

BA (Hons) Therapeutic Child Care (top up) FdA Therapeutic Child Care

The programmes include the following exit awards:
BA Therapeutic Child Care (Ordinary) (top up)
Certificate in Higher Education in Therapeutic Child Care

Blended learning part time

Implementation dates:

Level 4	September-2019	Level 6	September-2019
Level 5	September-2019	Level 7	N/A

The following University Award Regulations apply to this programme

- Generic award Regulations
- Regulations for Taught Masters Degrees (Incorporating Pre-Masters programme)
- Regulations for Integrated Masters Degrees
- Regulations for Masters of Research
- Regulations for Professional Graduate Certificate in Education
- Regulations for Certificate in Education
- Regulations for Graduate Diploma Graduate Certificate
- Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees
- Regulations for International Foundation Diploma and Foundation Diploma in English for University Study
- Regulations for BTEC Higher National Qualifications
- Regulations for Glyndŵr University Certificate of Attendance Glyndŵr University Certificate of Continuing Education Glyndŵr University Professional Certificate

OFFICE USE ONLY

Date of validation: 07 November 2017
Date of Academic Board approval: 11 January 2018

PART TWO PROGRAMME SPECIFICATON

BA (Hons) Therapeutic Child Care (top up) FdA Therapeutic Child Care

1	Awarding body Glyndŵr University
2	Programme delivered by Glyndŵr University
3	Location of delivery Plas Coch Campus (and online)
4	School/Department School of Social and Life Sciences – Therapeutic Child Care
5	Exit awards available BA (Ord) Therapeutic Child Care Cert HE Therapeutic Child Care
6	Professional, Statutory or Regulatory Body (PSRB) accreditation N/A
7	Accreditation available N/A
8	Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) N/A
9	JACS3 code L520 Child Care
10	UCAS code N/A
11	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).
12	Other external and internal reference points used to inform the programme outcomes External reference points include National Occupational Standards (2012) with reference to Skills for Care and Development (SfC&D) which is the UK sector skills

council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via a partnership including Social Care Wales. In addition, the programme has also been developed with the principles enshrined within the Code of Practice for Social Care Workers.

13 Mode of study

Blended learning part time

14 Normal length of study

Each level of the programme is delivered as 120 credits over a calendar year, split into three semesters:

FdA = 2 years part time: Year one and year two = 120 academic credits are completed throughout an extended (52 week) academic year, between September and August (three terms).

BA (Top up) = 1 year part time: 120 academic credits are completed throughout an extended (52 week) academic year, between September and August (three terms).

15 Maximum length of study

8 years

16 Language of study

English

17 Criteria for admission to the programme

Standard entry criteria

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. Level 3 Diploma for the Children and Young People's Workforce: Social Care Pathway (England) and Level 3 Diploma for Children's Care, Learning and Development (Wales & Northern Ireland) 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 direct application form
- A satisfactory interview
- Agreement from the employer to support the student's study in terms of access to documents and learning experiences.

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). 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.

Substantive recent experience allows for those times when there is a placement change, such as when a student who is a foster carer is 'in-between' placements. For example, when a child leaves the foster home to be placed elsewhere and the foster home does not have a current placement for a short period. In this case the student is able to draw on recent practice experience to demonstrate how they are linking theory to practice in their written work.

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. Should a student cease to be in employment then they would need to discuss this with their personal tutor to clarify how they intend to keep their practice current. There are no placements on this programme and therefore it is the responsibility of the student to ensure they maintain at least ten hours a week practice experience.

A further condition of entry is the requirement for all applicants to hold a current DBS check administered by their work place. Employing organizations are contacted by the programme team to gain confirmation by the employer that this is in place.

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

DBS Requirements

There is no requirement for DBS checks on this programme. This is because there are no student placements. Students on this programme are in employment and it is therefore the employers' responsibility to ensure all checks are in place. Please note the programme team seek clarification from employers to confirm that these checks are in place.

Non-standard entry criteria and programme specific requirements

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 a formal qualification or who have obtained vocational qualifications will be counselled toward the FdA award. It is expected that all students joining the BA 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. BA students' practice in

the work setting is not assessed. However, students will need to be demonstrating in their written work how they are linking theory to their practice.

18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the [University General Regulations](#).

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

Programme specific restrictions

N/A

19 Aims of the programme

The aim of the FdA Therapeutic Child Programme is 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 programme will provide reliable and valid quality assured assessment of learning and flexible continued learning development. In this way the programme aims to promote and encourage excellence in work with vulnerable children by providing a vital insight into childhood trauma and post-traumatic growth.

Specifically the FdA programme is 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 to launch new and imaginative ventures for economic or social development in the prevailing context;
- act professionally, 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.

The aim of the BA (Hons) Therapeutic Child Care is to provide an opportunity for graduates of the FdA Therapeutic Child Care to top up their award to a full BA honours degree. The programme aims to support learners to develop graduate skills particularly in relation to career development including leadership and management. It aims to provide students with a deeper understanding of therapeutic child care and as with the FdA it aims to provide reliable and valid quality assured assessment of learning and flexible continued learning development. In this way the programme aims to promote and encourage excellence in work with vulnerable children by providing a vital insight into childhood trauma and post-traumatic growth.

20 Distinctive features of the programme

Currently in the UK there are only three other academic programmes in the field of Therapeutic Child Care but this is an area of the Child Care sector that is expanding. This programme is already established and offers a blended learning approach by combining face-to-face lectures at University with online 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 match well with the requirements of employers and employees in the 'looked after' children's sector.

Graduates of the FdA have an opportunity to top-up their award to a full BA (Hons) degree. 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 majority of the academic team hold professional qualifications and come from a practice background.

21 Programme structure narrative

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 semesters. The programme should normally be completed within a two-year time frame. Year one flexible learning means that there is scope to access year one modules individually (as standalone modules) whereby enrolment onto the module occurs at the start of the module rather than at the start of the academic year.

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 semesters. The programme should normally be completed within a one year time frame.

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 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 5 and at 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 online.

22 Programme structure diagram

Semester 1	LEVEL 4	
	Mod title	Studying in Higher Education
	Mod code/ 'New' Module	SOC469
	Credit value	20
	Core/Option	Core
	Mod leader	Dr Karen Washington-Dyer
	Mod title	Attachment Theory
	Mod code/ 'New' Module	SOC440
	Credit value	20
	Mod leader	Dr Vivienne Dacre

Semester 2	LEVEL 4	
	Mod title	Child Development and Play
	Mod code/ 'New' Module	SOC404
	Credit value	20
	Core/Option	Core
	Mod leader	Dr Vivienne Dacre
	Mod title	Child Sexual Exploitation: Critical Perspectives on Safeguarding
	Mod code/ 'New' Module	SOC439
	Credit value	20
	Mod leader	Dr Caroline Hughes

Semester 3	LEVEL 4	
	Mod title	Adverse Childhood Experiences (ACE) and the Protective Environment
	Mod code/ 'New' Module	SOC437
	Credit value	20
	Core/Option	Core
	Mod leader	Emyr Owen
	Mod title	Working Together to Safeguard Self and Others
Mod code/	YCW413	

	'New' Module	
	Credit value	20
	Core/Option	Core
	Mod leader	Hayley Douglas

Semester 1	LEVEL 5	
	Mod title	Applied Attachment Theory
	Mod code/ 'New' Module	SOC502
	Credit value	20
	Core/Option	Core
	Mod leader	Dr Vivienne Dacre
	Mod title	Creative Methods in the Therapeutic Relationship
	Mod code/ 'New' Module	SOC533
	Credit value	20
	Mod leader	Liz Lefroy

Semester 2	LEVEL 5	
	Mod title	Trauma and Resilience
	Mod code/ 'New' Module	SOC504
	Credit value	20
	Core/Option	Core
	Mod leader	Dr Vivienne Dacre
	Mod title	Sexual Development and the Impact of Sexual Abuse
	Mod code/ 'New' Module	SOC505
	Credit value	20
	Mod leader	Dr Vivienne Dacre

Semester 3	LEVEL 5	
	Mod title	Professional Development
	Mod code/ 'New' Module	SOC501
	Credit value	40
	Mod leader	Dr Vivienne Dacre

Semester 1	LEVEL 6	
	Mod title	The Therapeutic Environment
	Mod code/ 'New' Module	SOC629
	Credit value	20
	Core/Option	Core
	Mod leader	Dr Vivienne Dacre
	Mod title	Leadership and Professional Development
	Mod code/ 'New' Module	S0C626
	Mod leader	Dr Vivienne Dacre

Semester 2	LEVEL 6	
	Mod title	Childcare Law, Policy and Practice
	Mod code/ 'New' Module	SOC606
	Credit value	20
	Core/Option	Core
	Mod leader	Jan Nordoff
	Mod title	Research Methods
	Mod code/ 'New' Module	SOC607
	Mod leader	Dr Dawn Jones

Semester 3	LEVEL 6	
	Mod title	Research in Practice
	Mod code/ 'New' Module	SOC625
	Credit value	40
	Core/Option	Core
	Mod leader	Dr Dawn Jones

23 Intended learning outcomes of the programme

Undergraduate				
Knowledge and understanding				
	Level 4 Certificate of Higher Ed (Exit Award)	Level 5	Level 6 BA (Ord) Therapeutic Child Care (exit/alternative award)	Level 6 Honours Degree
A1	understand relevant theories relating to therapeutic work with children and young people, and in relation to working with individual children, as well as in group, family and institutional contexts.	demonstrate knowledge and critical understanding of relevant theories relating to therapeutic work with children and young people, and in relation to working with individual children, as well as in group, family and institutional contexts.	demonstrate comprehensive critical understanding of relevant theories relating to therapeutic work with children and young people, and in relation to working with individual children, as well as in group, family and institutional contexts.	demonstrate comprehensive critical understanding of relevant theories relating to therapeutic work with children and young people, and in relation to working with individual children, as well as in group, family and institutional contexts.
A2	understand ways in which children's early experience impacts on how and what they communicate and on their capacities for forming meaningful, trusting relationships and their personal, emotional, social and intellectual development.	demonstrate knowledge and critical understanding of the ways in which children's early experience impacts on how and what they communicate and on their capacities for forming meaningful, trusting relationships and their personal, emotional, social and intellectual development.	demonstrate comprehensive and critical understanding of the ways in which children's early experience impacts on how and what they communicate and on their capacities for forming meaningful, trusting relationships and their personal, emotional, social and intellectual development.	demonstrate comprehensive and critical understanding of the ways in which children's early experience impacts on how and what they communicate and on their capacities for forming meaningful, trusting relationships and their personal, emotional, social and intellectual development.
A3	understand the ways in which the nature of the work and the context in	demonstrate critical understanding of the ways in which the nature of the work	demonstrate comprehensive critical understanding of the ways in which the nature of the work and the	demonstrate comprehensive critical understanding of the ways in which the nature of the work and the context in which it takes

Undergraduate				
Knowledge and understanding				
	Level 4 Certificate of Higher Ed (Exit Award)	Level 5	Level 6 BA (Ord) Therapeutic Child Care (exit/alternative award)	Level 6 Honours Degree
	which it takes place, impacts on the practitioner, and of the ways in which the practitioner has an impact on the child and group through ways in which they communicate and relate to others.	and the context in which it takes place, impacts on the practitioner, and of the ways in which the practitioner has an impact on the child and group through ways in which they communicate and relate to others.	context in which it takes place, impacts on the practitioner, and of the ways in which the practitioner has an impact on the child and group through ways in which they communicate and relate to others.	place, impacts on the practitioner, and of the ways in which the practitioner has an impact on the child and group through ways in which they communicate and relate to others.
A4	have an awareness of the key ethical issues and perspectives and their relevance to the practitioner's role and practice including issues of equality, inclusion and diversity related to child care policy.	have a thorough awareness of the key ethical issues and perspectives and their relevance to the practitioner's role and practice including issues of equality, inclusion and diversity related to child care policy.	have a comprehensive awareness of the key ethical issues and perspectives and their relevance to the practitioner's role and practice including issues of equality, inclusion and diversity related to child care policy.	have a comprehensive awareness of the key ethical issues and perspectives and their relevance to the practitioner's role and practice including issues of equality, inclusion and diversity related to child care policy.

Intellectual skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
B1	the ability to evaluate practical and theoretical situations, in the context of therapeutic child care	the ability to analyse practical and theoretical situations, in the context of therapeutic child care and a developing ability to integrate challenging ideas and findings	the ability to critically analyse practical and theoretical situations, in the context of therapeutic child care and integrate complex ideas and empirical findings	the ability to critically analyse practical and theoretical situations, in the context of therapeutic child care and integrate complex ideas and empirical findings

Intellectual skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
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
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 skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
C1	demonstrate the knowledge and skills required within specific national standards that are relevant to the student/ practitioner's professional role;	Demonstrate comprehensive understanding of the knowledge and skills required within specific national standards that are relevant to the student/ practitioner's professional role;	demonstrate critical and comprehensive understanding of the knowledge and skills required within specific national standards that are relevant to the student/ practitioner's professional role;	Demonstrate critical and comprehensive understanding of the knowledge and skills required within specific national standards that are relevant to the student/ practitioner's professional role;
C2	engage well with children and young people through the establishment of appropriate/ supportive/ empathic relationships, effective communication,	engage effectively with children and young people through the establishment of appropriate/ supportive/ empathic relationships, effective communication, maintaining	demonstrate an advanced iterative relationship between theory and practice employed through a range of specialist skills with children and young people through the establishment of appropriate/	demonstrate an advanced iterative relationship between theory and practice employed through a range of specialist skills with children and young people through the establishment of appropriate/ supportive/ empathic relationships, effective communication,

Subject skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
	maintaining appropriate personal and professional boundaries, and an ability to contain anxiety.	appropriate personal and professional boundaries, and an ability to contain anxiety.	supportive/ empathic relationships, effective communication, maintaining appropriate personal and professional boundaries, and an ability to contain anxiety.	maintaining appropriate personal and professional boundaries, and an ability to contain anxiety.
C3	make good use of supervision and reflective spaces, manage and evaluate self, critically reflect on one's own practice in relation to work undertaken with individual children, working with groups of children, and working as part of a team.	make effective use of supervision and reflective spaces, manage and evaluate self, critically reflect on one's own practice in relation to work undertaken with individual children, working with groups of children, and working as part of a team.	contextualise advanced knowledge and practice in an anti-discriminatory framework in order to make effective use of supervision and reflective spaces, manage and evaluate self, critically reflect on one's own practice in relation to work undertaken with individual children, working with groups of children, and working as part of a team.	contextualise advanced knowledge and practice in an anti-discriminatory framework make effective use of supervision and reflective spaces, manage and evaluate self, critically reflect on one's own practice in relation to work undertaken with individual children, working with groups of children, and working as part of a team.
C4	manage and organise time and time boundaries, resources and contribute to records as required by one's role and responsibility.	systematically manage time boundaries, resources and maintain / contribute to records as required by one's role and responsibility.	systematically manage, organise and coordinate time boundaries, resources and influence contributions to records as required by one's role and responsibility.	systematically manage, organise and coordinate time boundaries, resources and influence contributions to records as required by one's role and responsibility.

Practical, professional and employability skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
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 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

24 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

For successful completion of Cert HE Therapeutic Child Care students will achieve the following level 4 learning outcomes:

For successful completion of FdA Therapeutic Child Care students will achieve the following level 4 and 5 learning outcomes:

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
Level 4	<i>Studying in Higher Education</i>	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	■	■	■	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	■	■	■	■	■
	<i>Attachment Theory</i>	Core	■	■	■	<input type="checkbox"/>	■	■	■	■	<input type="checkbox"/>	<input type="checkbox"/>	■	■	■	■	■	■
	<i>Child Development and Play</i>	Core	■	■	■	<input type="checkbox"/>	■	■	■	■	<input type="checkbox"/>	■	■	■	■	■	■	■
	<i>CSE: Critical Perspectives on Safeguarding</i>	Core	■	<input type="checkbox"/>	<input type="checkbox"/>	■	■	■	■	■	■	<input type="checkbox"/>	■	■	■	■	■	■
	<i>ACE and the Protective Environment</i>	Core	■	<input type="checkbox"/>	<input type="checkbox"/>	■	■	■	■	■	■	<input type="checkbox"/>	■	■	■	■	■	■
	<i>Working Together to Safeguard Self and Others</i>	Core	■	<input type="checkbox"/>	<input type="checkbox"/>	■	■	<input type="checkbox"/>	■	■	■	■	<input type="checkbox"/>	■	■	■	■	■
Level 5	<i>Professional Development</i>	Core	■	<input type="checkbox"/>	■	■	■	■	■	■	■	<input type="checkbox"/>	■	■	■	■	■	■
	<i>Applied Attachment Theory</i>	Core	■	■	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	■	■	■	<input type="checkbox"/>	■	<input type="checkbox"/>	<input type="checkbox"/>	■	■	■	■
	<i>Trauma and Resilience</i>	Core	■	■	<input type="checkbox"/>	■	<input type="checkbox"/>	■	■	■	<input type="checkbox"/>	■	<input type="checkbox"/>	<input type="checkbox"/>	■	■	■	■
	<i>Creative Methods in the Therapeutic relationship</i>	Core	■	<input type="checkbox"/>	■	■	<input type="checkbox"/>	■	■	■	<input type="checkbox"/>	■	<input type="checkbox"/>	<input type="checkbox"/>	■	■	■	■
	<i>Sexual Development and the Impact of Sexual Abuse</i>	Core	■	■	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	■	■	■	<input type="checkbox"/>	■	<input type="checkbox"/>	<input type="checkbox"/>	■	■	■	■

For successful completion of BA (Ord) Therapeutic Child Care (top up) Exit Award students will achieve the following learning outcomes:

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
<i>Level 6</i>	<i>The Therapeutic Environment</i>	Core	■	■	■	□	■	■	□	□	□	■	■	□	□	■	■	■
	<i>Leadership and Professional Development</i>	Core	■	□	■	□	■	■	□	□	■	□	■	■	□	■	■	■
	<i>Childcare Law, Policy and Practice</i>	Core	■	□	□	■	□	□	□	□	■	□	□	■	□	■	■	■
	<i>Research Methods</i>	Core	□	□	□	■	□	□	□	□	□	□	□	□	□	■	■	■
	<i>Research in Practice</i>	Core	□	□	■	□	■	■	□	□	□	□	■	■	□	■	■	■

For successful completion of BA (Hons) Therapeutic Child Care (top up) students will achieve the following learning outcomes:

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
<i>Level 6</i>	<i>The Therapeutic Environment</i>	Core	■	■	■	□	■	■	□	□	□	■	■	□	□	■	■	■
	<i>Leadership and Professional Development</i>	Core	■	□	■	□	■	■	□	■	■	□	■	■	■	■	■	■
	<i>Childcare Law, Policy and Practice</i>	Core	■	□	□	■	□	□	□	■	■	□	□	□	■	■	■	■
	<i>Research Methods</i>	Core	□	□	□	■	□	□	■	■	□	□	□	□	□	■	■	■
	<i>Research in Practice</i>	Core	□	□	□	■	■	□	■	■	□	□	■	■	■	■	■	■

25 Learning and teaching strategy

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 is 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 Professional Practice for Social Care 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. A number of small discrete tasks are provided throughout modules that enable 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 modules have 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/module tutor and reflect upon what it means to be an independent learner. In addition, students can access support from the Academic Skills team at Glyndŵr University as well as through individual academic tutorials.

The programme is delivered using a blended approach to teaching and learning. Therefore, students always attend University for the first day of the module and

sometimes attend at other times, for example when the assessment includes a presentation. Subsequent lectures, group activities and discussions take place via the VLE Moodle and therefore are all online. 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. The programme has been delivered in this way since 2008 and therefore the mode of learning is well established. 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. The VLE enables students and lecturers to use different kinds of communication, 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.

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. 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 any caring 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 learning and assessment 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 team 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.

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.

26 Work based/placement learning statement

The student is encouraged to organise a work-based mentor who will support their participation while on the programme. The mentor role is informal and the focus is on student support. The mentor does not have any responsibility for assessing the student's practice. The mentor will however support the student to make links between the programme learning and workplace practice. It is not a requirement of the

programme that students organise a mentor but it is very much encouraged by the programme team. Often mentors are graduates of the BA/FdA Therapeutic Child Care programmes who work in the same organisation as the student. The mentor is there to provide additional support to the current University support mechanisms already available to the student for example through personal and module tutors. The mentor (who preferably 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;

Please note that while this is an informal arrangement between the student and their chosen mentor, the tutor team ensure that the process is supported. For example, all work-based mentors are invited to attend an induction session 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. This information is clarified with the WBL Handbook and each mentor is provided with a copy.

In most modules of the FdA there are identified work-based directed tasks, examples of this can be found in 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 group discussions and within reflective tasks. 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.

27 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

28 Assessment strategy

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.

The range of summative assessments have been designed to accommodate individual differences in preferred learning style. Consequently, there is a mix of essays, presentations and online 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 online 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.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
SOC469 Studying in Higher Education	Online Test 100%	2 hours	Wk 17 Sem 1
SOC440 Attachment Theory	Coursework 100%	3,000 Words	Wk 20 Sem 1
SOC404 Child Development and Play	Essay 100%	3,000 Words	Wk 31 Sem 2
SOC439 Child Sexual Exploitation: Critical Perspectives on Safeguarding	Case Study 100%	3,000 Words	Wk 40 Sem 2
SOC437 Adverse Childhood Experiences (ACE) and the Protective Environment	Essay 100%	3,000 Words	Wk 46 Sem 3
YCW413 Working Together to Safeguard Self and Others	Attendance 25% Poster Presentation 75% Case Study	Pass/Fail 1,000 Words 1,500 Words	Wk 49 Sem 3
SOC502 Applied Attachment Theory	Case Study 100%	3,000 Words	Wk 18 Sem 1
SOC504 Trauma and Resilience	Essay 100%	3,000 Words	Wk 29 Sem 2
SOC533 Creative Methods in the Therapeutic Relationship	Reflective Practice 100%	3,000 Words	Wk 39 Sem 2
SOC505 Sexual Development and the Impact of Sexual Abuse	Presentation 40% Essay 60%	10 Minutes 2,000 Words	Wk 47 Sem 3

SOC501 Professional Development	Portfolio 100%	6,000 Words	Wk 49 Sem 3
SOC629 The Therapeutic Environment	Essay 100%	3,000 Words	Wk 19 Sem 1
SOC626 Leadership and Professional Development	Portfolio 100%	3,000 Words	Wk 24 Sem 2
SOC606 Childcare Law, Policy and Practice	Essay 100%	3,000 Words	Wk 32 Sem 2
SOC607 Research Methods	Reflective Portfolio 100%	3,000 Words	Wk 34 Sem 3
SOC625 Research in Practice	Reflective Practice 60% Poster Presentation 40%	4,000 Words 2,000 Words	Wk 39 Sem 3

Reassessment and deferral opportunities in relation to progression:

Those modules at level 4, 5, and 6 going through the summer board (June/July) will have any re-sits required taking place over summer (August). These re-sits will then go through the September board.

Those modules at level 4, 5, and 6 going through the September board will have any re-sits required during semester one of the new academic year. Students progressing from level 4 to 5 are able to trail up to 20 academic credits. More than this will require a repeat year. Level 5 and the top up year students who have a re-sit opportunity following the September board will be awarded at the following June/ July board.

29 Assessment regulations

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

Derogations

There is a derogation that applies to one module only: YCW413 - Working Together to Safeguard Self and Others. All elements of all assessments must be passed at 40% or more.

Non-credit bearing assessment

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 exercises. 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.

Borderline classifications (for undergraduate programmes only)

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.

Restrictions for trailing modules (for taught masters programmes only)

N/A

30 Programme Management

Programme leader

Dr Vivienne Dacre

Module Leaders

Dr Vivienne Dacre – Senior Lecturer
Liz Lefroy – Senior Lecturer
Dr Dawn Jones – Senior Lecturer
Dr Caroline Hughes – Associate Head
Jan Nordoff – Senior Lecturer
Emyr Owen – Senior Lecturer
Dr Karen Washington-Dyer – Lecturer
Hayley Douglas - Lecturer

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 to enhance the calibre of the practitioner voice within the programme team.

Link to Staff Profiles

Dr Vivienne Dacre - <https://www.glyndwr.ac.uk/en/StaffProfiles/VivienneDacre/>
Liz Lefroy <https://www.glyndwr.ac.uk/en/StaffProfiles/LizLefroy/>
Dr Dawn Jones <https://www.glyndwr.ac.uk/en/StaffProfiles/DawnJones/>
Dr Caroline Hughes <https://www.glyndwr.ac.uk/en/StaffProfiles/CarolineHughes/>
Jan Nordoff <https://www.glyndwr.ac.uk/en/StaffProfiles/JanNordoff/>
Emyr Owen <https://www.glyndwr.ac.uk/en/StaffProfiles/EmyrOwen/>
Karen Washington-Dyer
<https://www.glyndwr.ac.uk/en/StaffProfiles/KarenWashingtonDyer/>
Hayley Douglas - <https://www.glyndwr.ac.uk/en/StaffProfiles/HayleyDouglas/>

31 Quality Management

The programme complies with the policies and procedures related to the validation and quality assurance of programmes by Glyndŵr University. In addition, the programme team is cognisant of the QAA Codes of Practice, the Framework for HE Qualifications and the Credit and Qualification Framework for Wales, all of which have been considered during the programme design.

Quality assurance mechanisms are facilitated at programme level via Academic School Board, programme team meetings, Assessment Boards, annual monitoring, Student Voice Forums and external examination. 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 external examiner reports.

A programme team meeting is held formally twice a year and is attended by the academic team and includes employer representatives.

Meetings afford its members the opportunity to discuss any issues relating to the quality of delivery of the programme. This includes consideration of issues raised within Student Voice Forum meetings. It explores the influence on the programme of staff research, attendance at conferences and committees, as well as Health and Safety issues and identifies students causing concern and those whose progress and achievements should be celebrated.

Each student year group will nominate two peers to act as representatives for each academic year. Student Voice Forum meetings are held 3 times per year to discuss various topics relating to the programme and other University wide issues. Membership includes student representatives and all programme and module leaders associated with the programme, with open invitation to all students enrolled on the programme. Minutes, actions and outcomes from these meetings are recorded and made available to all students and staff linked to the programme via the VLE (Moodle).

External Examiners will scrutinise the quality of the programme delivery and assessment and maintain that the standards achieved at Glyndŵr University are comparable with similar programmes elsewhere. They will scrutinise a selection and range of work from modules, offer feedback and exchange examples of good practice, in addition to attending the Assessment Boards as required.

On completion of each module, students complete a Student Evaluation of the Module form (SEM). Data and individual opinion from the SEM forms are considered 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, and student representative meetings, 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.

32 Research and scholarship activity

Four members of the teaching team have doctorates, and another two are currently studying for a PhD. Areas of research interest amongst the teaching team include: how residential child care workers cope with workplace stress such as when children self-harm; Raising awareness of child sexual exploitation (CSE) and improving the outcomes for young people identified at risk of CSE; social work education and the arts; understanding and responding to the challenges of competence based learning in the digital age; assessment and analysis processes by practitioners working with both adults and children who are neglected, and exploring the importance of the integration of the different perspectives of both strengths-based and outcome - focused working over the life course; social class and inequality, and the politics of 'risk'. Currently working on research projects relating to the application of the work of Pierre Bourdieu to understanding issues of identity and belonging in Wales.

33 Learning support

Institutional level support for students

The University has a range of departments that offer support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr University Students' Union

School support for students

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 staff from the Academic Skills team.

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.

Individual Learning Plans (ILPs)

The Quality Improvement Agency: Skills for life improvement programme outlines clear evidence from Inspection reports about the benefits to learners who engage with ILPs. This strategy of education enables the tutor and student to identify strengths as well as areas for development. In helping learners to learn, ILPs can be extended to higher education, particularly those related to vocational courses.

When a student appears to be at risk of non-completion of any level of the programme (for example, because of consecutive failure of assessed work), an ILP will be activated. The personal tutors will regularly exchange this information about such students in team meetings. The personal tutor of that student is responsible for inviting the student for a tutorial to discuss concerns. This tutorial will focus on specific areas of development (e.g. referencing, structure, grammar, study skills) and will identify with the student any specific needs. Where it appears the student may have unidentified learning needs, tutors will be cautious of referrals to student support services when it may relate to learning preferences/styles or skills. All attempts will be made to explore this with the student prior to suggesting the student access an assessment of learning needs. Where attempts to improve skills remain, the personal tutor will suggest accessing the University's student support services. From the referral to assessment stage, the student is responsible for communicating with relevant tutors and employers.

Additionally, the relationship between student and lecturer is informed by the underlying principles of the Code of Professional Practice for Social Care Workers.

Programme specific support for students

Students gain access to a wide variety of resources for learning when undertaking this programme. These include access to:

- The Student Handbook, which provides information about the University and various departments including contact details. It also provides timetables and assessment cycles as well as information about policy and procedures including appeals, complaints, and student support, etc.;
- Library resources providing peer-reviewed literature. As this programme is blended learning where possible e-books and on-line journals are used;

Where a book is only available as a hard copy a chapter is digitised and uploaded onto Moodle;

- Library tours and presentations including how to access learning resources;
- Study skills tutors to support academic writing skills and referencing;
- Online learning including interactive discussion with lecturers on VLE;
- Personal tutoring;
- Counselling services;
- Individual learning support through student support services and personal tutoring.

During induction the students are introduced to a member of the Glyndŵr University 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.

34 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equal Opportunities Policy (<http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile,64499,en.pdf>), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

The programme team acknowledges that discrimination and inequality arising from disability, race, ethnic origin, cultural background, class, religion, creed, language, poverty, age, gender and sexual orientation are regrettably commonplace in British society. This programme will actively seek to combat attitudes, ideas and practices, which contribute to injustice and disadvantage. This commitment to provide equality of opportunity will inform every aspect of the programme from its management to recruitment and selection and curriculum content, assessment and practice learning opportunities.

Equality of opportunity also applies to student life at Glyndŵr University, as well as the curriculum and course philosophy. Students will be treated fairly and with respect at all times. Racial, sexual or other forms of discrimination or harassment will not be tolerated. Students who feel that they are being discriminated against should raise the issue with their personal tutor or any member of the staff team. Alternatively, the Students' Union, the student counsellor or one of the student representatives may be called upon for advice or support. No student should feel that he or she has to tolerate unfair or oppressive treatment.