PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	N/A
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	BA (Hons)/BA /FdA/CertHE
Award title	Certificate of Higher Education in Therapeutic Child Care FdA Therapeutic Child Care BA Therapeutic Child Care (ordinary) (top up) BA (Hons) Therapeutic Child Care (top up)
JACS 3 code	L520 Child Care
UCAS code (available from Admissions)	N/A
Relevant QAA subject benchmark statement/s	No QAA subject benchmark statements exist in relation to therapeutic child care. The aims and objectives were therefore designed with reference to the general characteristic, attributes and capabilities expected within QAA benchmark statements for foundation degrees (May 2010) together with the HEFCW foundation degree policy (July 2010). Relevant benchmark statements have been used as a reference point and drawn from counselling and psychotherapy, social work and from psychology
Other external and internal reference points used to inform the programme outcomes	Service Standards for Therapeutic Communities for Children and Young People Children's Homes: National Minimum Standards Fostering Services: National Minimum Standards Adoption: National Minimum Standards Code of Practice for Social Care Workers
Mode/s of study *(p/t, f/t, distance learning)*	Part time blended learning
Language of study	English
Date at which the programme specification was written or revised	August 2014

Criteria for admission to the programme

Entry for the FdA programme is in accordance with institutional requirements for undergraduate admission to a foundation degree, i.e. achievement of 120 UCAS points or equivalent. A level 3 Diploma in Children and Young Peoples Workforce or an NVQ level 3 related to working with children and young people may be recognised against the UCAS points requirement.

- All students must be current childcare practitioners and have at least ten hours a week paid or voluntary work within the child care sector, preferably with children who are 'looked after'.
- Access to a computer and internet connection
- A GCSE English/Welsh (grade C or above) or equivalent
- Completion of the university application form
- A satisfactory interview
- Agreement from the employer to support the student's study in terms of access to documents and learning experiences. The employer will be asked to sign a Learning Agreement (See Appendix 2) and provide a work-based mentor.

A further condition of entry is the requirement for all applicants to hold a current DBS check administered by their work place. The Learning Agreement includes confirmation by the employer that this is in place.

Students may seek exemption from study through the University's AP(E)L procedure, based on previous relevant experience and/or qualifications.

The entry requirement for the BA (Hons) Therapeutic Child Care is a Glyndŵr University FdA Therapeutic Child Care or equivalent. Those students who do not hold this formal qualification or who have only obtained vocational qualifications will be counselled toward the FdA award. It is expected that all students joining the programme will either be in current practice with children and young people or have substantial recent experience of such practice (at least two years within the last five years). Practice could include situations where the student was a volunteer rather than in paid work. Practice settings could include a broad range of therapeutic settings such as children's homes and other residential facilities, family centres and educational 'withdrawal units', as well as in foster homes. While students' practice in the work setting is not assessed, students will need to be demonstrating in their written work how they are linking theory to their practice. All applicants to hold a current DBS check administered by their work place.

Aims of the programme

The programmes aim to provide an employer-responsive curriculum to enhance progression opportunities for vocational learners within the care, education and health sectors providing a therapeutic service to children who are looked after. The programmes will provide reliable and valid quality assured assessment of learning and flexible continued learning development. In this way the programmes aim to promote and encourage excellence in work with vulnerable children by providing a vital insight into childhood trauma and post-traumatic growth.

Specifically the programmes are designed to enable students to:

- manage their own learning, and to exercise initiative and personal responsibility
- develop a well-structured and detailed knowledge of psychological perspectives in trauma and attachment. To gain expertise in the associated skills and attitudes, informed by an understanding of how knowledge in therapeutic child care is developed and its current limits;
- be enterprising, with the ability to identify or create opportunities and take advantage of them to launch new and imaginative ventures for economic or social development in the prevailing context;
- act professionally, with professional attitudes and behaviours in working environments;
- become independent thinkers with the self-confidence in their personal skills, leading to an ability to appreciate and critically evaluate theory, research findings, and applications;
- develop the ability to hold and communicate an independent view;
- become lifelong learners with the curiosity and ability to develop intellectually and as a whole person in any employment, academic or social context, and to respond positively to innovation and change.

Distinctive features of the programme

Currently in the UK there are very few academic programmes in Therapeutic Child Care but this is an area of the Child Care sector that is expanding. This programme is already established and offers flexibility through a blended learning approach by combining face-to-face lectures at University with on-line learning. Therefore this programme is accessible to adults who are in employment and who require a greater flexibility than traditional full-time students. The flexibility of the programme delivery through part time, distance learning encourages access and participation. Close links are established with employers ensuring work-based learning is integrated within the programme of study. As such the programmes provide exactly what employers and employees, in the 'looked after' children's sector, are looking for.

Graduates of the FdA have an opportunity to top-up their award to a full BA (Hons) award. These two programmes will enhance career opportunities across the field of children's social care and in the wider children's workforce, including into supervisory/management positions. Successful graduation from these programmes will demonstrate to employers a commitment to improving practice with, and for, children, and will also be an indication of specialist knowledge and understanding of relationship based, child-centred and therapeutic practice, and its development.

The academic team all hold professional qualifications and come from a practice background. Vivienne Dacre, is a Senior Lecturer and the Programme Leader. She is a qualified social worker with an MA in Therapeutic Child Care from Reading University. She is currently completing a Professional Doctorate programme with Glyndŵr University. She has extensive experience in social work with children and families. She worked within local authority social work teams and has managed both a local authority family centre and children's residential units within the private sector. Her practice experience includes child protection and she has developed particular expertise in working therapeutically with children and adults who have been traumatised through abuse. Her area of research includes residential child care, workforce resilience and also self-harm.

Jan Nordoff is a Senior Lecturer. She joined Glyndwr University in 2005 following fifteen years as a child and family social work practitioner working in both statutory and voluntary sectors. Jan has a wide range of social work experience including child protection, children in the looked after system, and fostering and adoption. Jan also spent several years in youth justice/Youth Offending teams, and still remains a volunteer for the service. During her time with Wrexham Youth Offending Service, Jan had lead responsibility for developing work with children and young people displaying sexualised behaviour. As part of this role she provided training to other professionals, including health workers, teachers and the police.

In 2009 Jan was awarded an MA in Childcare Law at Keele University, and is currently working towards a Ph.D. Her research interests are safeguarding vulnerable children in youth custody, law and policy for children, and children's human rights. In May 2009 Jan attended at the 9th Triennial International Child and Youth Care Conference, Fort Lauderdale, Florida presenting two workshops entitled 'Volunteering with the youth offending service as a community panel member' and ' Bringing Together the Private Childcare Sector with Higher Education'

More recently she has presented on her Ph.D research at the Howard League 'What is Justice Conference,' Keble College Oxford University, and also at a Conference held at Swansea University. Her 'What is Justice' poster was chosen by Howard league for their conference website.

Jackie Raven is a Senior Lecturer and is a UKCP registered psychotherapist with over 20 years' experience as a practitioner and supervisor working for the private and public sectors. Her area of expertise is working directly with children that have experienced trauma in their formative years, training and consulting with carers and developing programmes to enable a greater understanding of the effects of trauma on children and young people.

Programme structures and requirements, levels, modules, credits and awards

The FdA Therapeutic Child Care is a part-time flexible programme which has a modular structure. The FdA runs for two full calendar years with one intake in September. Each level of the programme is delivered as 120 credits over a calendar year, split into three trimesters. The programme should normally be completed within a two year time frame.

The BA (Hons) Therapeutic Child Care is also a part-time flexible programme which has a modular structure. The BA runs for one full calendar year with an intake in September. This top up award is delivered as 120 credits over one calendar year, split into three trimesters. The programme should normally be completed within a one year time frame.

Awards

Students successfully completing 120 level 4 credits and who find they are unable or do not wish to continue with their studies are awarded the Certificate of HE in Therapeutic Child Care.

Students successfully completing 240 level 4 and level 5 credits are awarded the FdA Therapeutic Child Care.

The BA (Hons) Therapeutic Child Care (top up) will be awarded to students who have successfully completed 120 level 6 academic credits.

Graduates of the Glyndŵr University FdA Therapeutic Child Care who have achieved 60 academic credits from any of the BA level six modules, can exit with a BA Therapeutic Child Care (Ordinary) award. Therefore these students will have gained 300 credit points as follows: 120 level four, 120 level 5 and 60 level six credits. The BA Therapeutic Child Care (Ordinary) is therefore available as an exit award from the BA (Hons) Therapeutic Child Care degree programme.

Most modules are 20 credit modules and equate to a notional 200 learning hours. There is one 40 credit module at level 4, level 5 and level 6. Therefore the notional learning hours for these double credit modules is 400 learning hours. The programme is taught as a blended learning programme and each module begins with a priming lecture, which is face to face. Subsequent lectures are on-line.

The following table gives an indicative view of where in the timetable the modules will be delivered, the name of the Module Leader and the credit value.

Level	MOD CODE	TRI 1/2/3	MODULE TITLE	VAL	MODULE LEADER	Core / Optional
4	SOC401	1	Personal Learning and Development	20	J. Nordoff	CORE
4	SOC402	2	Critical Practice in Working with Children	20	J. Nordoff	CORE
4	SOC403	2	Attachment Theory	20	J. Raven	CORE
4	SOC404	3	Child Development and Play	20	J. Raven	CORE
4	SOC429	1/2/3	Reflective Learning in Practice	40	V. Dacre	CORE
5	SOC501	1/2/3	Professional Development	40	V. Dacre	CORE
5	SOC502	2	Applied Attachment Theory	20	J. Raven	CORE
5	SOC503	2	Communication within a Therapeutic Frame	20	V. Dacre	CORE
5	SOC504	1	Trauma and Resilience	20	V. Dacre	CORE
5	SOC505	3	Sexual Development and the Impact of Abuse	20	J. Nordoff	CORE
6	SOC626	1	Leadership and Professional Development	20	V. Dacre	CORE
6	SOC606	2	Childcare Law, Policy and Practice	20	J. Nordoff	CORE
6	SOC607	1	Research Methods	20	J. Nordoff	CORE
6	SOC608	3	Advanced Practice in Therapeutic Child Care	20	J. Raven	CORE
6	SOC625	2/3	Research in Practice	40	J. Nordoff	CORE

Timetable week number	Date wk begin	Level 4 *Monday*	Level 5 *Tuesday*	Level 6 *Thurs/Fri*
		FdA/BA (Hons) Therapeutic Child Care – 2014/15 Academic Year Calendar		
9	22-Sep-14	Monday/Tuesday INDUCTION SOC401	Tuesday/Wednesday INDUCTION SOC501	Thursday/Friday INDUCTION
10	29-Sep-14	Monday SOC429 Priming Lecture	Tuesday SOC504 Priming Lecture	Thursday/Friday SOC626 SOC607
11	06-Oct-14	on-line	on-line	on-line
12	13-Oct-14	on-line	on-line	on-line
13	20-Oct-14	on-line/ Re-call wk	on-line/ Re-call wk	on-line
14	27-Oct-14	on-line	on-line	on-line/ Re-call wk
15	03-Nov-14	on-line	on-line	on-line
16	10-Nov-14	on-line	on-line	on-line
17	17-Nov-14	on-line	on-line	on-line
18	24-Nov-14	Assessment	Assessment	on-line
19	01-Dec-14	SOC402 Priming Lecture	SOC502 Priming Lecture	SOCN626 Assessment/ on-line
20	08-Dec-14	on-line	on-line	on-line
21	15-Dec-14	on-line	on-line	on-line
22	22-Dec-14	Christmas	Christmas	Christmas
23	29-Dec-14	Christmas	Christmas	Christmas
24	05-Jan-15	on-line	on-line	SOC607 Assessment
25	12-Jan-15	on-line	on-line	SOC606 SOC609
26	19-Jan-15	on-line	on-line	on-line
27	26-Jan-15	on-line	on-line	on-line
28	02-Feb-15	on-line	on-line	on-line
29	09-Feb-15	Assessment - Presentation	Assessment	on-line
30	16-Feb-15	SOC403 Priming Lecture	SOC503 Priming Lecture	on-line
31	23-Feb-15	on-line	on-line	on-line
32	02-Mar-15	on-line	on-line	on-line
33	09-Mar-15	on-line	on-line	on-line
34	16-Mar-15	on-line	on-line	on-line
35	23-Mar-15	on-line	on-line	Assessment 606
36	30-Mar-15	Spring Vacation	Spring Vacation	Spring Vacation
37	06-Apr-15	Spring Vacation	Spring Vacation	Spring Vacation
38	13-Apr-15	on-line	on-line	on-line
39	20-Apr-15	on-line	on-line	on-line
40	27-Apr-15	Assessment	Assessment	on-line
41	04-May-15	SOC404 Priming Lecture	SOC505 Priming Lecture	SOC609 Assessment Presentation SOC608 Priming lecture
42	11-May-15	on-line	on-line	on-line
43	18-May-15	on-line	on-line	on-line
44	25-May-15	on-line	on-line	on-line
45	01-Jun-15	on-line	on-line	on-line
46	08-Jun-15	on-line	on-line	on-line
47	15-Jun-15	on-line	on-line	on-line

48	22-Jun-15	on-line	on-line	on-line
49	29-Jun-15	Assessment	SOC505 Assessment Presentation	on-line
50	06-Jul-15			SOC608 Assessment Presentation
51	13-Jul-15	SOCWBL PDP submission	SOC501 PDP Submission	
52	20-Jul-15	resits/holiday	resits/holiday	resits/holiday
1	27-Jul-15	resits/holiday	resits/holiday	resits/holiday
2	03-Aug-15	resits/holiday	resits/holiday	resits/holiday
3	10-Aug-15	resits/holiday	resits/holiday	resits/holiday
4	17-Aug-15			

Intended learning outcomes of the programme

	Level Four On completion of level 4, students will have acquired the following:	**Level Five** On completion of level 5, students will have acquired the following:	**Level Six Ord** On completion of Level Six (Ord), students will have acquired the following:	**Level Six** On completion of level 6 students will have acquired the following:
Knowledge and Understanding				
A1	a broad knowledge base relevant to academic study and professional practice in the work-place	knowledge and critical understanding relevant to academic study and professional practice in the work-place	a comprehensive critical understanding relevant to academic study and professional practice in the work-place	a comprehensive critical understanding relevant to academic study and professional practice in the work-place
A2	the ability to identify relevant theoretical sources and to use these appropriately in their study to extend their knowledge and understanding	the ability to select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding	the ability to select from a comprehensive range of relevant primary and secondary sources, including theoretical and research-based evidence to extend their knowledge and understanding	the ability to select from a comprehensive range of relevant primary and secondary sources, including theoretical and research-based evidence to extend their knowledge and understanding

7

	Level Four *On completion of level 4, students will have acquired the following:*	*Level Five* *On completion of level 5, students will have acquired the following:*	*Level Six Ord* *On completion of Level Six (Ord), students will have acquired the following:*	*Level Six* *On completion of level 6 students will have acquired the following:*
A3	an awareness of the underlying values and principles relevant to Therapeutic Child Care (TCC)	a thorough awareness of the underlying values and principles relevant to TCC and a developing personal stance which draws on their knowledge and understanding	a comprehensive awareness of the underlying values and principles relevant to TCC and a developed personal stance which draws on their knowledge and understanding	a comprehensive awareness of the underlying values and principles relevant to TCC and a developed personal stance which draws on their knowledge and understanding
Intellectual Skills				
B1	the ability to evaluate practical and theoretical situations, in the context of TCC	the ability to analyse practical and theoretical situations, in the context of TCC and a developing ability to integrate challenging ideas and findings	the ability to critically analyse practical and theoretical situations, in the context of TCC integrate complex ideas and empirical findings	the ability to critically analyse practical and theoretical situations, in the context of TCC integrate complex ideas and empirical findings
B2	the ability to plan, manage and reflect on own learning and progression in acquiring graduate attributes appropriate for therapeutic work with children	the ability to strategically plan, manage and reflect on own learning and progression in acquiring graduate attributes appropriate for therapeutic work with children	a comprehensive and critical analysis of the reflective process in acquiring graduate attributes appropriate to therapeutic work with children	a comprehensive and critical analysis of the reflective process in acquiring graduate attributes appropriate to therapeutic work with children
B3	the ability to display rudimentary critical thinking skills	the ability to display advanced critical thinking skills		the ability to display complex critical thinking skills

	Level Four *On completion of level 4, students will have acquired the following:*	*Level Five* *On completion of level 5, students will have acquired the following:*	*Level Six Ord* *On completion of Level Six (Ord), students will have acquired the following:*	*Level Six* *On completion of level 6 students will have acquired the following:*
B4	the ability to process information in a manner displaying rudimentary cognitive skills	the ability to process information in a manner displaying advanced cognitive skills		the ability to process information in a manner displaying complex cognitive skills
Subject and other skills				
C1	effective engagement in the therapeutic relationship	effective engagement and facilitation of the therapeutic relationship		effective engagement, facilitation and supervision of the therapeutic relationship
C2	relate theory to practice so that work-based practice has a sound theoretical underpinning	demonstrate an iterative relationship between theory and practice employed through a range of specialist skills	demonstrate an advanced iterative relationship between theory and practice employed through a range of specialist skills	demonstrate an advanced iterative relationship between theory and practice employed through a range of specialist skills
C3	practice in an effective anti-discriminatory way with a diverse range of children, considering the individual's identity and cultural needs	contextualise knowledge and practice in an anti-discriminatory framework	contextualise advanced knowledge and practice in an anti-discriminatory framework	contextualise advanced knowledge and practice in an anti-discriminatory framework
C4	communicate effectively, through non-verbal and verbal expression	communicate effectively, using a range of therapeutic child-centred skills	communicate effectively, demonstrating advanced child-centred therapeutic skills	communicate effectively, demonstrating advanced child-centred therapeutic skills

	Level Four On completion of level 4, students will have acquired the following:	Level Five On completion of level 5, students will have acquired the following:	Level Six Ord On completion of Level Six (Ord), students will have acquired the following:	Level Six On completion of level 6 students will have acquired the following:
C5	relate moral concepts inherent in practice including rights, responsibilities, freedom, authority and power	relate moral concepts and ethical concepts relevant to the understanding of resolution of value dilemmas and conflicts	relate moral concepts and aspects of philosophical ethics relevant to the understanding of resolution of value dilemmas and conflicts	relate moral concepts and aspects of philosophical ethics relevant to the understanding of resolution of value dilemmas and conflicts
Professional Skills and abilities and Employability Skills and abilities				
D1	the ability to employ basic evidence-based reasoning	the ability to employ advanced evidence-based reasoning		the ability to employ highly advanced evidence-based reasoning
D2	the ability to retrieve and organise elementary information effectively	the ability to retrieve and organise advanced information effectively	the ability to retrieve and organise complex information effectively	the ability to retrieve and organise complex information effectively
D3	the rudimentary ability to communicate effectively by written and oral means	the advanced ability to communicate effectively by written and oral means	the further advanced ability to communicate effectively by written, oral and visual means	the further advanced ability to communicate effectively by written, oral and visual means
D4	basic computer literacy within the specific context of the subject	advanced computer literacy within the specific context of the subject	enhanced computer literacy within the specific context of the subject	enhanced computer literacy within the specific context of the subject

Note: At Level Six, programme learning outcomes B3, B4, C1 and D1 are associated closely with the 40 credit Research in Practice module as they reflect the increasingly complex and highly advanced nature of Honours study. Students who exit at Level Six with an Ordinary award have generally not completed this module and therefore are unlikely to have achieved those particular outcomes.

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

		Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills															
	Module Title	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4
Lev 4	SOC401	√	√			√	√	√						√	√	√	√
	SOC402	√	√	√	√		√	√		√			√	√	√	√	√
	SOC403	√	√	√	√		√	√		√				√	√	√	√
	SOC404	√	√	√	√		√	√		√				√	√	√	√
	SOC429	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Module Title	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4
Lev 5	SOC501	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	SOC502	√	√	√	√		√	√		√			√	√	√	√	√
	SOC503	√	√	√	√		√	√		√			√	√	√	√	√
	SOC504	√	√	√	√		√	√		√			√	√	√	√	√
	SOC505	√	√	√	√		√	√		√			√	√	√	√	√
	Module Title	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4
Lev 6	SOC626	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	SOC606	√	√	√	√		√	√		√			√	√	√	√	√
	SOC607	√		√	√		√	√						√	√	√	√
	SOC608	√	√	√	√		√	√		√			√	√	√	√	√
	SOC625	√	√	√	√		√	√		√			√	√	√	√	√

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

The team aim to support students throughout the programme to gain greater understanding of themselves as learners and to support their personal and professional goals. Professional development and the Glyndŵr graduate attributes are embedded throughout each level of the programme. Reflecting on learning and in practice is emphasised and combined with support for learning and facilitation of self-directed learning.

At level 4 the emphasis is upon acknowledging the value of professional practice and the acquisition of intellectual knowledge. Students will put into place this enhanced understanding through a greater awareness of their own practice. However at this level students are likely to be more 'dependent' learners and will require an appropriate breadth of support.

This process will continue in level 5 where students will develop a more critical reflective approach. This will reflect the greater facility and flexibility and skills of an experienced practitioner in the work-place. Learning and teaching styles throughout this level will encourage greater independence. At

level 6 students are expected to use their analytical skills and will design and carry out a research project.

All students are required to attend induction days when they register and will be given information about the programme and meet with their academic tutors. The Programme Handbook is available electronically and is updated annually and supplemented with other materials during the programme, such as Module Handbooks containing detailed assessment tasks. The Programme Handbook contains important information about the programme structure, modules available, assessment guidelines and grading criteria (including penalties for late submission and plagiarism). It contains advice about writing assignments and scholarly requirements for the presentation of work and the Code of Ethics which students will be expected to adhere to for example in relation to boundaries of confidentiality.

Students are supported to prepare for the academic requirements of the course. The first module of study, Personal Learning and Development, is designed to enable students to develop core basic skills for undertaking study at higher education level. A number of small discrete tasks are provided throughout the module that enables the student to develop skills in essay craft, including planning, structure and referencing. Using the Virtual Learning Environment known as Moodle, students will learn how to access on line materials and will undertake primary research around specific topics. The module has a strong emphasis on developing as a reflective practitioner within a work based environment. Consequently students will reflect upon their own preferred learning style(s) and examine this in relation to their own learning journey. Students will examine the different roles and responsibilities between the student, academic tutor and work based mentor and reflect upon what it means to be an independent learner. In addition students can access support from the Learning Support team at Glyndŵr University as well as through individual academic tutorials.

The programme is delivered using a blended approach to teaching and learning, students attend University for the first day of the module. Subsequent lectures, group activities and discussions take place via the VLE Moodle and therefore are all on-line. The use of Moodle to enhance learning is already a well established tool within the subject area. Members of the Glyndŵr University staff team have experience of managing such delivery having been involved in therapeutic engagement/ group learning and e-learning for some time. Development of the range and scope of on-line learning available to students continues as the team explore new ways to diversify and augment the online content for example the team attended training sessions in using BB Flashback for creating screencasts. Equipment has been purchased in order to pursue this latest development. The team also share their expertise in on-line learning for example the Programme Leader provided a presentation at the TEL symposium entitled: A Stitch in Virtual Time: Creative Threaded Discussions. The presentation can be viewed:
http://moodle.glyndwr.ac.uk/mod/book/view.php?id=67479

Further developments under consideration include live lectures and podcasting.

When undertaking learning over the internet students access and share information, and engage in synchronous and asynchronous discussions through a computer and a modem. Learning is synchronous when it occurs in real time, that is when all the students are present on line simultaneously engaging in lectures and/or discussion usually within a chat room or virtual lecture

room.   Learning is asynchronous when it occurs in delayed time, when the students are all accessing lecture material and/or contributing to a debate but not necessarily simultaneously. In delayed time e-learning students and lecturers post messages and comments at different times, and return to the thread periodically to catch up and contribute to the debate. At its simplest e-learning involves students and lecturers accessing lecture material and engaging in email communication, conferencing or chat room based discussion. The VLE enables students and lecturers to use different kinds of communications, to form exclusive tutor and lecture groups for online synchronous and asynchronous discussions, to post and return assignments and marks, to set up quizzes and exercises, to access lecture notes including video and audio material, to post messages, to access web links to internet sites and electronic books, and to manage timetables. The Moodle system allows students to access and read lecture materials but also to engage in real time or delayed time discussions to facilitate deeper levels of learning. The system allows for information exchange to take place, programme documents and details to be available and for assignments to be submitted and exchanged between staff and the student.

A learning community is created by paying particular attention to building a sense of group from the start. Team building takes place during induction and is followed up in the first weeks of on-line activity by extending the team building tasks to the on-line forums. Students will get to know each other but will also have opportunity to build their confidence in the use of the on-line discussion areas. The tutor team focus on activities that support the development of a learning community. General discussion areas are created within Moodle for students to informally interact with each other. Module and course specific areas can also be created for students to interact more formally and share learning. Students read the material and access the web links within the documents being led through a learning experience. At the end of the input students engage in either synchronous discussion of the material in a virtual chat room or in a-synchronous discussion- that is discussion over a period of time. Crucially, students are together and working on the materials with each other and the lecturer. They can be directed to additional internet resources and lectures. They are therefore actively processing their learning together and their progress can be tracked by the lecturers on an on-going basis. Tutors support this process by staying connected with individual students via private email and on-line messaging. In this way the tutor can support the student to engage with the group. This in turn supports a sense of a learning community.

As mentioned the blended learning approach provides great flexibility for students, particularly as they try to combine their study time with their work place rotas and family responsibilities. When and how they access learning material will depend on the individual student. They are however expected to contribute to module discussions and complete homework tasks within an agreed timeframe. Progress is monitored via tutorials between the student and the module leader. Depending on the student's preference and circumstances this support can take place face to face, via email, phone or Skype. Face to face tutorials can take place at University or elsewhere such as for example the student's place of work. If students do not engage with this process then the module tutor will follow up with the student, usually via email.

Non engagement is responded to initially by tutors offering tutorial support. An appropriate person within the organisation (usually the Mentor) is contacted. This three way approach will usually support the student to access tutorial support and to re-engage with the programme of study. If however the student does not engage with the programme then they are notified about the

consequences of non-engagement and the response time is time-limited. A lack of response will result in the student being withdrawn from the programme.

The delivery of the taught sessions and the subject content is evaluated and analysed and the student experience is an integral and vital part of the learning process. These evaluations of learning and teaching are monitored and discussed during the termly Programme Management Board (PMB) meetings.

Tutorials

Tutorials are a significant teaching method. They are important for guiding students through the programme and establishing and supporting individual learning patterns. One-to-one tutorials provide students with the opportunity to receive constructive feedback from tutors. Students are required to review their progress regularly and establish targets and an appropriate action plan regarding their development. Students will receive an individual tutorial at least three times a year with their academic / personal tutor.

Tutorials also take place with the module leader for example as a means by which personal research may be planned, directed and developed. They can also be used to formally communicate assessment results during the programme. Group tutorials gather a number of students together under the co-ordination of a member of staff usually the module leader. The purpose of group tutorials is to present work in an open manner which encourages discussion and inquiring into work presented.

Teaching Workshops

Teaching workshops may involve specialist lecturers who can introduce subject matter or an approach to the discipline within a short period of intensive study time using a variety of teaching and learning methods.

Student based learning

Self-directed learning is an important part of the programme and students are encouraged to develop their ability to learn on their own. This will help them to take responsibility for and control over personal target setting. A range of strategies and resources are used to encourage independent learning including library research and reading, use of computers, video and other visual aids, visual and internet research and work based research.

Work based learning (WBL) Statement:

(Note: This section only applies to the FdA programme)

The FdA is a Glyndŵr University non-practice based programme, therefore, although students will be undertaking valuable practical activities as part of the programme requirements, they are not required to evidence competencies that would lead them to a formally recognised status as a practitioner. There are no "placements" but as work-based learning is a necessary attribute of Foundation degrees all participants are required to already be in employment either in a paid or voluntary capacity in order for them to meet the work-based requirements of the programme. The participants' setting manager will have sanctioned their employees' involvement in the programme.

An agreement to provide all appropriate work-based learning opportunities is formalised within the Learning agreement (see Appendix 2). In addition the employer will have identified a work-based mentor who will support the participant while on the programme. The mentor (who should not be the student's line manager) will have sufficient relevant experience in the looked after children sector and of mentoring staff.

Mentors:

Specifically work-based mentors will:

- Provide regular learning support within the work place
- Provide a suitable regular space for the student to reflect upon the content and process of their work
- Provide regular guidance to ensure learning outcomes are being realised
- Offer opportunities to receive information and other perspectives on their work
- Ensure that the work place environment is providing sufficient learning opportunities to meet the learning outcomes of each module
- Meet with the student and the allotted academic tutor at the request of the student
- Attend staff development initiatives at Glyndŵr when appropriate

All work-based mentors will be invited to attend an induction programme at Glyndŵr based on the roles and tasks above to ensure mentors are familiar with the programme requirements and their roles and responsibilities in relation to facilitating students meeting these requirements. This information is clarified with the WBL Handbook and each mentor is provided with a copy. The programme Moodle site has a mentor topic area to enable mentors to keep in touch with news and information about the programme. In addition mentors are invited to attend Glyndŵr staff development events as appropriate.

WBL activities encourage students to see the workplace as a place to learn, practise and develop as a practitioner. The Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (QAA) Section 9: Work-based and placement learning defines WBL as follows:

"Work-Based Learning is learning which is integral to a higher education programme and which normally derives, in part, from experiences in the workplace. It is learning which is usually achieved and often demonstrated through work and is intended to meet both work and personal development objectives. It can range from a student taking one module within a programme to an entire programme that has, at its core, activities designed around the individual's occupation."

In most modules of the FdA there are identified work-based directed tasks, examples of this can be found in the WBL Handbook and in the Moodle module topic areas. Specific activities may be agreed for individuals or small groups and can be set over a short period e.g. one or two weeks or for longer periods. The information gathered in the workplace can be used in presentations to the whole group or as starting points for wider discussions. In addition to the academic tutorials, (indicated above), students will have regular meetings with the settings' mentor to review progress, engage in professional dialogue and discuss issues relevant to the work-based directed tasks.

Welsh Medium Provision

In line with the University's Welsh Language Scheme, students will be offered the opportunity to submit assessments through the medium of Welsh. This information is brought to the attention of students through the student handbook and verbal reminders from the programme team. Students on the programme will be encouraged to take up extra-curricular opportunities to commence or advance the learning of Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Responsibility for student progression and academic standards lies with Assessment Boards, which will in turn operate within the University's procedures, meeting at the end of each academic year of the Programme. The External Examiner attends the Assessment Board.

Opportunities for formative assessment features regularly at Level 4 in order that students can gauge their own benchmarks and plot their own progress. These may include short pieces of writing, and on-line exercises particularly linked to the first module SOC401 Personal Learning and Development. A number of small discrete tasks are provided throughout the module that enables the student to develop skills in essay craft, including planning, structure and referencing. Levels 5 and 6 will also include formative assessments but these will be less frequent and more self-directed i.e. students will be expected to be active in identifying their own strengths and limitations. The range of summative assessments has been designed to accommodate individual differences in preferred learning style. Consequently there is a mix of essays, quizzes and on-line reporting via module forums.

Assignment tasks are clarified in the module handbook and mark sheets identify how marks are allocated. Assessment criteria are published in the student programme handbook issued at the beginning of the academic year, and are drawn from published good practice guidelines. Assessments are usually submitted and marked via the on-line drop box. Marked work is returned to students within an appropriate timescale determined by University regulations (currently three weeks). Work is returned via the module assessment drop-box.

Each level entails a similar amount of work from students in terms of the number of and length of assessments, but the content is increasingly demanding to reflect the developing complexity of material at each level. The table below outlines the type of assessment for each module; an indicative timetable of submissions; and student workload.

	Level	Credit Value	Assessment type and weighting	Assessment loading	Indicative submission date	
SOC401 Personal Learning and Development	4	20	50% Essay 50% Portfolio	2,000 Words 2,000 Words	Week 13 & 24 Tri 1	
SOC402 Critical Practice in working with Children	4	20	100% Presentation and Leaflet	10 Minutes 2,000 Words	Week 29 Tri 2	

SOC403 Attachment Theory	4	20	100% Workbook	4,000 Words	Week 19 Tri 1	
SOC404 Child Development and Play	4	20	100% Essay	4,000 Words	Week 41 Tri 2	
SOC429 Reflective Learning in Practice	4	40	100% Learning Log / Journal	8,000 words	Week 51 Tri 3	
SOC501 Professional Development	5	40	Portfolio 50% Part One – PDP Tasks 50% Part Two – Reflective Commentary	4,000 Words Equivalence 4,000 Words	Week 52 Tri 1/2/3	
SOC502 Applied Attachment Theory	5	20	100% Case Study	4,000 Words	Week 29 Tri 2	
SOC503 Communication within a Therapeutic Frame	5	20	100% DVD Presentation of a Role-play and Reflective Commentary	10 Minutes 2,000 Words	Week 40 Tri 2	
SOC504 Trauma and Resilience	5	20	100% Bespoke Workbook	4,000	Week 19 Tri 1	
SOC505 Sexual Development and the Impact of Abuse	5	20	100% Presentation and Essay	10 Minute 2,000 Word Essay	Week 50 Tri 3	
SOC626 Leadership and Prof Dev	6	20	Portfolio	4,000 Words	Week 18 Tri 1	
SOC606 Childcare Law, Policy and Practice	6	20	Essay	4,000 Word	Week 35 Tri 2	
SOC607 Research Methods	6	20	Reflective Portfolio	4,000 Word Equivalency	Week 25 Tri 1	
SOC608 Advanced Practice in Therapeutic Child Care	6	20	100% Presentation and Commentary	10 Minutes 2,000 Words	Week 52 Tri 3	
SOC625 Research in Practice	6	40	60% Research Report 40% Poster Presentation	8000 Word Equivalency	Week 43 Tri 3	

Assessment regulations that apply to the programme

Assessment is carried out in accordance with Glyndŵr University's Regulations for Initial Modular Undergraduate Degrees, Diplomas, Certificates, and Foundation Degrees.

In considering borderline cases for students on the BA (Hons) Therapeutic Child Care programme, the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification;
- All level 6 modules must have been passed at the first attempt;
- The mark achieved for the 40 credit Research in Practice module is within the higher classification.

Opportunities for formative assessments will feature regularly at level 4 in order that students can gauge their own benchmarks and plot their own progress. These may include short pieces of writing, on-line exercises, or reflective diaries linked to the PDP. Levels 5 and 6 will also include formative assessments but these will be less frequent and more self-directed i.e. students will be expected to be active in identifying their own strengths and limitations

Programme Management

The Programme Team

Academic Team:
Programme Leader: Vivienne Dacre
Senior Lecturer: Jan Nordoff
Senior Lecturer: Jackie Raven
Administrator: Sue Kendrick

Practice Team:
The FdA is delivered by the Glyndŵr academic team but with input from employers to ensure relevance regarding skills and knowledge related to the employment environment. Therefore the programme team includes representatives from practice who will advise and support within curriculum development and work-based learning. Where appropriate guest lecturing is encouraged to enhance the calibre of the practitioner voice within the programme team.

The Programme Leader
    The principal responsibilities of the Programme Leader are:
    1.   Overall design, preparation, delivery and evaluation of the BA/FdA Therapeutic Child Care programme;
    2.   Programme development and annual reports;
    3.   Promoting partnerships with employers and with relevant subject areas within the University;
    4.   Organising and Chairing programme meetings including Programme Management Boards and attendance at Staff, Student consultative Committee
    5.   Organising the programme admissions process
    6.   Managing the overall timetabling of the programme delivery
    7.   Organising assessments and moderation and liaising with the External Examiner
    8.   Recommending AP(E)L arrangements and any consequent reductions in required attendance

9. Maintaining up to date programme information and ensuring it is accessible to students
10. Managing concerns that may arise including student non-engagement and disciplinary matters such as misconduct, plagiarism etc.
11. Promoting the existing and future provision by reviewing and updating marketing material. Collaborating with Glyndŵr University Marketing and Student Recruitment colleagues.

Module Leaders are responsible for:
1. Advising on the design of a detailed scheme of work to include both the taught and self-study components of the module to suit the mode of delivery;
2. Briefings and criteria for the module assessments;
3. Maintaining all of the above within the boundaries of the module specification
4. Recording achievements and producing module reports
5. Maintaining a file containing all the plans, materials and evaluations of the module(s).
6. Delivering the module and supporting students undertaking the module including the provision for individual and group tutorials.

Academic/Personal Tutor: Students are each allocated a personal tutor from the academic programme team. The academic tutor will:
1. Liaise with allocated student group
2. Provide support and information regarding the student experience
3. Organise tutorials to review the students progress and learning development
4. Support the student should difficulties arise and liaise with the work-base mentor

Students are responsible for:
1. Managing their time effectively to enable them to carry out required coursework / assignments;
2. Attending lectures in line with their designated timetable;
3. Informing the programme leader or their nominee within a reasonable timescale, of any absence and change to personal information
4. Providing feedback in order to evaluate the quality of the student learning experience
5. Selecting student representative(s) to sit on a Staff and Student Consultative Committee;
6. Keeping all evidence of completed coursework until the course has formally ended and has been examined by the external examiner.

The Work-base Mentor is an essential element regarding the support of the student within their work-base.   The mentor will be an experienced colleague (preferably not the student's line manager) within the participant's own place of work.   The role is clarified within the WBL Handbook (see appendix 3) the mentor is to act as a 'critical friend' who will be able to:
1. Provide general support and advice
2. Facilitate access to appropriate documentation
3. Support the student in achieving the directed study tasks
4. Support the reflective learning process
5. Help with basic time management including advocacy in relation to work/study balance

Quality assurance mechanisms are well established at University level and indicate that, at programme level, these are invoked via programme team meetings, assessment boards, and the annual monitoring report.

Programme Management Board
The Programme team meet formally three times a year to hold a team meeting and hold a Programme Board as per the University requisites. The Programme Board comprises of the academic team and practice team including representatives from employers. It conforms in all aspects to Glyndŵr University's quality expectations and meets regulatory requirements. The Programme Board affords its members the opportunity to discuss any issues relating to the quality of delivery of the programme. This includes consideration of issues raised within the staff student consultative meetings. It explores the influence on the programme of staff research, attendance at conferences, committees and national meetings as well as Health and Safety issues and identifies students causing concern and those whose progress and achievements should be celebrated.

Feedback
Feedback on programme delivery, quality and fitness comes from a range of stakeholders, including, students, staff and partners, through meetings, written and verbal feedback, quality assurance questionnaires and the NSS survey.

On completion of each module, students complete a Student Evaluation of the Module form (SEM) that will provide data and individual opinion for consideration by the Module Leaders, the Programme Leader and the Programme Team. This, together with the outcomes of Programme Team meetings, employer / work-place partnership views via the PMB, and student representative meetings, all provide essential material to inform the Programme Action Plan as well as the Annual Monitoring Report. Changes to the programme, through University procedures, may be made from time to time as a result of these processes.

The programme team values any feedback given, whether from within the programme team, students, partners, employers, external agencies or external examiners. Such advice and feedback given has been used to inform and further develop the FdA and BA programmes.

Each student year group will nominate two peers to act as representatives for each academic year. These students attend Staff-Student Consultative Committees, with tutors, three times per year to discuss various topics relating to the programme and other University wide issues. Minutes of these meetings, actions to be taken and how they will be / have been addressed are uploaded onto the VLE (Moodle), thus giving access to all students and staff linked to the programme.

Research and Scholarship Activity

The programme team consider it essential that research should underpin the curriculum. Research is co-ordinated by Professor Patrick Costello. To date it has been promoted and monitored by the Centre for Pedagogical Research and Scholarship, whose team comprises experienced researchers from a range of educational disciplines. Knowledge and expertise gained through research and scholarship activity informs planning and is disseminated through seminars, teaching and via the University's VLE (Moodle).The Department of Education Annual Research and Scholarship Report 2012-2013 details relevant recent research and scholarship activity.

All members of the teaching team have a teaching qualification as well as a professional qualification relevant to therapeutic child care. They are research active and as such members of the team regularly attend and present at conferences. They are either working towards a PhD or Professional Doctorate or in the process of applying.

Vivienne Dacre is currently undertaking the Professional Doctorate programme at Glyndŵr University. Her area of research is in relation to how residential child care workers cope when they manage incidents of self-harm. Jan Nordoff is currently undertaking her Ph.D. The subject title is 'Issues of Safeguarding Vulnerable Children in Youth Custody.' Her research interests are Law, Social Policy and Children's (Human) Rights specifically in relation to youth justice policy and practice and children in the looked after system. Jackie Raven has recently completed her Post-graduate Diploma in Education and is considering her focus for research activity.

This range of activities provides excellent opportunities for the delivery team to use contemporary and pertinent research to inform both the curriculum and their learning and teaching strategies.

Particular support for learning

Every student is assigned a Personal Tutor (PT) whose predominant task is academic support. PTs are allocated to students in induction week. The team offer an appointment system for extra academic support to those students who require it. Students with immediate pressing concerns can see a member of staff within a short timeframe. As students only periodically come into University, they are encouraged to contact the PT or module tutor via phone, Skype and email. For academic questions or less pressing issues then the appointment process is used. These arrangements are conveyed to students during induction sessions and via Moodle, along with all the contact details of the team. If tutors feel students would benefit from additional support from any of these facilities, they will make such a recommendation and / or set up seminars, for example extra study skills workshops with Student Services library staff.

A significant level of support for individuals on this type of programme is essential for their personal success as well as to maintain recruitment and retention levels. Academic support provided in tutorial time for individual students is in the order of two hours per student each term. In addition to the allocated hours per module a variety of methods are utilised to encourage networking and contact e.g. e-mail, Moodle (VLE), telephone, Skype, as well as pre-arranged individual or group tutorial contact. Importantly, support will also be available on a day-to-day basis within participants' work places via the mentor.

Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes an equal opportunities statement including equal treatment for all applicants and students, in compliance with the Equality Act 2010. The University and Department of Education warmly welcomes and supports students with disabilities. This programme complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so, irrespective of age, gender, disability, sexuality, race or social

background. The Welsh context is promoted to ensure cultural sensitivity to students working in Wales particularly where the legislative and policy context is different to England.

During induction the students are introduced to a member of the Glyndŵr Assessment Centre. They provide students with information about how they can obtain an Assessment of Need and eligibility for the Disabled Students Allowance. The team of assessors have experience and expertise in assisting students with a wide range of needs including dyslexia, hearing and visual impairments, physical difficulties, communication impairments, mental health difficulties and Autistic Spectrum Conditions. This information is also available within the Student Handbook and on Moodle.