

## PROGRAMME SPECIFICATION

<b>Awarding body/institution</b>	Glyndŵr University
<b>Teaching institution</b> (if different from above)	
<b>Details of accreditation by a professional, statutory or regulatory body</b> (including link to relevant website)	N/A
<b>What type of accreditation does this programme lead to?</b>	N/A
<b>Is accreditation in some way dependent on choices made by students?</b>	N/A
<b>Final award/s available</b> eg BSc/DipHe/CertHE	FdA / CertHE
<b>Award title</b>	Therapeutic Child Care
<b>JACS 2 code</b>	L520
<b>UCAS code</b> (to be completed by admissions)	
<b>Relevant QAA subject benchmark statement/s</b>	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).
<b>Other external and internal reference points used to inform the programme outcomes</b>	Children's Homes: National Minimum Standards Fostering Services: National Minimum Standards Adoption: National Minimum Standards Code of Practice for Social Care Workers Service Standards for Therapeutic Communities for Children and Young People (2nd Edition)
<b>Mode/s of study</b> (p/t, f/t, distance learning)	Part Time with blended learning
<b>Language of study</b>	English with a proportion being available in Welsh
<b>Date at which the programme specification was written or revised</b>	Updated August 2012

## Criteria for admission to the programme

### Entry requirements:

Entry for the programme will be in accordance with institutional requirements for admission to a foundation degree, ie achievement of 120 UCAS points or equivalent. An NVQ level 3 related to working with children and young people or equivalent may be recognised against the UCAS points requirement. Additionally, admission is subject to:

- 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
- 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 students study in terms of access to documents and learning experiences. The employer will be asked to sign a Learning Agreement and provide a mentor.

A further condition of entry is the requirement for all applicants to hold an enhanced Criminal Records Bureau administered by their work place. The Learning Agreement includes confirmation by the employer that this is in place.

In the event of the programme expanding to accommodating international students onto the programme, all International Students will need to have a required level of English if they wish to study on this programme. To this end student will be required to satisfy the University's English Language Requirements For International Students regulations to determine their eligibility for this level of study. Currently, this requires a minimum International English Language Testing System (IELTS) score of 5.5.

The programme is intended to make a valuable contribution to lifelong learning by providing access to higher education for learners from different starting points, with different entry qualifications and with different career aspirations. This accords with the University policy on widening participation and equal opportunity. Therefore, the team recognise and welcome applicants with different life experiences and who may not present with formal qualifications; these applicants will be considered for entry on to the programme on an individual basis.

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

Glyndŵr University staff will be responsible for student admissions.

## Aims of the programme

The overarching educational aim of this programme is to develop child care practitioners with the knowledge, skills, values and understanding required to operate as effective practitioners with children and young people recovering from trauma.

This has been driven by recognition of the need for a specific training for staff working therapeutically with emotionally troubled children, especially in group care settings and foster

homes. The ethos of participative and reflective learning is emphasised throughout the programme design.

This unique course is for staff working with emotionally troubled children and young people and their families in a wide range of settings. There is a particular focus on group care settings - residential and day (including residential child care, schools, therapeutic communities for children and young people as well as family centres) but the course is also suitable for specialist social workers in adoption and fostering.

### **Distinctive features of the programme**

The programme seeks to raise the standard of therapeutic child care and provides the workforce with an academic opportunity which exceeds the National Minimum Standards by which the workforce is regulated.

The programme has a strong emphasis on therapeutic child care in relation to supporting children recovering from trauma. It provides the opportunity for students to develop an understanding of the relevant underpinning theories to child development, intervention strategies and recovery programmes. As some of the learning will take place within the work place, supported by lectures and on-line materials, it provides flexibility and choice and therefore an increased opportunity to access learning.

The FdA seeks to integrate academic and work based learning through close collaboration between employers and programme providers. The programme is designed to develop professional and practical skills which are fundamental to working as an effective practitioner in therapeutic child care. It provides a suitable basis for progression to an honours degree in therapeutic child care.

Please note that this is a Glyndŵr University non-practice based programme that is open to a range of employees located within the sector. This means that 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. Additionally, the programme can accommodate the needs of a number of organisations in terms of offering opportunities for staff development and qualification.

### **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 programme will run for two full calendar years and there will be two intakes each year, September and January and subsequent progression points. Each level of the programme would be delivered as 120 credits over a calendar year, split into 3 terms, on a roll on roll off basis, as all students would have completed some introductory modules before starting the 40 credit project module in the July – Sept term. The programme should normally be completed within a two year time frame.

Should a student choose not to continue after level four, there will be an exit point and a CertHE Therapeutic Child Care may be awarded on successful completion of 120 credits at level four. To progress between levels the student is required to have successfully completed 120 credits at level four. On successful completion of both levels (240 credits) the student is awarded with an FdA Therapeutic Child Care.

Most modules are 20 credit modules and equate to a notional 200 learning hours. There is one 40 credit module at level 4 and a 40 credit module at level 5. 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 programme structure is provided below, and tables giving indicative delivery schedules can be found at the end of the document.

Module Title	Core/Option	Credits
<b>Level Four</b>		
Personal Learning and Development	Core	20
Critical Practice in Working with Children	Core	20
Attachment Theory	Core	20
Child Development and Play	Core	20
Delivering Recovery (Option A)	Option	40
Delivering Recovery (Option B)	Option	40
<b>Level Five</b>		
Professional Development	Core	40
Applied Attachment Theory	Core	20
Communication within a Therapeutic Frame	Core	20
Trauma and Resilience	Core	20
Sexual Development and the Impact of Sexual Abuse	Core	20

### Intended learning outcomes of the programme

#### Level 4:

Students will develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information, using it to plan and develop investigative strategies and determine solutions to a variety of unpredictable problems; operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs.

#### A) Knowledge and understanding:

##### Students will be able to...

- A1** Demonstrate a broad knowledge base relevant to academic study and professional practice in the work-place.
- A2** Gain knowledge and understanding of child development and the impact of early childhood trauma
- A3** Locate and understand policy and documentation about the regulatory and legislative framework for child care.
- A4** Start to develop professional values and practice in terms of equality of opportunity and respect for children who are 'looked after'.

**B) Intellectual skills:**

**Students will be able to...**

- B1** Evaluate practical and theoretical situations, in the context of therapeutic child care and learning.
- B2** Plan, manage and reflect on own learning and progression in acquiring graduate attributes appropriate for therapeutic work with children.
- B3** Monitor and evaluate progress in their own learning.
- B4** Appreciate and evaluate different viewpoints.

**C) Subject and other skills:**

**Students will be able to...**

- C1** Communicate appropriately and effectively in a range of modes and media.
- C2** Relate theory to practice so that work-based practice has a sound theoretical underpinning employed through a range of specialist skills.
- C3** Demonstrate appreciation of study skills by applying what is learned to workplace tasks and assessments.

**D) Professional Skills and abilities and Employability Skills and abilities:**

**Students will be able to...**

- D1** Read and write appropriately for a range of audiences and reference their work effectively.
- D2** Demonstrate autonomy and self-reliance.
- D3** Start to develop transferable graduate skills in communication and interpersonal relationships and written argument.
- D4** Understand the skills needed to take responsibility for time management and work deadlines.

**Level 5:**

Students will generate ideas through the analysis of concepts at an abstract level, with command of specialised skills and the formulation of responses to well defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal and/or group outcomes.

**A) Knowledge and understanding:**

**Students will be able to...**

- A1** Demonstrate knowledge and critical understanding relevant to academic study and professional practice within therapeutic child care.
- A2** Analyse knowledge and understanding of therapeutic child care in relation to trauma and recovery.
- A3** Analyse and evaluate policy and documentation about children who are 'looked after' in an informed and systematic way.
- A4** Develop professional values and practice in terms of equality of opportunity and respect of children who are 'looked after'.

**B) Intellectual skills:**

**Students will be able to...**

- B1** Evaluate practical and theoretical situations, in the context of therapeutic child care and learning showing original and creative thought.
- B2** Plan, manage and reflect on own learning and progression in acquiring graduate attributes appropriate for therapeutic work with children. Reflect on the learning and progression of others in a group situation.

**B3** Take responsibility for monitoring and evaluating progress in their own learning and that of the group.

**B4** Appreciate and evaluate different viewpoints from colleagues and peers and present justified argument.

**C) Subject and other skills:**

**Students will be able to...**

**C1** Communicate appropriately, effectively and with judgement in a range of modes and media.

**C2** Use judgement to relate theory to practice so that work-based practice has a sound theoretical underpinning demonstrated through a command of specialist skills.

**C3** Demonstrate appreciation of research methodology by applying what is learned to workplace tasks and small scale projects.

**D) Professional Skills and abilities and Employability Skills and abilities:**

**Students will be able to...**

**D1** Read effectively and write appropriately for a range of audiences and reference their work effectively.

**D2** Demonstrate autonomy, self-reliance and team work.

**D3** Develop transferable graduate skills in communication and interpersonal relationships and written argument.

**D4** Develop the skills needed to take responsibility for time management and work deadlines.

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

LEVEL 4	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
Personal Learning and Development	☐			☐		☐	☐	☐			☐	☐			
Critical Practice in Working with Children	☐		☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐
Attachment Theory		☐		☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐
Child Development and Play		☐		☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐
Delivering Recovery (Option A)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Delivering Recovery (Option B)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
LEVEL 5	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
Professional Development	☐		☐	☐		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Applied Attachment Theory	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Communication within a Therapeutic Frame	☐	☐		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Trauma and Resilience	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐
Sexual Development and the Impact of Sexual Abuse	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐

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

Many students are likely to have limited experience of writing and producing work at Higher Education level. They will need substantial support and guidance at the earliest stages of the course. To this end students will be supported to develop their study skills within their first module with discrete activities which identify their learning profile and areas of development. This will form the basis for a discussion of the features of writing for Higher Education audiences. This discussion will be the first point of contact for the academic tutor and student.

At Level Four the emphasis will be 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 Five where students will develop a more critical reflective, analytical 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.

All students are required to attend an induction day when they register and will be given information about the programme and meet with their academic tutor. The Programme Handbook will be available electronically and will be updated annually and supplemented with other materials during the programme, such as module handbooks containing detailed assessment tasks. The Programme Handbook will contain important information about the programme structure, modules available, assessment guidelines and grading criteria (including penalties for late submission and plagiarism). It will contain 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 will attend the induction day at Glyndŵr University prior to the commencement of the programme, so that they can meet with the academic team in person. Students can view the resources accessible to them and become familiar with the programme and clarify any queries. This will include clarification and preparation for the level of academic study, which will ensure that they are prepared for the volume and level of written work.

Students will be 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. The module begins with a plenary face to face lecture, accompanied by on line lectures for the remainder of the module. In addition students can access support from the Learning Support team at Glyndŵr University as well through individual academic tutorials.



The intention is that the programme will be delivered using a blended approach to teaching and learning there will be a face to face lecture at the start of the module followed by a series of on-line lectures.

Regarding the blended approach to learning, 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. The use of Moodle will enhance learning and is already a well established tool within the Department.

E-learning is the process of learning via computer over the internet. 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. Optimally however it involves the above taking place within a purpose designed virtual learning environment (VLE) such as the Moodle VLE that will be utilised in this programme. The VLE's enable students and lecturers to use email 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.

E-learning can be described as an approach that offers a third medium for learning. Whilst e-learning and distance learning both involve education being offered to learners at a distance from the university campus, e-learning does not involve students working alone or at any distance from each other. Distance learning courses require students to work alone at home processing information that has been posted to them. Consequently the only interface is between the student and the material so therefore the material has to be of an especially robust standard. E- Learning on the other hand is more akin to the classroom experience because it involves students working together synchronously and asynchronously, learning and sharing experiences as part of an online community of learners. Although the technology exists via the use of web cams and conferencing for students to physically observe each other on line, e-learning students are not physically together but rather virtually together on line. In e-learning the lecture hall is replaced by the virtual lecture hall, and physicality is replaced by virtuality. E-learning therefore is qualitatively different from distance learning or classroom based learning.

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.

General discussion areas can be 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 (same time) discussion of the material in a virtual chat room. Or the students engage 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- their programme can be tracked by the lecturers on an on-going basis as below.

The delivery of the taught sessions and the subject content will need to be evaluated and analysed and the student experience is an integral and vital part of the learning process. Students will be required to review their progress regularly and establish targets and an appropriate action plan for the development of professional practice during their regular meetings with their academic tutor. These evaluations of learning and teaching will be monitored and discussed during the termly Programme Board 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 will provide students with the opportunity to receive constructive feedback from tutors.

They are also the means by which personal research may be planned, directed and developed. They can also be used to formally communicate assessment results during the programme. Students' will receive an individual tutorial at least three times a year with their academic / personal tutor. Furthermore, work-based mentors will provide regular support and advice through tutorials and meetings within the work place.

Group tutorials gather a number of students together under the co-ordination of a member of staff. 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 will be 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 will be 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.

### **Settings-based directed tasks**

These directed tasks will occur in all modules of the programme. 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 three tutorials with academic tutor, (indicated above), students will have regular meetings with the settings' mentor to review progress, engage in professional dialogue and discuss issues relevant to the settings-based directed tasks.

### **Work based learning (WBL):**

This 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 WBL is a necessary attribute of Foundation degrees all participants will be 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 Memorandum of Co-operation and in the Learning agreement. In addition the employer will have identified a work-based mentor / mentor who will support the participant whilst on the programme. The mentor (who will 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, meeting with the student once a month to discuss their progress. See learning agreement
- 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 least once in the year to measure progress and ensure ongoing support
- Attend staff development initiatives at Glyndŵr University when appropriate

All work based mentors will be invited to attend an induction programme at Glyndŵr University 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. An area will be provided on Moodle exclusively for the use of mentors; this discussion board will allow mentors to debate on line, share experience and identify specific learning and opportunities for support. In addition mentors will be invited to attend any Glyndŵr University staff development events as appropriate.

WBL activities will 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.”*

#### **Welsh medium**

In line with the University's Welsh Language Policy, students are entitled to submit assessments in Welsh. Additionally, 87.5% of the programme can be undertaken through the medium of Welsh should it be requested, this includes on-line material and assessment.

The programme team would also wish to develop the language skills of students taking this programme. The University already offers modules in Welsh as a second language at HE level to students studying degrees, which involve working with the public e.g. social work, nursing, youth and community work. It is anticipated that the FdA students whose first language is not Welsh, or who wish to improve their Welsh skills (either an improver or a new learner) would be offered these sessions as an extra module outside the programme. The University's investment

in its Second Language Learning Centre ensures that this aspiration can be delivered from within existing arrangements.

### **Assessment strategy 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. The assessment strategy has been employed to ensure students are tested at level 4 and 5 in ways that enable them to demonstrate their 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. The assessment strategy demonstrates achievement of the module learning outcomes commensurate with the award outcomes. In order to ensure equity and fairness, all assessments, will be criterion referenced.

### **Assignment and independent work**

Formal assignments are set for each of the modules. For each set assignment, students will receive a specification, within the module handbook, which will define the activities to be undertaken and the targets to be realised. The assignment will include a set of marking criteria to help the students to plan their work effectively. Students will need to work independently and make use of many of the same strategies as indicated above. The marked work will include an analysis by the marking tutor of the strengths and weaknesses of the assignment. These are aimed to support the student's academic development and to clarify the specific strengths as well highlighting development points. Students will be provided with their assessment brief at the beginning of the module in order to give them the maximum time to complete the assessment task.

The formative assessment strategy is designed to support and consolidate learning prior to summative assessment. On-line lectures include exercises, which help to identify learning and highlight areas for further research before the module assessment. The students develop their Professional Development Portfolio throughout the two years and this allows the student to make judgements themselves about their progress towards targets. During priming lectures pairs and small groups can explore questions and report back to others. Also the academic tutor will use the students practice experience and adapt the teaching and learning process to react to what has been observed. In addition tutor and student contact time supports formative assessment for example through the use of tutorials. Feedback to the student can be provided in order to give the student a sense of what has been achieved as well as developments still to be achieved.

**Indicative Assessment schedule:**

Module Title	Level	Credits	Assessment One	Assessment Two	Submission Date
Personal Learning and Development	4	20	PDP Portfolio & a written task		Group A & Group B <b>24.07.2012</b>
Critical Practice in Working with Children	4	20	15 minute group presentation and an accompanying leaflet		Group A: <b>22.11.11</b> Group B: <b>29.11.11</b>
Attachment Theory	4	20	Bespoke workbook including a 1,000 word, article or book chapter review		Group A: <b>31.01.12</b> Group B: <b>07.02.12</b>
Child Development and Play	4	20	4,000 word Essay		Group A: <b>27.03.12</b> Group B: <b>03.04.12</b>
Delivering Recovery (Option A)	4	40	A multi media project	Case Study	Group A: <b>29.05.12 &amp; 10.07.12</b>
Delivering Recovery (Option B)	4	40	A multi media project	Case Study	Group B: <b>05.06.12 &amp; 17.07.12</b>
Professional Development	5	40	PDP Portfolio		Group A & Group B <b>17.07.2012</b>
Applied Attachment Theory	5	20	Case Study detailing a therapeutic plan & indicating outcomes		Group A: <b>15.11.11</b> Group B: <b>22.11.11</b>
Communication within a Therapeutic Frame	5	20	15 minute multi media presentation of a role play accompanied with a reflective commentary		Group A: <b>24.01.12</b> Group B: <b>31.01.12</b>
Trauma and Resilience	5	20	Bespoke workbook plus a 1,000 word commentary		Group A: <b>20.03.12</b> Group B: <b>27.03.12</b>
Sexual Development and the Impact of Sexual Abuse	5	20	Group presentation & 1,000 word essay		Group A: <b>29.05.12</b> Group B: <b>05.06.12</b>

## Assessment regulations that apply to the programme

Regulations for Bachelor Degrees, Diplomas and Certificates and Foundation Degrees will apply to this programme. There is no request for derogation from regulations.

## Programme Management

### The Programme Team

#### Academic Team:

Programme Leader: Vivienne Dacre

Senior Lecturer: Jan Nordoff

Senior Lecturer: Jane Bulkeley

Senior Lecturer: Jackie Raven

#### Practice Team:

The FdA is delivered by the Glyndŵr University 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 which could include providing on-line lectures. The practice expert currently engaged with the programme is Chris Taylor – Clinical Services Manager, Bryn Melyn Care. Other organisations may wish to be associated with the programme in future years, through offering their expertise as guest lectures and presenting staff for enrolment, thus broadening the scope of the provision which would enrich the learning experience of students and benefit the sector as a whole.

### The Programme Leader

The principal responsibilities of the Programme Leader are:

1. Overall design, preparation, delivery and evaluation of the FdA Therapeutic Child Care programme;
2. Programme development and annual reports;
3. Promoting partnerships with employers / setting managers and with other relevant Departments within the University;
4. Organising and Chairing programme meetings including Programme Management Boards and Staff Student Representative consultation meetings
5. Managing the overall timetabling of the programme delivery
6. Organising assessments and moderation and liaising with the External Examiner
7. Recommending AP(E)L arrangements and any consequent reductions in required attendance
8. Organising the admissions on the programme
9. Managing concerns

**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).

### **Academic Tutor**

1. Each student will be allocated an academic tutor
2. Students may meet with their academic tutors three times a year
3. The academic tutor will provide support and information regarding the student experience on the programme of study
4. The student and academic tutor will review the students progress and learning development
5. The student can include the work place mentor in tutorial sessions with the academic tutor

### **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. where necessary, choosing appropriate option modules with guidance and support from programme leader and / or other staff;
5. evaluating the quality of the programme periodically;
6. selecting student representative(s) to sit on a Staff-Student Consultative Committee;
7. keeping all evidence of completed coursework until the course has formally ended and has been examined by the external examiner.

The **Work-place Mentor** is an essential element regarding the support of the student within their work-base. The mentor will be an experienced colleague (not the student's line manager) within the participant's own place of work. The role of 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. help with basic time management.

### **Quality Assurance**

All students will be aided in developing a personal, detailed Professional Development Plan (PDP). This will be carefully negotiated at the start of the programme with their academic tutor, setting out targets and an action plan. The PDP is assessed as part of the level four module, Personal Learning and Development, and is also assessed at level 5 within the Professional Development module. The PDP will be reviewed and updated at regular intervals throughout the Foundation Degree in discussions with their academic tutor and maintained as an individual portfolio. This process will begin formally within module one (Personal Learning and Development) where the notion of the 'reflective practitioner' will be introduced and discussed. Students will meet with their academic tutor, to review their progress each term; arrangements for these meetings will be made by individual students and tutors. At the end of the Level Four section of the programme the students' development and PDP will be discussed, reviewed and up-dated.

### **Programme Board**

The Programme is managed by the Programme Leader. The Programme team will meet formally three times a year to hold a team meeting and hold a Programme Board as per the University requisites. The Programme Board will comprise the academic team and practice team including representatives from employers. It will conform in all aspects to Glyndŵr University's quality expectations and meet 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. The programme team will meet formally once a term to hold a programme board with minutes taken.

On completion of each module, students will complete a Student Perception of Module form (SPOM) that will provide data and individual opinion for consideration by the module tutors, the Programme Leader and the Programme Team. This, together with the outcomes of Programme Team meetings, employer / work-place partnership views via the Partnership Forum, and student representative meetings, will 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 will come under the auspices of all of Glyndŵr University's Quality Assurance systems and the University will be responsible for the academic quality of the provision, together with central administrative and financial support. Glyndŵr University's Academic Regulations, Standing Orders and Procedures provide a regulatory framework for all academic awards and should be read in conjunction with this proposal. Validation signifies that this programme adheres to this regulatory framework. Thereafter the continued integrity of the programme will be the matter for a Programme Board. Responsibility for student progression and academic standards lies with the two tier Assessment Board, which will in turn operate within the University's procedures, meeting at the end of each academic year of the Programme. The External Examiner will generally attend the Assessment Board.

### **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. 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 this foundation degree programme.

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**

Vivienne Dacre is currently undertaking her professional doctorate. The working title of which is 'What helps residential workers to cope, when children manifest complex psychopathology characterised by self harm'.

She is a member of a research group who are evaluating the impact of counselling in primary schools in a pilot study in Wrexham Local Authority, with a view to informing the Welsh Assembly Government, Counselling in Schools in Wales strategy.

Jan Nordoff is currently undertaking her Ph.D. Her research interests are Law, Social Policy and Children's Rights specifically in relation to youth justice and children who are Looked After.



Jane Bulkeley has undertaken her Ph.D on: 'The Children's University: A Critical Evaluation on its Role, Outcomes and Effectiveness in the Education of Children in Wrexham'.

### **Particular support for learning**

Academic support for candidates is a vital element of the programme and each student will be allocated an academic (personal) tutor with whom they will meet at least three times per year. The tutor will support the students in completion of their PDP. These experiences will encourage further links between theory and practice, whilst developing the reflective practitioner. The academic / personal tutor will be a member of the programme team. The role of the academic tutor will be outlined in the Students' Handbook to inform participants of the responsibilities and function of the tutor. Glyndŵr University staff will provide advice, guidance and on-going support to students on their role and responsibilities, and the content of the degree programme. On-going tutor support will be negotiated with the student and will be facilitated by telephone, face to face or web based means.

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 will be in the order of two hours per student per school term. In addition to the allocated hours per module a variety of ways will be utilised to encourage networking and contact e.g. e-mail, Moodle (Virtual Learning Environment), telephone access 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.

As a pre-requisite of their enrolment candidates will be required to complete a Learning Agreement with their employer in relation to the support available during their studies including the allocation of a Mentor. The learning agreement includes a statement about the responsibilities of the student, mentor and work place. This document will also specify who will be the work-place mentor and provide the active support for the candidate in the work-place.

With reference to issues of confidentiality students agree in the learning agreement to ensure that the identity of any child or children remains anonymous, this includes discussions during lectures, on-line discussion and within any written work. This agreement is reinforced at the start of and during priming lectures and monitored by tutors. Tutors provide information to the students about the protocol for ensuring confidentiality of all information concerning the child within written assignments and this includes the use of a code for identifying children while keeping their identity and placement confidential.

In relation to concerns about the practice of a student, particularly in relation to safeguarding issues, both the university and student placement whistle blowing policy applies. In line with the Children Act 1989 the safety of the child is paramount and therefore any concerns regarding malpractice will be reported in accordance with these policy procedures.

Library resources are available at Glyndŵr University where educational development has been an important part of the Department of Education for some years, so there is a stock of relevant books and journals. This will continue to be added to annually. Students will also be expected to access on-line journals and will be encouraged to make use of the Internet and Glyndŵr University's Virtual Learning Environment (Moodle). Much of the indicative content of modules will be placed on Moodle. Students will have a full introduction to Moodle and its use during their induction and this will be developed during the first module, details can be found in the module specification. Students will be provided with a full induction to the library resources which will include information about accessing sources as a distance learner. There is an inter

library loan service available to students. The university subscribe to a range of journals which can be accessed on-line. In addition e-books are available to students of Glyndŵr University which can also be accessed through the Athens web site: [www.athens.ac.uk](http://www.athens.ac.uk)

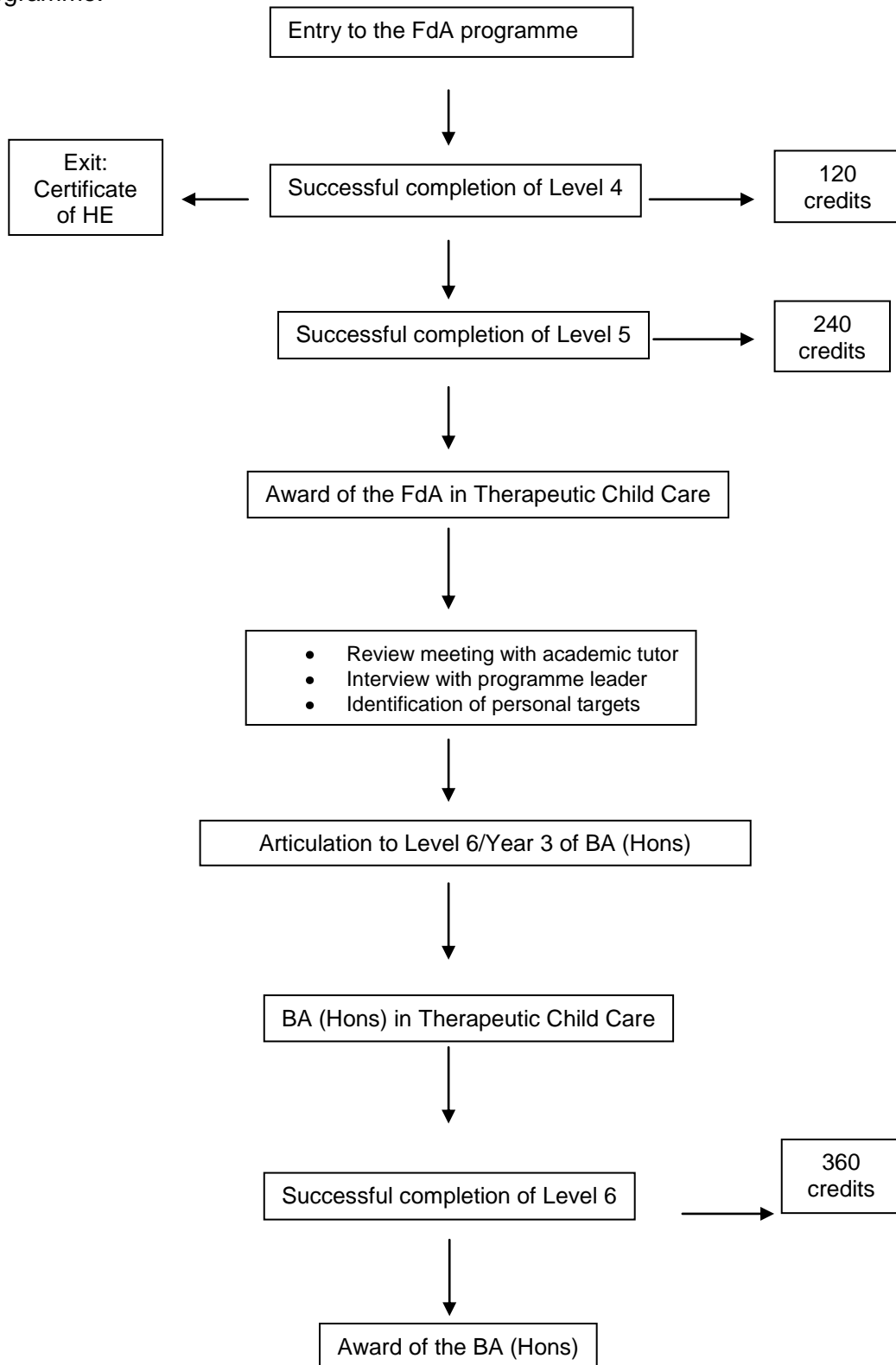
### **Equality and Diversity**

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 SENDA legislation. The University and Department of Education warmly welcomes and supports students with disabilities.

Careful consideration has been given to issues surrounding curriculum accessibility and SENDA compliance. Curriculum accessibility forms an essential part of programme and module design, and review.

### Progression routes for FdA programme students

Students who complete the FdA successfully may, in line with their personal and career aspirations, wish to progress onto a BA (Hons.) Therapeutic Child Care programme:



This table indicates the order that students will progress through each module and includes the level 6 BA 'top up' year						
Level 6	Professional Development in Therapeutic Child Care	Child Care Law and Policy	Research Methods	Advanced Child Care Practice	Dissertation	
	Professional Development Portfolio					
Credits	40		20	20	20	20
Level 5	Professional Development		Applied Attachment Theory	Communication within a Therapeutic Frame	Trauma and Resilience	Sexual Development and the Impact of Sexual Abuse
	Personal and Professional Development Portfolio					
Credits	20	20	20	20	40	
Level 4	Personal Learning and Development	Critical Practice in Working with Children	Attachment Theory	Child Development and Play	Delivering Recovery (Option A) SACCS Recovery Programme	
					Delivering Recovery (Option B)	
Study Skills Development Portfolio						

### Indicative Level 4 Timetable X2 Intakes

Wk/beg	Holidays		Cohort One 2011/12	Cohort Two 2011/12	Cohort Two 2012/13	Board BOARD
5 <sup>th</sup> Sept		COHORT 1 INDUCTIO N	1 Personal Learning & Development			
12 <sup>th</sup> Sept			2 Personal Learning & Development			BOARD
19 <sup>th</sup> Sept			3 Personal Learning & Development			
26 <sup>th</sup> Sept			4 Personal Learning & Development			
3 <sup>rd</sup> Oct			1 Critical Practice in Working with Children		1 Critical Practice in Working with Children	
10 <sup>th</sup> Oct			2 Critical Practice in Working with Children		2 Critical Practice in Working with Children	
17 <sup>th</sup> Oct			3 Critical Practice in Working with Children		3 Critical Practice in Working with Children	
14 <sup>th</sup> Oct			4 Critical Practice in Working with Children		4 Critical Practice in Working with Children	
31 <sup>st</sup> Oct			5 Critical Practice in Working with Children		5 Critical Practice in Working with Children	
7 <sup>th</sup> Nov			6 Critical Practice in Working with Children		6 Critical Practice in Working with Children	
14 <sup>th</sup> Nov			7 Critical Practice in Working with Children		7 Critical Practice in Working with Children	
21 <sup>st</sup> Nov			8 Critical Practice in Working with Children		8 Critical Practice in Working with Children	
28 <sup>th</sup> Nov			1 Attachment Theory		1 Attachment Theory	
5 <sup>th</sup> Dec			2 Attachment Theory		2 Attachment Theory	
12 <sup>th</sup> Dec			3 Attachment Theory		3 Attachment Theory	
19 <sup>th</sup> Dec			4 Attachment Theory		4 Attachment Theory	
26 <sup>th</sup> Dec	Christm as					
2 <sup>nd</sup> Jan	BH 2 <sup>nd</sup> Jan					
9 <sup>th</sup> Jan		COHORT 2 INDUCTIO N	5 Attachment Theory	1 Personal Learning & Development	5 Attachment Theory	
16 <sup>th</sup> Jan			6 Attachment Theory	2 Personal Learning & Development	6 Attachment Theory	
23 <sup>rd</sup> Jan			7 Attachment Theory	3 Personal Learning & Development	7 Attachment Theory	
30 <sup>th</sup> Jan			8 Attachment Theory	4 Personal Learning & Development	8 Attachment Theory	
6 <sup>th</sup> Feb			1 Child Development & Play Work	1 Child Development & Play Work		
13 <sup>th</sup> Feb			2 Child Development & Play Work	2 Child Development & Play Work		BOARD
20 <sup>th</sup> Feb			3 Child Development & Play Work	3 Child Development & Play Work		
27 <sup>th</sup> Feb			4 Child Development & Play Work	4 Child Development & Play Work		
5 <sup>th</sup> March			5 Child Development & Play Work	5 Child Development & Play Work		
12 <sup>th</sup> March			6 Child Development & Play Work	6 Child Development & Play Work		
19 <sup>th</sup> March			7 Child Development & Play Work	7 Child Development & Play Work		
26 <sup>th</sup> March			8 Child Development & Play Work	8 Child Development & Play Work		
2 <sup>nd</sup> April	6 <sup>th</sup> April Good Fri					

9 <sup>th</sup> April	9 <sup>th</sup> Easter Monday					
16 <sup>th</sup> April			1 Delivering Recovery	1 Delivering Recovery		
23 <sup>rd</sup> April			2 Delivering Recovery	2 Delivering Recovery		
30 <sup>th</sup> April			3 Delivering Recovery	3 Delivering Recovery		
7 <sup>th</sup> May	7 <sup>th</sup> May Day BH		4 Delivering Recovery	4 Delivering Recovery		
14 <sup>th</sup> May			5 Delivering Recovery	5 Delivering Recovery		
21 <sup>st</sup> May			6 Delivering Recovery	6 Delivering Recovery		
28 <sup>th</sup> May			7 Delivering Recovery	7 Delivering Recovery		
4 <sup>th</sup> June	4 <sup>th</sup> & 5 <sup>th</sup> BH		8 Delivering Recovery	8 Delivering Recovery		
11 <sup>th</sup> June			9 Delivering Recovery	9 Delivering Recovery		BOARD
18 <sup>th</sup> June			10 Delivering Recovery	10 Delivering Recovery		
25 <sup>th</sup> June			11 Delivering Recovery	11 Delivering Recovery		
2 <sup>nd</sup> July			12 Delivering Recovery	12 Delivering Recovery		
9 <sup>th</sup> July						
16 <sup>th</sup> July						
23 <sup>rd</sup> July						
30 <sup>th</sup> July						
6 <sup>th</sup> August						
13 <sup>th</sup> August						
20 <sup>th</sup> August						
27 <sup>th</sup> August						

As students will not complete the 120 Level 4 credits until July (Cohort 1)/ January (Cohort 2), the first opportunity to progress onto Level 5 will be at the September (Cohort 1)/ February (Cohort 2) progression boards. Should a student be referred/ deferred in these modules the first opportunity to formally retrieve the outstanding credit will be at the next progression board in February (Cohort 1)/ June (Cohort 2). Students will be made fully aware of the implications for not being awarded the 120 Level 4 credits at the first attempt, ie they may not continue their studies at Level 5 until they have formally progressed which would extend their overall period of study.

### Indicative Level 5 Timetable X2 Intakes

Date	Hols		Cohort One 2011/12	Cohort Two 2011/12	Cohort Two 2012/13	Board
5 <sup>th</sup> Sept						
12 <sup>th</sup> Sept						BD
19 <sup>th</sup> Sept						
26 <sup>th</sup>		COHORT ONE INDUCTION				
3 <sup>rd</sup> Oct			1 Applied Attachment Theory		1 Applied Attachment Theory	
10 <sup>th</sup> Oct			2 Applied Attachment Theory		2 Applied Attachment Theory	
17 <sup>th</sup> Oct			3 Applied Attachment Theory		3 Applied Attachment Theory	
14 <sup>th</sup> Oct			4 Applied Attachment Theory		4 Applied Attachment Theory	
31 <sup>st</sup> Oct			5 Applied Attachment Theory		5 Applied Attachment Theory	
7 <sup>th</sup> Nov			6 Applied Attachment Theory		6 Applied Attachment Theory	
14 <sup>th</sup> Nov			7 Applied Attachment Theory		7 Applied Attachment Theory	
21 <sup>st</sup> Nov			8 Applied Attachment Theory		8 Applied Attachment Theory	
28 <sup>th</sup> Nov			1 Communication within a Therapeutic Frame		1 Communication within a Therapeutic Frame	
5 <sup>th</sup> Dec			2 Communication within a Therapeutic Frame		2 Communication within a Therapeutic Frame	
12 <sup>th</sup> Dec			3 Communication within a Therapeutic Frame		3 Communication within a Therapeutic Frame	
19 <sup>th</sup> Dec			4 Communication within a Therapeutic Frame		4 Communication within a Therapeutic Frame	
26 <sup>th</sup> Dec						
2 <sup>nd</sup> Jan						
9 <sup>th</sup> Jan			5 Communication within a Therapeutic Frame		5 Communication within a Therapeutic	
16 <sup>th</sup> Jan			6 Communication within a Therapeutic Frame		6 Communication within a Therapeutic	
23 <sup>rd</sup> Jan			7 Communication within a Therapeutic Frame		7 Communication within a Therapeutic	
30 <sup>th</sup> Jan			8 Communication within a Therapeutic Frame		8 Communication within a Therapeutic	
6 <sup>th</sup> Feb			1 Trauma & Resilience		1 Trauma & Resilience	
13 <sup>th</sup> Feb			2 Trauma & Resilience		2 Trauma & Resilience	BD
20 <sup>th</sup> Feb			3 Trauma & Resilience		3 Trauma & Resilience	
27 <sup>th</sup> Feb			4 Trauma & Resilience		4 Trauma & Resilience	
5 <sup>th</sup>			5 Trauma & Resilience		5 Trauma & Resilience	
12 <sup>th</sup>			6 Trauma & Resilience		6 Trauma & Resilience	
19 <sup>th</sup>			7 Trauma & Resilience		7 Trauma & Resilience	
26 <sup>th</sup>		Cohort 2 Induction	8 Trauma & Resilience		8 Trauma & Resilience	
2 <sup>nd</sup> April						
9 <sup>th</sup> April	y					
16 <sup>th</sup> April			1 Sexual Development & the Impact of Abuse	1 Sexual Development /Impact of Abuse		
23 <sup>rd</sup> April			2 Sexual Development & the Impact of Abuse	2 Sexual Development & the Impact of		

30 <sup>th</sup> April			3 Sexual Development & the Impact of Abuse	3 Sexual Development & the Impact of		
7 <sup>th</sup> May			4 Sexual Development & the Impact of Abuse	4 Sexual Development & the Impact of		
14 <sup>th</sup> May			5 Sexual Development & the Impact of Abuse	5 Sexual Development & the Impact of		
21 <sup>st</sup> May			6 Sexual Development & the Impact of Abuse	6 Sexual Development & the Impact of		
28 <sup>th</sup> May			7 Sexual Development & the Impact of Abuse	7 Sexual Development & the Impact of		
4 <sup>th</sup> June			8 Sexual Development & the Impact of Abuse	8 Sexual Development & the Impact of		
11 <sup>th</sup> June						BD
18 <sup>th</sup> June						
25 <sup>th</sup> June						
2 <sup>nd</sup> July						
9 <sup>th</sup> July						
16 <sup>th</sup> July						
23 <sup>rd</sup> July						
30 <sup>th</sup> July						
6 <sup>th</sup> August						
13 <sup>th</sup> August						
20 <sup>th</sup> August						
27 <sup>th</sup> August						