Programme Specification for FdSc Child and Adolescent Mental Health

This document applies to Academic Year 2023/24 onwards

Table 1 Programme Specification for FdSc Child and Adolescent Mental Health

1.	Awarding institution / body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	FdSc (Foundation Degree)
5.	Programme title	Foundation Degree in Child and Adolescent Mental Health
6.	Pathways available Linked Honours Degree progression route/s	BSc Child and Adolescent Mental Health Top-up / BA (Hons) Applied Health & Social Care Top-up
7.	Mode and / or site of delivery	On campus delivery and Work-based Learning Programme
8.	Mode of Attendance	2 years full time for Foundation Degree. Work-based Learning of a minimum of 200 hours per year. Part-time mode of attendance over 4 years
9.	UCAS Code	L514
10.	Subject Benchmark statement and / or professional body statement	QAA Foundation Degree Characteristic Statements (QAA, 2020) Subject Benchmark Statement Health Studies (QAA 2019) National Occupational Standards (NOS) Health and Social Care (Skills for Care 2012) Children's Workforce (DfES, 2010)
11.	Date of Programme Specification Preparation / Revision	Revision July 2014. August and October 2014 (Regulations). Revision April 2015 (Partner Institutions). Annual amendments September 2015. Revision December 2015 (new replacement L5 module) August 2017 AQU amendments and updates August 2018 AQU amendments and updates January 2019 updates to template (mapping of learning outcomes reformatting, removal of sections 19 and 21, renumbering) Revision Feb 19 Iron Mill College no longer offering course from 2018/19 July 2019 Minor updates following Periodic Review including the Learning Institute no longer offering course from 2019/20 August 2019 AQU amendments to Section 19 August 2020 temporary amendment to Practice/work based learning hours wording due to Covid-19. August 2020 Update to QAA Benchmark statement links (Foundation Degree Characteristics and Health Studies). August 2020 – AQU amendments to Section 19. August 2021 – AQU amendments. August 2022 – Updating of template. AQU amendments. July 2023 – annual updates

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, health and social care universal services for children/young people, with the potential for further development as a CAMH (Child and Adolescent Mental Health) 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 though 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 2020). 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 Nursing, Child Nursing, Mental Health 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 children/young people/families, 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

Table 2 knowledge and understanding outcomes and which module/code they relate to

Knowledge and Understanding		

LO no.	**On successful completion of the named award, students will be able to:**	**Module Code/s**
1.	Demonstrate and critically reflect on an underpinning knowledge of principles and theories that consider how emotional, psychological, neurological, and mental health problems emerge, including skills, interventions, and ways of working;	FDCM2005 FDCM1010
2.	Respect the rights, and promote the interests, dignity and independence of all children and young people including those with mental health problems, whilst protecting them from danger or harm.	FDCM 1009 FDCM1005 FDCM2007

Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills		

LO no.	**On successful completion of the named award, students will be able to:**	**Module Code/s**
1.	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 personal responsibility for maintaining and improving their knowledge and skills while working within the parameters of their role;	FDCM1600 FDCM2600
2.	Critically reflect upon own and others' ideas, beliefs and values and demonstrate an appreciation of difference and diversity;	FDCM2006 FDCM1009
3.	Locate and evaluate appropriate evidence and research to underpin practice and decision making, by hypothesising, formulations, discussion, and generation of ideas.	FDCM2006 FDHS2003

Table 4 learning skills and capabilities related to employability outcomes for module code/s

Skills and capabilities related to employability		

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Uphold the importance of values-based practice including respecting difference, diversity, and demonstrating anti-oppressive, inclusive practice and safeguarding;	FDCM1600 FDCM2600 FDCM2006
2.	Work in collaboration and partnership with others across a range of different agencies and disciplines within children & young people's services;	FDCM1600 FDCM2600
3.	Empower children and young people with emotional and / or mental health problems as active participants;	FDCM1600 FDCM2600 FDCM2007
4.	Taking personal responsibility engage in, and disengage from, professional relationships using a range of appropriate, sensitive, communication and interpersonal skills;	FDCM1008 FDCM1600 FDCM2600

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills		

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Use reflective and critical practice to develop knowledge and skills for work-based learning;	FDCM1600 FDCM2600
2.	Recognise own learning needs, draw up personal action plans and take responsibility for personal development and learning;	FDCM2600 FDCM1600
3.	Communicate appropriately and effectively through a variety of mediums, including oral and written communication	FDCM1008 FDCM2006 FDCM1600/2600 FDCM2007 FDCM2005

Learning, teaching and assessment

Teaching
The principles of inclusive practice underpin learning, teaching and assessment across the Foundation Degree. The structure of the course enables students to develop their level of educational attainment in their studies, in line with the Framework for Higher Education Qualifications (FHEQ) (2014) and University's Assessment Policy (2020) and Curriculum Design Policy (2020). All modules offer students structured tutor support, and each module is designed to lead the student to increasing independence in their learning.

Students are taught through a combination of interactive workshops, lectures, seminars, practice skills and simulated learning opportunities/case studies, directed study, group projects and self-study packages. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and practical sessions are focused on identifying subject and / or profession specific skills and applied knowledge through individual and group project work. Delivery of learning sessions are inclusive, providing varied opportunities for learning through active participation of learning activities designed to enable students to achieve the modular learning outcomes.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, as well as the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Examples of learning, teaching and assessment methods used:

- A programme of structured lectures, interactive seminars, group work sessions, individual tutorials and Virtual Learning Environment (VLE) support
- The planning, researching and writing of assignments and subsequent oral and written feedback is fully supported by the use of formative [preparatory] assessment
- Work-based scenarios and variety of settings, roles and responsibilities in child and adolescent mental health settings experienced via case studies, guest speaker inputs, work placement and work-related learning
- Practical, 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.
- Use of VLE to encourage discussion, shared learning and development and assessment of attitudes and values
- A variety of assessment strategies including essays, oral presentations, reports, group work, critiques, poster presentations, evidencing practice and research related tasks
- The Work-Based learning requires students, in negotiation with tutors and work-based mentors to select, research and relate theory to their own personal development and through development of an appropriate project at level 4 and 5.
- All modules encourage learners to engage in discussion and application of key concepts to a work-based context
- 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.
- 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

- Evidence-based practice and research informed knowledge; understanding and critical appreciation is assessed through the Independent Work Based study.
- Practical, experiential, role-play, and group work sessions to develop assessment, communication and interpersonal skills.
- Use of case studies.
- Reflective papers and summaries on self-development of knowledge, skills, and attributes.
- Subject librarian contribute to study skills sessions on accessing and searching for information sources, using databases and Web-based sources.
- All modules are focussed on learning for professional practice and include opportunities for group discussions and sharing experiences. Some modules include group assessments.
- Opportunities in modules and additional support sessions to develop IT skills
- Completion of a range of different assessment items throughout the course to develop written, oral, and other communication skills.

Work-Based Learning
Work-based learning aspects of the course are informed by Work-based learning (QAA 2018) and incorporate the University of Worcester Policy on the Management of Placement and Work-based Learning (2020) standards are mapped to this course.

Work-based learning is a defining feature of the Foundation Degree (QAA 2020). Upon successful application to the course, students are encouraged to source their own placement based upon existing experience or employment; practice areas of interest; practice areas that may support future plans and study. Other factors students may wish to take into account is their location and a unique feature of this course is that student placements are not geographically limited to areas close to the university or location of study

To support students and provide a theoretical underpinning for practice, each year contains its own work-based learning module that has requirements appropriate to the level of study and course aims.

At level 4 (year 1), students will follow work-based learning practice that will help them prepare for professional practice. For this module, a minimum of 200 hours of work-based learning are required within an appropriate practice setting. Students are responsible for identifying a suitable placement. Taught sessions will focus upon work based learning scenarios, exploring practice within child and adolescent mental health arena, linking learning to practice, supervision and making connections with requirements from other professional bodies to assist with progression and helping students develop a professional identity.

At level 5 (year 2), the work-based learning module contains the same requirement for practice hours (minimum of 200 hours), however the focus for this module is to explore and develop employability skills such as teamworking, problem-solving, independent project management and the ability to demonstrate an evidence-based, critically applied approach to practice.

- The course team recommend a minimum of 1 day per week in practice throughout the academic year in order to relate theory to and with practice. Work-based learning will be shaped by the learning outcomes for the modules, assessment requirements and objectives arising from students' personal development plans

Contact time
In a typical week students will normally have 10 hours of contact hours of teaching.
Typically, class contact time will be structured around:

- Lectures and seminars
- Workshops
- Group work

Work-Based Learning placement contact time
- Given the significance of work-based learning throughout the degree the expectation is that students will be engaged in work-based learning from week 4 in level 4 and week 1 in level 5. These work-based learning hours should be spread evenly across the year, with some hours accrued each study week. This is to provide appropriate work-based learning experiences in each module. A recommendation is that students access a minimum of 7 hours in a workplace each study week, across both years. In order to accommodate occasional illness and unexpected workplace closure, students will need to evidence a minimum of 200 hours work-based learning over each year of the degree. These hours must be completed and will be included in the assessment of in the following modules: FDCM1600 and FDCM2600.
- For part-time students, the work-based learning module will occur in alternative years. E.g. in years 1 and 3. However to ensure that students continue to link theory and practice for alternate years, it is recommended that part time students also seek appropriate work-based learning experience for individual CPD.

Independent self-study
In addition to the contact time, students are expected to undertake around 18 hours of personal self-study per week. Typically, this will involve completing online activities, reading journal articles and books, watching selected videos, working through example problems, working on individual and group projects, undertaking research in the library and online, preparing assignments and presentations. Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff
Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics, professional practitioners and work-based learning tutors from a variety of children and young peoples mental health and health and care backgrounds. Details of individuals can be found on the School webpages.

Where appropriate, guest speakers, child and adolescent mental health care professional colleagues and associate lecturers contribute to the delivery of teaching sessions.Teaching is informed by research and consultancy and 80% of course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy.

Assessment
The course provides opportunities to test understanding and learning informally through the completion of practice or formative assignments. Each module has one or more formal or summative assessment which is graded and counts towards the overall module grade.

Assessment methods include role play and reflection, presentations (both group and individual, oral and using IT based methods, case study analysis, essays, work based learning portfolio's, work based learning projects, reports, poster presentations)

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

> **Year 1** project proposal, reflective essay, work-based learning portfolio, role play, group presentation, essay
>
> **Year 2** essay, case study-based essay, oral presentation, critical literature review presentation, reflective essay, project proposal, poster presentation, report, work-based learning portfolio.

This is based upon students following a full-time programme of study. Please see individual course handbooks for part time study information.

14.   Assessment Strategy

This Foundation Degree in Child and Adolescent Mental Health is located within the UW [Taught Courses Regulatory Framework.](link) FDCM is aligned with [University's Assessment Policy](link) and [Generic Grade Descriptors.](link)

Assessment is integral to student learning and is aligned with the overall aims and learning outcomes of the course. Student achievement is assessed using a diverse range of authentic assessment tasks, appropriate to the course aims. A variety of methods of assessment are used, both formative and summative, that enable students to demonstrate competence in a range of skills required both in higher education and in the workplace. Assessment arrangements are in-line with the [Inclusive Assessment Policy](link) offering alternative options to support individualised learning and making provision for reasonable adjustments. The assessments selected promote the reflection and learning that is essential to work-based practice and not simply reliant on memory and recall of information. The assessments relate specifically to the identified learning outcomes for modules. 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.

An inclusive student-centred approach to assessment is adopted where possible, allowing for flexibility and choice. All assessments will be graded against a marking rubric based on the University of Worcester's [Generic Grade Descriptors - Levels 4-7](link) . Students will receive a mixture of feedback and feedforward from markers to guide their academic development. A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates is included in the Course Handbook. All module specifications encourage students to act on feedback received in formative and other assessments, meeting with their Personal Academic Tutor (PAT) to discuss this.

15. Programme Structures and Requirements

AWARD MAP: FOUNDATION DEGREE AWARD
TITLE: FOUNDATION DEGREE CHILD AND ADOLESCENT MENTAL HEALTH
Table 6 award map for each level of the course

AWARD MAP FDSC CHILD & ADOLESCENT MENTAL HEALTH - LEVEL FOUR

MODULE CODE	TITLE	CREDITS	LEVEL	STATUS
FDCM1008 Specialist	Therapeutic Communication and Counselling Skills with Children, Young People and Families	30	4	Mandatory
FDCM1009 Specialist	Values and Ethics for Practice; children and young people	15	4	Mandatory
FDCM1005 Specialist	An Integrated approach to Safeguarding Children & Young People	15	4	Mandatory
FDCM1002 Specialist	Child and Adolescent Development	15	4	Mandatory
FDCM1010 Specialist	Introducing Child and Adolescent Mental Health	15	4	Mandatory
FDCM1600 Specialist	Work Based Learning Theory into Practice	30	4	Mandatory

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	STATUS
FDHS2003 Core	Applied Research and Evidence Based Practice	15	5	Mandatory
FDCM2005 Specialist	Mental Health and Interventions with Children Young People and Families	30	5	Mandatory
FDCM2006 Specialist	Working with Vulnerable Groups	30	5	Mandatory
FDCM2007 Specialist	Mental Health Promotion Strategies with Children, Young People and Families	15	5	Mandatory
FDCM2600 Specialist	Individual project - Work Based Learning	30	5	Mandatory

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 Taught Courses Regulatory Framework at the University of Worcester and uses the QAA Foundation Degree Characteristic Statements (2020) as a reference point. This award is located at Level 5 of the [OfS sector recognised standards](#) and is recognised as an award that is equivalent to Level 5 (Intermediate) within the National Qualification Framework (September 2007). The FdSc in Child and Adolescent Mental Health award is constructed to enable students to demonstrate knowledge and competencies as detailed in the QAA's [Framework for Higher Education Qualifications:4.12 (2014).](#)

Work-based learning aspects of the course are informed by [Making it work: a guidebook exploring work-based learning (QAA2010)](#) and incorporate [UW_Policy_for_Management_of_Placement_and_WBL.pdf](#) (2016).

The course is also designed to meet requirements [of The UK Quality Code for Higher Education: Overview and Expectations](#) (including e-learning).

Full details of all aspects of the programmes work-based learning requirements can be found in the course WBL Handbook/portfolio.

Additionally, a number of key documents have informed the initial and ongoing development of this programme:

- Every Child Matters (2003) and the Common Core of Skills and Knowledge for the Children's Workforce (DfES, 2005)

- 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 (2011)

- Putting Children First: Delivering our Vision for Excellent Children's Social Care (2016)

- Future in Mind (2015)

- The Five Year Forward for Mental Health (2016)

- Transforming children and young people's mental health provision: a green paper (2017)

- NHS Long Term Plan (2019)

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

- Government Response to the Consultation on *Transforming Children and Young People's Mental Health Provision:* a Green Paper and Next Steps (2018)

- Covid-19 Mental Health and Wellbeing Recovery Action Plan (2021)

17. Support for Students

Student support is a central element of university life. Student support service is listed below:
 University of Worcester: School of Allied Health and Community, and [Firstpoint](#)

There is also extensive programme information on webpages, in module outlines and in course handbooks.

Pre-programme:
Students are advised that they are welcome to contact and / or visit the course leader to discuss the course and their choice of progression options. The university offer a range of pre-programme activities and students are encouraged to contact the course leader to take part in these activities. Activities may include invitation to join a private Facebook group, opportunities to network with other new students and existing students and receiving other information relating to the course.

Induction:
The university offers a comprehensive induction programme. During this time, students are provided with the opportunity to meet other students and representatives from their course team and their Personal Academic Tutor, Student Services, Registry Services, Library Services and Student Union. Part of the induction programme will also include introducing students to the principles of learning and teaching in Higher Education. Students will be contacted by the university prior to induction detailing the full programme.

Personal Academic Tutors (PATs)*:*
Personal Academic Tutoring is at the heart of supporting students personally, professionally and academically. The course team believe that the Personal Academic Tutor system is fundamental to student success. Personal Academic Tutors provide an exceptional level of individual academic support and encouragement to students. Students will be matched with an academic member of staff from the staff team. All students are allocated a Personal Academic Tutor for the duration of the course and are encouraged to meet with them at least four times across the academic year to discuss feedback on assignments, progression choices and signposting to further assistance. This support is personal, flexible and proactive. It is tailored to the particular needs of students over the duration of their programme. Students are advised to maintain regular contact with their Personal Academic Tutor, with email being the communication tool of choice.

Course Leader
The Course Leader works closely with Personal Academic Tutors to carefully monitor student progression and achievement on the course. This is done to facilitate early intervention strategies for students who are struggling.

Additional support:
There is a course community website via Blackboard for all students that provides ongoing support, information and a way of enabling students to interact with each other when not in the university site. The subject librarian is integral to the teaching on each module and will provide students with support to access and interpret relevant literature. Developing effective study skills is an essential element in achieving academic success. There are a range of free study skills workshops, open to all students on a self-referral basis and writers in residence offer one to one support. A study skills portal is also available with extensive information and resources to support student progression and learning. All module leaders provide individual academic support via assessment specific tutorials. This is in addition to Personal Academic Tutor support.

All students are provided with a Course Handbook that comprehensively outlines the programme and provides advice and guidance on the academic regulations and procedures of the University of Worcester. Module outlines and assessment details are provided for all modules.

Disability support
The University and its partners are committed to ensuring that people with disabilities, including those with specific learning difficulties and/or mental health difficulties are treated fairly. Reasonable adjustments to provision will be made to ensure that disabled students are not disadvantaged.

The [Disability and Dyslexia Service](#) within Student Services provides screening and assessment of disabilities combined with offering specialist disability support.

Student voice
The University of Worcester is committed to providing an outstanding student experience and consider students to be participating partners in their learning experience. As such, the student voice has a transparent and direct role in informing course development and management. Students are encouraged to give module and course feedback via evaluation forms and surveys and through one-to-one discussion with module and course leaders. Students also have the opportunity to be Course Representatives for courses, attending Student Staff Liaison Committee (SSLC) meetings to inform staff of wider student feedback to inform the course development and ensure course quality. This is in line with the [Student Staff Liaison Committee University of Worcester policy.](#)

Equality, diversity and inclusion

The courses have a proactive and inclusive approach to students with disabilities and work closely with students to ensure that individual support needs are identified and met in a timely and professionally appropriate way within a philosophy of professional regulation, competency and inclusion. Reasonable adjustments and support strategies are considered and applied creatively for practice, ensuring service user/patient safety. Students are actively encouraged to disclose their disability to facilitate safe systems of support and permit additional needs/reasonable adjustment to be put in place. The [Disability and Dyslexia Service](#) within Student Services provides specialist support. Additionally, the curriculum meets the University's Policy and Procedures on [Inclusive Assessment](#) to ensure that all assessments are inclusive. The Accessible Content Toolkit and Blackboard Ally enable academic staff to ensure that all teaching content is digitally accessible.
Reminder of useful links:

> https://www2.worc.ac.uk/firstpoint/
> https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx
> https://www2.worc.ac.uk/disabilityanddyslexia/

18. Admissions

Admissions policy
The admissions policy for the course 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. Please see the university's [Admissions Policy](#) for further details.

Entry requirements
- The normal minimum entry requirement for Cert HE and Foundation Degree courses is the possession of 4 GCSEs (Grade C/4 or above) and 1 A Level (or equivalent Level 3 qualification).

- The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website: https://worcester.ac.uk/study/find-a-course/home.aspx

- 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. See the University's [Admissions Policy](#) for other acceptable qualifications and the section below specific to recognition of prior learning.

- Candidates with non-standard entry applications will be considered on the basis of

- relevant work experience and attainment of skills. They will be invited to complete an essay, which will demonstrate an ability to study at this level.

- Students whose first language is not English must have a minimum standard of English at IELTS 6.0

Course Requirements:
- It is the student's responsibility to identify a suitable placement. Support from the course team will be available to assist in signposting students where necessary.
- All places are conditional upon a UW Occupational Health Clearance.

Disclosure and Barring Service (DBS) requirements
Students will be required to have a new Enhanced Disclosure and Barring Service (DBS) check.

Recognition of Prior Learning
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).

Admissions procedures
Applicants should apply through UCAS using the correct course name and code:
- Foundation Degree: L514

Admissions/selection criteria
Each application will be considered by University of Worcester Registry Admissions and the course admission's tutor. Evidence of qualifications and references will be checked, as well as personal statements, to inform the selection of candidates.

19.   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.

- 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 7 days (one week) 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 7 days (one week) 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.
- Reassessment items that are passed are capped 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) the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

Requirements for Awards

Table 7 requirements for awards

AWARD	REQUIREMENT
CertHE (exit award only)	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.

20. Graduate Destinations, Employability and Links with Employers

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 Action for Children, 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 children and young people's involvement will continue through established professional contacts within CAMHS and universal settings. In addition, employer 'liaison' and work based learning mentors in professional practice will be used to monitor on-going evaluation and provide support for the course.

Student employability:
Student employability remains a high priority which reflects both university aspirations and the vocationally focused nature of the course. The University's dedicated Career and Employability Services ensures that students can receive support and guidance relevant to their own particular

situation and employment ambitions. Workshops on interviewing techniques, CV development and discussions with staff from professional courses support students in developing their employability skills. On successful completion of the course students will have enhanced knowledge and skills in child and adolescent mental health relevant to roles within universal settings with a CAMH focus.

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 (Hons) Child and Adolescent Mental Health Top-up or BA (Hons) Applied Health & Social Care Top-up. Students who choose any of these routes can apply using the internal application available on the SOLE page.

Students receive employability teaching throughout 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 may meet with them prior to completion of the forms.

Graduate destinations

Graduates are expected to seek employment working in statutory, non-statutory, voluntary and third sector organisations. Examples of the types of employment in child and adolescent mental health contexts include:

- Early Years Assistant Practitioner
- Teaching Assistant (Primary/Secondary – Pastoral support with mental health focus)
- Residential Childrens Homes Assistant Practitioner

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.

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 associated course documentation e.g. course handbooks, module outlines and module specifications.