

UNDERGRADUATE MODULAR FRAMEWORK

FdA Therapeutic Work with Children and Young People

Programme specification

Validation 2008

University of the West of England

Programme Specification

Section 1: Basic Data

Version 3

Awarding institution/body	University of the West of England
Teaching institution	Mulberry Bush School
Faculty responsible for programme	Social Sciences + Humanities (SSH)
Programme accredited by	UWE
Highest award title	FdA in Therapeutic Work with Children and Young People
Default award title	N/A
Interim award title	Certificate of Higher Education, Therapeutic Work with Children and Young People
Modular Scheme title (if different)	
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	See section 8
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	September 2011
Authorised by...	Date:...
Version Code	
<p><i>For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1, 1.2, 2.1, 2.2 etc.) should be used where there are different and concurrent programme</i></p>	

Section 2: Educational aims of the programme:

This unique and innovative programme draws on the experience of two established, internationally renowned institutions: the Mulberry Bush School and the University of West of England.

The overall aims of the programme are:

- To provide a professional training and qualification which is accredited by a university and incorporates the relevant statutory training and competency requirements;
- To provide students with a professional training and qualification that has a sound theoretical base, and one that is underpinned by an application of psychodynamic theory and thinking supported by attachment and systemic theory.
- To provide a training that is underpinned by an understanding of the institutional and organisational context in which practice takes place, and the student's own role and responsibilities within that;
- To provide students with a professional training that places strong emphasis on the value of regular supervision and the utilisation of groups which are designed to develop the students' reflective skills and the personal and professional development that comes from experiential learning.
- To develop the students' ability to work as part of a professional team, and to develop effective relationships with colleagues as well as children and young people, which are underpinned by self-awareness and an understanding of relevant ethical issues.
- To assist the students in developing an appropriate value and belief system and their ability to demonstrate values that are relevant to anti-discriminatory practice.
- To provide accredited training that includes and assesses the competencies required within the relevant professional and statutory standards, including the National Occupation Standards.
- To develop transferable skills that are relevant to practitioners working with children and young people across a range of professional contexts.
- To prepare and support students to work effectively with and support children and young people who show social, emotional and behavioural difficulties.
- Make full and effective use of the opportunities and experiences within the workplace setting.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A Knowledge and understanding:

<p>As a result of this programme, students will have knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. 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. 2. The ways in which children's early experience impacts on how and what they communicate, on their capacities for forming meaningful, trusting relationships, and their personal, emotional, social and educational development. 3. The ways in which the nature of the work 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 children and young people through the ways in which he/she communicates and relates to those around him/her. 4. 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 and the area of working with excluded children 5. The legal and statutory frameworks which govern practice and in particular those relating to children's rights/ data protection/ health and safety/ anti-discriminatory practice/ confidentiality/ child protection. 	<p>Teaching/learning methods and strategies:</p> <p>Acquisition of 1-5 is through a combination of teaching seminars, training and practice workshops, clinical discussions (linked to practice), practice meetings, individual and group supervision, supervised practice and reflective group forums.</p> <p>Additional support will be provided through tutorials, skills practice and regular individual and group supervision.</p> <p>Throughout the programme, student is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learned and to broaden his/her individual knowledge and understanding of the subject.</p> <p>Assessment:</p> <p>The programme models good practice and promotes a sound understanding of how to relate learning to practice. Assessment is based upon evaluating practice and written coursework with significant emphasis being placed upon work based learning.</p> <p>Strategies deployed include tutor-assessed individual written work, peer, self and manager assessed practice together with group presentations.</p>
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B Intellectual Skills:

<p>As a result of this programme, students will be <i>able to</i>:</p> <ol style="list-style-type: none"> 1. Use and organise coherently relevant ideas and perspectives to interpret and / or explore the area of study; 2. Apply relevant theoretical concepts and models to a range of practice scenarios, both in relation to individual and group work with children and young people, and to articulate the relation between theory and practice; 3. Use reflection and experiential learning in the learning process to develop personal theories, and to refine and develop professional practice. 4. Discuss how ethical issues can be addressed and worked with within the area of study; 5. Employ a range of skills to critically evaluate the relevance and significance of data collected in identifying and solving problems. 6. Reflect upon and articulate the impact of themselves upon the work and the work upon themselves. 	<p>Teaching/learning methods and strategies</p> <p>The acquisition of 1-4 is through the engagement in learning, teaching, facilitated reflection and the application of theory to practice.</p> <p>The acquisition of 5 is through seminars, tutorials and the support provided to students.</p> <p>The acquisition of 6 is through the regular supervision and facilitated reflective groups.</p> <p>Assessment</p> <p>A variety of assessment methods are employed to test the learners ability to demonstrate skills and apply learning to practice. Assessment methods will be recognise the importance of the course emphasis on work-based learning and the use of observing real work scenarios. Methods will include tutor assessed individual written work, oral and poster presentations and analysis of presentations.</p>
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C. Subject, Professional and Practice Skills:

<p>As a result of this programme, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate the knowledge and skills required within specific national standards that are relevant to the student/ practitioner's professional role; 2. Effectively fulfil the requirements and responsibilities of the professional role in working with children and young people; 3. Engage effectively with children and young people through the establishment of appropriate/ supportive/ empathic relationships, effective communication, maintaining appropriate personal and professional boundaries, and an ability to contain anxiety. 4. Design, implement, manage, monitor and assess specific activities which support the individual development and learning of children and young people, in a way that contributes to the work of the wider professional team and context, and in consultation with other professionals where this is appropriate. 5. 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. 6. Manage and organise time and time boundaries, resources and maintain / contribute to records as required by one's role and responsibility. 7. Make effective use of opportunities for self-development. 	<p>Teaching/learning methods and strategies</p> <p>The acquisition of 1-2 through the structured induction, specific workshops, seminars and supervised practice, regular supervision.</p> <p>3-7 are acquired through supervised practice, formal supervision, facilitated reflective groups, professional support and feedback in response to the opportunities provided within the practice context to demonstrate professional development and initiative.</p> <p>Assessment</p> <p>Assessment of 1-7 is provided through both formative and summative assessment: through the appraisal and assessment of practice competencies via tutor led observations, as well as written coursework based upon professional work, evaluations of reflective accounts.</p> <p>Emphasis is placed upon work based learning and the importance of observing real life work situations which is reflected in the assessment methods.</p>
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D. Transferable skills and other attributes:

<p>As a result of this programme, students will be able to:</p> <ol style="list-style-type: none"> 1. Establish effective relationships with colleagues, fellow professionals and children and young people, which are underpinned by effective communication skills and an understanding of client needs; 2. Address and meet the requirements of a specific role, carry out agreed tasks, be accountable for outcomes. 3. Work effectively as part of a professional team, and as part of a wider professional network; 4. Work effectively with children and young people in relation to specific practice outcomes, both individually and in a group setting. 5. Communicate ideas, principles and theories, arguments and analysis, in speech and writing, and utilise ICT media as tools where appropriate. 6. Critically analyse and evaluate theories, ideas and issues from different sources and perspectives. 7. Utilise regular supervision and opportunities for learning from experience, and critically reflect on own performance to develop personally and professionally. 8. Work effectively with complex and sometimes distressing behaviours; maintain a capacity to think and act thoughtfully under pressure, and operate effectively as part of a 'container' for children with complex emotional difficulties. 9. Apply reflective skills in finding solutions to problems across a range of practice scenarios. 	<p>Teaching/learning methods and strategies</p> <p>Acquisition of 1, 3-4, 7,9 - through: facilitated reflective groups, individual and group supervision, clinical practice meetings;</p> <p>Acquisition of 2: through seminars, workshops, practice meetings and regular supervision;</p> <p>Acquisition of 5-6: through engagement with teaching and learning, seminars and supervised practice, participation in clinical practice meetings, tutorial support.</p> <p>Assessment:</p> <p>Assessment of learning outcomes 1-6 will be both formative and summative, via regular feedback within supervision; assessment and appraisal of development and competencies; assessment of written coursework and presentation. The nature of the course places importance on the value of work-based learning and the use of observations and feedback for developing professional practice.</p>
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Section 4: Programme structure

Year 1 All Modules Compulsory – 30 Credits per module

Term 1

A Foundation
to Therapeutic
work with
Children &
Young People

Term 2

Children with
Complex
Emotional
Needs

Term 3

The Context of
Professional
Practice

Across terms 1,2 & 3

Reflective Practice in Therapeutic Work with Children & Young People

Year 2 All Modules Compulsory – 30 credits per module

Term 1

Developing
Professional
Practice

Term 2

Application of
Psychodynamic
Theory to
Therapeutic
Work with
Children & YP

Term 3

Clinical
Practice

Across terms 1,2 & 3

Professional Issues in Therapeutic Provision for Children and Young
People

Each module is worth 30 credits at level 1 in year 1 and 30 credits at level 2 in year 2

	Modules	Interim Awards:
	*YEAR 1:	
Level 1	Compulsory Modules: A Foundation to Therapeutic work with Children & Young People Children with Complex Emotional Needs Reflective Practice in Therapeutic Work with Children & Young people The Context of Professional Practice	<ul style="list-style-type: none"> • 120 credits at level 1 for a Certificate of Professional Development
	*YEAR 2:	
Level 2	Compulsory Modules: Developing Professional Practice; Application of Psychodynamic Theory to Therapeutic Work with Children & Young People; Clinical Practice; Professional Issues in Therapeutic Provision for Children and Young People	

* Modules for each part of the programme may be taken over 2 or (in exceptional circumstances) more years.

It is planned for a progressive route from the FDA onto the BA in Professional Practice in Education to take place once the participants have achieved 240 credit points (at least 120 of which are at level 2). An additional 60 credits will be required for the BA and an additional 120 required for the BA (Hons) in Professional Practice in Education.

Section 5: Entry requirements

Student must provide evidence which demonstrates that they can benefit from study at levels 1 and 2 of the FdA and are likely to achieve the required standards. This evidence will normally take the form of previous qualifications and the University normal minimum level of attainment for entry to the start of a foundation degree is:

- At least 40 UCAS tariff points in one subject at Advanced General Certificate of Education (GCE A Level) or equivalent qualification supported by 3 subjects at GCSE at grade C or above; or
- A Quality Assurance Agency recognised Access certificate awarded by an Authorised Validating Agency; or
- Such other European and international qualifications and/or experience which the University considers equivalent to the above

Applicants must be working in a relevant professional capacity with children or young people: in, for example, a social care or educational setting (but applications from trainees in other professional contexts, such as hospitals, adolescent units, or hospice settings will be considered). As a trainee practitioner, students must be working at least in a part-time capacity (minimum 20 hours per week). The University will consider applications on the basis of evidence of personal, professional and educational experience that indicates an applicant's ability to meet the demands of a Degree.

Section 6: Assessment Regulations

Academic Regulations and Procedures

Section 7: Student learning: distinctive features and support

The programme builds upon the Mulberry Bush School's experience and reputation in training, developing and supporting staff to meet the emotional, educational and development needs of children and young people whose experiences of loss, trauma, abuse and emotional deprivation have severely affected their capacities to form meaningful attachments, be looked after, or enjoy and utilise the normal social and educational opportunities for learning and development. Within this programme, this experience is underpinned and supported by the university's expertise within higher education, professional training and academic quality. Aspects of the programme will be delivered jointly.

The programme is designed to enable work based learning and develop opportunities for students (practitioners) to acquire and develop their knowledge and skills of working with children and young people with complex emotional needs in different professional contexts, but most specifically those whose roles are to do with the care, education and mental health needs of the children and young people in group settings: residential care, family placements, schools. It is designed as a basis for the development of both individual and group (team) competence and expertise, and based on the assumption that working with children and young people in a professional context, requires the development, integration and application of knowledge and understanding of :

- a theoretical framework, which is informed by an understanding of psychodynamic concepts and models of human development;
- individual client needs;
- the wider political, cultural context;
- the statutory and professional context and its requirements;
- the institutional / organisational context in which practice takes place;
- a knowledge, application and development of a sound ethical framework;

- relevant practical and practice skills.

The key to the integration and application of knowledge and skills within this programme lies in the development of the trainee's reflective skills, and while this area of professional development is made a particular focus within one specific module in the first year, it needs to be emphasised that the development of reflective skills forms an integral part of the entire programme, commencing with the trainee's initial induction and his/her introduction to regular supervision and reflective groups.

In the second year of the programme, each of the modules represents an integration of each of the areas outlined above, but each with a different professional focus. In other words, each module (or each area of the professional task) represents an integration and application of theory, reflective thinking, a knowledge of the wider context and its requirements, applied and underpinned by appropriate ethical principles and values.

The programme is designed most specifically for individuals engaging for the first time in an area of social care (residential or foster care) or education, where an understanding of, and an engagement with, complex behaviours are integral to the professional task. With this in mind, the programme design incorporates the knowledge and skills required in relation to the National Occupation Standards for professionals working in social care or as teaching/classroom assistants in England. Each of the modules has been mapped to present the requirements of:

- the CWDC Induction Standards;
- the Common Core of Skills and Knowledge (Every Child Matters);
- the NVQ level 3 in Health & Social Care;
- the NVQ levels 2 & 3 for Classroom/ Teaching Assistants;
- the HLTA Professional Standards (2007);
- Fostering Services: the National Minimum Standards;
- Children's Homes: the National Minimum Standards;

The assessment frameworks for the programme incorporate an appraisal and assessment of the competencies required under the relevant National Occupation Standards for care workers and teaching/ classroom assistants.

A further distinctive feature of planned programme in relation to student learning and support is the developing partnership between the School and The Centre for Psycho-Social Studies at UWE. CPSS is able to provide an intellectual framework sympathetic to the therapeutic aims of the school. Like the School, CPSS members of staff have an interest in and commitment to experiential forms of learning. Additionally, members of staff at CPSS are engaged in psychoanalytically oriented consultancy, teaching and other kinds of practice which are in keeping with the ethos of the school.

CPSS staff will be engaged in delivering selected aspects of the proposed programmes. There are plans to develop routes of academic progression and students wishing to progress to a BA or BA Hons in Professional Practice in Education are invited to take modules currently offered by CPSS staff. Teaching members of staff at Mulberry Bush School are invited to become Professional Affiliates of CPSS.

This programme of study will be taught and assessed in the Mulberry Bush School or an associate setting approved by the programme management team. All participants will on entry to the programme be engaged in a professional capacity either in or linked to an organisational setting, working with children and young people. Each place of employ must satisfy the programme management team, which is accountable to the Mulberry Bush School and the University of West of England, of:

- Commitment to staff development

- Ability to ensure students have access to regular reflective supervision
- Access to suitable resourced library and learning resources.

The programme provides opportunities for learning from work, learning at work and from work. Such work based learning takes every opportunity to draw from the experience of the workplace by enhancing participants skills in evaluation and enquiry, underpinned by the professional knowledge required to support and assist in therapeutic work with children and young people.

Throughout the certificate and foundation degree students will be expected to actively participate in theory based workshops with an emphasis placed on experiential learning

Participants may wish to gain credit for previous achievements through the process of AEL (Accreditation of Experiential Learning) and Accredited Learning (AL) in line with the university procedures. The programme of study is intended to be responsive to individual training needs and this is offered through a range of strategies. On entry to the programme details are sought of individual, accreditable experience. Students are encouraged to discuss their individual learning needs with their module leader and/or programme leader to ensure they are able to access appropriate support for their study needs.

Learning Resources

All teaching and assessment will take place at the Mulberry Bush school, or within centres approved by the programme management team as suitable for the training to take place. Students will also have access to facilities at the University.

Students will have access to a wide range of learning resources within the Mulberry Bush School (or approved training centre) as well as the library resources at UWE. A specialist library centre is being developed within the School.

Virtual Library Environment

Students will have access to the Mulberry Bush School virtual learning environment. It is intended to make a link through to the UWE online system in order to gain access to both VLEs.

Pastoral Support

Students on the programme will be supported by a nominated, qualified course tutor.

Section 8 Reference points/benchmarks

In designing this programme, the University and Mulberry Bush School have drawn upon the following reference points:

- the CWDC Induction Standards;
- the Common Core of Skills and Knowledge (Every Child Matters);
- the National Occupation Standards for Health and Social Care;
- the NVQ level 3 in Health & Social Care;
- the National Occupation Standards for Teaching/ Classroom Assistants;
- the NVQ levels 2 & 3 for Classroom/ Teaching Assistants;
- the HLTA Professional Standards (2007).
- Fostering Services: the National Minimum Standards;
- Children's Homes: the National Minimum Standards;
- QAA FDA Education Studies

UWE Website : www.uwe.ac.uk