



# Programme Specification

## MHR-Fd-2022: Mental Health and Resilience Fd

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B&FC Foundation Degree in Arts awarded by Blackpool And The Fylde College (FHEQ Level 5)

Programme Status: Draft | Version: 1

## Introduction

This programme specification provides a summary of the main features of the Mental Health and Resilience Fd programme and includes the learning outcomes that you as a student are expected to have achieved on successful completion of the programme.

Further detailed information related to this programme and the College can be found in the following resources:

- Programme Handbook
- B&FC Admissions Policy
- Work based and placement learning handbook (for foundation degrees)
- Student guide to assessment and feedback

## Key Programme Information

<b>Programme Code</b>	MHR-Fd-2022
<b>Programme Title</b>	Mental Health and Resilience Fd
<b>Teaching Institution</b>	Blackpool and The Fylde College
<b>Professional, Statutory and Regulatory Body (PSRB) Accreditation</b>	None
<b>UCAS Code</b>	TBC
<b>Language of Study</b>	English
<b>Version</b>	1
<b>Approval Status</b>	Draft
<b>Approval Date</b>	Not yet approved
<b>JACS Code</b>	Other: Other
<b>Programme Leader</b>	Joanne Hall

## Programme Awards

<b>Award</b>	<b>Award Type</b>	<b>Level</b>	<b>Awarding Body</b>
B&FC Foundation Degree in Arts	Foundation Degree (240 credits)	Level 5	Blackpool And The Fylde College

## Programme Overview

The Foundation Degree in Mental Health and Resilience is a unique qualification which is aimed specifically at individuals who wish to work in non-medical mental health settings. The Foundation Degree develops your knowledge of the theoretical principles which underpin mental health and resilience across the lifespan and in a variety of contexts. You will examine a range of subjects which relate to working with individuals in the mental health and resilience sectors. This includes topics such as counselling skills, safeguarding, wellbeing, and psychological theories. Such knowledge will provide you with the opportunity to develop holistically as a practitioner and to explore the range of settings and services which benefit from understanding such a highly contemporary subject. The skills and knowledge that is obtained within the first year of the Foundation Degree and further developed in the second year is utilised and applied to practice through sector relevant placements sourced by Blackpool and the Fylde College. Foundation Degree placements within the sector will only occur during the second year and will be an opportunity to expand your current experience and gain vital employability skills. Practical experience of working in various settings is a highly sought after attribute by many employers.

On completion of this programme of study it is envisaged that you will have the skills,

knowledge, confidence and creativity required to be successful in this highly challenging and rewarding field of work. The programme incorporates themes of communication and interpersonal skills, mental health, resilience, and safeguarding along with the development of key academic and digital skills. This degree intends to support your development of key skills and attributes that will enhance your professional practice in non-medical mental health roles such as community mental health services, emotional wellbeing and pastoral roles in schools, and dual support services.

Completion of the Foundation Degree provides the opportunity to progress onto the BA (Hons) in Mental Health and Resilience, validated by Lancaster University. The diverse nature of mental health has created a wide range of career progression opportunities in a variety of sectors such as mental health settings, pastoral education roles, community support and therapeutic practices. The Foundation Degree intends to provide you with the necessary skill sets to support your entry into these sectors or further progression within your chosen career.

## Admission Criteria

For a successful offer onto this programme of study all students will need **GCSE English at grade 4 or C or functional skills at level 2**, it is also desirable that students have achieved a grade C or 4 in GCSE Maths or functional skills level 2. In addition to this you will require 1 of the following:

**BTEC Extended Diploma in Health and Social Care or related subject (Merit, Merit, Pass)**

**Certificate in Mental Health (Pass)**

**T Level Health (C, C, D)**

**A levels C, C, D ( 80 UCAS points ) and one of these grades must be in A Level psychology**

**Access to HE in Health, Nursing or Social Science**

You will be required to have a professional discussion with one of the delivery team prior to an offer, this is assessed against prescribed criteria available on request, and secure an enhanced DBS (this will be the responsibility of the student to pay for). Prospective students who are already employed within the sector may be considered for this course providing you can obtain written confirmation of employer support for the duration of the course and particularly in relation to supporting you during the placement element at level 5.

If you are a non-standard student, who has not followed the traditional routes to higher education, we can consider your application on a case by case basis. Applicants who are able to demonstrate relevant work/life skills or knowledge will also be considered on an individual basis.

## Career Options and Progression Opportunities

The key benefit of completing the Foundation Degree is the experience obtained of different mental health settings that are undertaken within the second year of study. Experience in a wide range of settings is highly sought after by employers and will enable confidence in practitioners.

### Progression Routes

The BA (Hons) in Mental Health and Resilience is validated by Lancaster University. The top-up is available to students on successful completion of the B&FC Foundation Degree in Mental Health and Resilience.

There are several employment prospects that students can transition into upon achievement of

the Foundation Degree, these include:

- Education Mental Health Practitioner Trainee
- Team leader roles
- Senior mental health support worker roles

## **Programme Aims**

Foundation Degree

- Develop students understanding of underpinning principles and concepts relating to the disciplines of mental health, resilience, psychology and counselling.
- Provide students with the opportunity to examine the practice of mental health and resilience, whilst considering ethical dilemmas, interventions, policy and legislation.
- Enable students to develop their academic and digital skills in collaboration with research practices appropriate to the subject discipline.
- Provide the opportunity for students to analyse multiple perspectives relating to the co-morbidity of mental health and other contemporary issues.

## **Programme Learning Outcomes**

### **Level 5**

Upon successful completion of this level, students will be able to:

1. Discuss the origins and principles of mental health and resilience, whilst examining the complexities that can present across the life cycle.
2. Examine and promote safeguarding practices that follow and adhere to current policy and legislative guidance, whilst evaluating the ethical dilemmas that professionals may face.
3. Utilise conceptual understanding to devise, develop and sustain debates, inclusive of a range of digital and academic research sources appropriate to the wider subject discipline.
4. Develop interpersonal and communication skills within a therapeutic alliance context, organisational settings and utilising a collaborative approach.
5. Apply key graduate attributes in preparation for employability, further study and/ or career progression, implementing key elements of reflective practice such as supervision and CPD.
6. Analyse theoretical concepts relating to the subject disciplines of psychology, mental health, counselling and resilience, with consideration for application of theory to practical elements.
7. Interrogate data and research to inform evaluation of the effectiveness of wellbeing approaches and interventions for mental health and resilience.
8. Analyse multiple perspectives relating to the co-morbidity of mental health and other contemporary issues.

## Programme Structure

Module	Level	Credits	%	Category	Description	Length/Word Count	Grading Method
<b>Stage 1</b>							
B4SHACMHR: Introduction to Academic Study (Mandatory)	4	20	60%	Coursework: Other	Written piece	2000	Letter Grade
			40%	Practical: Other	Case study, analysis, interpretation (1500 words) and poster presentation (15 minutes)	15	Letter Grade
MHR402: Underpinning Principles of Mental Health (Mandatory)	4	20	30%	Coursework: Other	Annotated Bibliography	1500	Letter Grade
			70%	Coursework: Essay	Theoretical review of mental health and wellbeing	2500	Letter Grade
MHR403: Developing Resilience (Mandatory)	4	20	50%	Coursework: Case Study	Case Study response	2000	Letter Grade
			50%	Practical: Group Presentation	Professional Discussion	2000	Letter Grade
MHR404: Professional Behaviours and Skills (Mandatory)	4	20	50%	Practical: Presentation	Individual presentation	15	Letter Grade
			50%	Coursework: Other	Present a role play and submit a 1000 word reflection	1000	Letter Grade
MHR405: Safeguarding and Mental Health (Mandatory)	4	20	100%	Coursework: Case Study	Report	3500	Letter Grade
MHR406: Mental Health and Resilience Frameworks (Mandatory)	4	20	30%	Coursework: Other	Service Booklet	1500	Letter Grade
			70%	Coursework: Essay	Key developments and approaches to community mental health	2500	Letter Grade
<b>Stage 2</b>							
B5MHR-32: Work Based Learning (Mandatory)	5	20	70%	Coursework: Report	Project	3000	Letter Grade
			30%	Practical: Presentation	Poster - Critical Reflection & Target Setting	2000	Letter Grade
MHR502: Professional Portfolio Development (Mandatory)	5	20	50%	Coursework: Essay	Reflective Essay (Graduate Skills Audit)	2000	Letter Grade
			50%	Coursework: Portfolio / e-Portfolio	Reflective Portfolio	2000	Letter Grade
MHR503: Wellbeing and Interventions (Mandatory)	5	20	60%	Coursework: Report	Wellbeing interventions	2500	Letter Grade
			40%	Practical: Presentation	Wellbeing activity	15	Letter Grade
MHR504: Coaching and Mentoring (Mandatory)	5	20	50%	Coursework: Essay	Evaluation of coaching, mentoring and supervisions.	2000	Letter Grade

MHR504: Coaching and Mentoring (Mandatory)	5	20	50%	Practical: Practical Skills Assessment	1,000 word rationale and 10 minute role-play implementing coaching and mentoring models.	1000	Letter Grade
MHR505: Co-morbidity of Mental Health (Mandatory)	5	20	70%	Coursework: Report	Co-existence of mental health	3000	Letter Grade
			30%	Coursework: Other	Seminar	15	Letter Grade
MHR506: Psychological Theories (Mandatory)	5	20	50%	Written Exam: Formal Written Examination	Psychological theories	120	Percentage Grade
			50%	Practical: Presentation	Resource creation	15	Letter Grade

## Study Workload

You are required to attend the University Centre for two days per week when undertaking the first year of the Foundation Degree where you will complete 3 modules per semester (6 in total for the academic year). In the second year of the Foundation Degree, you are required to attend the University Centre for one day per week studying 2 full-time modules per semester and 2 long and thin modules across the academic year (6 in total). The second day that was previously attended in the first year, in the second year will become the day each week that is allocated to attending a B&FC sourced placement.

During the BA (Hons) programme, attendance is required 1 day per week at the University Centre, studying 2 modules per semester with a double award module which runs across both semesters. A second day of attendance is required periodically for research and study support, along with coaching and mentoring second year Foundation Degree students, which will be negotiated between the Progress Tutor and student.

Further independent study is a necessity throughout the duration of the programme where you are expected to engage in additional reading, research and the completion of assessments for approximately 10 hours per week per module.

## Programme Delivery: Learning and Teaching

The teaching methods used within this programme will include traditional lectures, seminars and practical workshops. Role plays and case studies are an essential and enjoyable aspect of the course being used to forge the links between theory and practice. A strong feature on the programme will be the use of alternative methods of teaching and learning, particularly the use of online options, audio recorded powerpoint presentations, hyper-linked learning resources, role play analysis and case study work. You will be expected to actively participate in a wide range of learning activities including: live and online projects, presentations and discussion, which are completed either on an individual or group basis. Additional support is available to all students in the form of specific one-to-one support sessions built in periodically to each module.

A holistic framework will be available to support you with your studies. Higher Education Learning Mentors (HELMS) provide a support service for students who require support with enhancing their academic writing skills whilst Learning Resource Centre staff (LRC) can support students to develop research skills which are essential for successful study. Both HELMS and LRC staff will be available through collaborative sessions where additional academic skills support can be sought. There is a strong emphasis on independent self-paced study during Progress sessions where an online support package will be available to compliment your subject specific learning.

## Programme Delivery: Assessment

You will be assessed in a variety of ways on the programme, which is intended to develop key skills that are beneficial to further study and employment within the mental health and resilience sector. Assessment methods which you can expect to engage with include essays, reports, case study responses, reflective accounts, individual presentations, role play presentations, exams, and portfolio development. The mixture of practical and written methods of assessing your progress on the course will offer you the opportunity to develop skills essential to practice and build your confidence in working within the sector. Both practical and academic assessments provide you with the opportunity to apply theoretical research to practical contexts. The use of formative assessments which are ungraded and provide you with feedback will be used to support your development in preparation for final assessments. The placement provided in the second year of study will support learning on the Foundation Degree and you will be encouraged to use the experience obtained from placements to evidence the depth of your knowledge and understanding.

Written essays will provide evidence of your knowledge and academic report writing skills and will enable you to hone the skills needed within the workplace; particularly in support settings where emphasis is placed on your ability to record information fully and relay it thoroughly to others to serve client needs. Presentations are used as an assessment method on this programme and provide you with the opportunity to research a topic and then deliver a small scale presentation to your peers supported by a seminar paper/ report. In this way, oral communication skills are assessed and these presentations enable you through sustained practice to build your confidence when delivering to wider audiences such as managers, local authority personnel and to develop your interview skills. A requisite skill for many professionals who work in mental health settings is reflection which will be developed through reflective account assessments and will showcase your ability to work as a reflective practitioner, with a focus on continuously enhancing your practice. The portfolio assessment will provide you with an opportunity to record your experience and skill development throughout the programme and capture reflective accounts that can be utilised as evidence towards career progression and further study.

## **Programme Delivery: Work Based and Placement Learning**

The Foundation Degree has a mandatory placement element throughout the second year, that must be completed with providers sourced by B&FC, ensuring that they are relevant, appropriate and meaningful to your learning journey. Placement learning enables you to take on appropriate roles within the workplace, giving you the opportunity to learn and apply the skills and knowledge that you have acquired from your academic studies. Placements are an essential component of the programme due to the requirement of the completion of a Work-Based Learning module in the second year where you are required to undertake a small scale task or project which is relevant to your practice. Significant emphasis is placed in this module on the development of your professional graduate skills and attributes which you will hone during your placement. In addition, the placement provides you with the opportunity to have established a role for yourself, gain necessary sector experience and engage with external stakeholders. You will return to the placement(s) during the BA (Hons) to further develop your coaching and mentoring skills, enhancing your practice and graduate employability.

## **Programme Delivery: Graduate Skill Development**

### **A commitment to lifelong learning and career development**

The development of essential skills to support lifelong learning and career development is embedded throughout the FdA and BA programmes. In particular the Introduction to Academic Study module at level 4 offers an opportunity to develop vital skills associated with higher education study. Students will undertake a college sourced placement in the sector during their second year of study on the FdA. Alongside the work based experience (placement), students will complete a Professional Portfolio Development module where they will develop their reflective practice and identify opportunities for career progression. Students will also complete the Work Based and Placement Learning module whereby they will plan, design and implement a small scale piece of research which directly links to their professional practice. Throughout level 6 students will further develop their skills and knowledge utilising a self-managed and independent approach to the Dissertation module.

### **Collaborative teamwork and leadership skills**

Within several modules, the teaching, learning and assessment strategy will focus on collaborative teamwork with students encouraged to undertake group work, team presentations and peer to peer support through mentoring of level 5 students by level 6 students. At level 4 the Counselling Skills module will specifically consider the therapeutic alliance, teamwork and multi-agency practice. At level 5 students will further develop their collaborative skills within the Coaching and Mentoring module through role play scenarios with peers and at level 6 when mentoring level 5 students.

Leadership skills will be explored at level 5 within the Professional Portfolio Development module through the analysis of their leadership skills and more specifically at level 6 within the Leadership and Strategic Management module. Students will explore theories of leadership and reflect on their development of leadership skills and qualities aimed at enhancing their employability and career progression.

### **Personal and intellectual autonomy**

Research opportunities are embedded throughout the programmes with some modules aimed at enabling the students to develop their personal and intellectual autonomy through the opportunity to select topics of interest. Modules such as the Co-Morbidity of Mental Health and Global Perspectives of Mental Health and Resilience will offer the opportunity for students to explore topics relating to mental health and resilience through wider research. The modules have been created using a scaffolded approach, supporting students to move from directed study at level 4 to a more independent approach through level 5 and 6.



## **Ethical, social and professional understanding**

Ethical, social and professional practice embedded into research modules – Work Based and Placement Learning and Dissertation. Professional understanding is further embedded into the Counselling Skills, Coaching and Mentoring and Professional Portfolio Development modules. Social understanding is further explored in the Mental Health and Resilience Frameworks module and Co-Morbidity of Mental Health.

## **Communication, information and digital literacies**

Communication and information skills are a vital and essential element of working in social care and health settings and therefore are embedded into several modules throughout the FdA and BA programmes, however will be specifically focussed on within the Counselling Skills module at level 4 and Coaching and Mentoring module at level 5. Students will be encouraged to reflect on their development of communication skills throughout the Professional Portfolio Development module at level 5 and to enhance their practice, mentor the level 5 students during the level 6 course.

Students are supported to develop their digital literacies skills throughout the FdA and Ba programmes, namely in the Introduction to Academic Study at level 4 where students explore research using digital sources. Students will refine their digital literacy skills throughout various formative and summative assessments which will require them to familiarise themselves with different digital technologies. All teaching, learning and assessments will be made available via the Canvas VLE with some use of Teams to support student progress.

## **Global citizenship**

Global citizenship is explored within modules at FdA and BA level of study with the level 5 module Wellbeing and Interventions and at level 6 through the Global Perspectives of Mental Health and Resilience. Within modules at levels 4, 5 and 6 students will be encouraged to consider elements relevant to global citizenship such as societal and cultural norms relevant to mental health and resilience. It is necessary that students develop their knowledge and skills within this topic due to the potential implications on their practice.

## **Research, scholarship and enquiry skills**

The skills of research, scholarship and enquiry are fully embedded throughout the level 4, 5 and 6 modules intended to develop students' skills and knowledge informed by credible and valid research. Throughout the Introduction to Academic Study module at level 4, Work Based and Placement Learning module at level 5 and Dissertation at level 6, students will be supported to evaluate the credibility, reliability and validity of secondary research with primary research at levels 5 and 6.

## **Enterprise and entrepreneurial awareness and capabilities**

The placement undertaken throughout level 5 compliments modules such as Work Based and Placement Learning and Professional Portfolio Development, allowing students to explore sector gaps and identify enterprise and entrepreneurial skills. Guest speakers from industry will play an integral role within the curriculum. At level 6, the Leadership and Strategic Management module will encourage students to examine the sustainability of services, considering external influences which could affect the viability of projects.

## **The ability to solve complex and unforeseen problems with creativity and imagination**

The Introduction to Academic Study module, Work Based and Placement Learning module, and Dissertation module include elements which require the students to problem solve and make recommendations informed by research. Students will be encouraged to utilise creativity and imagination to apply theoretical perspectives to case studies relevant to the sector.

## **Study Costs: Equipment Requirements**

No special equipment is required as a full range of IT is available within the Learning Resource Centre for enrolled students. Students may wish to purchase a computer (desktop or laptop) as all assessments are submitted electronically and the relevant software can be provided by the College free of charge.

## **Study Costs: Additional Costs**

All students are required to obtain an enhanced DBS certificate for working with vulnerable children and adults before commencing their placements in the second year of the Foundation Degree (approximate cost £40.00 – price correct at June 2021). The enhanced DBS certificate must be renewed prior to progressing onto the BA (Hons) Degree (approximate cost £13.00 – price correct at June 2021). Obtaining an enhanced DBS certificate is mandatory and remains the responsibility of the student to apply and pay for this.

## **Related Courses**

The FdA in Health and Social Care at B&FC currently offers a pathway in Mental Health where students in the second year of study can focus on the topic of mental health alongside a second optional pathway and core modules.

### **Post graduate opportunities**

There are currently several qualifications that students would be qualified to apply for following on from the degree including:

MA Mental Health - Liverpool John Moores

MSc Global Mental Health and Society - University of Edinburgh

MSc Mental Health (Youth) - University of Birmingham

PGCert Mental Health Practice – University of Central Lancashire

MSc Philosophy and Mental Health – University of Central Lancashire

MSc Child and Adolescent Mental Health – University of Central Lancashire