

PROGRAMME SPECIFICATION

glyndŵr

PRIFYSGOL GLYNDŴR WRECSAM
GLYNDŴR UNIVERSITY WREXHAM

Awarding body/institution	Glyndŵr University
Teaching institution	
Details of accreditation by a professional, statutory or regulatory body	N/A
Final award/s available	BA (Hons)
Award title	BA (Hons) Therapeutic Child Care
UCAS code	
Relevant QAA subject benchmark statement/s	No QAA subject benchmark statements exist in relation to Therapeutic Child Care. The aims and objectives of the degree were designed therefore with reference to the Credits and Qualification Framework for Wales and the Framework for Higher Education Qualifications.
Other external and internal reference points used to inform the programme outcomes	National Occupational Standards Care Standards Act 2000 GSCC Code of Practice
Mode/s of study	The programme will be delivered using a blended approach to teaching and learning with face to face teaching alternating with online teaching.
Language of study	English
Date at which the programme specification was written or revised	16 th September 2009 Updated 2011

Aims of the programme

Specifically the programme aims to:-

Address the learning needs of professionals, concerned and affected by supporting a child's recovery from abuse. This includes a learning environment where thought and reflection is developed to reduce reactivity and stress within practice. The programme aims to develop the academic knowledge necessary for working as an advanced practitioner in therapeutic child care and will contribute to the development of transferable skills.

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Intended learning outcomes of the programme*

A. Knowledge and Understanding

On completion of the programme, students will be able to:-

A1	Interrogate key theoretical frameworks that inform working with traumatised children
A2	Critically review good practice research into working therapeutically with young children
A3	Demonstrate an advanced understanding of the regulatory and legislative frameworks for child care
A4	Demonstrate an advanced appreciation of the ethical and value issues associated with working with children including those of equality of opportunity and working with diversity
A5	Critically review and analyse research into effective child care practice
A6	Demonstrate an understanding of research theory and methods
A7	Show a critical appreciation of social, economic, political and historical factors that impact on child care
A8	Demonstrate advanced knowledge in relation to an area of particular interest relating to therapeutic child care

B Intellectual skills:

On completion of the programme, students will be able to:-

B1	Critically interpret data
B2	Evaluate the appropriateness of different approaches to working
B3	Evaluate alternative solutions to problems (lateral thinking)
B4	Describe and analyse critically policy decisions made in relation to therapeutic and residential childcare
B5	Devise and defend an argument
B6	Contextualise information and link it to wider debates
B7	Justify perspectives using theoretical arguments and empirical evidence
B8	Critically appreciate the way knowledge is produced and justified

Skills and other attributes

C Practice Skills:

On completion of the programme, students will be able to:-

C1	Apply in the workplace the knowledge and understanding underpinning the programme
C2	Demonstrate in the practice setting a commitment to anti discriminatory practice
C3	Engage in work-based practices which foster recovery
C4	Work in accordance to ethical principles and code of conduct
C5	Work in accordance with the legislative framework; CCfW and GSCC Codes of Practice for social care workers
C6	Apply knowledge, understanding and cognitive skills in the work place
C7	Identify research findings and other appropriate sources of information and knowledge and apply these to effective working with children and young people recovering from trauma

C8	Demonstrate an ability to evaluate practice situations and devise appropriate interventions
C9	Seek, evaluate and use feedback from peers and other agency individuals and groups

D Professional skills/ abilities and employability skills and abilities

On completion of the programme, students will have received opportunities to:

D1	Communicate effectively both verbally and in writing
D2	Reflect on, evaluate and improve own learning and performance with regard to knowledge, understanding and professional practice
D3	Develop and apply problem solving approaches to the resolution of issues
D4	Demonstrate effective working with children and young people
D5	Demonstrate an ability to undertake numerical calculations and interpret results
D6	apply relevant IT solutions to situations

**A curriculum map is appended showing how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.*

Distinctive features of the programme

The programme develops student's abilities to reflect upon and devise strategies for intervening to help children who have been traumatised through abuse. It is taught by staff who are experienced in working with such children in a range of settings and who have shared their ideas in national and international peer reviewed conferences and journals. The programme is designed so as to model principles of best practice.

Teaching, learning and assessment strategies used to enable outcomes to be achieved and demonstrated

The assessment structure relates directly to both the general curricular aims and outcomes and more specifically to the modular outcomes. The assessment strategy has been developed to fulfil what we believe are the two main functions of assessment - to identify that a given standard has been reached, and also to support and enhance further learning by facilitating integration and consolidation of acquired knowledge and insights at higher levels. Assessment methods have been employed to ensure students are tested at level 6 in ways that enable them to demonstrate their advanced understanding and knowledge.

The summative assessment strategy provides a variety of assessment methods in order to enable the demonstration of different strengths and personal, intellectual and professional development. Assessment methods demonstrate achievement of module learning outcomes commensurate with the award outcomes. In order to ensure equity and fairness, all assessments will be criterion referenced.

It is the intention that the assessment tasks promote students' learning. Students will be given specific criteria for the marking of each assignment at the time it is set. The assignment tasks are supported by the teaching and directed tasks for individual modules. Students will normally receive feedback within three working weeks of submission in the form of written comments on the mark sheet. In addition students will be encouraged to discuss the tutor feedback within tutorial meetings.

Assessment regulations that apply to the programme

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The programme will be subject to the University's regulations for Bachelors Degrees, Diplomas, Certificates and foundation Degrees.

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

Module	Credits	Status	Level
SOC605 - Professional Development in Therapeutic Child Care	20	Core	6
SOC606 - Child Care Law, Policy and Practice	20	Core	6
SOC607 - Research Methods	20	Core	6
SOC608 - Advanced Child Care Practice	20	Core	6
SOC609 – Research in Practice	40	Core	6

Criteria for admission to the programme

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.

The entry requirement for entry on the programme will be the 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.

Prior to application to the programme, students will be provided with written information about the expectations and requirements of the programme. Students may also attend open days/ evenings or contact the Module Leaders to discuss their eligibility to apply to the programme. Potential candidates will be required to complete an application form which identifies the entry requirements including employer responsibilities. Admission onto the course will be via an interview process which will include a written exercise and a formal interview.

The programme team take their responsibilities in respect of safeguarding children and young people very seriously. Accordingly all students offered a place on the programme will be required to pass an enhanced CRB check. The rationale for this is that because the knowledge base of the programme which focuses on working with abused and traumatised children- the knowledge may be used for abusive as well as therapeutic purposes.

Students in work must provide written confirmation that their employer will release them for the equivalent of one day a week to undertake study and attend the face to face lectures. They must also provide confirmation that the employer is aware that

the student may discuss particular cases in the classroom whilst maintaining the confidentiality and anonymity of children and young people.

Students who begin the programme will be informed that in line with the Glyndŵr University policies on child protection which accord with the "All Wales Child Protection Procedures" the staff teaching on the programme will act on any concerns that arise in respect of the safety and welfare of children and after appropriate consultation in line with the Glyndŵr University policy. This might involve referring matters of concern to the students' employer, to Social Services or the police, or the Care Council who have statutory duties and powers to investigate and intervene when necessary.

Indicators of quality

Typical examples of indicators of quality are the outcomes of QAA reviews, Estyn inspections, NMC visits, PSRB reviews, external examiners' reports, internal reviews, National Student Survey, etc. However, as this is a new programme, these are not yet available. The programme will run from 2010 and indicators of quality will evolve.

Methods for evaluating and improving the quality and standards of the programme

All programmes are assessed against and governed under the Glyndŵr University Academic Quality Standards as detailed in the Academic Quality Handbook.

The programme and each module within it will be assessed within the Glyndŵr University assurance systems - this involves regular reviews, the completion of a student perception of module (SPOM) form at the end of each module and a student perception of course (SPOC) form at the end of each academic year. These returns will be considered by the module leaders, programme leader and the programme board. A written programme report, (AMR) with improvement and action plans, will be provided annually to the programme management board based on SPOM and SPOC returns. Responsiveness to student and customer needs is being further enhanced by plans to extend the current 'user survey' undertaken by Information and Student Services, into a wider student satisfaction survey which is intended to enable Glyndŵr University to direct resources more effectively to areas of high priority for students. Outcomes will be considered by Academic Board to be fed back into programme boards and programme assessment boards.

Particular support for learning

All students will be allocated a Glyndŵr University academic tutor from the programme who will work with that student throughout their time on the programme. The student and tutor will meet at least twice a year. In the absence of the personal Glyndŵr University tutor the student will have access to the wider Glyndŵr University staff team. Glyndŵr University staff will provide advice, guidance and ongoing support to students on their role and responsibilities, and the content of the degree programme. All students will engage with the Student Progress File/Personal Development Portfolio. Ongoing tutor support will be negotiated with the student and will be facilitated by telephone, face to face or web based means.

In addition to the above provision, additional and specific study skills classes and support staff are available to students on this programme on Wednesdays and Fridays at Glyndŵr University and as needed throughout the year.

Equality and Diversity

The staff team are working towards equality of opportunity in terms of employment, student selection, and assessment. Within the Programme, such matters will be given a high priority and feature as a major element within the syllabus and the course philosophy. Part of the reason for this is that human services work primarily involves working with groups and individuals who are disadvantaged, discriminated against and subject to various forms of marginalisation and oppression. It is therefore essential that students intending to pursue work in the human services are sensitive to, and well informed about, issues relating to discrimination and oppression. Consequently, students will be required to develop understanding of the principles of anti-discriminatory practice. This involves recognising the significance of such oppressive forces as racism, heterosexism, sexism, ageism and disablism, as well as a wide variety of other forms or sources of discrimination, and developing strategies for challenging them. The programme team recognises the importance of promoting Welsh identity and culture, including the promotion of bilingual service delivery.

Equality of opportunity also applies to student life at Glyndŵr University as well as the curriculum and programme philosophy. Students should be treated fairly and with respect at all times. Racial, sexual or other forms of discrimination or harassment are not tolerated. Students who feel that they are being discriminated against are encouraged to raise the issue with their personal tutor or any member of the staff team. No student should feel that he or she has to tolerate unfair or oppressive treatment.

Students, whose first language is Welsh may, if they wish, submit their written work through the medium of Welsh. The University has a translator on the staff team who currently translates teaching materials, handbooks, letters, course boards and minutes of team meetings.

The programme team, the University's nurses and disability co-ordinators have sound support mechanisms to respond to particular needs. Each School has a designated disability co-ordinator who meets with students with special needs in order to set in place the necessary support and assessment processes to ensure programme teams and Schools maintain Glyndŵr University's policies on equal opportunities and widening participation. There is also a Glyndŵr University Disability Advisor who takes an overview of special needs support.

Appendix 1
CURRICULUM MATRIX

	Professional Develop-ment	Child Care Law and Policy	Research methods	Advanced Practice in TCC	Research in Practice
Knowledge and Understanding					
A1	✓	✓	✓		✓
A2	✓	✓	✓	✓	✓
A3		✓	✓		
A4	✓	✓	✓	✓	✓
A5		✓	✓	✓	✓
A6		✓	✓		✓
A7		✓		✓	✓
A8	✓	✓	✓	✓	✓
Cognitive/Intellectual Skills					
B1			✓	✓	✓
B2		✓	✓	✓	✓
B3	✓	✓	✓	✓	✓
B4		✓	✓	✓	✓
B5	✓	✓	✓		✓
B6	✓	✓	✓	✓	✓
B7	✓	✓	✓	✓	✓
B8	✓	✓	✓	✓	✓
Practice Skills					
C1	✓	✓	✓	✓	✓
C2	✓	✓	✓	✓	✓
C3	✓		✓	✓	✓
C4	✓	✓	✓	✓	✓
C5	✓	✓	✓	✓	✓
C6	✓	✓	✓	✓	✓
C7	✓				✓
C8			✓		✓
C9	✓		✓	✓	✓
Professional/Employability Skills					
D1	✓		✓	✓	✓
D2	✓	✓	✓	✓	✓
D3	✓	✓	✓	✓	✓
D4	✓		✓	✓	✓
D5			✓	✓	✓
D6			✓	✓	✓