



Programme Specification

Therapeutic Work with Children and Young People [Mulberry]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Therapeutic Work with Children and Young People [Mulberry]

Highest award: FdA Therapeutic Work with Children and Young People

Interim award: CertHE Therapeutic Work with Children and Young People

Awarding institution: UWE Bristol

Teaching institutions: Mulberry Bush school

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Social Sciences, College of Health, Science & Society

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time

Entry requirements:

For implementation from: 01 September 2022

Programme code: C8X900

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: 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.

Features of the programme: 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.

Educational Aims: 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.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Knowledge and Understanding

- A1. 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. 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
- A3. 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
- A4. 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
- A5. 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

Intellectual Skills

- B1. Use and organise coherently relevant ideas and perspectives to interpret and / or explore the area of study
- B2. 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
- B3. Use reflection and experiential learning in the learning process to develop personal theories, and to refine and develop professional practice
- B4. Discuss how ethical issues can be addressed and worked with within the area of study
- B5. Employ a range of skills to critically evaluate the relevance and significance of data collected in identifying and solving problems

- B6. Reflect upon and articulate the impact of themselves upon the work and the work upon themselves

Subject/Professional Practice Skills

- C1. Demonstrate the knowledge and skills required within specific national standards that are relevant to the student/ practitioner's professional role
- C2. Effectively fulfill the requirements and responsibilities of the professional role in working with children and young people
- C3. 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
- C4. 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
- C5. 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
- C6. Manage and organise time and time boundaries, resources and maintain / contribute to records as required by one's role and responsibility
- C7. Make effective use of opportunities for self-development

Transferable Skills and other attributes

- D1. 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
- D2. Address and meet the requirements of a specific role, carry out agreed tasks, be accountable for outcomes
- D3. Work effectively as part of a professional team, and as part of a wider professional network
- D4. Work effectively with children and young people in relation to specific practice outcomes, both individually and in a group setting

- D5. Communicate ideas, principles and theories, arguments and analysis, in speech and writing, and utilise ICT media as tools where appropriate
- D6. Critically analyse and evaluate theories, ideas and issues from different sources and perspectives
- D7. Utilise regular supervision and opportunities for learning from experience, and critically reflect on own performance to develop personally and professionally
- D8. 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
- D9. Apply reflective skills in finding solutions to problems across a range of practice scenarios
- D10. Evaluate ethical and moral challenges arising from the work and make informed and balanced decisions

Assessment strategy: 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.

Learning Outcomes:

Knowledge and Understanding:

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.

Strategies deployed include tutor-assessed individual written work, peer, self and manager assessed practice together with group presentations.

Intellectual Skills:

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.

Subject, Professional and Practical Skills:

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.

Transferable Skills and other attributes:

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 workbased learning and the use of observations and feedback for developing professional practice.

Student support:

Part B: Programme Structure

Year 1

The student must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
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UZSNL6-30-1	Children with Complex Emotional Needs 2024-25	30
UZSNL5-30-1	Foundation to Therapeutic Work with Children and Young People 2024-25	30
UZSNL8-30-1	Reflective Practice in Therapeutic Work with Children and Young People 2024-25	30
UZSNL7-30-1	The Context of Professional Practice 2024- 25	30

Year 2

The student must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules

The student must take 120 credits from the modules in Compulsory modules.

Module Code	Module Title	Credit
UZSNM6-30-2	Clinical Practice 2025-26	30
UZSNM4-30-2	Developing Professional Practice 2025-26	30
UZSNM7-30-2	Professional Issues in Therapeutic Provision for Children and Young People 2025-26	30
UZSNM5-30-2	The Application of Psychodynamic Theory to Therapeutic Work with Children and Young People 2025-26	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

As a result of this programme, students will be able to

- interact effectively within a group, giving and receiving information and ideas, modifying responses where appropriate and developing effective working relationships;
- locate and use effectively the full range of learning resources, including ICT across a range of contexts;

- evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement;
- organise and present ideas, concepts and numerical information using a variety of presentational modes;
- take responsibility for own learning, accommodating new principles and understandings;
- communicate effectively in a manner appropriate to the area of study and report on procedures in a clear and concise manner in a variety of formats;
- identify key elements of problems, applying appropriate methods to address them

As a result of this programme, students will be able to demonstrate effective practice in the following areas:

- effective communication and engagement with children, young people, their families and carers
- professional understanding of child and young person development
- safeguarding and promoting the welfare of the child
- supporting transitions for children, young people and their families
- engaging in multi-agency working
- handling and sharing information
- identifying overall important aspects of work-based experience and comparing, contrasting and discriminating between aspects of that experience;
- articulating a reflective understanding of their role in practice

Part D: External Reference Points and Benchmarks

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 and 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;

QAA FDA Education Studies;

Therapeutic Community Practitioner Competencies Framework.

Part E: Regulations

Approved to University Regulations and Procedures.