



UNIVERSITY OF  
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The **Career** University

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**Nescot**  
Epsom's college of further and higher education

# Course Handbook AY2017 - 2018

## Foundation Degree Healthcare Play Specialism

College of Nursing, Midwifery and Healthcare – UWL  
Department for Teacher Education – Nescot College

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# FdA Healthcare Play Specialism

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## Course Handbook

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Nescot College

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## Key Information

### 1.1 Welcome to Course

**It is my pleasure to offer you a very warm welcome to Nescot. Our aim at Nescot is to inspire our students to be the best that they can be and we have a talented and committed teaching team to do just that.**

**We also have plenty of helpful Support Services including a great Learning Resources Centre (LRC), our employer hub to help you to find part-time work and to prepare you for moving into employment or an apprenticeship when you are ready to make that move.**

**We are keen to hear students' views and opinions and to get feedback on how things are from your point of view, so please consider standing as a Course Representative so that you can influence the way things are done at Nescot.**

**I look forward to meeting you around the College during your time here and I hope that you find your time at Nescot enjoyable and productive as you learn and develop your skills.**

**Frances Rutter  
Principal**



## **Welcome from the University of West London**

Dear Student,

It gives me great pleasure to welcome you to this course of study.

The purpose of this Foundation Degree is to raise the profile and enhance the professional skills and status of the Play Specialist, in whatever setting. The profession sees this as being of paramount importance to ensure that your chosen field of practice remains recognised by health professionals in the current changing structure of the National Health Service. This course was designed together with experienced staff and HPSET, to develop an innovative course.

I hope you will find the course both stimulating and appropriate as you prepare to embark on the first part of your journey in your career as a health play specialist.

Yours sincerely

Laila Paulsen  
Academic Partnership Link Tutor  
University of West London

# Map of college



### Term dates

Week beginning 18th September 2017	Year one begins
23 <sup>rd</sup> – 27 <sup>th</sup> October 2017	Half term
23 <sup>rd</sup> November 2017 & 24 <sup>th</sup> May 2018	Course committee/BOS
14th December 2017	Last day of term
4th January 2018	Welcome back Spring Term Starts
12th – 16th February 2018	Half Term
2 <sup>nd</sup> April – 13 <sup>th</sup> April 2018	Easter Break
Week beginning Monday      16th April 2018	Summer Term starts
28th May – 1st June 2018	Half Term
7 <sup>th</sup> June	Year one ends

## 1.2 Overview of the Course

This handbook contains information based on a Course Specification formally approved by the University. The full Course Specification is available from the Course Leader.

For information regarding the University Regulations, Policies and Procedures, please see the current Student Handbook, Academic Regulations and the UWL website. The regulations applying to a student will be those in place for the academic year of their enrolment and thereafter any amended Regulations published to replace those in force at the time of enrolment.

This two year part-time Foundation Degree will build on your skills and knowledge from prior experience of working with children and young people, and your previous training at level 3 as a practitioner in child care or a related field such as play work. Studying one day a week at Nescot you will also access blended learning via the internet and the online resources of the University of West London library.

Developed in collaboration with the Healthcare Play Specialist Education Trust (HPSET) and National Association of Health Play Specialists (NAHPS) this course has been designed to enable you, as a Level 3 Practitioner, to undertake the additional academic study and practice skills development required to work towards gaining graduate status. From the beginning you will be actively developing study skills and extending the knowledge and

understanding necessary to develop your skills when working with sick children, young people and their families.

An integral part of the course will involve you developing your role as a reflective practitioner and there is an associated module in both years of the course which is work based. In addition, you will be required to demonstrate work based competencies that will be formally assessed within the workplace through the use of a Practice Assessment Handbook at levels 4 and 5. You will have an assigned mentor to support you in these modules. You will be expected to keep a timesheet as evidence that you have completed a minimum of 200 hours per year in practice. Your tutors will explain this in more detail for you at interview and during induction.

The credit modules for this Foundation Degree are set out in section 2.4. You will achieve 120 credits at level 4 in year 1 and 120 credits at level 5 in year 2. As this is a part-time intensive course, your academic year will be slightly longer than the normal academic year, in order to enable you to complete all the elements of your course each year. You will also undertake a longitudinal 40 credit module in each year which will promote and assess your practice skills linked to the theoretical learning. The practice element of the two longitudinal modules is a course requirement, and must be passed in order to either progress within, or complete the course.

### 1.3 Sources of Help and Support

Course Leader: Norma Jun-Tai

Email: [njuntai@nescot.ac.uk](mailto:njuntai@nescot.ac.uk)

Lecturer: Julie McLarnon

Email: [jmclarnon@nescot.ac.uk](mailto:jmclarnon@nescot.ac.uk)

Telephone: 0208 394 3122 Room N202

Administrative contact: Carol O'Neill

Email: [coneill@nescot.ac.uk](mailto:coneill@nescot.ac.uk) Telephone: 0208 394 3151

College Contact Numbers:

Main Number 020 8394 1731

LRC Help Desk 020 8394 3055

As well as the Course Leader, you may also contact your tutor for both academic and personal issues.

You may also access Student Services if you require further help and an outline of the assistance they can provide is at:

<http://www.uwl.ac.uk/students/current-students/student-handbook>



## 1.4 Facts and Figures

Teaching and Learning Data	Level 4	Level 5
Percentage of students' study time:		
Scheduled teaching & learning time	21 %	21 %
Guided independent study time	79%	79%
Time on placement	0%	0%

Assessment	Level 4	Level 5
Percentage of final marks assessed by:		
Exam	4%	0%
Coursework	80%	84%
Practical	16%	16%

**NB:** These numbers are derived from the most recent data available and should be regarded as estimates only. Figures are based on an anticipated pattern of module choices during students' time on the course, and may be subject to changes which are outside the control of the course team.

## 1.5 Your Responsibilities

For a full description of your entitlements and responsibilities please consult the Student Handbook. You should particularly consider the Academic Regulations, which provide the framework for your degree and the Student Code of Conduct:

<http://www.uwl.ac.uk/about-us/policies-and-regulations>

You should ensure that you attend all your scheduled sessions in accordance with the Attendance Monitoring and Engagement Policy, also available at <http://www.uwl.ac.uk/about-us/policies-and-regulations> .

Nescot College require you to attend 90% of all your lectures.

## 1.6 Your Contact Details

Your course team at Nescot will contact you via email

The University will always contact you via your **UWL student email address**, so please ensure that you check your University email account regularly. You must also ensure that your other contact details are up-to-date, this can be accessed via the University Portal.

The intention of the course of study will be to encourage you to develop your individual knowledge through an active, student centred approach, which draws on the resource of your own experiences in line with individual research and study. You will be expected to carry out independent study preparing for seminars and assignments by doing background reading from recommended texts and personal Internet research.

Learning is a shared responsibility between you and your lecturers. Your lecturers will ensure that the right conditions are in place to support your learning needs and in return you will be expected to take responsibility for your learning and engage fully in the learning process.

Personal Development Plans (PDP) are in place for all students on the Higher Education courses – these will be introduced within the tutorial element of the course.

A major feature of this course is the demonstration of workplace skills and applied knowledge in practice and you will work in partnership with your mentor to develop the necessary competencies throughout the course. This will be assessed through the completion of a Practice Assessment Handbook at levels 4 and 5. It is a course requirement that you pass these competencies at each level.

Progression onto Year 2 is dependent upon successful completion of all elements of the Year 1 course, including the 200 hour placement if you are a 200 hour placement student. If you do not successfully complete Year 1 within the first academic year, you will be required to step off the course until all elements have been successfully completed. You will then be eligible to re-join the course with a later cohort.

You are expected to attend College with a minimum of **90% attendance** which you need to commit to throughout your studies and placement.

Prior to the commencement of the course you need to have secured a placement in a hospital/healthcare setting with a registered HPSET mentor who is willing to support you through the practical element of the course and competencies required to be a successful HPS. At the start of the course there is a charge of £100 for registration with HPSET. You will receive an indexation number as a student which upon successful completion of the course will give you HPSET registration as a qualified Health Play Specialist.

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## Structure and Content

### 2.1 Introduction

The Healthcare Play Specialist Education Trust (HPSET) is the registration body for the HPS profession. In 2008 HPSET (then known as the Hospital Play Staff Education Trust) undertook an extensive consultation exercise with all existing registered members, employers and teaching establishments that delivered the previous HPS award – the BTEC Professional Diploma in Specialised Play for Sick Children and Young People. As a result of this consultation process, HPSET identified that the preferred route for the training and development of the skills and knowledge to undertake the HPS role, would be through the delivery of a Foundation Degree. This Foundation Degree recognises the extension of the Hospital Play Specialist role into the wider community and away from the exclusivity of the hospital environment. This has also been recognised by the National Association of Health Play Specialists (NAHPS) and as a result, 'Hospital' has been removed from the professional title for registered practitioners, who are now referred to as Health Play Specialists.

Although the Play Specialist role is an identified job role within the National Health Service (NHS), the National Occupational Standards for the role were only defined and published in July 2013 by the National Association of Health Play Specialists (NAHPS) (2013). Up until this point, certain competencies devised in 2008 and updated in 2013 by Skills for Health had been utilised. A scoping exercise was undertaken to identify how the Foundation Degree dovetailed into the existing NHS careers pathway enabling the profession to be positioned within the existing NHS Careers Framework. The Foundation Degree also addresses the Employability Skills Matrix for the Health Sector (Skills for Health 2008a) at Levels 4 and 5, and also incorporates the Career Framework Descriptors at Levels 4 and 5 (Skills for Health 2008b). The course now reflects and promotes the NAHPS (2013) Occupational Standards.

With the move towards integrated services in the Children and Young People's workforce, this Foundation Degree encompasses common areas of learning across the workforce and links to the Children's Workforce Network 'Functional Map of the Children and Young People's Workforce in England' (Children's Workforce Development Council 2009).

## 2.2 Award title, Exit Points and Progression

On entry to the Foundation Degree you must have a current level 3 qualification in Early Years or a related field, and also level 2 Literacy and Numeracy or equivalent qualifications. It is expected you will be working or volunteering in an appropriate healthcare setting and meet the 'fit person' criteria of the 1989 Children Act.

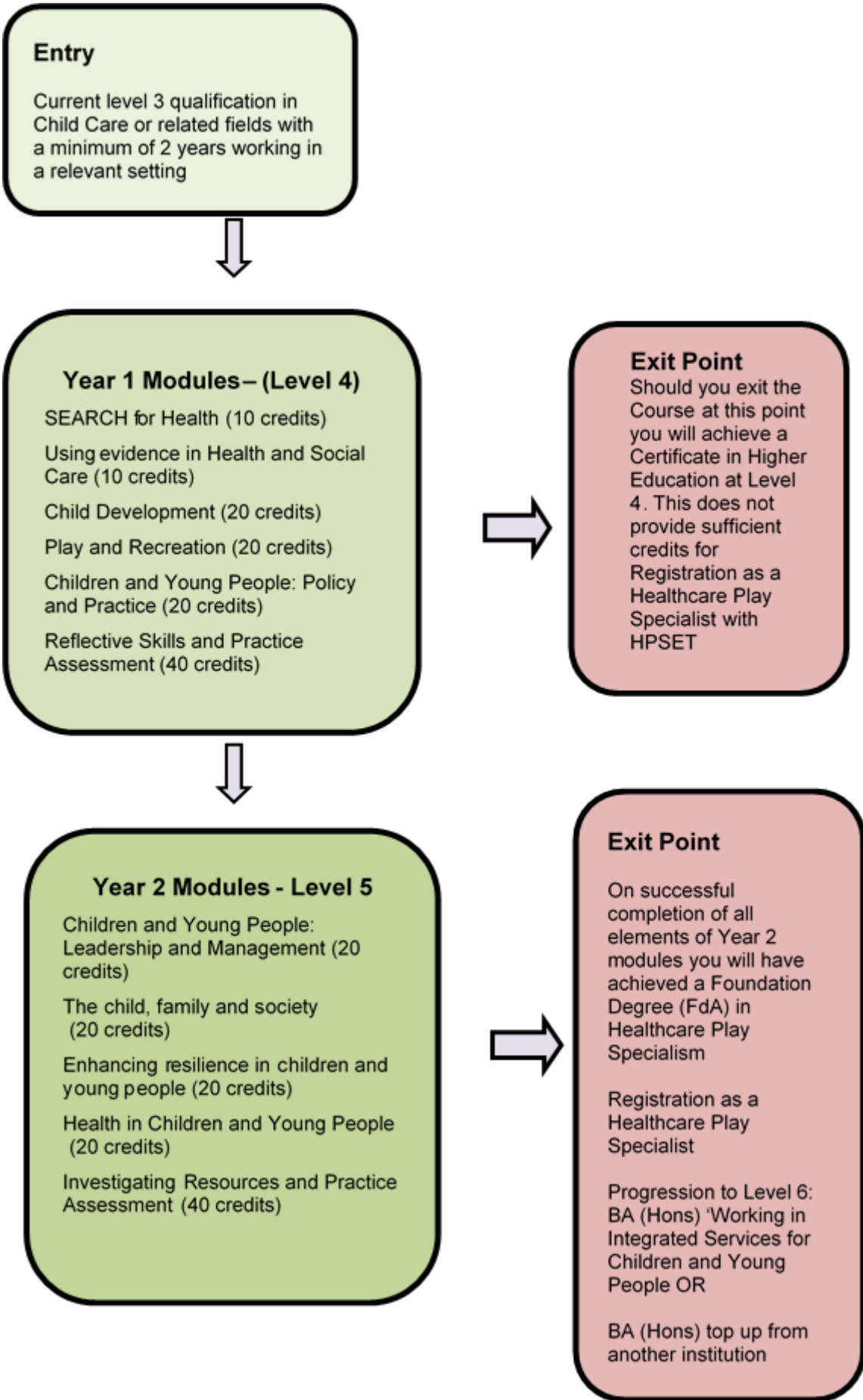
Progression onto Year 2 is dependent upon successful completion of all elements of the Year 1 Course, including the 200 hours in placement, if applicable. However, University of West London regulations allow you to carry 20 credits (linked to outstanding second attempts) over to Year 2 of your studies. If you have not passed a minimum of 100 credits in year 1, or you have outstanding second attempts for more than 20 credits, then you will be required to step off the Course until all elements have been successfully completed. You will then be eligible to re-join the Course with a later cohort. Should you need to take a career break you may be able to continue your foundation degree studies by re-joining the program with a later cohort, so that you can access the modules in the required order. This would need to be negotiated with the course leader.

You will also have developed academic writing skills and gained confidence in accessing and using evidence to question and support you as a reflective Practitioner.

Should you wish to attain graduate status you can progress onto:

- BA (Hons) Working in integrated services for children and young people (Validated by the University of West London)
- BSc (Hons) Public Health and Health Promotion (University of West London)
- Alternative top up degrees through other institutions

Entry and progression through the Foundation Degree is summarised below:



## 2.3 Course Philosophy, Aims and Outcomes

### Philosophy and Rationale

The Hospital Play Specialist (HPS) role originated in the 1970's and was used to describe a group of practitioners who lead play activities and used play as a therapeutic tool with children and young people within a hospital environment (NAHPS 2016). In the past 40 years, the role has expanded and developed to include community and home-based settings and during this time “the profession has earned respect from the medical and nursing staff and is now recognised by government and professional bodies as an essential part of paediatric care” (NAHPS 2016). The HPS role has been recognised within the National Service Framework for Children, Young People and Maternity Services, which is “a 10-year programme intended to stimulate long-term and sustained improvement in children's health... through integrated health and social care...” (Department of Health 2004). The Foundation Degree has now serviced the Play Specialist role for the past seven years, and changes to the sector have been reflected in modifications made to the course, within the scope of validation.

This Foundation Degree in Healthcare Play Specialism was developed in collaboration with the Hospital Play Staff Education Trust (HPSET) and the National Association of Health Play Specialists (NAHPS), reflecting the changing roles, responsibilities and expectations that play specialists now face. As a result of these changes, the professional name for the HPS was changed in 2012 to reflect the broadening of the role and HPS are now registered as Healthcare Play Specialists. Since the first validation of the course, there is now a set of Occupational Standards for the Health Play Specialist, which were developed by NAHPS and published in 2013. A scoping exercise was undertaken when the FdA was first validated to identify how the FdA could be dove-tailed into the existing NHS careers pathway, enabling the profession to be positioned within the existing NHS Career Framework. The Foundation Degree addresses the updated. Employability Skills Matrix for the Health Sector (Skills for Health 2013) at Levels 4 and 5, and also incorporate the Career Framework Descriptors at Levels 4 and 5 (Skills for Health 2008). It is important to position the FdA within this context as it enables justification for the banding of play specialists within the current NHS Careers Framework.

The future for the Play Specialist profession is routed within its role as part of the multi-disciplinary team. In a report (Truman 2009) commissioned by Skills for Health in collaboration with the Children's Workforce Development Council (CWDC), both the Royal College of Nursing and the Society and College of Radiographers specifically mentioned the need for play specialist input as part of the multi-disciplinary team and the report identified the need for increased numbers of play specialists as part of the health care workforce for children and young people. This has recently been identified again by the Care Quality Commission (CQC) (2015) following publication of the results of the first National Inpatient Survey for Children and Young People. The report states that “Dr Sheila Shribman's report, Getting it right for children & young people,

sets out a view of what 'good' looks like for caring children's services. It also recommends that child inpatients should have access to play specialists and services seven days a week" (CQC 2015, p.20). With 42% of children aged 8-11 years of age stating they want more play input, it would seem the HPS is in a good position to fulfil this wish (CQC 2015).

The introduction of the Special Educational Needs and Disability (SEND) reforms that were legislated through the Children and Families Act 2014 (Department for Education and Department of Health 2015), necessitated the need to generate a single point of reference that addresses a child or young person's holistic needs through the integration of services. This is documented through development of an individualised Education, Health and Care (EHC) Plan, which clearly identifies the need for effective, collaborative links across all areas of service provision, and this further strengthens the role of the Health Play Specialist as a member of the wider multidisciplinary team.

## **Aims**

This course encourages participation in higher-level study by completing a foundation degree that will help develop the skills necessary to be a reflective practitioner, in a supportive learning environment that develops interpersonal skills, enhances self-awareness, encourages personal and career growth and establishes a foundation for lifelong learning.

It will:

1. Encourage students to use reflection to question their own practice and seek solutions to potential problems and the identification of best practice.
2. Enable students to access, analyse and evaluate evidence, in order to decide the extent to which it should inform or influence professional practice.
3. Facilitate students in assessing and fulfilling their learning needs in relation to the development of key skills required within their job role.
4. Empower students to have confidence in their ability to study at higher level.

## **Learning Outcomes for Foundation Degree in Healthcare Play Specialism**

**At the end of Year 1 (level 4) you will be able to demonstrate the following learning outcomes:**

- Recognise the established principles for working with sick children, young people and their families and the way those principles have developed
- Develop knowledge and understanding of child development theory and research related to specialised play and recreation.
- Explore opportunities to develop practice based on current theoretical, legal and ethical perspectives.
- Appraise your own professional practice through the development of personal, professional and strategic goals.

**At the end of Year 2 (level 5) you will be able to demonstrate the following learning outcomes:**

- Analyse and demonstrate knowledge and critical understanding of the well-established principles for working with sick children and young people and the way those principles have developed.
- Evaluate and apply underlying concepts and principles of working with sick children and young people and the application of those principles in a work context to inform planning.
- Demonstrate the importance of reflection in implementing policy in practice
- Critically evaluate the different approaches to solving problems and applying these in a work context.
- Assess, review and evaluate theoretical perspectives relevant to Children and Young People: Leadership and Management roles in working with sick children and young people.

In achieving these outcomes you will have gained qualities and transferable skills necessary for employment and progression to other qualifications and the ability to utilise opportunities for lifelong learning.

### **Employability skills**

The current focus on developing the adult workforce places emphasis on the numeracy and literacy skills needed to work effectively within the workplace. These skills are defined up to level 2 and you will already have these prior to entry onto the course. Recent attention has been placed on the advancement of core British Values and the need to address issues relating to Equality and Diversity across all sectors working within the Children and young People's Workforce. All of these skills are highlighted within the longitudinal Learning Plan for the academic year, available on Moodle/Weblearn

The Quality Assurance Agency for Higher Education (QAA) provide descriptors and benchmark standards for higher education that will have been developed and enhanced throughout the course (QAA 2011 and 2009). These have been embedded within the course content, delivery and assessment processes and should provide you with employability skills that are fit for purpose and reflect the requirements of employers within the sector.

### **Reflective practice**

Evaluating the provision of the services that you offer is seen as a key performance indicator and part of the quality assurance process (National Patient Safety Agency 2010). This needs to be done at both an individual and organisational level. The development of reflective skills plays an integral part of the course and promoted within every module. However at both levels, the double module focuses specifically on the reflection process and how this can be used to review, monitor and evaluate service delivery to enhance your practice.

- Level 4: Reflective skills and practice assessment

At this level, you will be looking at the role of personal reflection. Awareness of your role as a practitioner can be enhanced through the use of reflection by



setting up and monitoring your own personal learning objectives as part of the continual reflective cycle. This is done through the completion of three learning contracts that you set up at the start of the academic year in collaboration with your mentor. You will also complete a weekly reflective account that provides an opportunity to reflect on some aspect of practice that has been of interest during the week.

- **Level 5: Investigating resources and practice assessment**  
Investigation of one specific element of service provision is undertaken through the completion of a small scale investigation into a resource that you use within your practice. This provides a working model of how specific aspects of work based practice can be explored, and the skills developed when undertaking this module can then be transferred to virtually any aspect of service provision. You will also continue to complete a weekly reflective account that provides an opportunity to analyse and evaluate some element of practice, making links to the academic literature to support the reflective process.

## 2.4 Course Outline

The tables below show the order of the modules in Year 1 and Year 2. This part time course takes place one day a week. There will be opportunity for group and individual tutorials with module tutors on a weekly basis.

There is only one pathway through the course. The Year 1 course modules must be successfully completed before entry to Year 2. All modules are core. You must be currently working or on placement in a healthcare setting to enable completion of the work based learning modules.

<b>Year 1 Level 4</b>				
<b>Semester 1</b>			<b>Semester 2</b>	
SEARCH for Health (10 credits)	Using Evidence in Health and Social Care (10 credits)	Child Development (20 credits)	Children and Young People: Policy and Practice (20 credits)	Play and Recreation (20 credits)
Reflective Skills and Practice Assessment (40 credits)				

<b>Year 2 Level 5</b>			
<b>Semester 1</b>		<b>Semester 2</b>	
The Child, Family and Society (20 credits)	Health in Children and Young People (20 credits)	Enhancing Resilience in Children and Young People (20 credits)	Children and Young People: Leadership and Management (20 credits)
Investigating Resources and Practice Assessment (40 credits)			

## 2.5 Course Diagram

Year 1				
Module	Assessment Description	Weighting %	Assessment Strategy	
			Formative	Summative
<b>SEARCH for Health at Level 4</b>	Assessment 1 – Completion of multiple-choice Module Test		✓	
	Assessment 2 – Subject Bibliography	31%		✓
	Assessment 2 – Evaluation of Sources	19%		✓
<b>Using Evidence in Health &amp; Social Care</b>	Assessment 1 – Scenario Report		✓	
	Assessment 2 – Reflective Essay	100%		✓
<b>Child Development</b>	Assessment 1 – Portfolio of evaluated observations		✓	
	Assessment 2 – Essay	100%		✓
<b>Children and Young People: Policy and Practice</b>	Assessment 1 – Contextual background of your setting/job role and presentation to peers		✓	
	Assessment 2 – Essay	100%		✓
<b>Play and Recreation</b>	Assessment 1 – 5 Play Programmes		✓	
	Assessment 2 - Report	100%		✓
<b>Reflective Skills and Practice Assessment</b>	Assessment 1 – Folder of Evidence (including learning contract and reflective logs)		✓	
	Assessment 2 - Report	100%		✓
	Assessment 3 - Practice skills Booklet	PASS		✓

## 2.6 Module Summary

### Level 4 Modules

These modules have been designed with the help and support of specialists from the variety of professional backgrounds. Each module gives you the opportunity to reflect on your knowledge and skills in practice and to consider how to achieve best practice.

#### 1. SEARCH for Health (10 credits)

Welcome to the SEARCH module (Sources of Information for Essays, Assignments and Research) module.

The module consists of 6 units studied over 1 semester. A study guide will provide you with a detailed breakdown of the content of the 6 units, recommended weekly activity, recommended reading and assessments. The module is offered via Weblearn and classroom activities, using blended learning techniques.

#### 2. Using Evidence in Health & Social Care (10 credits)

Welcome to the Using Evidence in Health and Social Care module, a required core module for your Foundation Degree in Healthcare Play Specialism. This module has been designed to be studied alongside the SEARCH module to enable you to understand how sources of evidence can be used to inform and influence your practice. We hope that you will find this module both useful and enjoyable.

#### 3. Child Development (20 credits)

This is a required core module for the Foundation Degree in Healthcare Play Specialism. This module has been designed with the help and support of specialists from a variety of professional backgrounds. We believe that it contains essential theoretical principles of child development that you will be able to apply to your own practice and work setting. This module gives you the opportunity to reflect on your practice and to consider how to achieve best practice, to develop and extend your role as a senior practitioner.

#### 4. Play and Recreation (20 credits)

This is a required core module for the Foundation Degree in Healthcare Play Specialism. This module has been designed with the help and support of specialists from a variety of professional backgrounds. We believe that it contains essential theoretical principles relating to the skills needed to use play and recreation in your practice. This module gives you the opportunity to reflect on your practice and to consider how to achieve best practice, to develop and extend your role as a senior practitioner.

### 5.Children and Young People: Policy and Practice (20 credits)

This is a required core module for the Foundation Degree in Healthcare Play Specialism. This module has been designed with the help and support of specialists from a variety of professional backgrounds. We believe that it contains an overview of policy; perspective and practice that you will be able to apply to your own practice and work setting. This module gives you the opportunity to reflect on your practice and to consider how to achieve best practice.

### 6.Reflective Skills and Practice Assessment (40 credits)

This is a required core module for the Foundation Degree in Healthcare Play Specialism. This module has been designed with the help and support of specialists from a variety of professional backgrounds.

The module has been designed to prepare you for your role as a senior, reflective practitioner and to give you the opportunity to develop the necessary skills key to that role. The module will enable you to consider your personal skills and attributes and to plan, negotiate and undertake the learning activities you need to develop the specialist skills required. The module will enable you to develop self-evaluation so that you are able to determine your own personal development plan and specify your exact learning needs to gain the skills you require.

This module also requires the completion of a practice skills/practice handbook at level 4. It includes statements about competences and proficiencies that will be used as evidence of skills needed for registration with HPSET on successful completion of the Foundation Degree.

## **Level 5 Modules**

### 1.The Child, Family and Society (20 credits)

The Child, Family and Society is a required core module for the Foundation Degree in Healthcare Play Specialism and preparation for your role as a senior practitioner. This module has been designed with the help and support of specialists from a variety of professional backgrounds. We believe that it contains an overview of the child, family and society that you will be able to apply to your own practice and work setting. This module gives you the opportunity to reflect on your practice and to consider how to achieve best practice.

### 2.Enhancing Resilience in Children and Young People (20 credits)

The Enhancing Resilience in Children and Young People module is a required core module for the Foundation Degree in Healthcare Play Specialism. This module has been designed with the help and support of specialists from a variety of professional backgrounds. We believe that it contains essential theoretical principles relating to the crucial work of the play specialist.

This module gives you the opportunity to reflect on your practice and to consider how to achieve best practice, to develop and extend your role as a senior practitioner.

### 3.Children and Young People: Leadership and Management (20 credits)

This module is a required core module for the Foundation Degree in Healthcare Play Specialism. This module has been designed with the help and support of specialists from a variety of professional backgrounds. We believe that it contains an overview of Leadership and Management within healthcare settings which can be applied to your work with sick children, young people and their families. The module gives you the opportunity to reflect on your practice and promotes the development of your skills within the work setting.

### 4.Health in Children and Young People (20 credits)

This is a required core module for the Foundation Degree in Healthcare Play Specialism. This module has been designed with the help and support of specialists from a variety of professional backgrounds. We believe that it contains an overview of policy; perspective and practice that you will be able to apply to your own practice and work setting. This module gives you the opportunity to reflect on your practice and to consider how to achieve best practice

### 5.Investigating Resources and Practice Assessment (40 credits)

The Investigating Resources and Practice Assessment module is a required core module for the Foundation Degree in Healthcare Play Specialism and registration with HPSET as a registered Play Specialist. This module has been designed with the help and support of specialists from a variety of professional backgrounds.

This work based module runs throughout the second year and offers you the opportunity to develop the understanding, knowledge and skills to undertake a small scale investigation based in your setting. The investigation will enable you to identify an area of development of practice or provision and to understand the role of change and how to manage it effectively. The first weeks of the module will be spent developing the necessary knowledge, understanding and skills to enable you to implement the investigation in your setting so that you can prepare an evidence base upon which to propose change in practice or provision.

This module also requires the completion of a practice skills/practice handbook at level 5. It includes statements about competences and proficiencies that will be used as evidence of skills needed for registration with HPSET on successful completion of the Foundation Degree.

## 2.7 Erasmus+ Study Exchange

You may be eligible to participate in the University's Erasmus+ study exchange programme. This will involve either spending either part or an entire academic year abroad at one of UWL's European partner institutions (a full list can be found on this webpage: [www.uwl.ac.uk/international/erasmus/list-erasmus-partner-institutions](http://www.uwl.ac.uk/international/erasmus/list-erasmus-partner-institutions)) as part of your degree course. You will need to make an application to your School Erasmus+ Coordinator (contact details can be found on the UWL Erasmus+ webpages) before applying to the partner institution.

You are strongly advised to arrange an informal discussion with your School Erasmus+ Coordinator to see whether your course subject area is eligible and to ask any other questions in relation to your proposed exchange. Please note that only level 5-8 students can participate in the programme.

Application instructions can be found on this webpage: [www.uwl.ac.uk/international/erasmus/information-outgoing-students](http://www.uwl.ac.uk/international/erasmus/information-outgoing-students)

Students who are successful in their application will receive a grant for their Erasmus+ study exchange, which will not replace their Student Loan Company maintenance instalments (these will remain unaffected). The grant system is designed to make the Erasmus+ programme inclusive for everyone and provides a means for students to afford the cost of travel, accommodation and living abroad. The amount of eligible funding depends on the duration of the exchange and the country visited. The grant rates are determined by the European Commission and are subject to change on an annual basis. Students with disabilities and/or who are from financially disadvantaged backgrounds may be eligible for additional funding.

For more information, please visit this website: [www.uwl.ac.uk/international/erasmus](http://www.uwl.ac.uk/international/erasmus)

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## Learning, Teaching and Assessment

### 3.1 Learning and Teaching Approaches

This Foundation Degree equips students with a high level of understanding of the development and needs of sick children, young people and their families, including how to deliver high quality provision to meet these needs. It provides opportunities to become a highly reflective practitioner able to assess and evaluate their provision and implement and manage change to ensure best practice in their working role.

The teaching and learning strategies within this Foundation Degree have been based on the concept of Constructive Alignment, which is an “outcomes-based methodology for designing, promoting and assessing deep student learning. It is predicated on the belief that the student constructs his or her own learning through engaging in relevant learning activities (hence constructive). Alignment refers to what the teacher does, which is to create appropriate learning environments” (Tepper 2013). Emphasis is placed on your attainment of the learning outcomes at each level, for each module and for the course as a whole. This is reflected in the formative and summative assessment for each module, and through the setting of personal goals and targets within your Personal Development Plans.

The teaching and learning strategies for this course reflect a range of approaches in response to different learning styles and your experience. It is recognised that although you will have attained a level 3 qualification before starting the course, your previous experience of academic study and all professional contexts is personal to you. The course encourages you to develop your own individual knowledge through an active, student centred approach, which draws on the resource of your own experiences in line with individual research and study. You will be expected to carry out independent study preparing for seminars and assignments by doing background reading from recommended texts and personal Internet research.

As a Foundation Degree student, you will be learning the developmental, legal, societal, health and management theories related to working with children, young people and families. You will be reinforcing this learning through the reflective assignment and practice skills booklet at Level 4, which develops skills as a reflective practitioner and at Level 5 by the Investigating resources module and the completion of a further practice skills booklet that will improve the facilities and/or learning provided for sick children, young people and their families. You will develop both your observation and evaluation skills and in the process become more reflective in your practice.

You will learn the ethics that underpin an investigation project and can apply these within your practice. You will also be completing a Practice Skills Booklet at levels 4 and 5 that identifies attainment of work-based competencies, relevant to the professional role of a registered Play Specialist.

You will gain an understanding of analysis through case studies, scenarios, evaluation and essay writing. You will also produce presentations for other professionals to demonstrate your understanding of the subject matter and convey this to others, including your peers.

The teaching develops key skills, investigative and enquiry skills and IT skills as well as knowledge in the subject specialist area.

Within each 20-credit module of the course, six hours of teaching time is devoted to helping you to develop these skills. These will be demonstrated through successful completion of the module assessment; assessments have been varied across the modules and levels to ensure you develop a breadth of relevant academic skill. Examples include skills for critical appraisal, literature searching, information technology, peer review group work, presentation, research, and practice/professional skills.

Learning Skills Development is integrated within the content of each module. The relevant intellectual thinking skills in respect of the module knowledge and understanding are developed as part of the module learning. This will be explained to you at the onset of your course during Induction. This includes effective approaches to note-taking, writing skills, using textbooks, electronic information retrieval, communication skills and the use of independent study at home. This is an integral part of the course delivery and timetabled.

### **Blended Learning**

The course promotes a range of learning opportunities, including learning in the classroom, learning in the workplace and learning online. Learning online is delivered through the University Online Learning which uses a virtual learning environment (VLE) called Blackboard. The partner Colleges all use Moodle as their VLE and all study materials are posted there. The term used to describe this integrated approach to learning and teaching is known as blended learning and the term used to describe learning online is often referred to as e-learning.

Learning is a shared responsibility between yourself and lecturers and the college aims to ensure that the right conditions are in place to support the diverse range of learning needs you may have.

This shared responsibility, of both yourself and lecturers, extends into the virtual learning environment (VLE) – Blackboard and Moodle. Not all of the learning needs will be met in the classroom, or the workplace. You are required to go online to access learning materials and journal articles or contribute to online group discussions and you are expected to give similar attention to requirements of e-learning as you would in the classroom or workplace.



Blackboard and other electronic services such as the university student email system can be accessed through the UWL student ID and Shibboleth provides an authentication service to multiple web-based services. You are taken through how to access these resources within the SEARCH module. These services play a key role in developing learning and study skills by providing access to resources, learning activities and tutorial support. There are printed guides, websites, and email support that will help you to access these services.

### **Reflection**

The development of reflective practice skills is an integral part of the practitioner modules. It is supported and enhanced through tutor feedback on work-based activity. To enable completion of the Practice Assessment Handbook at both levels 4 and 5, work-based mentorship will be provided from a HPSET registered Play Specialist.

As a Foundation Degree course, the module assessment involves taking the module content into the workplace, putting the teaching into practice, then reviewing the outcome and reflecting on that outcome. Therefore, reflection is an integral part of the process and the assessment process is linked to the analysis of a weekly reflective log that is written by yourself.

The reflective logs also cover differing aspects of the work based process and many provide fascinating examples of creativity and risk taking i.e. the implementation of play plans that utilised input from the multidisciplinary team, the family and the child or young person undergoing treatment. You can use 'normalising play' as part of your practice but you also need to explore the theoretical perspectives that provide the foundations for your practice.

### **Open-mindedness**

Play Specialists are a relatively small profession compared to other allied health workers. Practitioners may be working in regional district hospitals or in larger university hospitals and this may impact on whether they work alone or in larger teams however, it is key that all play specialists work as part of the multi-disciplinary team (MDT). Therefore, a lot of time is spent encouraging you to promote your profession, using novel and innovative measures within your setting. This includes the promotion of respect for other professions and how integrated working can benefit the children and young people being cared for.

The promotion of observational evaluation against developmental milestones is particularly effective for the HPS students as it can impact onto the assessment of long term patient needs within the specialised healthcare settings, and an appreciation of how the environment and circumstances can affect 'normative development' and how adaptations can be made. This involves working in collaboration with the multidisciplinary team. For example, when working alongside physiotherapists and dietitians, a more patient focused outcome can be achieved through the provision of structured play opportunities to promote and encourage interventions such as promoting healthy eating or exercise regimes to facilitate movement in a more

appropriate and accessible manner for the children and young people.

### **Creativity**

You will be supported from the start of the course in respect of learning skills development. Critical thinking skills are encouraged from the start of the course and the use of a shared learning ethos is promoted.

Creativity in terms of sourcing evidence for all modules and in particular for the 'health' module is actively promoted, with the use of digital interactive media i.e. the use of YouTube to access age and developmental stage appropriate resources such as the 'Dirty Bertie' or the 'Swine Flu Skank' to promote the 'Catch it, bin it, kill it' campaign for age ranges children and young people and the use of video clips from National Child and Maternal Health Intelligence Network (ChiMat) to promote the use of statistical data sources. Innovation in terms of encouraging you to identify and develop your own Personal Learning Environment will be introduced and the use of social media such as Facebook or Twitter will be explored. Software programmes may be utilised to provide interactive poster presentations as an alternative to the traditional PowerPoint presentations.

The Child, Family and Society module will require you to prepare a journal article for publication in a professional journal. This is designed to be aspirational and will also generate content for the professional journal for Health Play Specialists.

### **Curiosity**

You will be encouraged to be actively involved in your own learning and utilise the independent study skills that are promoted throughout the course of study. At level 5 the 'Investigating resources' module introduces you to research methods, promoting the 'production of knowledge' as opposed to passively consuming it (Taylor and Wilding 2009). Having to produce an 'investigation report encourages a closer examination of how resources can be investigated. These skills are utilised and extended, thereby promoting the use of critical analysis and synthesis. This will enable you to evaluate the way in which the investigation was conducted, and reflection on the learning process undertaken is encouraged through the compilation of reflective logs.

### **Risk-taking**

The production of reflective logs provides a 'safe' forum for expressing experiences within the workplace. There is no requirement for these logs to be formally shared with your mentors and this will allow you an opportunity to write your true thoughts and feelings. Risk taking in terms of 'stretch and challenge' is actively encouraged, especially as you progress through the course and there is a noticeable difference between the level 4 and 5 assessed work. Careful monitoring of your performance is undertaken by individual work based mentors and they are in a position to encourage you to develop your skills and knowledge as defined by the work based competencies. The first year requires you to observe and shadow but when mentors feel you are ready and able, they can encourage a more autonomous approach, particularly as you approach the end of the course.

### **Team work**

The use of group presentations within the Management and Leadership module encourages the use of sustained shared thinking and the development of a cooperative working relationship. Appreciative enquiry is promoted and this allows peer review and promotes team working and a sharing ethos within the group. This continues throughout the year and there will be several examples where you will share your sources with your colleagues, because you will know what your colleagues are actually doing.

### **Resilience and relationships**

The promotion of resilience is particularly important for yourself as you may often be faced with considerable emotional stress within your job role, especially when working within areas such as oncology. The specialist module at level 5 is entitled 'Enhancing resilience' and although it is geared towards the children and young people you work with, coping strategies and contact points for meeting your own needs are actively promoted. Specialist HPS input is provided for the groups from experienced Health Play Specialists and this helps to promote personal and professional resilience for you. The compilation of weekly reflective logs also allows you to document your thoughts and for some this has proved to be a coping strategy.

### **Pastoral care**

Tutorial support is available to you via the course leader.

During the time you are on the course, we try to build a positive and supportive relationship. Counselling services will also be available to you through self-referral or tutor led introduction to the counselling team. This is a confidential service. [studentservices@nescot.ac.uk](mailto:studentservices@nescot.ac.uk)

## **3.2 Assessment**

You will be required to submit all of your text-based assignment work – e.g. essays, case studies and reports – electronically. Such work will also be marked online, and your grades and feedback made available to you electronically. Details of the submission mechanism and assessment dates will be provided via Module Study Guides.

### **Assessment Schedule for Year 1 of your course**

Dates for all your assignments on the course are provided in the table below. In the exceptional case where a date has to be changed, you will be notified in advance. The university standard is for assignments to be handed back to you fifteen working days after the hand-in. This gives time for your work to be marked, and checked before returning.

Level	Module	Assignment	Hand-in date (Summative)	Feedback date
4	CH4FD360	Reflective Skills and Practice Assessment	Evaluative report 7/6/18  Portfolio 24/5/18	28/6/18
4	CH4FD310	SEARCH for Health	Multiple choice exam 23/11/17 Database Evaluation and Bibliography 23/11/17	14/12/17
4	CH4FD320	Using Evidence in Health and Social Care	Reflective Report 7/12/17	4/1/18
4	CH4FD340	Child Development	Essay 1/2/18	22/2/18
4	CH4FD330	Children and Young People: Policy and Practice	Essay 22/3/18	19/4/18
4	CH4FD230	Play & Recreation	Report 17/5/18	16/6/18

### 3.3 The University of West London Graduate Attributes

The University defines the UWL Graduate Attributes as representing a set of abilities acquired by students during their period of study at UWL that go beyond simple acquaintance with a subject. They reflect the University's approach to education which includes developing graduates who are well prepared for employment, adopting a definition of 'employability' that includes creative and enterprising attributes, lifelong learning attitudes, and an awareness of the global context since educational and working experience are necessarily anchored in the context of the wider world.

Graduate Attributes are embedded in the subject and involve a preparedness and the confidence to analyse; question; categorise; interpret; see relations; explain; theorise; and reflect with reference to the broader context.

Graduating at the University of West London means that you will be developing the following Graduate Attributes and become:

- A creative and enterprising professional
- A reflective and critical lifelong learner
- A globally aware individual

Follow the link below for an interactive representation of these attributes:  
[http://hermes.uwl.ac.uk/grad\\_attributes/](http://hermes.uwl.ac.uk/grad_attributes/)

#### **How will you acquire and record these attributes?**

The Graduate Attributes are achieved through the modules on your course. You may wish to reflect this within your CV – talk to your tutors about how to do this.

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## Quality Management and Enhancement

### 4.1 Course Management

The course is managed on a day to day basis by the course team. Course team meetings are held two to three times a year, and are chaired by the course leader. This is comprised of appropriate representation from the course team, subject group and student group(s). The APLT will also attend these meetings where possible.

The course team as a whole, deliver the course and comply with the University's Assessment Policy and Guidance with regard to assessment and feedback strategies, sampling, double marking and moderation. The University policy in respect of anonymous marking is being re-introduced which means anonymity will be maintained through the submission and marking process. Please note that you should **not put your name** on your assignments submitted via Turnitin, and that you should only include your UWL student number.

Each module is led by the module leader who is responsible for ensuring that the validated module study guide is updated and reviewed on a regular basis to ensure currency in terms of academic and practice based changes. This includes the updating of reading lists and core texts. The module is delivered by the module team, using the learning and teaching approaches identified in section 3.1, as detailed within each individual module study guide.

On completion of the delivery of a module, the module team mark each script, provide detailed written feedback and submit this along with a completed theory mark sheet to the internal moderator. When the marks have been internally agreed, provisional marks can be given to students and developmental feedback will be provided through 'Turnitin'. The assignments and all related paperwork are accessible online for the attention of the External Examiner, who will in turn write a report and return all the paperwork to the University for consideration at the Collaborative Assessment Board. The function of the External Examiner is to ensure that the standards for the award are appropriate; to monitor the standards of student performance and to assess the extent to which the assessment processes and the determination for the awards are sound and conducted fairly.

When the marks have been presented and subsequently ratified by the Assessment Board, the marks turn from 'provisional results' to ratified results and this appears within the student's profile available through 'My Registry'. You can access 'My Registry' through the Current Students link on the UWL

website <http://www.uwl.ac.uk/students/current-students>.

Students who are referred will be supported by the module team, with 1:1 support to clarify and extend the written feedback provided on return of the module. The course leader will monitor all re-submissions, so resubmission deadlines can be met. The dates for all second attempts can also be found in your module study guides.

Formal reports will be produced annually for each section of learning (by the module leader) and the course (by the course leader). This process of critical self-evaluation and reporting culminates in specific action plans, which are presented to and monitored by the College Board (via the College Academic Standards Committee) and through Performance Review meetings at Nescot College. The major focus of reporting is in terms of the academic standards of courses as demonstrated by staff and student performance, together with a critical analysis of these factors that advance or hinder the maintenance of academic standards.

#### Evaluation of the Course

The roles of subject group and course teams are integral to the security of standards and improvement of learning opportunities. The University's Quality Handbook (University of West London 2012) and Quality Assessment Handbook Supplement (University of West London 2014) describes in detail the processes summarised below.

An External Examiner has been appointed by the University. This appointment ensures that an independent, expert review of the assessment process across all three academic levels can occur and will provide valuable feedback for the on-going development of the course. All submissions will be available to the external examiner and it is probable that a sample of work comprising scripts below 40% and one script from each of the subsequent 10% mark bands will also be sampled, including the highest marked script. External Examiners are invited to attend all assessment boards and are expected to attend at least one per year. If they are unable to attend, they send in a report and have the agreed results sent to them for signing off. External Examiners are asked to comment on the comparability of standards to other higher education institutions, the range and type of assessments on the course, the quality of feedback to students and on the fairness of marking. If an external examiner raises an issue, an internal marker will reconsider the students' work. They are also invited to consider changes to modules as part of a revalidation process.

The schedule of Assessment Boards will be organised by the Academic Partnership Link Tutor. Module Assessment Boards ensure that all assessments have been marked according to University requirements and that appropriate procedures have been followed. Module external examiners oral and written reports comment on all issues relating to maintenance of standards, relevant benchmarks and compliance with procedures. Module external examiners are an essential quality mechanism in this higher education process which establishes the final grades for students on individual

modules. The module leaders incorporate recommendations made by the external examiner, in the action plan for the following academic year.

The Student Progression and Award Board considers the progress and credit position of each student in terms of each award. This provides an opportunity for students to be identified who are making poor or limited progress towards the achievement of their chosen qualification. Appropriate advice and guidance can then be put in place. The Progression and Award Board also confirms the final award and, when appropriate, any interim award.

The academic health of the course is assured through module and course review mechanisms. Module leaders and the course leader report annually on the delivery of the modules and the course.

## 4.2 Student Evaluation

Towards the end of each module, you will be asked to complete an evaluation. This is a very important activity as it helps your module and course leaders develop and enhance your course. Time should be given in a taught session for you to complete this quickly and easily. Please make sure you complete all the evaluations as requested and take advantage of the opportunity to feed back constructively on your experience of the modules.

Specific issues that you would like to address during the module should be addressed directly to your module or course leader as explained in section 4.4 below.

## 4.3 Course Committee/Board

Course Committee/Board meetings will be held on:

Meeting 1: 23/11/17

Meeting 2: 24/05/18



#### 4.4 If you have an issue

If you have an issue with your Course or a particular module, you should speak to your personal tutor, Module Leader or Course Leader in the first instance. You could also speak to your Course Representative who will be able to raise it at a Course Committee which takes place twice a year. It is important that you raise matters as soon as possible so that they can be resolved.

If you are unable to resolve an issue informally you should use the Complaints Procedure which is outlined in the Student Handbook <http://www.uwl.ac.uk/students/current-students/student-handbook>. You are also encouraged to contact the Student's Union. The University aims to ensure that most issues are resolved informally but the Complaints Procedure is there to help you resolve issues if this is not the case.