



University of the  
West of England

### PROGRAMME SPECIFICATION

Part 1: Information	
<b>Awarding Institution</b>	University of the West of England (UWE)
<b>Teaching Institution</b>	University Centre Weston
<b>Delivery Location</b>	University Centre Weston University Centre Weston
<b>Study abroad / Exchange / Credit recognition</b>	
<b>Faculty responsible for programme</b>	Faculty of Health and Applied Science
<b>Department responsible for programme</b>	Nursing and Midwifery
<b>Professional Statutory or Regulatory Body Links</b>	
<b>Highest Award Title</b>	FdSc Integrated Mental Health and Social Care
<b>Default Award Title</b>	
<b>Interim Award Titles</b>	Certificate of Higher Education (Cert HE) in Integrated Mental Health and Social Care
<b>UWE Progression Route</b>	Year 2 of the Mental Health Nursing (BSc) Programme BSc (Hons) Health and Social Care
<b>Mode of Delivery</b>	Full Time
<b>ISIS code/s</b>	
<b>For implementation from</b>	January 2017

**Part 2: Description**

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.

**Broad 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.

**Part 2: Description**

- 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.

**Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)**

This programme is centered on the development of individuals who can respond professionally and skillfully to work challenges in mental health and social care, who are able to communicate effectively with clients and colleagues in the wider multi-disciplinary teams, and have the confidence to work autonomously within their skill set and sphere of responsibility. The programme covers the core knowledge and skills required in mental health and social care, including interpersonal communication skills, the application of appropriate health models to practice, psychology, sociology, anatomy, physiology, health and disease, pharmacology, mental health literacy, the influence and impact of social relationships, crisis care, research and assessment of skills competency in practice. Students will emerge with comprehensive understanding of factors that influence both the cause of poor mental health or social circumstance and the resulting care that may be offered.

**Regulations**

Approved to [University Regulations and Procedures](#)

**Part 3: Learning Outcomes of the Programme**

<i>Learning Outcomes:</i>	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
<b>A) Knowledge and understanding of:</b>									
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	✓				✓	✓	✓	✓	

Part 3: Learning Outcomes of the Programme										
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>(B) Intellectual Skills</b>										
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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>(C) Subject/Professional/Practical Skills</b>										
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	✓	✓		✓	✓	✓	✓	✓	✓	

Part 3: Learning Outcomes of the Programme										
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)	✓				✓					
<b>(D) Transferable skills and other attributes</b>										
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.										

**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](#)



## FOR OFFICE USE ONLY

First CAP Approval Date	29 November 2016			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	1	<a href="#">Link to MIA 10573</a>
Next Periodic Curriculum Review due date	2022			
Date of last Periodic Curriculum Review				