



University of the
West of England

ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	UWE	
Teaching Institution	Mulberry Bush School.	
Delivery Location	Mulberry Bush School.	
Faculty responsible for programme	Health and Applied Sciences.	
Department responsible for programme	Health and Social Sciences	
Modular Scheme Title		
Professional Statutory or Regulatory Body Links		
Highest Award Title	FdA in Therapeutic Work with Children and Young People	
Default Award Title		
Fall-back Award Title		
Interim Award Titles	Certificate in Therapeutic Work with Children and Young People	
UWE Progression Route	BSc (Hons) Health and Social Care	
Mode(s) of Delivery	Full Time	
Codes	UCAS:	JACS:
	ISIS2:	HESA:
Relevant QAA Subject Benchmark Statements		

Part 2: Educational Aims of the Programme

This unique and innovative programme draws on the experience of two established, internationally renowned institutions: the Mulberry Bush Organisation and the University of the West of England and continues a Foundation Degree programme that has run successfully since 2008, receiving Sector Endorsement from the Children's Workforce Development Council (CWDC) and being awarded a regional National Training Award in 2012.

In the first instance, it builds upon the Mulberry Bush'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, systemic thinking and models of human development;
- individual children's 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 across years one and two, 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 and third 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:

Part 2: Educational Aims of the Programme

- the Level 3 Diploma in Health and Social Care
- the NVQ levels 2 & 3 for Classroom/ Teaching Assistants;
- Residential Special Schools: the National Minimum Standards
- Fostering Services: the National Minimum Standards;
- Children's Homes: the National Minimum Standards;
- Therapeutic Community Practitioner Competencies Framework

The assessment frameworks for the programme incorporate an observation and assessment of the competencies required under the relevant National Occupational Standards for care workers, foster carers and teaching/ classroom assistants.

The overall aims of the programme are to:

- 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 psycho-dynamic 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.

Part 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:

Learning Outcomes	Teaching, Learning and Assessment Strategies
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A : Knowledge and Understanding

<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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>	<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>Students are expected to be able to directly apply their understanding of theory to their work and develop their understanding through their experience of working alongside children.</p> <p>Throughout the programme, students are encouraged to undertake independent reading both to supplement and consolidate what is brought taught/learnt and to broaden his/her individual knowledge and understanding of the subject.</p> <p>Assessment: The programme models good practice and promotes a sound understanding of how to relate learning to practice. Assessment is based upon evaluating practice, through direct observations of work, 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	Teaching/learning methods and strategies
<p>1 Use and organise coherently relevant ideas and perspectives to interpret and / or explore the area of study;</p> <p>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;</p> <p>3 Use reflection and experiential learning in the learning process to develop personal theories, and to refine and develop professional practice.</p> <p>4 Discuss how ethical issues can be addressed and worked with within the area of study;</p> <p>5 Employ a range of skills to critically evaluate the relevance and significance of data collected in identifying and solving problems.</p> <p>6 Reflect upon and articulate the impact of themselves upon the work and the work upon themselves</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: 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>
C Subject, Professional and Practical Skills	Teaching/learning methods and strategies:
<p>1 Demonstrate the knowledge and skills required within specific national standards that are relevant to the student/ practitioner's professional role;</p> <p>2 Effectively fulfill the requirements and responsibilities of the professional role in working with children and young people;</p> <p>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.</p> <p>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</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>Emphasis is placed upon work based learning and the importance of observing real life work situations which is reflected in the assessment methods.</p> <p>Assessment Assessment of 1-7 is provided through both formative and summative assessment: through the appraisal and assessment of</p>

<p>context, and in consultation with other professionals where this is appropriate.</p> <p>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.</p> <p>6 Manage and organise time and time boundaries, resources and maintain / contribute to records as required by one's role and responsibility.</p> <p>7 Make effective use of opportunities for self-development.</p>	<p>practice competencies via tutor led observations, as well as written coursework based upon professional work, evaluations of reflective accounts.</p>
<p>D Transferable Skills and other attributes</p>	<p>Teaching/learning methods and strategies:</p>
<p>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;</p> <p>2 Address and meet the requirements of a specific role, carry out agreed tasks, be accountable for outcomes.</p> <p>3 Work effectively as part of a professional team, and as part of a wider professional network;</p> <p>4 Work effectively with children and young people in relation to specific practice outcomes, both individually and in a group setting.</p> <p>5 Communicate ideas, principles and theories, arguments and analysis, in speech and writing, and utilise ICT media as tools where appropriate.</p> <p>6 Critically analyse and evaluate theories, ideas and issues from different sources and perspectives.</p> <p>7 Utilise regular supervision and opportunities for learning from experience, and critically reflect on own performance to develop personally and professionally.</p> <p>8 Work effectively with complex and sometimes</p>	<p>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>

<p>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.</p> <p>9 Apply reflective skills in finding solutions to problems across a range of practice scenarios.</p> <p>10 Evaluate ethical and moral challenges arising from the work and make informed and balanced decisions.</p>	
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Part 4: Student Learning and Student Support

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the FDA in Therapeutic Work with Children and Young People teaching is a mix of work-based learning, observations of practice, group-work and taught seminars/workshops. Throughout the certificate and foundation degree students are expected to actively participate in theory based workshops with an emphasis placed on experiential learning

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.

Scheduled learning includes lectures, seminars, tutorials, project supervision, practical classes and workshops; work based learning. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

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 has been developed within the School.

Virtual Library Environment

Students have access to the Mulberry Bush School virtual learning environment as well as through BlackBoard.

Part 4: Student Learning and Student Support

Description of any Distinctive Features

This innovative and nationally recognized programme is specifically designed to develop the quality of residential child care for severely traumatised primary school aged children.

A further distinctive feature of this programme in relation to student learning and support is the developing partnership between the Mulberry Bush School and the University. This partnership has already seen a number of links develop including student visits to the Mulberry Bush and Mulberry Bush teaching on other UWE programmes.


Student support is embedded throughout the Mulberry Bush and is discussed as part of general staff support and development. The schools aim is to have their entire workforce trained to the FDA level.

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**, including: level and credit requirements, interim award requirements module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	UZSNL5-30-1 A Foundation to Therapeutic Work with Children and Young People UZSNL6-30-1 Children with Complex Emotional Needs UZSNL7-30-1 The Context of Professional Practice UZSNL8-30-1 Reflective Practice in Therapeutic Work with Children and Young People	None	Certificate of Higher Education in Therapeutic Work with Children and Young People
	Year 2	UZSNM4-30-2 Developing Professional Practice UZSNM6-30-2 Clinical Practice UZSNM7-30-2 Professional Issues in Therapeutic Work with Children and Young People	Students must choose 30 credits from the below modules UZSNM5-30-2 Application of Psychodynamic Theory to Therapeutic Work with Children and Young People UZSS15-30-2 – Emotionally Aware Teaching and Learning	FdA Therapeutic Work with Children and Young People

GRADUATION

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at levels 1 and 2 and are likely to achieve the required standard. This evidence will normally take the form of previous qualifications or through assessment of previous written work, e.g. work-based reports, and evidence of sufficient life/work experience or evidence of experiential learning not previously assessed by or contributing to the awards of other institutions or bodies which is open to scrutiny and where necessary assessment. Such evidence may take the form of reports which the candidate has prepared as part of their employment.

We welcome applications from non-standard entry applicants and those who do not have the entry requirements outlined. The University will consider applications on the basis of evidence of personal, professional and educational experience which indicate an applicant's ability to meet the demands of a Foundation Degree Candidates must provide evidence which demonstrates that they can benefit from study at levels 1 and 2 and are likely to achieve the required standards.

Applications will also be considered in the light of the institutional setting in which their training/practice takes place and in the light of the institution's capacity to appropriately support and accommodate the requirements of the programme. This will be at the discretion of the programme management team. Practitioners not working in an institutional setting, for example in a family placement, will be considered only where relevant supervision plus facilitated reflective group learning can be made available and accessed: for example via a link to another programme group can be established. Access to a suitably resourced library will also be an entry requirement.

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 16 hours per week).

Applicants whose first language is not English must have a minimum IELTS score of 6.0 overall with 5.5 in each section or level 2 skills in Literacy of the NQF.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

In designing this programme, the University and Mulberry Bush School have drawn upon the following reference points to develop learning outcomes and course content. Specific attention has been paid to the CWDC Induction Standards and the content of the Level 3 Diploma in Health and Social Care. Both are mandatory requirements for all child care workers and their content is heavily embedded throughout the early modules of this programme.

- the Common Core of Skills and Knowledge (Every Child Matters);
- the Level 3 Diploma in Health and Social Care
- the National Occupation Standards for Teaching/ Classroom Assistants;
- the NVQ levels 2 & 3 for Classroom/ Teaching Assistants;

Part 8: Reference Points and Benchmarks

- Residential Special Schools: the National Minimum Standards'
- Fostering Services: the National Minimum Standards;
- Children's Homes: the National Minimum Standards;
- QAA FDA Education Studies;
- Therapeutic Community Practitioner Competencies Framework.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).

First CAP Approval Date	2009			
Revision CAP Approval Date	31 May 2017	Version	5	Link to RIA 12342
Next Periodic Curriculum Review due date	2022			
Date of last Periodic Curriculum Review	2016			