

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

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| 1. Awarding Institution / Body | University of Central Lancashire |
| 2. Teaching Institution | Preston campus* Burnley College Oldham College (FYE only available at Oldham) Preston College |
| 3. University Department/Centre | School of Nursing and Midwifery |
| 4. External Accreditation | N/A |
| 5. Title of Final Award | Foundation Degree in Arts in Health and Social Care (Mental Health) Foundation Certificate in Health & Social Care (Mental Health)* |
| 6. Modes of Attendance offered | Full time and part time Full time only at Oldham |
| 7a) UCAS Code | Various Depending on Partner Franchise delivery |
| 7b) JACS and HECOS Code | B790/100476 |
| 8. Relevant Subject Benchmarking Group(s) | QAA Foundation Degree Qualification Benchmark. Skills for Health (2010) |
| 9. Other external influences | Mental Health National Service Framework (1999-2010) Skills for Care (2010) (2010) Liberating the NHS: Developing the Healthcare Workforce. |
| 10. Date of production/revision of this form | November 2019 Updated March 2024 AI Update July 2024 January 2025 |
| 11. Aims of the Programme | |
| <ul style="list-style-type: none"> To equip students with the skills to enable them to support professional Mental Health Practice. | |

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| <ul style="list-style-type: none"> • To enable students to analyse relevant academic theories, evidence and reflect on experience to enhance their personal and cultural awareness and ability to work across organisational boundaries |
| <ul style="list-style-type: none"> • To equip students with a range of subject-specific transferable knowledge and skills to support their continuing personal, professional and academic development within Mental Health Care. |

| 12. Learning Outcomes, Teaching, Learning and Assessment Methods |
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| A. Knowledge and Understanding |
| The programme provides opportunity for learners to achieve the following outcomes: |
| A1. Evaluate appropriate methods and techniques in research applicable to Mental Health care delivery |
| A2. Apply and analyse relevant knowledge of mental health care delivery, ethical awareness and experience to practice in relation to social inclusion, cultural diversity, human rights, user and carer engagement and collaboration. |
| A3. Discuss and evaluate the organisational context and delivery of Mental Health Care |
| A4. Analyse and apply relevant knowledge and skills in a work setting and demonstrate the ability to use evidence to demonstrate effective practice and decision making |
| A5. Discuss the range of interventions available to promote independence in a variety of environmental contexts |
| Teaching and Learning Methods |
| Discussions, workshops, use of (VLE), use of case studies, presentations and work placements. |
| Assessment methods |
| Assessed formatively and summatively through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio. |
| B. Subject-specific skills |
| The programme provides opportunity for learners to achieve the following outcomes: |
| B1. Demonstrate understanding of developmental, social and biological issues that that influence an individual's mental health. |
| B2. Embrace key principles and knowledge that underpin mental health care practice |
| B3. Demonstrate knowledge of a range of therapeutic interventions employed within Mental Health Care |
| B4. Identify the theory and practice underpinning the organisation and context of mental health provision and care delivery. |
| B5. Demonstrate collaborative approaches to working with diverse service user groups |
| B6. Identify and apply models of mental health and health promotion to practice |
| Teaching and Learning Methods |
| Discussions, workshops, use of (VLE), use of case studies, presentations and work placements. |
| Assessment methods |
| Assessed formatively and summatively through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio. |

| C. Thinking Skills | | | | |
|---|--------------------|---|----------------------|---|
| The programme provides opportunity for learners to achieve the following outcomes: | | | | |
| C1. Explain and apply a breadth and depth of relevant knowledge. | | | | |
| C2. Critically evaluate key concepts, theories and evidence. | | | | |
| C3. Evaluate and apply problem solving approaches to work based learning situations | | | | |
| C4. Present knowledge, information and structured arguments in relation to mental health theory and practice | | | | |
| C5. Reflect on experience and improve decision making skills and recognise own limitations. | | | | |
| Teaching and Learning Methods | | | | |
| Discussions, workshops, use of (VLE), use of case studies, presentations and work placements. | | | | |
| Assessment methods | | | | |
| Assessed formatively and summatively through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio. | | | | |
| D. Other skills relevant to employability and personal development | | | | |
| The programme provides opportunity for learners to achieve the following outcomes: | | | | |
| D1. Demonstrate skills in information collection, analysis, structured argument, and utilising research-based evidence. | | | | |
| D2. Application of theoretical knowledge to work based learning contexts and development of transferable work-based skills to enhance employability | | | | |
| D3. Discuss theories of communication relevant to work with individuals and groups. | | | | |
| D4. Analyse the importance of working collaboratively in the best interests of the patient by engaging with families, carers and communities as partners in care management | | | | |
| Teaching and Learning Methods | | | | |
| Discussions, workshops, use of (VLE), use of case studies, presentations and work placements. | | | | |
| Assessment methods | | | | |
| Assessed formatively and summatively through individual and group discussions, essays, case studies, presentations, role plays, exams, reflective accounts and production of a portfolio. | | | | |
| 13. Programme Structures | | | | 14. Awards and Credits |
| Level | Module Code | Module Title | Credit rating | |
| Level 5 | PW2007 | Leadership and Innovation in Health and Social Care | 20 | |
| | PZ2090 | Supporting Professional Practice | 40 | Foundation Degree Requires 240 credits (120 at Level 4 and 120 at level 5) |
| | PZ2033 | Interventions in Mental Health Practice | 40 | |
| | PZ2091** | Evidence Based Practice | 20 | |
| Level 4 | PZ1015** | Study and Lifelong Learning Skills | 20 | Foundation Certificate Foundation Certificate in Health & Social Care |
| | PZ1046 | Mental Health Across the Lifespan | 20 | |

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|--|----------|---|----|--|
| | NU1033 | Mental Health Issues in Children and Adolescents | 20 | (Requires 120 credits at level 4 or above) |
| | PZ1090 | Foundations for Practice | 40 | |
| | PZ1022 | Communication and Collaboration | 20 | |
| Level 3* | NUC003** | Academic Writing and Studying in Health and Social Care. | 20 | <p>Requires completion of 120 credits at Level 3. Successful completion of the course leads to guaranteed progression on to Year 1 of: FDA Health & Social Care BSc (Hons) Sexual Health Studies [subject to satisfactory enhanced DBS clearance] Following completion of 120 credits at Level 3 application to the following programmes are subject to the following additional entry requirements – details are provided in the student handbook Section 8:</p> <ul style="list-style-type: none"> • BSc Hons Counselling & Psychotherapy • BSc Hons Pre-registration Nursing [Mental Health] • BSc Hons Pre-registration Nursing [Adult] • BSc Hons Pre-registration Nursing [Children] <p>Foundation Year Certificate Requires 120 credits at Level 3 or above</p> |
| | NUC004 | Learning development and using information communication technology to present information. | 20 | |
| | NUC008 | Equality, diversity and inclusion in health and social care | 20 | |
| | NUC006 | Developing professional skills for delivering health and social care. | 20 | |
| | NUC007 | Measuring Health and Wellbeing. | 20 | |
| | NUC001 | Applied Anatomy and Physiology | 20 | |
| *Optional Foundation entry available at Oldham College only | | | | |

**** after a module code denotes that the Academic Integrity training is included in this module**

15. Personal Development Planning

Personal development planning is embedded within the programme by production of PDP's, reflective journals, personal tutor discussions and portfolio development.

16. Admissions criteria

Admissions decisions will be based on the following standard criteria

UCAS Tariff Points: 72 - 80

BTEC: Merit, Pass, Pass

Access to Higher Education Diploma: 72 - 80 points

GCSE Maths and English at grade 4 or FS2 or KS3

Accreditation of prior learning is considered on an individual basis for those candidates that have undertaken relevant study in a health and social care related field.

Accreditation of prior experiential learning (APEL) is considered on an individual basis for those candidates that have relevant work experience in a health and social care related field.

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

For students whose first language is not English an IELTS score of 6 for both reading and writing is required.

17. Key sources of information about the programme

- College of Health and Wellbeing website
- Burnley College website
- Oldham College website

| Level | Module Code | Module Title | Core (C), Compulsory (COMP) or Option (O) | Programme Learning Outcomes | | | | | | | | | | | | | | | | | | | |
|---------|-------------|---|---|-----------------------------|----|----|----|----|-------------------------|----|----|----|----|----|-----------------|----|----|----|----|---|----|----|----|
| | | | | Knowledge and understanding | | | | | Subject-specific Skills | | | | | | Thinking Skills | | | | | Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | C5 | D1 | D2 | D3 | D4 |
| Level 5 | PZ2033 | Interventions in Mental Health Practice | COMP | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| | PZ2091 | Evidence Based Practice | COMP | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| | PW2007 | Leadership and Innovation in Health and Social Care | COMP | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| | PZ2090 | Supporting Professional Practice | COMP | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Level 4 | PZ1090 | Foundations for Practice | COMP | | ✓ | ✓ | | ✓ | | | | | | | ✓ | | | ✓ | | ✓ | | | |
| | PZ1046 | Mental Health across the Lifespan | COMP | ✓ | ✓ | | | | ✓ | ✓ | | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | NU1033 | Mental Health Issues in Children and Adolescents | COMP | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | ✓ | | | ✓ | | ✓ | | | |
| | PZ1022 | Communication and Collaboration | COMP | ✓ | ✓ | | | | | | | | | | ✓ | | | ✓ | | ✓ | | | |
| | PZ1015 | Study and Lifelong Learning Skills | COMP | ✓ | | | | | | | | | | | ✓ | | | ✓ | | ✓ | ✓ | ✓ | |

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

Learning outcomes for the award of: Foundation Certificate Health and Social Care (Mental Health) – are as follows;

- A1. Evaluate appropriate methods and techniques in research applicable to Mental Health care delivery
- A2. Apply and analyse relevant knowledge of mental health care delivery, ethical awareness and experience to practice in relation to social inclusion, cultural diversity, human rights, user and carer engagement and collaboration. .
- A3. Discuss and evaluate the organisational context and delivery of Mental Health Care
- A4. Reflect on analyse and apply relevant knowledge and skills in a work setting and demonstrate the ability to use evidence to demonstrate effective practice and decision making
- A5. Discuss the range of interventions available to promote independence in an variety of environmental contexts
- B1. Demonstrate understanding of developmental, social and biological issues that influence an individual's mental health.
- B2. Embrace key principles and knowledge that underpin mental health care practice
- B4. Identify the theory and practice underpinning the organisation and context of mental health provision and care delivery.
- C1. Explain and apply a breadth and depth of relevant knowledge.
- C3. Evaluate and apply problem solving approaches to work based learning situations
- C4. Present knowledge, information and structured arguments in relation to mental health theory and practice
- C5. Reflect on experience and improve decision making skills and recognise own limitations.
- D1. Demonstrate skills in information collection, analysis, structured argument, and utilising research-based evidence.
- D2. Application of theoretical knowledge to work based learning contexts and development of transferable work based skills to enhance employability
- D4. Discuss theories of communication relevant to work with individuals and groups.