

**City College Norwich
Higher Education: Programme Summary Specification**

This Summary Programme Specification sets out the essential features and characteristics of the FdSc Mental Health Practice degree.

Course Title	FdSc Mental Health Practice
Awarding Body	University of East Anglia
Level of Award	Level 5
Professional, Statutory and Regulatory Bodies Recognition	
Credit Structure	120 credits at Level 4; 120 at Level 5
Mode of Attendance	Full time in person
Standard Length of Course	2 Years (degree element)
Intended Award	FdSc Mental Health Practice
Fall-back Awards	Cert HE
Entry Requirements	<p>48 UCAS points English and Maths GCSE at Grade 4 / (C) Applications from mature learners (21+) who do not have 48 UCAS points, but have relevant experience in practice, or other suitable qualification(s)/experience, are also considered.</p> <p>For International learners we require evidence of proficiency in English (including writing, speaking, listening and reading), the required minimum is: IELTS Academic (SELT) 6.0 overall (minimum 5.5 in all components).</p>
Delivering Institution(s)	City College Norwich
UCAS Code	B760



Course Summary

The degree has been designed to enable learners to develop the academic, professional, and practical skills required to seek employment, or further training, within the mental health sector. The FdSc Mental Health Practice aims to contribute to the development of the knowledge, skills, and behaviours required to meet the needs of the local community, working closely with those services that provide mental health care. The mental health sector is a diverse and dynamic sector that requires individuals with up-to-date skills to contribute to quality of mental health care provision in the locality. The programme is designed to enhance both the theoretical and practical skill set of applicants, and updating the provision is an integral way of ensuring currency of practice and by responding to the evolving demands of practice considering the changing social, economic, and political environment, both nationally and locally.

Course Learning Outcomes

By the end of level 4, learners will be expected to achieve/demonstrate the following:

- a sound knowledge, understanding and application of underlying concepts and principles to practice in mental health practice.
- apply scholarly conventions to inform evidence-based arguments.
- professional skills, attitudes, ethical values and behaviours
- transferrable skills in relation to their practice through applying the role of reflection in learning.

By the end of level 5, learners will be expected to achieve/demonstrate the following:

- conduct investigation, analysis, research, and critically evaluate academic sources when engaging with the principal debates in mental healthcare
- demonstrate knowledge of different practices and processes in mental health care.
- demonstrate practical skills and professional behaviours relevant to employment in the mental healthcare sector

In addition to these course-level Learning outcomes (LOs) there will typically be 3-4 learning outcomes for each module.

Course Design

This course comprises modules at levels 4 (in Year 1) and 5 (in Year2).

Module Specifications for each of these modules will be made available to students on-line at the beginning of each academic year.

Course Structure

This course will be delivered through workshops, lectures, presentations, seminars and group activities.

Modules

Year 1 – Level 4 Modules		
Module Title	Credit Value	Module Summary (including associated assessments)
Academic and Professional Skills	20	<p>Academic and Professional Skills is a core module and designed to aid your success in your programme of study.</p> <p>This module aims to:</p> <ul style="list-style-type: none"> to provide a framework of professional and academic skills at undergraduate level to promote your recognition of the value of research, critical analysis and reporting in the context of your programme specialism to aid in the identification and development of a developmental approach to learning and to the professional skills required for employment <p>Having completed this module, you should be able:</p> <ul style="list-style-type: none"> to use a range of academic approaches and techniques to reflect on your personal performance and development in a range of professional and academic skills to apply appropriate judgement in selecting and analysing academic sources and data to communicate effectively with peers, assessors and wider audiences in a variety of media to apply the Harvard Referencing System correctly and consistently in your work to meet the professional standards for graduate employment your industry/career path <p>Whilst delivery and the learning outcomes are generic, the content and output of your work will reflect your programme specialism</p> <p>Assessment: -</p>

		<p>Group Presentation Reflective Journal</p>
Cognitive and Biological Systems	20	<p>The module presents the anatomical and biological foundations of health across the life span as a dynamic process. The core of the course is concerned with an integrated study of human biology, drawing on the disciplines of anatomy, physiology, molecular biology.</p> <p>This provides an underpinning knowledge of how the body works.</p> <p>The module will also introduce the brain and basic brain physiology linked to practice.</p> <p>Assessment: - Exam</p>
Law, Ethics and Safeguarding	20	<p>Ethical and legal issues associated with the provision of health care in the UK are becoming increasingly complex and have much influence on professional practice, accountability and individual responsibility. Practitioners are frequently required to differentiate between the law and personal values in order to discharge their duty of care within an increasingly litigious and challenging environment.</p> <p>This module provides opportunities for students to explore ethical and legal issues in relation to relevant laws, codes of practice, theories, personal value systems and beliefs. Students will be encouraged to reflect upon their own professional practice to explore professional, ethical and legal responsibilities, rights, and accountabilities.</p> <p>Practitioners need an understanding if safeguarding in practice – their roles and responsibilities to safeguard adults and children</p> <p>Assessment: - Professional Discussion</p>
Mental Health and Society	20	<p>This module aims to introduce the field of mental health and act as a foundation for other modules on the course. The module will provide an opportunity to commence exploring the topic of defining mental health as both a biological and social construct. Students will examine mental health and mental distress within the context of society. The module will introduce and explore how mental health is defined considering perspectives from a range of disciplines, such as the social sciences, and psychology. Social and psychological theory will be examined in conjunction with policy, legislation, and mental health practice. The module will, as an introductory module, explore the common mental health disorders, and examine factors that may cause mental distress, such social determinants, inequality, stigma, and stereotype.</p>

		<p>In addition, it provides a platform to explore changes in values, attitudes, and ideologies over time and to question paradigm shifts in discrimination versus acceptance. Given the changing emphasis on equity and parity of mental health within the NHS, this module provides the ideal medium within which to explore the development of mental health practice.</p> <p>Assessment: - Essay</p>
Person Centred Care	20	<p>This module will allow students the opportunity to consider different approaches to communication in healthcare and the impact that this will have when working with different people.</p> <p>Multidisciplinary and multiagency working involves appropriately utilising knowledge, skills and best practice from multiple disciplines and across services and students will explore the effectiveness of these when providing care. There will be a strong focus on ensuring fair treatment and opportunity for all, considering ways in which all individuals are treated with dignity, across the lifespan.</p> <p>Assessments: - Presentation</p>
Practice and Policy in Mental Health Care	20	<p>The mental health sector is sensitive to change, and is affected by the political, social, legal, and economic environment. The purpose of this module is to explore past and current factors that impact the design and delivery of mental health services. Students will explore key debates and trends within mental health and examine the influence of policy and practice initiatives. The module is designed to enhance the student's awareness of mental health practice, and reflect upon the strategic development, environment, and delivery of services both now and in the future. Students will develop a foundation knowledge of the mental health sector. The module will examine and explore the principles of healthcare delivery and the philosophies of care that enables safe and effective practice.</p> <p>Assessment: - Essay</p>
Year 2 – Level 5 Modules		
Module Title	Credit Value	Module Summary (including associated assessments)
Assessment and Risk	20	<p>The intent of this module is to equip students with a critical understanding of how common mental health disorders are assessed in mental health practice. The module will explore the purpose and types of mental health assessments conducted to inform client-centered, recovery-focused interventions.</p>

		<p>The module will examine the different approaches and types of assessments used to effectively assess service-users with a range of common mental health disorders. Students will explore how to differentiate between the biological, psychological, and social approaches to understanding risk and harm. Students will explore a range of standardised and non-standardised approaches to assessment and risk assessment, and their contribution to practice.</p> <p>The module will encourage students to examine and reflect upon factors that keep children and adults safe and reducing/managing those factors that place them at risk. Students will reflect upon the lifestyle factors that may increase or mitigate risks, including protective factors. Students will be able to identify and debate the risk factors and indicators around harm to adequately safeguard wellbeing. Students will explore their role within the risk assessment and management process, understanding their role as part of the wider MDT, to provide an integrated approach to risk management. Students will explore risk throughout the life course and how stigma, discrimination, and isolation can contribute to it.</p> <p>Students will explore the core knowledge, skills, and behaviors required to conduct an assessment/risk assessment, to identify and manage risk effectively. This module is intended to be reflective in nature, and clear links will be made between theory and practice.</p> <p>Assessment: - Reflective Journal</p>
Human Growth and Development	20	<p>This module provides students with an introduction to the key theories of human development. There are many different theoretical approaches regarding human development and this module will cover a holistic approach, covering physical, cognitive, and psychosocial development of humans throughout the lifespan, covering from conception to old age. Students will explore the growth of individuals throughout the lifespan and consider the impact of decline.</p> <p>Students will need to give consideration to the issues that practitioners will encounter relating to physical, cognitive, and psychosocial development growth and decline.</p> <p>Assessment: - Case Study</p>
Intervention and Recovery	20	<p>Within this module, students will develop a theoretical awareness of the common interventions used within the mental health sector to support recovery. Attention will be paid to the main, evidence-based, pharmacological, psychological, and social interventions used to manage barriers caused by common mental health conditions, psychosocial issues, and mental distress. Students will examine, using the evidence-base, research, and policy, the</p>

		<p>effectiveness of a range of interventions and be able to justify their use.</p> <p>As part of the intervention process, students will develop an awareness of how common interventions are monitored and evaluated, and how this informs the ongoing assessment and intervention process.</p> <p>The module will have a strong focus on recovery-based, and value-based principles, and provide students with the opportunity to examine the relationship between intervention and the promotion of personal recovery. Students will explore the recovery movement, its influence in modern mental health practice, and consider how their practice can promote these values and principles. There will be a focus on the role of the practitioner within the intervention process, the skills, knowledge, and behaviors required, and the role of the therapeutic relationship. Students are expected to examine the importance of service-user involvement in the intervention process, promoting therapeutic alliance.</p> <p>The aim of the module is to consider and link between the evidence-base, theory, policy, and practice. The assessment method is designed to emulate the link between theory and practice by creating an intervention plan and rationale.</p> <p>Assessment: - Intervention Plan and Rationale</p>
Promoting Health	20	<p>The module will examine the role of health promotion in supporting the health and wellbeing of individuals across the lifespan. The aim is to develop a critical awareness of the key concepts, debates, and approaches in health promotion, exploring its relevance in contemporary practice. Candidates will critically examine the design and delivery of health promotion activities and their impact on the target audience.</p> <p>The module will develop students' awareness of the key factors that impact health and wellbeing. Students will explore the role of the professional in supporting behaviour change, using evidence-based approaches, theory, and models. Students will also explore the importance of monitoring and evaluating the effectiveness of health promotion activities.</p> <p>Students will also examine their role in promoting the health and wellbeing of patients/service-users in day-to-day practice, such as providing health education, advice, and guidance. There will be a focus on exploring local and national health priorities, and policy, and the role health promotion plays in addressing these priorities.</p> <p>Assessment: - Poster Presentation</p>

Research in Practice	20	<p>This module is designed to enable participants to further develop the learning and development skills introduced in the Academic and Professional Skills module from year 1. Throughout the module, student will reflect on their own critical thinking skills and develop these.</p> <p>Service development is an on-going activity that helps healthcare organisations meet changing challenges and opportunities. Including meeting increased demand under budget constraints or to integrate new technologies. This module will aid in the development of student's fundamental skills that underpin enhancing patient safety and quality of care.</p> <p>This module provides the opportunity for students to focus on practice-based research and will develop their ability to read, assess, interpret, and apply published research and how to conduct basic studies in health. Students will develop an appreciation of methodological approaches including quantitative, qualitative and mixed methods. Additionally, students will learn how to develop a research topic by applying the link between evidence and practice and will produce a literature review to support a proposed service development plan.</p> <p>Assessment: - Essay Service Development Plan</p>
Supervision and Leadership	20	<p>The intent of this module is to examine and evaluate the role of supervision and leadership within contemporary practice. There will be a focus on developing the knowledge, skills, and behaviours associated with effectively leading and supervising in practice. Using research and theory, students will develop an appreciation of the role of supervision and leadership in practice, and their role in leading and supervising others. Students will examine the approaches to leadership within the context of the health and care sector and be able to reflect upon the styles of leadership. Student will also explore the theoretical and practical skills within the context of teaching, coaching, and mentoring others. Students will develop the skills to be able to offer basic coaching and teaching of others within a professional context. Students will also examine the models, theory, and approaches to supervision within a professional context. The module will explore supervision and leadership within the context of personal and professional development, and it will examine the purpose and impact of lifelong learning and development on the effectiveness and quality of practice. The module will be reflective in nature and will require students to examine the progress of their knowledge, skills, and behaviours across the programme, and planning for continued development in the future.</p> <p>Students will examine the role of clinical governance and how, alongside personal, and professional development,</p>

	<p>quality of practice is enhanced. Students will explore the pillars clinical governance in practice, including clinical audit, research and development, education and training, and risk management. Within the context of quality improvement, students will identify an area of practice that would benefit from service-improvement to enhance quality of practice.</p> <p>Assessment: - Viva Discussion PGD/PLAD</p>
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Awards

On successful completion of the course, students will be awarded: -
FdSc Mental Health Practice

Course Delivery

The full programme will run over 2 years with students attending in person one day per week. Each 20-credit module will contain 37.5 hours of lectures/tutorials with students expected to undertake around 152 hours of private study. Students also receive 3 hours of personal tutoring per year. Students will complete 120 credits per academic year and therefore the programme will be full time.

The course is mainly delivered at School of Higher Education, City College Norwich, Norfolk House, Exchange Street, Norwich.

Course Assessment

The range of assessment strategies will allow the learners to be assessed in the main on theoretical issues to assist the learners in their preparation into a work environment. Assessments are varied and innovative and are aimed to develop transferable skills to support employability. They include essays, journals, individual and group presentations, academic posters, reports, portfolio/CPD building, professional discussion, examination, and exhibitions.

Each module assessment has been considered alongside the knowledge, skill, and behaviours required in practice. Therefore, assessment activities have been designed to encourage theory-practice links, and to develop transferrable employability skills specific to the sector.

Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

Course Costs



The tuition fees that new students pay will be fixed for the duration of the course and will not be subject to any further increases.

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Course Fees & Eligibility Statement and Rules and Regulations.

Students are likely to incur other costs for books, printing, and other learning materials they may choose to buy. This should amount to a total of not more than £300 per year.