLE)

Please note that the electronic version will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

For **module information** please see the respective Module Handbook.

# Course content

## Course Distinctiveness

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Figure 1: Framework for Higher Education Qualifications

Supporting the mental health and emotional wellbeing of adults requires knowledgeable, skilled and compassionate practitioners. This programme aims to develop the skills and knowledge of individuals currently working within social care and mental health services. It is a vocational higher education qualification, which integrates both theory and work-based learning, in order to increase individual’s knowledge and skills in the delivery of person-centered care.

This two-year programme is a unique, alternative route for individuals to either develop their current practice in social care and mental health settings or to achieve the required credit to enter higher education, on the BSc (Hons) Nursing (Mental Health) programme, in year 2, if they want to pursue a career in mental health nursing. An alternative progression route is the BSc(Hons) Health and Social Care. Students are required to be in suitable employment and undertake mandatory work placement throughout the programme. The suitability of work placement settings must be agreed by University Centre Weston (UCW).

The Programme will enable individuals to have the evidence base to support their practice and allow them to work in an effective and informed way, with adults who require support with mental health and wellbeing. The ability to deliver evidence based care, to challenge opinions, to evaluate their own work and to cope with the demands of the dynamic nature of nursing is fundamental to this preparation. The programme also fulfils a need identified within professional networks organised through Health Education England (South West) to provide clear and appropriate career pathways particularly within the field of mental health and a qualification that will also support the creation of Band 4 assistant practitioners through a higher apprenticeship route.

### Link Tutor

Each programme has an identified link tutor from its validating partner University whose role it is to support the Weston team.

The link tutor for your programme is:

|  |  |  |
| --- | --- | --- |
| **Lucy Watkins** | Senior Lecturer Mental Health | Lucy2.Watkins@uwe.ac.uk |

## Course structure

### Year One

| Full time  Year 1 of study | | | |
| --- | --- | --- | --- |
| Level | Module Title | Credits | Code |
| 4 | Skills for Healthcare Practice 1 | 30 | UZZSVN-30-1 |
| 4 | Communication for Healthcare Practice | 30 | UZZSUN-30-1 |
| 4 | Physiology, Health and Disease | 30 | UZZSTN-30-1 |
| 4 | Introduction to Psychology and Sociology for Integrated Practice | 30 | UZZSST-30-1 |

### Year Two

| Full time  Year 2 of study | | | |
| --- | --- | --- | --- |
| Level | Title | Credits | Code |
| 5 | Skills for Healthcare Practice 2 | 30 | UZZSWK-30-2 |
| 5 | An Introduction To Research Methodologies and Methods | 15 | UZWSRC-15-2 |
| 5 | Integrated Approaches to Complex Needs | 15 | UZZSW5-15-2 |
| 5 | Supporting people in crisis | 30 | UZZSU5-30-2 |
| 5 | Mental Health and Wellbeing | 30 | UZZSWJ-30-2 |

All HE programmes at UCW are delivered as a collection of modules, which build on each other to form a complete programme of study. Each module carries a credit rating, defining how much study time it takes to complete. Notionally, 1 credit equates to 10 hours study time (so 10 credits = 100 study hours). “Study hours” includes lectures, seminars, tutorials, group work, independent study and research – in fact, any time that contributes to your learning on the module.

## Interim Awards

Students who do not complete the course but successfully achieve at least 120 credits will be eligible to receive the interim award of a **Certificate of Higher Education.**

## Progressing onto Honours Degree

You can ‘top-up’ your FdA/FdSc degree to a BA/BSc (Honours) degree by an additional year of study.

To be eligible for progression you must have gained 240 credits, 120 credits at Level 4 and 120 credits at Level 5. The deadline for applications is usually on or before 1st May in the final year of Foundation Degree studies.

Your tutor will arrange a meeting with the Course Leader at UWE to discuss the modules on offer on the top-up degree and answer any questions that you may have. You are also welcome to visit the UWE Glenside campus and meet with staff and students at our partner University.

Ctrl+Click [here](#Contents_table) to return to the table of contents

# Course Aims

The broad aims of this programme are as follows:-

* Contribute to local employer aims for improved performance, recruitment and retention strategies through negotiation of mutually beneficial work based learning opportunities.
* To produce practitioners who understand, adhere to and promote professional codes of conduct and standards of practice
* Develop students’ ability to become autonomous learners and to reflect upon personal skill development, thus encouraging life-long learning;
* Enable progression to further study, including top up to honours degree programmes;
* Widen access to Higher Education in this field.

**Specific Aims**:

* To provide students with high quality teaching and learning experiences that are relevant to careers in the mental health and social care sectors
* Develop subject specific knowledge and understanding appropriate to the delivery of high quality care and service improvement
* To develop the capacity for critical analysis, evaluation and synthesis, through the application of knowledge to a wide range of contexts relating to study within the broad field of mental health and social care.
* Develop appropriate research and communication skills to underpin safe and high quality practice that meets professional codes of practice
* Prepare students to use skills developed in an employment context, enabling them to work independently and collaboratively within their designated remit.

The programme is designed so that students work within an appropriate practice area and attend University Centre Weston (UCW), 1 day per week over the 2 years. UWE staff will teach at UCW the mental health subject specific modules in year 2. By sharing the teaching delivery in year 2, it will allow students to be further integrated with UWE and help them consider their potential trajectory into FHEQ Levels 5, 6 and 7 equating to 2,3,M at UWE.

The programme is designed to enable innovative and distinctive approaches to learning and assessment that are linked, fundamentally, to current work practice.

The aims of this Foundation degree will ensure graduates develop skills of reflective analysis, critical thinking, effective, person-centred communication, information gathering, problem solving, ICT, leadership and teamwork skills.

Placement employers will be supported and guided to ensure individuals are provided with an experience that allows professional growth and development. This will be achieved through having a suitably qualified workplace mentor/supervisor

Ctrl+Click [here](#Contents_table) to return to the table of contents

# Learning and Teaching Methods

UCW has a Learning and Teaching Strategy for Higher Education, which underpins our approach.

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study.

A variety of learning methods will be used, which might include:

* Lectures
* Seminars
* Experiential learning
* Reflective learning
* Skills practice
* Group work and group discussions
* Workshops
* Case studies
* Student presentations
* Information and communications technology (ICT) based activities
* Visiting speakers/expert practitioners will be used during the programme

UCW actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience.

## Work-based Learning

Foundation degree students spend a high proportion of the programme in the work place. Therefore health care professionals play a vital role in ensuring that students are capable of functioning as safe and competent practitioners within the care setting until their point of graduating as an assistant practitioner. This is assessed heavily through the Skills for Health modules at level 1 and level 2 of the programme. Both student and mentor/ practice assessor will be provided with the module handbook for each Practice Module.

In each of these modules the student has an assessment of work-based skills/competencies in both core and optional areas. This assessment follows a standardised format with specific documentation required for assessment. The main purpose of the assessment is for each student to be able to demonstrate their ability to function safely and effectively within any practice/care setting.

The assessment documents with ‘sign-off’ sections are sufficiently detailed to show the range of skills/competencies the student is expected to achieve, and will guide the mentor in determining the level of competence that can realistically be expected from a student.

Mentors/ practice educators have an important role in terms of facilitating each student’s learning. Whilst it is the student’s responsibility to engage with the learning process, the mentor/ practice assessor is expected to help identify the learning experiences in practice and the available opportunities for achieving these. In order to facilitate this learning experience, the mentor will need to discuss the following with the student at the beginning of each practice module:

* Their learning needs
* The opportunities for learning
* How the student can develop the skills that may be unique to their area of practice or specific job role.

When a goal has been completed in practice, it is useful to review achievements and negotiate new goals and deadlines. Setting ongoing targets, which can be achieved throughout the course, helps to emphasise that learning in practice is a continuous process and there should not be a sudden ‘rush’ to achieve skills/competencies towards the end of the academic year. You will receive regular reviews in practice where you will meet with both your mentor / Practice assessor and a member of UCW academic team to discuss your progress. Further information about the practice modules can be found in the relevant module handbooks which will be made available to you at the module start.

# How Quality is Assured

## Quality monitoring and evaluation

The programme you are studying was approved by UWE. As part of the approval process it was assured that

* the content of the programme met national benchmark requirements;
* the programme met any professional/statutory body requirements; and
* the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This was done through a process of programme approval which involves consulting academic experts including subject specialists from other institutions and industry.

### How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

* external examiner reports (considering quality and standards);
* statistical information (considering issues such as the pass rate); and
* student feedback including the National Student Survey (NSS).

Drawing on this, and other, information programme teams undertake an annual monitoring process, in accordance with the University's quality policy.

Once every six years an in-depth review of the subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### The role of the Programme Committee

This course has a Programme Committee comprising all relevant teaching staff, student representatives and others who make a contribution towards its effective operation (e.g. library/technician staff). The Programme Committee has responsibilities for the quality of the programme and plays a critical role in the University's quality assurance procedures.

## External examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

* To ensure the standard of the programme; and
* To ensure fairness and equity.

The external examiner(s) for your programme:

|  |  |  |
| --- | --- | --- |
| Name | Role in institution | Name of institution |
| David Rawcliffe | Senior Lecturer Mental Health | Bucks New University |

As part of their role, external examiners complete an annual report for the University commenting on the learning, teaching and assessment standards of the modules and the programme overall. The report will highlight areas of good practice and identify areas for development, as well as provide assurance that your programme is of an equable standard to similar HE provision nationally.

External examiner reports, and the University’s response, are shared with students. They are normally discussed at Staff/Student Liaison Committees and made available online, via your VLE.

## External References

The following methods are used for gaining the views of other interested parties:

* Feedback from former students;
* Employers;

Reference to skills for health <http://www.skillsforhealth.org.uk> and skills for care <http://www.skillsforcare.org.uk/Home.aspx> quality standards and benchmarks are used to underpin the programme developments.

The code of conduct for healthcare support workers and adult social care is used to guide trainee assistant practitioner’s professional conduct while in practice. <http://www.skillsforcare.org.uk/Document-library/Standards/National-minimum-training-standard-and-code/CodeofConduct.pdf>

**Best practice standards**

Professional and statutory regulatory bodies give clear statements on best practice clinical guidance and professional standards in nursing and allied health professional.

* National Institute for health and Care excellence (NICE): <https://www.nice.org.uk/>
* Social Care institute for excellence (SCIE): <http://www.scie.org.uk/>
* Royal College of Nursing (RCN) <http://www.rcn.org.uk/>
* NMC Nursing and midwifery council (NMC) <http://www.nmc.org.uk/>
* Health and Care professional council (HCPC) <http://www.hcpc-uk.org/>

Student are directed to these external resources in the development of their professional health care practice

# Module Specifications

| Learning Outcomes of the Programme |
| --- |
| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ***Learning Outcomes:*** | Skills For Healthcare Practice 1  *UZZSVN-30-1* | Communication For Healthcare Practice:  *UZZSUN-30-1* | Physiology Health  And Disease  *UZZSTN-30-1* | Introduction To Psychology And Sociology For Integrated Practice  *UZZSST-30-1* | Skills For Healthcare Practice 2  *UZZSWK-30-2* | Integrated Approaches To Complex Needs *UZZSW5-15-2* | Mental Health And Wellbeing  *UZZSWJ-30-2* | Supporting People In Crisis  *UZZSU5-30-2* | An Introduction To Research Methodologies and Methods  *UZWSRC-15-2* | | **A) Knowledge and understanding of:** |  | | Factors that cause poor mental health and mental health conditions |  |  | 🗸 | 🗸 | 🗸 | 🗸 | ✓ |  |  | | Protective factors that support wellbeing |  | 🗸 |  | 🗸 | 🗸 | 🗸 | ✓ | ✓ |  | | Health and social care theories that help explain the issues that face an individual who is experiencing mental health difficulties |  | 🗸 |  | 🗸 |  | 🗸 | ✓ |  |  | | The nature and range of provision within mental health and social care services and how interdisciplinary approaches to care, impact on the individual, their families and carers | ✓ |  |  | 🗸 | 🗸 | 🗸 |  | ✓ |  | | Underpinning anatomy and physiology that will provide a foundation for understanding health and disease |  |  | 🗸 |  |  |  |  |  |  | | The individual needs and support required, for people living with long term and complex health needs |  |  |  | 🗸 | 🗸 | 🗸 | ✓ |  |  | | Collaborative assessment, planning, implementation and evaluation of care for people experiencing mental health difficulties | ✓ |  |  |  | 🗸 | 🗸 | ✓ | ✓ |  | | Identification and management of risk | ✓ |  |  | 🗸 |  |  | ✓ | ✓ |  | | Safeguarding, | ✓ |  |  |  | 🗸 | 🗸 | ✓ | ✓ |  | | Evidence based interventions that support the health and wellbeing of people with long term and complex health needs |  |  |  | 🗸 | 🗸 | 🗸 | ✓ |  | ✓ | | (B) Intellectual Skills |  | | The ability to critically examine research findings and use this to inform practice |  | 🗸 |  |  | 🗸 |  |  |  | ✓ | | Analyse tensions and conflicts caused by different perspectives and theories and how these influence practice |  | 🗸 |  | 🗸 | 🗸 | 🗸 |  |  |  | | Demonstrate the capacity for enquiry and problem solving |  | 🗸 | 🗸 |  | 🗸 | 🗸 |  |  | ✓ | | Learn and adapt practice through the use of reflection and feedback | ✓ | 🗸 |  |  | 🗸 |  |  |  |  | | Analyse and present information in an appropriate format | ✓ | ✓ | ✓ | 🗸 | 🗸 | 🗸 | ✓ | ✓ | ✓ | | **(C) Subject/Professional/Practical Skills** |  | | An ability to develop effective and collaborative relationships with service users, carers, families, colleagues and other agencies | ✓ |  |  |  | 🗸 |  |  |  |  | | Function effectively within the inter-professional team and with other agencies | ✓ |  |  |  | 🗸 |  |  |  |  | | The skills needed to promote mental health and well-being to a range of individuals in different contexts | ✓ | 🗸 |  | 🗸 | 🗸 | 🗸 | ✓ | ✓ |  | | Recognise and identify complex problems and the application of appropriate interventions |  |  |  | ✓ | ✓ | 🗸 | ✓ | ✓ |  | | Demonstrate the ability to respond appropriately and effectively in changing situations of care, and act independently where appropriate at a competent level | ✓ |  |  |  | 🗸 | 🗸 | ✓ |  |  | | Develop and promote a value base in practice that respects diversity and equality (Includes Education for Sustainable Development) | ✓ |  |  |  | ✓ |  |  |  |  | | (D) Transferable skills and other attributes |  | | An ability to work independently and to problem solve to identify achieve personal developmental planning and goals. | ✓ |  |  |  | 🗸 |  |  |  |  | | Be self-aware, self-directed and sensitive to the needs of others | ✓ | 🗸 |  | 🗸 | 🗸 | 🗸 | ✓ | ✓ |  | | Develop leadership potential | ✓ |  |  |  | 🗸 |  |  |  |  | | Use information and technology skills to retrieve, organise and present information whilst adhering to information governance | ✓ |  |  |  | 🗸 |  |  |  |  | | |
| By its nature this programme as a whole addresses Education for Sustainable Development (ESD) – there is a programme aim that addresses this specifically and each module will contain explicit reference to ESD issues but these are not necessarily assessed. | |

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| **Part 4: Programme Structure** |
| This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time undergraduate student** including: |

|  |  |  |  |
| --- | --- | --- | --- |
| **ENTRY** | Level 1 | Compulsory Modules | Awards |
| Module name: Skills for Healthcare Practice 1  *(30 credits)*  UZZSVN-30-1 | Certificate of Higher Education (Cert HE) in Integrated Mental Health and Social Care  Interim award: (120 credits from the compulsory modules in the programme) |
| Module name: Communication for Healthcare Practice  *(30 credits)*  UZZSUN-30-1 |
| Module name: Physiology, Health and Disease  *(30 credits)*  UZZSTN-30-1 |
| *Module name:* Introduction to Psychology and Sociology for Integrated Practice  *(30 credits)*  UZZSST-30-1 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Level 2 | Compulsory Modules | Interim Awards |
| Module name: Skills for Healthcare Practice 2  (30 credits)  UZZSWK-30-2 | FdSc Integrated Mental Health and Social Care  award: (240 credits to include all compulsory modules) |
| Module name: Supporting people in crisis  (30 credits)  UZZSU5-30-2 |
| Module name:  Integrated Approaches to Complex Needs  (15 credits)  UZZSW5-15-2 |
| Module name: An Introduction To Research Methodologies and Methods  (15 credits)  UZWSRC-15-2 |
| Module name: Mental Health and Wellbeing  (30 credits)  UZZSWJ-30-2 |

| Part 5: Entry Requirements |
| --- |
| The University’s Standard Entry Requirements apply.  In addition     * All students will have English Language and Maths GCSE grade C or above or a recognised equivalent. * If English is not the first language an IELTS 7.0 overall is required. * Satisfactory DBS status * Satisfactory health status * Students must have access to a suitable working environment as judged by the programme leader |
|  |

| Part 6: Reference Points and Benchmarks |
| --- |
| Set out which reference points and benchmarks have been used in the design of the programme:   * Assistant Practitioner Apprenticeship Standards 2015 * Mental Health Core Skills Education and Training Framework: Framework Subjects 2016 * Mental Health Core Skills Education and Training Framework: Tier 3 learning outcomes * BSc ( Hons) Nursing ( Mental Health) * National Occupational Standards Skills for Health * Framework for Higher Education Qualifications – level 5 Foundation degree * Qualification characteristics for [Foundation degrees](http://www.qaa.ac.uk/en/Publications/Documents/Foundation-degree-qualification-benchmark-2010.pdf) |

## Marking Criteria

These can be found in each module handbook

## Policies and Procedures

Policies relating to HE Students can be found on your VLE