



**UNIVERSITY OF
PLYMOUTH**
Faculty of Health

University of Plymouth

Faculty of Health

School of Nursing and Midwifery

Pathway Specification

**BSc /BSc (Hons) Professional Development
in Mental Health**

**Graduate Certificate/Diploma Professional Development
in Mental Health**

**Date of approval:
Date of implementation:
Year of first award:**

**December 2016
September 2017
2018**

Updated following Minor change for implementation 2020-21

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1. Pathway Title: BSc (Hons) Professional Development in Mental Health

Final award titles:

BSc (Hons) Professional Development in Mental Health

Graduate Certificate/Diploma Professional Development in Mental Health

UCAS code N/A

JACS code: B700

2. Awarding Institution: University of Plymouth

Teaching institution(s): University of Plymouth

3. Accrediting body(ies) N/A

4. Distinctive Features of the Pathway and the Student Experience

This portfolio of integrated interprofessional pathways is aimed at a wide range of healthcare professionals who are at various stages of their careers and professional development. Composed of intermediate and outcome awards designed to match a range of career aspirations. The awards are flexibly designed to enable participants to 'step on and step off' over a 5 year period in response to service need and professional circumstances.

The Five Year Forward View for Mental Health (2016) reported that nearly two million adults were in contact with specialist mental health and learning disability services in 2014/15, with 90% of support being provided in the community. However, the report also tells us that there are very long waits for some of the key interventions recommended by NICE, and that many people never have access to these interventions.

With the growing need for support from specialist services there is a greater need than ever to provide health care professionals working in a range of areas with up to date evidence based skills in supporting and treating mental health problems. The BSc / BSc (Hons) Professional Development in Mental Health programme will enhance participants skills in evidence based psychosocial interventions to bridge the gap between formal psychological therapy and mental health work in general. It will develop participant's theoretical knowledge alongside the enhanced

engagement and intervention skills they need to support service users in their recovery journey.

This pathway has been:

- Developed in line with our practice partner organisations to equip health care professionals with a range of practical skills to enhance their skills in working with people experiencing mental health problems;
- Designed for students who want to progress in their career through gaining a graduate academic qualification,
- Offers a large number of options that meet professional and organisational needs to enhance practice and service delivery within an academic framework.

The Graduate Certificate / Graduate Diploma are:

- Designed for students who are already qualified at diploma level, either recently qualified and / or recently appointed to a new clinical specialist area that may need to develop their skills and underpinning knowledge in order to practice safely and competently.
- Can form part of a progression route to Masters level study.

Distinctive features

The distinctive features of these pathways are:

Core

- Targeted at the career development needs of health care professionals;
- Flexible and responsive to employers needs and service delivery;
- A student centred programme that enables choice and values prior experiential learning and experience
- Students can select clinical modules that enhance their specific work role;

Pathway Specific

- Offer a range of practical approaches to engaging and working effectively with people who are experiencing complex mental health difficulties
- Offer opportunities for interprofessional learning
- Feature active engagement with stakeholders as key contributors
- Enables students to 'step on and step off' (within a time frame)

- Offers a named specialist pathway that the Mental Health practitioner can use to enhance career opportunities.

5. Relevant QAA Subject Benchmark Group(s)

The Pathway is informed by the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland for level 7 study (QAA for Higher Education 2008).

6. Pathway Structure

The BSc (Hons) Professional Development Level 6 Pathway in Mental Health is based in the School of Nursing & Midwifery. This pathway is open to a range of health care practitioners registered either with the Nursing and Midwifery Council or the Health & Care Professions Council with experience of working within Mental Health care.

This named pathway BSc (Hons) Professional Development in Mental Health offer the healthcare professional a specific named award to enhance their career opportunities and learning within this specialist field. These core modules give the student a broad range of academic and practice related skills on which to build future studies. These core modules give the student a broad range of academic and practice related skills on which to build future studies. These core modules are run at the University and taught by University staff. Some of the optional modules are run under our academic partnership scheme.

BSc Professional Development in Mental Health	BSc (Hons) Professional Development in Mental Health
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<p>Core Modules</p> <p>HEAD360 Understanding Evidence to Inform Clinical Decision Making 20 credit core module</p> <p>HEAD398 Advanced Psychosocial Assessment and Formulation 20 credit core module</p> <p>x 2 Optional 20 Credit modules</p>	<p>Core Modules</p> <p>HEAD360 Understanding Evidence to Inform Clinical Decision Making 20 credit core module</p> <p>HEAD398 Advanced Psychosocial Assessment and Formulation 20 credit core module</p> <p>HEAD361 Independent Study 40 credit core module</p> <p>x 2 Optional 20 Credit modules</p>
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Graduate Certificate Professional Development in Mental Health	Graduate Diploma Professional Development in Mental Health
60 Credits from Pathway Specific Module Choice see 13.3	120 Credits from Pathway Specific Module Choice see 13.3

The School of Nursing & Midwifery has worked with local healthcare providers in Academic Partnership (AP) to develop specific work related modules accredited by the Faculty at level 6 run in one or more care settings, delivered by the health care provider. APs have expanded over the years, including development of new modules to suit local workforce needs as required. All AP courses are integrated into the Professional Development Programme and presented at the Professional Development Academic Board. These AP modules highlight the strong relationships we have with healthcare providers. All quality assurance processes are followed and overseen by our Academic Partnership Lead.

Optional modules for this pathway could include:

- Working with People with a diagnosis of Personality Disorder
- CBT interventions for mental health professionals (psychosis)
- Substance Misuse and Dual Diagnosis
- Leadership & Innovation

Qualification	Breakdown of Credits
Ordinary Degrees (non-honours)	80 at Level 6
Honours Degrees	120 at Level 6
Graduate Certificate	60 at Level 6
Graduate Diploma	120 at Level 6 (includes 60 Certificate credits)

7. Pathway Aims

This pathway has been designed to develop and utilise appropriate skills whilst promoting an environment conducive to the provision of high quality care.

The pathway aims to facilitate students to:

1. Produce challenging and critical thinking practitioners with a range of transferable skills who can effectively contribute to service enhancement in the mental health setting.
2. Prepare effective practitioners whose interventions will be underpinned by the best available evidence, contemporary knowledge and high-level clinical decision making skills.

3. Develop the student's confidence, competence and emotional resilience to consistently exercise personal responsibility and professional accountability for decision making and the provision of high quality, safe, care.
4. Promote commitment to the concept of life-long learning and thereby foster ongoing personal and professional development.

8. Pathway Intended Learning Outcomes

The Intended Learning Outcomes for BSc (Hons) Professional Development reflect the Level 6 Qualification Descriptors provided by the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ)

Knowledge and understanding (subject specific)

Cognitive/intellectual skills (generic)

Key transferrable skills

Subject specific practical skills

Employment related skills

This enables 'others' to judge the value of this qualification through improved understanding of the level of intellectual and conceptual activity demonstrated by our graduates. It defines their capability in respect of their knowledge and the associated transferable skills that enhance employability. It also provides a reference point for other level 7 qualifications across the Higher Education sector.

8.1. Knowledge and understanding

On successful completion graduates should have developed:

- An enhanced and systematic understanding of Mental Health Practice.
- An enhanced appreciation of uncertainty, ambiguity and the limits of their knowledge.
- An ability to apply the additional methods and techniques that they have learned to review, consolidate, extend and apply their knowledge.
- A heightened and detailed awareness of personal responsibility and professional codes of conduct.
- Comprehensive and detailed knowledge of their specialist area.
- An ability to systematically apply their additional knowledge to initiate developments in Mental Health.

These will be achieved through teaching and learning strategies that include:

Lectures, seminars, workshops, self-directed study, and use of communication and information technologies.

Assessment methods include:

Achievement of practice competences, Video role plays, Reflective assignments, Case based discussion, Case study reports, Procedure-based assessments, Research critique

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed the ability to:

- A conceptual understanding in order to devise and sustain complex arguments and or solve problems.
- An ability to critically comment on aspects of current evidence appropriate to Mental Health practice.
- An ability to critically evaluate arguments, assumptions, abstract concepts and data appropriate to Mental Health practice.
- The confidence to apply critically evaluated evidence to their practice.
- An awareness of and engagement with advanced scholarship within Mental Health.

These will be achieved through teaching and learning strategies that include:

Group discussion, seminars, group and individual tutorials, on-line study tasks, e-technologies including narrated PowerPoint presentations, podcasts and interactive materials plus synchronous and asynchronous discussion fora.

Assessment methods include:

Essay, critical literature review, oral presentation, case study, critical reflections on practice, video role plays.

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

- Interact effectively within a team/learning/ professional group.
- Confidently apply own evidence informed judgement; can challenge, reflect and constructively use feedback.

- Systematically communicate information, ideas, problems and solutions to a range of fellow professionals in Mental Health practice.
- Effectively manages their own learning and utilises resources appropriate to their discipline/ practice.

These will be achieved through teaching and learning strategies that include:

Small group presentations, active participation in group discussions, problem based case studies, e-technologies including use of a managed learning environment to host a variety of study materials and synchronous and asynchronous discussions.

Assessment methods include:

Achievement of practice competences, Case based discussion, Case study reports, video role plays.

8.4. Employment related skills

On successful completion graduates should have developed:

- Exercises initiative, personal responsibility and team leadership.
- Can relate theory to practice appropriate to chosen disciplines.
- Critically aware of and contributes to local, national and professional policy agendas.

These will be achieved through teaching and learning strategies that include:

A wide range of student centred learning approaches, directed student and student led study with analysis and application to the service setting throughout modules.

Assessment methods include:

A variety that are used throughout the programme incorporating assessment of transferable skills. These may include: examinations, tests undertaken in team-based learning, essays including case studies and reflection, including both oral and practical skills assessment, presentations.

8.5. Practical/Professional skills

On successful completion graduates should have developed:

- Critically defines and understands the limits of their competence.
- Able to act autonomously, within agreed guidelines, frameworks and protocols and to contribute to their development.
- Effective in complex and unpredictable contexts. Able to problem solve by selecting from a range of techniques.

These will be achieved through teaching and learning strategies that include:

Practical skills that will be taught in simulated environment and on placement settings

Assessment methods include:

A variety that are used throughout the programme incorporating assessment of transferable and practical skills. These may include: examinations, tests undertaken in team-based learning, essays including case studies and reflection, including both oral and practical skills assessment, presentations.

9. Admissions Criteria, including APCL, APEL and DAS arrangements

9.1 Entry requirements

The student will either need to be:

Registered Health and Social Care Professionals

OR

Health and Social Care workers in possession of level 5 studies / degree.

Applicants for whom English is not their first language must have evidence of a minimum overall International English Language Testing System (IELTS) of 6.5 average with a minimum of 5.5 in each category.

For entry to the Graduate Certificate and Graduate Diploma award pathways, the student must already hold an honours degree in a health or health related subject.

Employment in a health care environment in which people using mental health services pertinent to the module content e.g. mood disorders, psychosis and family work. Students are selected through their personal development plans (PDP) in negotiation with their employer or self-funding.

A student, who successfully completes an additional 60 honours level 6 credits, can achieve the award of Graduate Certificate. If the student selects modules from specialist areas, there is an opportunity to gain a named Graduate Certificate.

A student, who successfully completes 120 honours level credits, can achieve the award of Graduate Diploma. If the student selects modules from specialist areas, there is an opportunity to gain a named Graduate Diploma.

All students wishing to undertake a programme with clinical skills modules need to be working in an environment where they can meet the module learning outcomes.

9.2 Equality of Opportunity

The University aims to ensure that all applicants receive fair treatment. In line with its Strategic Plan, the University has strategies to promote equality of opportunity, widen participation and encourage access.

Further information on equality for students can be found at:

<https://www.plymouth.ac.uk/your-university/about-us/university-structure/service-areas/equality-diversity-and-inclusion/equality-objectives>

We welcome and support students with disabilities, and we endeavour to meet specific needs. The Disability ASSIST Service, based on the Plymouth Campus, supports disabled students across the University. Further information about the advice and support before, during and after application can be found at:

<https://www.plymouth.ac.uk/student-life/services/learning-gateway/disability-and-dyslexia>

9.3 Accreditation of Prior (Experiential/Certificated) Learning Information - AP(E)L

AP(C)L (Accreditation of Prior Certificated Learning) and APEL (Accreditation of Prior Experiential Learning) refers to the process by which previous formal certificated learning and informal non-certificated learning may be awarded academic recognition. This recognition is in the form of academic credit awarded against module learning outcomes within accredited Further and Higher Education programmes.

Types of AP(E)L Claim

AP(C)L - Accreditation of Prior Certificated Learning by:-

- Verification of formal qualifications, including courses on the Faculty of Health tariff and any professional certificates completed.

APEL - Accreditation of prior experiential learning:-

- Verification of experiential learning.

AP(E)L

- A combination of formal qualification and experiential learning.

The AP(E)L Process

The process of making an AP(E)L claim is structured and systematic, detailed information can be obtained from <https://www.plymouth.ac.uk/your-university/about-us/university-structure/faculties/health-human-sciences/accreditation-of-prior-learning>

10. Titles and criteria for Final Awards

BSc /BSc (Hons) Professional Development in Mental Health
Graduate Certificate/Diploma Professional Development in Mental Health

11. Exceptions to Regulations

Only two attempts permitted for O/ISCE assessments that are related to clinical practice.

12. Transitional Arrangements

This programme will commence from 2017 intake. Students on existing programmes will be able to continue under the new named programme and exit with the new named award if they have completed the core modules. Guidance will be provided by the Programme Lead and the Professional Development Unit, tailored to meet the individual needs of the student, their career aspirations and, to ensure alignment to the requirements of the programme and the relevant choice of exit award.

13. Appendices

- **13.1 Modules Mapped to Pathway Aims and Intended Learning Outcomes**
- **13.2 Assessment mapping of modules**
- **13.3 Pathway Specific Module Choices**

13.1a Modules Mapped to Pathway Aims and Intended Learning Outcomes for BSc and BSc (Hons)

Programme Intended Learning Outcomes	Module	Award
Knowledge and Understanding		
An enhanced and systematic understanding of the students area of study, part of which is informed by the defined aspect of the students chosen practice/ discipline of Mental Health	HEAD360 Understanding Evidence to Inform Clinical Decision Making HEAD398 Advanced psychosocial assessment and formulation HEAD361 Independent Study Pathway Specific See 13.3	BSc, BSc (Hons) BSc, BSc (Hons) BSc (Hons) BSc, BSc (Hons)
Demonstrate an enhanced appreciation of uncertainty, ambiguity and the limits of their knowledge	HEAD360 Understanding Evidence to Inform Clinical Decision Making HEAD398 Advanced psychosocial assessment and formulation HEAD361 Independent Study Pathway Specific See 13.3	BSc, BSc (Hons) BSc, BSc (Hons) BSc (Hons) BSc, BSc (Hons)
Apply the additional methods and techniques that they have learned to review, consolidate, extend and apply their knowledge.	HEAD360 Understanding Evidence to Inform Clinical Decision Making HEAD398 Advanced psychosocial assessment and formulation HEAD361 Independent Study Pathway Specific See 13.3	BSc, BSc (Hons) BSc, BSc (Hons) BSc (Hons) BSc, BSc (Hons)

Demonstrate a heightened and detailed awareness of personal responsibility and professional codes of conduct.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD398 Advanced psychosocial assessment and formulation	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
	Pathway Specific See 13.3	BSc, BSc (Hons)
Comprehensive and detailed knowledge of their Mental Health specialist area.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD398 Advanced psychosocial assessment and formulation	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
	Pathway Specific See 13.3	BSc, BSc (Hons)
Cognitive/Intellectual Skills		
Conceptual understanding to devise and sustain complex arguments and or solve problems.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD398 Advanced psychosocial assessment and formulation	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
	Pathway Specific See 13.3	BSc, BSc (Hons)

Critically comment on aspects of current evidence appropriate to their area of specific Mental Health practice.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD398 Advanced psychosocial assessment and formulation	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
Critically evaluate arguments, assumptions, abstract concepts and data appropriate to their area of specific Mental Health practice	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD398 Advanced psychosocial assessment and formulation	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
	Pathway Specific See 13.3	BSc, BSc (Hons)
Confidently and flexibly apply critically evaluated evidence to their Mental health practice.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD398 Advanced psychosocial assessment and formulation	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
	Pathway Specific See 13.3	BSc, BSc (Hons)
Awareness of and engagement with advanced scholarship within their chosen discipline of Mental Health .	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD398 Advanced psychosocial assessment and formulation	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)

Key/Transferable Skills (generic)		
Interact effectively within a team/leaning/ professional group.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD398 Advanced psychosocial assessment and formulation	BSc, BSc (Hons)
Confidently apply own evidence informed judgement; can challenge, reflect and constructively use feedback.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD398 Advanced psychosocial assessment and formulation	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
	Pathway Specific See 13.3	BSc, BSc (Hons)
Systematically communicate information, ideas, problems and solutions to a range of fellow professionals in their specific field of Mental Health practice.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD398 Advanced psychosocial assessment and formulation	BSc, BSc (Hons)
	Pathway Specific See 13.3	BSc (Hons)
Effectively manages their own learning and utilises resources appropriate to their discipline/ practice	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)

Employment-related Skills		
Exercises initiative, personal responsibility and team leadership	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
Can relate theory to practice appropriate to chosen Mental Health disciplines.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD398 Advanced psychosocial assessment and formulation	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
	Pathway Specific See 13.3	BSc, BSc (Hons)
Critically aware of and contributes to local, national and professional policy agendas	HEAD398 Advanced psychosocial assessment and formulation	BSc, BSc (Hons)
Practical/Professional Skills		
Critically defines and understands the limits of their competence.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
Able to act autonomously, within agreed guidelines, frameworks and protocols and to contribute to their development	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD398 Advanced psychosocial assessment and formulation	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
	Pathway Specific See 13.3	BSc, BSc (Hons)

Effective in complex and unpredictable contexts. Able to problem solve by selecting from a range of techniques.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD398 Advanced psychosocial assessment and formulation	BSc, BSc (Hons)
	Pathway Specific See 13.3	BSc (Hons)

13.1b Modules Mapped to Pathway Aims and Intended Learning Outcomes of Graduate Certificate and Graduate Diploma for students who have previously achieved BSc 80 credits/BSc Hons Degree 120 credits

Programme Intended Learning Outcomes	Module	Award
Knowledge and Understanding		
An enhanced and systematic understanding of the students area of study, part of which is informed by the defined aspect of the students chosen practice/ discipline of Mental Health	Pathway Specific See 13.3	Grad Cert, Grad Dip
Demonstrate an enhanced appreciation of uncertainty, ambiguity and the limits of their knowledge	Pathway Specific See 13.3	Grad Cert, Grad Dip
Apply the additional methods and techniques that they have learned to review, consolidate, extend and apply their knowledge.	Pathway Specific See 13.3	Grad Cert, Grad Dip
Demonstrate a heightened and detailed awareness of personal responsibility and professional codes of conduct.	Pathway Specific See 13.3	Grad Cert, Grad Dip
Comprehensive and detailed knowledge of their Mental Health specialist area.	Pathway Specific See 13.3	Grad Cert, Grad Dip

Cognitive/Intellectual Skills		
Conceptual understanding to devise and sustain complex arguments and or solve problems.	Pathway Specific See 13.3	Grad Cert, Grad Dip
Critically evaluate arguments, assumptions, abstract concepts and data appropriate to their area of specific Mental Health practice	Pathway Specific See 13.3	Grad Cert, Grad Dip
Confidently and flexibly apply critically evaluated evidence to their Mental health practice.	Pathway Specific See 13.3	Grad Cert, Grad Dip
Key/Transferable Skills (generic)		
Confidently apply own evidence informed judgement; can challenge, reflect and constructively use feedback.	Pathway Specific See 13.3	Grad Cert, Grad Dip
Systematically communicate information, ideas, problems and solutions to a range of fellow professionals in their specific field of Mental Health practice.	Pathway Specific See 13.3	Grad Cert, Grad Dip
Employment-related Skills		
Can relate theory to practice appropriate to chosen Mental Health disciplines.	Pathway Specific See 13.3	Grad Cert, Grad Dip

Practical/Professional Skills		
Able to act autonomously, within agreed guidelines, frameworks and protocols and to contribute to their development	Pathway Specific See 13.3	Grad Cert, Grad Dip
Effective in complex and unpredictable contexts. Able to problem solve by selecting from a range of techniques.	Pathway Specific See 13.3	Grad Cert, Grad Dip

13.2 Assessment mapping of modules in the BSc (Hons) Professional Development in Mental Health

Core Module	Credit	Formative Assessment	Summative
Understanding Evidence to Inform Clinical Decision Making	20	Highly directed study to undertake reading and specific activities designed to provide formative feedback throughout the module	Essay that requires students to examine an aspect of care through a critical review of relevant research-based evidence; and to use their professional knowledge to discuss how the results from the research reviewed might contribute to the clinical effectiveness agenda in their workplace
Advanced psychosocial assessment and formulation	20	Continuous process of supervision and feedback from peers and tutors.	Video assessment of a role playing actor Reflection on video role play assessment
Independent Study	40	Action learning sets – with peer and tutor feedback	Essay, to address the learning outcomes.

13.3 Pathway Specific Module Choices for Mental Health Graduate Certificate/Diploma

HEAD398	Advanced Psychosocial Assessment and Formulation 20 credit core module
HEAD362	Clinical Decision Making in Healthcare Practice
HEAD363	Ethical and legal issues in healthcare practice
HEAD391	Work Based Learning
HEAD365	Contemporary Issues in Health and Social Care
HEAD366	Integrated Advancing Practice in Context
HEAD367	The Fundamentals of Health Assessment
HEAD355	Leadership and Innovation
HEAD347	Advancing the Care and Support of the Person with Dementia and their Carer
ADV605	Advancing the Management of Long Term Conditions
HEAD351	CBT interventions for mental health professionals (psychosis)
HEAD353	Working with People with a diagnosis of Personality Disorder
HEAB367	Leading Advances in Mental Health Care Of Older Adults
HEAD356	Foundation Course in Family Therapy
HEAC349	Foundation Level Cognitive Behavioural Therapy Skills
HEAD304	Supporting People in Loss, Grief and Bereavement – Enhanced Practice
HEAD330	Capable Practice in Mental Health Care
HEAD339	Tissue Viability: Core Knowledge for Practice
HEAC385	The Child and Young Person with Mental Health Needs
HEAD375	Holistic Neonatal Assessment and Clinical Management
HEAD377	Perinatal Mental Health
HEAD383	Substance Misuse and Dual Diagnosis