

**MODULE SPECIFICATION**

Part 1: Information			
Module Title	Foundation to Therapeutic Work with Children and Young People		
Module Code	UZSNL5-30-1	Level	1
For implementation from	September 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Health and Applied Sciences	Field	Criminology and Sociology
Department	Health and Social Sciences		
Contributes towards	FdA Therapeutic Work with Children and Young People – compulsory		
Module type:	Professional Practice		
Pre-requisites	none		
Excluded Combinations	none		
Co- requisites	none		
Module Entry requirements	none		

Part 2: Description

This module provides an initial introduction to many of the concepts and themes of the FdA in Therapeutic Work with Children and Young People.

It will focus on the development of the students' general professional skills (as defined by the relevant National Occupation Standards), their familiarity with all required procedures, and the undertaking of statutorily required training relevant to their role.

Syllabus Outline:

- Induction Standards / Health and Safety / Statutory Guidance policy / Risk Assessment
- What do we mean by 'therapeutic'?
- Record keeping, report writing, data protection
- Organisational context, philosophical and theoretical basis of organisation and structure
- Principles, values, rights and ethics relating to work with children
- The Legal and Statutory frameworks which govern the work
- Working with challenging behaviour. De-escalation. Understanding and working with aggression
- Using support structures (e.g. supervision, reflective spaces etc)
- What do we mean by psychodynamic?
- Containment and the holding environment

The module is provided through a programme of taught seminars. The seminars are provided in conjunction with training workshops, ongoing individual/group supervision, student tutorial's, regular reflective learning groups, attendance at professionals' and team meetings, formal case discussions, peer mentoring, and supervised practice. All of these provide opportunities for students (with supervisors and clinicians) to look at the ways theory and policy is applied and used to both facilitate and understand casework practice and group-living.

It is intended that the delivery of this module will be supported by teaching staff from UWE.

Supervised practice will account for at least 40hrs hours of professional practice which should include:

- Working in a group setting with children / young people
- Undertaking one to one work on a regular basis
- Directly contributing to professional discussions about the development of packages of therapeutic care for children / young people

Part 3: Assessment

Formative Assessment

Observation: Students will be observed in their professional practice by an approved observer or member of the teaching team who will use an agreed pro-forma against which to assess practice. (This maps on to learning outcomes 1, 2, and 3 and is assessed via pass/fail criteria).

The observation will provide students with the opportunity to demonstrate that learning had been integrated into practice.

Summative Assessment

Students will be required to produce a portfolio of 2,500 – 3,000 comprising a risk assessment on their area of practice plus an analysis of the risk assessment demonstrating an awareness of particular conflicts and difficulties that may be encountered by the practitioner in relation to the task of working with and managing the identified risks on a day-to-day basis. Students will demonstrate their understanding of values and ethics as well as the requirements of legal and statutory frameworks.

Identify final timetabled piece of assessment (component and element)	
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% weighting between components A and B (Standard modules only)		
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A:	B:
Pass/Fail	100%

First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
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1. Direct observation of professional practice	<i>Pass/Fail</i>
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Component B Description of each element	Element weighting (as % of component)
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A 2,500 – 3,000 word portfolio consisting of:	50%
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1. A risk assessment (1,250-1,500 words)	
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2. An analysis of the risk assessment (1,250 – 1,500 words)	50%
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Resit (further attendance at taught classes is not required)

Component A (controlled conditions)	Element weighting
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Description of each element	(as % of component)																														
1. Direct observation of professional practice	Pass/fail																														
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2. An analysis of the risk assessment (1,250 – 1,500 words)	50%																														
Part 4: Teaching and Learning Methods																															
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the principles and values relating to therapeutic work with children and young people. (Component A & B) 2. Demonstrate an understanding of the requirements of their role in relation to meeting the basic health and safety needs of the children and young people in their care and demonstrate a capacity to meet those needs. (Component A & B) 3. Demonstrate a knowledge of legal and statutory frameworks relevant to their role and show how these impact on their day to day practice. (Component A & B) 																														
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="text-align: center; border: 2px solid black;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">20</td> <td style="text-align: center;">100</td> <td style="text-align: center;">180</td> <td style="text-align: center;">300</td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center;"></td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	20	100	180	300					
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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																														
Total Assessment																															

	Total assessment of the module:			
	Professional Practice assessment		pass/fail	
	Coursework assessment percentage		100%	
				100%
Reading List	<p><u>Key Texts</u></p> <p>Ward, A. & McMahon, L. (Editors) (1998): <i>Intuition is not Enough: Matching Learning with Practice in Therapeutic Child Care</i>. London: Routledge</p> <p>Ward, A., Kasinski, K., Pooley, J., Worthington, A.,(2003) <i>Therapeutic Communities for Children & Young People</i>. London: Jessica Kingsley Publishers</p> <p>Useful texts: Students will be guided towards current legislation.</p> <p>Allen, B. (2012) <i>Risk Assessment for Behaviour Management</i> Salfords: Steaming Publishing</p> <p>Campling, P. & Haigh, R. (Eds.) (1999). <i>Therapeutic Communities: Past, Present and Future</i>. London: Jessica Kingsley</p> <p>Dockar-Drysdale, B. (1990) <i>The Provision of Primary Experience</i>. London: Free Association</p> <p>Greenhalgh, P. (1994). <i>Emotional Growth and Learning</i> London: Routledge</p> <p>Hardwick, A. and Woodhead, J.(1999) <i>Loving, Hating and Survival - a handbook for all who work with troubled children and young people</i>. Aldershot: Ashgate</p> <p>Hill. M. (2001). 'The residential child care context' and `Inclusiveness in residential child care' in M. Chakrabarti and M. Hill. (eds). <u>Residential child care; International perspectives on links with families and peers</u>. London: Jessica Kingsley Publishers. p 9 - 66.</p> <p>Kanyal, M., (2014). <i>Children's Rights 0-8: Promoting Participation in Education and Care</i>. Oxford: Routledge.</p> <p>Kay, Janet (2000). <i>Good Practice in Child Care</i> London: Continuum.</p> <p>Kemshall, H. and Wilkinson, B., (2011). <i>Good practice in assessing risk: Current knowledge, issues and approaches</i> (Vol. 3). London: Jessica Kingsley Publishers.</p> <p>Hawkins, P., Shohet, R., Ryde, J. and Wilmot, J., (2012). <i>Supervision in the helping professions</i>. Maidenhead: Open University Press</p> <p>Stevens, R (1996) <i>Understanding the Self</i> London: SAGE Publications</p> <p>Ward, A (2007) <i>Working in Group Care – Social Work and Social Care in Residential and Day Care Settings</i> Bristol: Policy Press</p>			

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First CAP Approval Date	2009			
Revision CAP Approval Date	31 May 2017	Version	3	Link to RIA12342