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| <b>Programme Specification</b> |
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| <b>1</b> | <b>Awarding Institution/Body</b>   | University Centre Leeds - Leeds City College   |
| <b>2</b> | <b>Delivery Location(s)</b>  | <i>University Centre Leeds<br/>On site at collaborative NHS Trusts<br/>Blended learning</i>  |
| <b>3</b> | <b>Programme Externally Accredited by (e.g. PSRB)</b>  | <i>Healthcare Play Specialist Education Trust</i>  |
| <b>4</b> | <b>Award Title(s)</b>  | <i>Foundation Degree in Health Play Specialism</i>   |
| <b>5</b> | <b>FHEQ Level</b><br><i>[see guidance]</i>   | <i>L4 Certificate of Higher Education<br/>L5 Foundation Degree</i>   |
| <b>6</b> | <b>Bologna Cycle</b><br><i>[see guidance]</i>  | Short cycle (within or linked to the first cycle) qualifications.  |
| <b>7</b> | <b>HECoS Code and Description</b>  | CAH15-04-03 Childhood and Youth  |
| <b>8</b> | <b>Mode of Attendance</b><br><i>[full-time or part-time]</i>   | <i>Part time</i>   |
| <b>9</b> | <b>Relevant QAA Subject Benchmarking Group(s)</b>  | There are no specific FD benchmarks for the profession, however the following FD qualification benchmarks were reviewed: <ul style="list-style-type: none"> <li>• Early Childhood Studies (2019)</li> <li>• Health Studies (2019)</li> </ul>   |
| <b>1</b> | <b>Relevant Additional External Reference Points</b><br><i>(e.g. National Occupational Standards, PSRB Standards)</i>  | <i>Healthcare Play Specialist Educational Trust (HPSET) and National Association of Healthcare Play Specialists (NAHPS)* Code of Professional Conduct for Registered Practitioners and Students<br/>Health Play Specialist apprenticeship standard (st0829) 2019<br/><br/>*From October 2021 these two will merge to form the Society of Health Play Specialists (SoHPS)</i> |
| <b>1</b> | <b>Date of Approval/ Revision</b>  | <i>June 2021</i>   |
| <b>1</b> | <b>Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others)</b><br>The entry requirements are set by the programmes regulatory body (HPSET) |  |

|                                      | Typical offer   | Minimum Offer   |
|--------------------------------------|---|---|
| <b>A Levels:</b>                     | N/A   |   |
| <b>BTEC/CACHE L3 Diploma</b>         | A full and relevant Level 3 qualification in childcare or health and social care.<br>MP, MPP grade  | PP, PPP grade or a Subsidiary Diploma with an E grade |
| <b>GCSE English:</b>                 | Minimum Grade C or equivalent   |   |
| <b>IELTS:</b>                        | IELTS 6.0 with no less than 5.5 in any component.   |   |
| <b>International qualifications:</b> | International qualifications will be assessed against these criteria  |   |
| <b>Mature applicants:</b>            | A full and relevant Level 3 qualification in childcare or health and social care, GCSE English or equivalent minimum grade C. Alongside the additional entry requirements stated below, |   |
| <b>RPL claims:</b>                   | The course structure actively supports claims for Accreditation of Recognition of Prior Certified Learning (RPL).   |   |

#### Additional entry criteria

|  | Criteria  |
|--|---|
| GCSE Mathematics   | Minimum Grade C or equivalent.  |
| Minimum of two years employment working with children, <b>after gaining the level 3 qualification.</b> | Minimum of 2 years  |
| HPS registered Mentor  | Mentor must have HPS registration and have undertaken mentor training.  |
| Work placement   | A work placement in a clinical setting must be arranged prior to commencing the course. This requirement will be discussed during the admissions process. Support and guidance are available from the course team and HPSET should it be required. HPSET has a directory of all registered health play specialists and will support pre-entry students to contact them to arrange potential placements. |
| DBS  | Students will also be required to complete the Disclosure and Barring Service process (DBS) prior to commencement on placement. The department will cover the cost.   |
| References   | An appropriate reference required.  |

## **1 Educational Aims of the Programme**

1. Students to be confident reflexive practitioners, seeking solutions to potential problems and the identification of best practice as a health play specialist.
2. Enable students to access, analyse and evaluate evidence, to inform and influence professional practice within the sector.
3. Develop student's own independence and autonomy assessing and fulfilling their learning needs within the role of a Health Play Specialist, whilst adhering to the code of professional conduct and standards.
4. Empower students to progress into professional practice and potential further academic study.
5. Students to qualify as a Health Play Specialist and gain entry to the public register for the profession.

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| 14        | <b>Learning Outcomes</b>   |  |
|           | The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to: |  |
|           | <b>Knowledge and Understanding</b> <i>(insert additional rows as necessary)</i>  |  |
|           | <b>K1</b>  | Demonstrate knowledge and understanding of the established and emerging principles of working with sick children, young people and vulnerable individuals.   |
|           | <b>K2</b>  | Evaluate and apply underlying concepts and principles of working with sick children, young people and vulnerable individuals and the application of those principles in a work context to inform planning. |
|           | <b>K3</b>  | Critically evaluate the different approaches to solving problems in a professional context.  |
|           | <b>K4</b>  | Review and evaluate theoretical perspectives relevant to working with sick children, young people and vulnerable individuals.  |
|           | <b>Cognitive/Intellectual Skills</b> <i>(insert additional rows as necessary)</i>  |  |
|           | <b>C1</b>  | Analyse the impact of new knowledge and understanding to ethical work practices within the healthcare sector.  |
|           | <b>C2</b>  | Critically apply the key theoretical principles and values to the Healthcare Play Specialist role.   |
|           | <b>Practical/Professional Skills</b>   |  |
|           | <b>P1</b>  | Analyse personal value systems, development and practices and compare these with alternative systems in healthcare.  |
|           | <b>P2</b>  | Use research critically and effectively to sustain and develop own practice in the healthcare sector.  |
|           | <b>P3</b>  | Critically evaluate practical situations within healthcare in relation to the relevant sector (private, public and voluntary).   |
| <b>P4</b> | Demonstrate competency in all professional occupation standards as defined by HPSET.   |  |

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| <b>Key Transferable Skills</b>  |  |
| <b>T1</b>   | Develop autonomy and independence with limited need for supervision, whilst adhering to codes of confidentiality and ethical work practices. |
| <b>T2</b>   | Critical reflection on own practice and modify actions appropriately.  |
| <b>T3</b>   | Demonstrate an effective contribution to team working.   |
| <p><b>Key Learning &amp; Teaching Strategy and Methods</b></p> <p>The teaching and learning strategy will ensure that regardless of delivery mode learners will all have the same opportunity in which to be successful. Learning and teaching will be tailored to meet the specific needs of the module whilst building on the skills required for the health play specialist role. Students will take part in discussions, seminars and peer review and evaluations on an on-going basis. They are encouraged to share good practice from their work placement opportunities with their peers in group work, discussions and seminar groups. There are opportunities to share these with their mentors and colleagues at work and reflect upon their learning.</p> <ul style="list-style-type: none"> <li>• Learners following a blended delivery will receive a mixture of teacher led sessions online and face to face on site sessions throughout the foundation degree, which is integral to establishing core knowledge, skills and behaviours. This will enable students to develop and confidently discuss complex issues relating to the role of the health play specialist and have a greater understanding of the use of strategies and therapies.</li> <li>• The virtual learning platform will play a key role in supporting a blended delivery, by providing a host of interactive features to engage students with the course team, peers and guest speakers. All students are issued with a Google account that is secure and accessed with their student ID number and password. The use of the Google Education Suite of apps via the Chromebook, provides a platform of excellent educational tools. Examples of the tools employed on the course are; Google Classroom, this gives opportunities flipped learning to facilitate deeper understanding and a forum for professional discussions with peers. It is an interactive learning environment for posting, commenting, alongside accessing a repository of lesson resources and recordings from live online (distance) classes. Also used is, Google Hangouts, an instant messaging channel for individual and group communication. Hangouts facilitates close contact for students and tutors and replicates the classroom/staffroom environment when distance learning is taking place. Tutorials take place via Hangouts and/or Meets, where professional discussions take place. Google Meet is used to host live online classes and to live stream face to face classes should there be a need, this is an interactive tool where students can engage in lectures, break into small groups to work on tasks, share work and collaborate, all with the support of their tutor. All Meets are recorded and shared to the Google Classroom, students are able to watch again at any time.</li> </ul> |  |

Google Drive is a cloud based storage for documents that students have their own account, any work stored can also be shared for collaboration with peers or tutors for formative feedback.

- Seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts. These aim to share best practice and cascade students' research and work experience with their peers.

- Monitoring and tracking of student progress is extremely important and critical to the success of each student. The curriculum team will use the 'pro-monitor' system to ensure that each student is making appropriate progress regardless of the delivery method undertaken. The tutorial process will ensure that each student remains 'on track' with any appropriate interventions. Additionally, apprentices will also receive progress review meetings with their assessors to ensure sufficient progress is being made throughout the programme. The use of formative tasks throughout each of the modules will support each student's progress and help to identify any areas which may require development. This is further outlined in the Key Assessment and Methods section of the documentation.

- Students will engage in a variety of group activities, working collaboratively, producing resources to develop their overall communication skills. These skills are essential to the healthcare play specialist and will be developed throughout the course. Improving confidence when presenting to peers, patients/service users and increasing their interpersonal skills are a core thread that runs through the programme.

- Case studies will be used to explore issues and the needs of service users/clients/patients. We will explore strategies and plans to meet the needs of service users taking a holistic approach to healthcare needs. Case studies enable students to focus on real life scenarios and provides a base for class discussions and debate whilst maintaining confidentiality.

- Students will be encouraged to move from dependent to more independent and autonomous learning from level 4 to level 5 of their study, building their research techniques and skills. Students will be supported through a programme of tutorials and academic support sessions which will build these study skills. Skills workshops are an integral part of this and allow students to self-reflect and action plan for success.

- The library staff will support student's research and referencing skills in a negotiated study programme alongside the teaching team. These skills will be revisited throughout the programme of study to deepen the knowledge and confidence of the students. This will be available to all students via the VLE regardless of delivery mode undertaken.

### **Key Assessment Strategy and Methods**

The assessment strategy for the programme has been designed in full consultation with both HPSET and the Play Teams from various NHS Trusts. The foundation degree is written to embed the principles of work-related practice, the assessment strategy and methods therefore needs to replicate the procedures expected upon qualification and registration to the profession.

There are a variety of assessment methods throughout the foundation degree at both level 4 and level 5 which provide the platform from which learners can build and develop the knowledge, skills and behaviours required to be successful.

Modules are linked to allow application of theory to practice, embedding the knowledge, skills and behaviours required of the profession. For example, at level 4 the Developing Professional Practice module assesses the basic principles of communication in practice in the competencies. This is enhanced in level 5 by the Communication and Interpersonal Skills module where the students produce a Reflective Case Study.

The tasks and assessment criteria are clearly explained to the students in the module handbooks. Tutors explain these outcomes and methods to the students for clarity. Formative assessment and feedback are integral to the teaching, learning and assessment strategy of the course, these will be shown in the module scheme of work. Formative tasks throughout the programme will ensure that each learner is prepared and supported to meet the summative tasks. For example, the Skills for Academic Study module at level 4 semester one includes a formative skills audit that helps students to identify areas of development. This early task helps to gauge the students' needs so support can be identified and delivered before the summative tasks. Students will also take part in a variety of discussions, seminars and peer reviews and be encouraged to share good practice identified whilst working, with their peers in group work, discussions and seminar groups.

Following consultation with the regulatory body and NHS Trusts the assessment methods used within the course are:

Report writing, case studies, presentations, essays, eportfolios, small scale research projects and personal/professional development plans.

- Report writing is a skill that is a requirement when making case notes, recording observations, making activity plans and planning programmes of play.
- Case studies enable students to look holistically at a case and evaluate interactions, initiatives and treatments to meet an individual's needs. Case studies enable students to plan and make suggestions for future treatments and interactions.
- Essays are included as a catalyst for research, to facilitate deeper knowledge and understanding of topics. Conducting literature searches into the latest concepts and theories to apply to practice are part of the healthcare specialist role once qualified.
- Presentations develop students' confidence in speaking to others. They are in place at level 4 and 5 in various formats. Presentations enable students to share research and findings with each other and develop this best practice within their workplace. These build the reflective and reflexive practitioner skills that are essential for healthcare play professionals. Over the course of the programme

these skills will enable students to develop their levels of responsibility and autonomy working within the required levels of supervision for the job role involved.

- E-portfolios are used as a platform to evidence work based practice and competence at level 4 and 5, in the Developing Professional Practice and Critical Reflective Practice modules. These are the two modules that are non-compensatable and the **professional competencies must be achieved at level 4 to progress to level 5**. The e-portfolio evidences the mandatory competences from the professional occupational standards set by HPSET. This digital system facilitates the capture of competence in more creative (multimedia) approach; document files, video, audio, photographs, scanned documents from practice and links to external reference points for the profession. The registered mentor is responsible for observing, assessing and grading the professional occupational standards in the work placement. These will be submitted as part of the eportfolio, which is assessed by the module tutor and externally moderated by the regulatory body.

- Personal/professional development plans are in place at level 4 and 5 of the programmes. At level 4 students are required to put together a Personal Development Plan for the Supporting Emotional Health and Wellbeing of the sick child module, supporting practice in this high priority area. At level 5 in Critical Reflections on Practice a Professional Development Plan supports students in preparation for qualifying and professional registration

- At level 5 students will embark on a small-scale research project of their choice in the Work Based Project module. This should be a project that will enhance a particular area of their work practice and be ontological in design. All modules have an element of work-based learning or reflection within the assessment. As work-based learning and the links from theory to practice are integral to the award it is essential that all students adhere to strict codes of confidentiality and seek consent from the appropriate sources prior to using case studies and examples from work practice.

In addition to the course assessments, apprentices will complete an end point assessment. It includes the following components:

1. A knowledge test
2. An observation of practice undertaken in the workplace
3. A Professional discussion underpinned by portfolio.

The purpose of this is to test (in a synoptic way) the skills, knowledge and behaviours of the apprentice as set out in the apprenticeship standard.

The end point assessment: ·

- Provides apprentices with a showcase opportunity to provide oral and documentary evidence of their knowledge, skills and behaviours developed throughout the apprenticeship

- Enables the independent assessor to assess the skills and behaviours of the apprentice by observing the apprentice in the course of their normal work ·

- Tests the knowledge acquired by the apprentice throughout the apprenticeship.



|    |   |   |                |                         |                           |                      |                 |
|----|---|---|----------------|-------------------------|---------------------------|----------------------|-----------------|
| 15 | <b>Programme Modules</b>                                    |   |                |                         |                           |                      |                 |
|    | <b>Level 4</b>  |   |                |                         |                           |                      |                 |
|    | <b>Code</b>   | <b>Title</b>  | <b>Credits</b> | <b>Core/<br/>Option</b> | <b>Non-Compensatable</b>  | <b>Compensatable</b> | <b>Variance</b> |
|    |   | Skills for Academic Study   | 20             | Core                    |                           | x                    |                 |
|    |   | Developmental Approaches to Play  | 20             | Core                    |                           | x                    |                 |
|    |   | Developing Professional Practice<br>(Professional occupational standards) | 40             | Core                    | x                         |                      |                 |
|    |   | Theoretical Professional Practice<br>(Non-registration)                   | 40             | Option                  | x                         |                      |                 |
|    |   | Communication and Interpersonal skills                                    | 20             | Core                    |                           | x                    |                 |
|    |   | Safeguarding Children and Vulnerable Young People                         | 20             | Core                    | x                         |                      |                 |
|    | <b>Level 5</b>  |   |                |                         |                           |                      |                 |
|    | <b>Code</b>   | <b>Title</b>  | <b>Credits</b> | <b>Core/<br/>Option</b> | <b>Non -Compensatable</b> | <b>Compensatable</b> | <b>Variance</b> |
|    |   | Critical reflection on Practice<br>(Professional occupational standards)  | 40             | Core                    | x                         |                      |                 |
|    |   | Therapeutic play interventions  | 20             | Core                    |                           | x                    |                 |
|    |   | Ethical working Practices in Healthcare                                   | 20             | Core                    | x                         |                      |                 |
|    |   | Work Based Project  | 20             | Core                    |                           | x                    |                 |
|    | Supporting Emotional Health and Wellbeing of the sick child | 20  | Core           |                         | x                         |                      |                 |

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**Programme Structure**

The programme is designed for part time study. This is in response to the work-based nature of the course and the guidance from the regulatory body. All students will study the modules in the same order per level, regardless of mode of study. Students must be working as a play specialist/nursery nurse or on placement in a healthcare setting to enable completion of the work-based learning modules. Students are required to complete a minimum of 200 hours work placement per level, accumulated on a continuous and regular basis alongside their theoretical studies. Students must gain 120 credits at level 4, **which must include the Developing Professional Practice module to progress to level 5**. Any student that hasn't been able to demonstrate the professional competences at level 4 will be reviewed under HPSET regulations and offered the option module at level 4 to achieve a Certificate of Higher Education (non-registration exit award).

**Modes of Study**

Part time study allocates 2 hours class time per module and one hour tutorial every week, for 30 weeks per level. This is equivalent to 30 days.

**All modes offered are dependent on recruitment of viable numbers of students.**

**Weekly Onsite attendance**

A weekly attendance cohort at ucLeeds, during each level of study.

**Weekly blended attendance**

A weekly online attendance cohort, blended with 6 face to face onsite days at ucLeeds during each level of study.

**Bespoke blended weekly attendance**

For consortiums of regional NHS trusts in a compact geographical area, packages for a group of apprentices can be arranged. This cohort will have weekly online attendance and approximately every six weeks will attend on site at the learning suite at their home NHS Trust facilities for face-to-face learning/reviews.

**Structure for Weekly Modes of Delivery:****Level 4**

|                        |  |   |  |
|------------------------|--|---|--|
| Sem 1<br>(Weeks 1-15)  | Skills for Academic Study              | Safeguarding Children and Vulnerable Young People | Developing Professional Practice (Professional occupational standards) |
| Sem 2<br>(weeks 16-30) | Communication and Interpersonal skills | Developmental Approaches to Play                  |  |

**Level 5**

|                        |   |   |   |
|------------------------|---|---|---|
| Sem 1<br>(Weeks 1-15)  | Therapeutic play interventions                              | Ethical working Practices in Healthcare | Critical reflection on Practice (Professional occupational standards) |
| Sem 2<br>(Weeks 16-30) | Supporting Emotional Health and Wellbeing of the sick child | Work Based Project                      |   |

**Block blended attendance**

During each year there will be 6 blocks of study that comprise of 3 consecutive days approximately every six weeks, totalling 18 days study per level. The modules would encompass flipped learning to facilitate coverage of the content in the timescale. Students will be expected to engage with self-directed study from pre-recorded sessions on the VLE for the equivalent of a further 12 days per level to cover the expected learning. Tutorials will be conducted outside of the blocks to provide continuous support for the students in this mode of study.

**Bespoke blended block attendance**

In consultation with a consortium of regional NHS trusts in a compact geographical area, packages for a group of apprentices can be arranged. This would consist of 6 block study weeks of 3 days and flipped learning alongside at each level. The delivery to be facilitated on site at University Centre Leeds, or onsite at the NHS Trusts education facilities or by distance learning. This block delivery can be a mix of online and face to face learning over the duration of the course, dependent on the global circumstances.

Bespoke programmes are available for a January start. This would be for apprenticeship provision only and in negotiation with an NHS Trust (or consortium) who had a group of apprentices to form a stand-alone cohort.

**Structure for Block Modes of Delivery:  
Level 4**

| Semester 1 (Weeks 1-15)  |  |  |
|--|--|--|
| Block 1  | Block 2  | Block 3  |
| Day 1 Skills for Academic Study  | Day 1 Skills for Academic Study  | Day 1 Skills for Academic Study  |
| Day 2 Safeguarding Children and Vulnerable Young People                      | Day 2 Safeguarding Children and Vulnerable Young People                      | Day 2 Safeguarding Children and Vulnerable Young People                      |
| Day 3 Developing Professional Practice (Professional occupational standards) | Day 3 Developing Professional Practice (Professional occupational standards) | Day 3 Developing Professional Practice (Professional occupational standards) |
| Semester 2 (Week 16-30)  |  |  |
| Block 1  | Block 2  | Block 3  |
| Day 1 Communication and Interpersonal skills                                 | Day 1 Communication and Interpersonal skills                                 | Day 1 Communication and Interpersonal skills                                 |
| Day 2 Developmental Approaches to Play                                       | Day 2 Developmental Approaches to Play                                       | Day 2 Developmental Approaches to Play                                       |
| Day 3 Developing Professional Practice                                       | Day 3 Developing Professional Practice                                       | Day 3 Developing Professional Practice                                       |

|   |   |   |                                       |
|---|---|---|---------------------------------------|
|   | (Professional occupational standards)   | (Professional occupational standards)                                       | (Professional occupational standards) |
| <b>Level 5</b>  |   |   |                                       |
| Semester 1 (Week 1-15)  |   |   |                                       |
| Day 1 Therapeutic play interventions  | Day 1 Therapeutic play interventions  | Day 1 Therapeutic play interventions  |                                       |
| Day 2 Ethical working Practices in Healthcare   | Day 2 Ethical working Practices in Healthcare   | Day 2 Ethical working Practices in Healthcare                               |                                       |
| Day 3 Critical reflection on Practice (Professional occupational standards)   | Day 3 Critical reflection on Practice (Professional occupational standards)   | Day 3 Critical reflection on Practice (Professional occupational standards) |                                       |
| Semester 2 (Week 16-30)   |   |   |                                       |
| Day 1 Supporting Emotional Health and Wellbeing of the sick child   | Day 1 Supporting Emotional Health and Wellbeing of the sick child   | Day 1 Supporting Emotional Health and Wellbeing of the sick child           |                                       |
| Day 2 Work Based Project  | Day 2 Work Based Project  | Day 2 Work Based Project  |                                       |
| Day 3 Critical reflection on Practice (Professional occupational standards)   | Day 3 Critical reflection on Practice (Professional occupational standards)   | Day 3 Critical reflection on Practice (Professional occupational standards) |                                       |
| <p>The Foundation Degree is awarded on successful completion of both level 4 and level 5 of the award. If you are unable to continue onto level 5 but have been successful on level 4 you may request a Certificate of Higher Education from the Examination Board.</p> |   |   |                                       |
| <b>17</b>   | <p><b>Apprenticeships</b></p> <p>The L5 Health Play Specialist standard (st0389) is mapped to this Foundation Degree. All KSBs are individually mapped to each module and the practice evidence portfolio at level 4 and 5 facilitate the achievement of the competencies in the workplace. Students must achieve a minimum 200 hours work placement and successfully complete the work-based competencies (alongside the modules) to become a registered health play specialist.</p> <p>All module specifications are mapped to the KSBs a minimum of twice so that the learners have opportunity to meet these through the Foundation Degree study.</p> <p>The framework design of the foundation degree dovetails with the apprenticeship so that the learners don't have 'extra' work to complete during the Foundation Degree to achieve the apprenticeship. The KSBs have also been mapped to the non-compensatable modules at level 4 and 5 (L4-Developing Professional Practice and Safeguarding Children and Vulnerable Young People, L5-Critical Reflection on Practice and Ethical Working Practices) which ensures that the competencies from the HPSET Professional and Occupational Standards are achieved. Once the Foundation Degree is completed and upon employers' request, the learner will then be able to enter the 12-week gateway for end point assessment.</p> |   |                                       |

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|                  | <p>Apprentices will have regular meetings with their Assessor and Mentor to monitor their progress. As per the Apprenticeship Standard a review meeting will take place at least every 12 weeks with their Assessor. This will go towards the Off the Job training (OTJ), alongside the time spent in lectures and with their assessor/mentor.</p> <p>Each apprentice will benefit from the collaborative approach where apprentice progress is at the centre of communication between the curriculum team, the assessor and the employer line mentor. This will be facilitated by regular meetings between the employer and the provider to ensure a coherent and consistent approach is taken. This will ensure that effective tracking and monitoring is taking place and ultimately that each apprentice is ready for the End Point Assessment.</p>   |
| <p><b>18</b></p> | <p><b>Support for Students and Their Learning</b></p> <p>The support that students receive regarding student guidance and the advice systems in place has been continually reviewed during the existing programme.</p> <p>Pre-entry support to find a placement and registered mentor is available from the course team and HPSET. HPSET has a directory of all registered health play specialists and will direct pre-entry students to contact them to arrange potential placements. HPSET also provides mentor training, mentor support groups, mentors can now accept two students on placement. If a pre-entry student finds a placement with a registered HPS who is willing to take a student but hasn't had training, then HPSET can offer the training online for free to ensure the student can meet the conditions of the offer. Mentors are required to let HPSET know how many students places they have available each year and ucLeeds with HPSET can direct students to the settings where mentors have space for a student.</p> <p>A structured pre-enrolment and on-course support system is in place, where all students identify any support needs on their application form and support systems are discussed at this point. The admissions team will make the department and HE Learning Support Officer aware of any additional support requirements identified from the student's application form. Support for students and their learning is available via the HE Learning Support Officer based at the University Centre where students can gain support for a variety of issues such as dyslexia, other learning difficulties and assessments to assess students for disabled student allowance (DSA funding). The team have found this approach enables potential support to be identified within the first few weeks of the programme.</p> <p>A 'keep warm' event is planned for July/August when all students who have applied will be invited to The University Centre for the day, as students are attending from a large geographical area this is also provided as a virtual event. Students will be given the opportunity to speak to tutors, meet fellow applicants and take part in various leadership and management activities. This gives the students an opportunity to meet tutors and other students and tutors can speak to the applicants about their aims and objectives for the programme. Tutors can then ensure applicants are considering the correct programme and assist with any queries or questions. Contact with the Programme Manager or Course Leaders will be maintained during the application-to-enrolment period, as well as on course. Support services are further discussed and signposted at enrolment and during induction, as well as through the structured tutorial programme.</p> |

For all students, there is a tailored support from the moment they apply to programme and is enhanced further within the detailed induction programme. Prior to commencing the course, the department will deliver information sessions about the course, its regulations, procedures, the VLE and assessments. During the induction week, tutors will undertake a one to one with each student and discuss potential goals for the upcoming year. Induction will also include guidance sessions on the using the VLE and support to upskill digital literacy. This support will be ongoing through the course to support blended learning.

The communication system used by the department give students access to the programme team; this includes e-mail, on-line texting system (Google Hangouts), the VLE (Google Classroom) and contact details will be provided on the course notice boards (virtual). All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE.

The way in which the tutorial system has been previously structured will continue with each student allocated at least one tutor for regular tutorials and personal development planning. Where a student is to study modules focusing on a particular occupational sector a tutor will be allocated. This is implemented in the first term and continued throughout the two years of study. Tutorials are tracked throughout the use of the on-line ProMonitor software.

The tutorial system supports individual students in accordance with their personalised learning plan. Students will continue to have access to weekly support sessions, where a personal progress and development record for the duration of the Foundation Degree which will help focus reflection and personal development as well as inform meetings with personal and module tutors.

Although students are encouraged to become independent learners, access to the academic skills hub at the University Centre also offers advice and guidance on a range of topics such as referencing and improving their overall academic writing style. The health and social care department have also employed an Academic Skills Tutor, who supplements the level of support provided to students and will hold 1-2-1 support meetings with students across all levels of study.

The free Chromebook provided to students has been a great success and allows students to access the internet, online library resources, academic journal databases, use the webcam to record online videos or screencasts, complete interactive activities through the Google platform and offers functional capabilities such as printing, so that students do not have to log on to a desktop computer. This will continue to be essential during blended learning delivery.

The library staff in addition to teaching team will support student's research and referencing skills in a negotiated study programme alongside the course team. This will also include support to access electronic sources for blended study. These skills will be revisited throughout the programme of study to deepen the knowledge and confidence of the students. Finally, there are a range of student services available such as welfare, counselling, financial and careers advice.

Students will also be supported by their registered Mentor. Careful monitoring of student performance is undertaken by individual work-based mentors and they can encourage students to develop their skills and knowledge as defined by the work-based competencies. Mentors are supported by HPSET who provide annual training and guidance. Mentors also have access to the informal mentoring network, where they can gain peer support and guidance. There will also be mid-

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|------------------|---|
|                  | <p>term and end of year formative reviews of the Practice Assessment Portfolio by the regulatory body. This is developmental and supportive and is a collaborative process between student, mentor, tutor and the regulatory body.</p>  |
| <p><b>19</b></p> | <p><b>Distinctive Features</b></p> <p>The programme has excellent links with the profession, working closely with the Play Teams at number of large NHS Trusts up and down the country. This provides opportunities for placements, apprenticeships, mentor training, CPD opportunities and guest lectures.</p> <p>The programme delivery model(s) facilitate bespoke packages for NHS Trusts and we can deliver in a variety of formats, being responsive to market needs and demand.</p> <p>University Centre Leeds are the only centre located in the North of England delivering the Foundation Degree. We are also approved by Health Education England to run the apprenticeship standard and are their preferred provider.</p> <p>University Centre Leeds were chosen by the regulatory body to validate the Healthcare Play Specialism, due to our forward thinking and responsive approach to delivery.</p> <p>Chromebooks are given to all students, these are especially important when distance learning and we also provides training for all new starters to upskill their digital literacy. This has been commented on by our NHS Trust partners as a unique feature and a real selling point for them, as is the centralisation of all digital learning on one platform (Google Education Suite).</p> <p>In conjunction with the regulatory body, University Centre Leeds delivers the annual Mentor training. This is a high-profile event in the sector.</p> <p>There are an excellent range of guest speakers from the sector, delivering talks on therapeutic play, proton beam therapy, Giggle Doctors, the Rockin R (gaming charity), Starlight and Candlelighters.</p> |

**Stage Outcomes (Undergraduate Awards only)**

| No.       | Programme Outcome  | Stage/Level 4 (1)  |
|-----------|--|--|
| <b>K1</b> | Demonstrate knowledge and critical understanding of the established and emerging principles for working with sick children and young people.                                       | Demonstrate knowledge and understanding of the established and emerging principles for working with sick children and young people.  |
| <b>K2</b> | 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. | Collate and review 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. |
| <b>K3</b> | Critically evaluate the different approaches to solving problems and applying these in a work context.   | Describe and explain the different approaches to solving problems and applying these in a work context.  |
| <b>K4</b> | Assess, review and evaluate theoretical perspectives relevant to working with sick children and young people.  | Identify and explain theoretical perspectives relevant to working with sick children and young people.   |



|           |  |   |
|-----------|--|---|
| <b>C1</b> | Analyse the impact of new knowledge and understanding to ethical work practices within the healthcare sector.                  | Identify and explain the impact of new knowledge and understanding to ethical work practices within the healthcare sector.      |
| <b>C2</b> | Critically apply the key theoretical principles and values to the Healthcare Play Specialist role.                             | Identify and explain the key theoretical principles and values to the Healthcare Play Specialist role.                          |
| <b>P1</b> | Analyse personal value systems, development and practices and compare these with alternative systems in healthcare.            | Explore personal value systems, development and practices and compare these with alternative systems in healthcare.             |
| <b>P2</b> | Use research critically and effectively to sustain and develop own practice in the healthcare sector.                          | Collate and record research to sustain and develop own practice in the healthcare sector.                                       |
| <b>P3</b> | Critically evaluate practical situations within healthcare in relation to the relevant sector (private, public and voluntary). | Describe and explain practical situations within healthcare in relation to the relevant sector (private, public and voluntary). |
| <b>P4</b> | Demonstrate competency in all professional occupation standards at level 4 and 5 as defined by HPSET.                          | Describe and explain the level 4 professional occupation standards as defined by HPSET.   |

|           |  |  |
|-----------|--|--|
| <b>T1</b> | Develop autonomy and independence with limited need for supervision, whilst adhering to codes of confidentiality and ethical work practices. | Begin to develop autonomy and independence with some need for supervision, whilst adhering to codes of confidentiality and ethical work practices. |
| <b>T2</b> | Critical reflection on own practice and modify actions appropriately.  | Identify and explain own practice and start to modify actions appropriately  |
| <b>T3</b> | Communicate effectively with a range of colleagues, patients, service users, families/carers, professional agencies.                         | Identify and use suitable communication with a range of colleagues, patients, service users, families/carers, professional agencies.               |

### Map of Outcomes to Modules

**For Undergraduate programmes please provide a map for each Stage, e.g. Stages 1 and 2 and programme outcomes for Honours degrees, and Stage 1 and programme outcomes for Foundation Degrees.**

| Level 4   |    |    |    |    |    |    |    |    |    |    |    |    |    |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Module Titles   | K1 | K2 | K3 | K4 | C1 | C2 | P1 | P2 | P3 | P4 | T1 | T2 | T3 |
| Skills for Academic Study   |    |    |    | x  |    |    |    | x  |    |    | x  |    | x  |
| Developmental Approaches to Play  |    |    |    | x  | x  |    |    | x  | x  |    |    |    |    |
| Developing Professional Practice<br>(Professional occupational standards) |    | x  |    |    | x  |    |    |    |    | x  |    | x  | x  |
| Communication and Interpersonal skills                                    |    |    |    | x  |    |    | x  |    | x  |    | x  |    |    |
| Safeguarding Children and Vulnerable Young People                         | x  |    | x  |    |    | x  | x  |    |    |    |    |    |    |
| Theoretical Professional Practice (Non-registration)                      | x  | x  |    |    | x  |    |    |    |    |    |    | x  | x  |

| Level 5  | Outcome Key |    |    |    |    |    |    |    |    |    |    |    |    |
|--|-------------|----|----|----|----|----|----|----|----|----|----|----|----|
| Module Titles  | K1          | K2 | K3 | K4 | C1 | C2 | P1 | P2 | P3 | P4 | T1 | T2 | T3 |
| Critical reflection on Practice<br>(Professional occupational standards) |             | x  |    |    |    | x  |    | x  |    | x  | x  | x  | x  |
| Therapeutic play interventions   | x           |    |    |    | x  |    | x  |    |    |    |    |    | x  |
| Ethical working Practices in Healthcare                                  |             |    | x  | x  | x  |    |    |    | x  |    |    |    | x  |
| Work Based Project   |             |    | x  |    |    |    |    | x  |    |    | x  | x  |    |

|   |   |  |  |  |   |  |   |  |  |  |  |  |  |  |
|---|---|--|--|--|---|--|---|--|--|--|--|--|--|--|
| Supporting Emotional Health and Wellbeing of the sick child | x |  |  |  | x |  | x |  |  |  |  |  |  |  |
|---|---|--|--|--|---|--|---|--|--|--|--|--|--|--|

#### Level 4

| Module Titles  | Methods  |   |                 |                     |                     |                   |                                |
|--|----------|---|-----------------|---------------------|---------------------|-------------------|--------------------------------|
|  | Lectures | Student led/<br>interactive/<br>shared learning<br>seminars | Case<br>Studies | Skills<br>workshops | Group<br>activities | Guest<br>speakers | E Learning/ On-<br>line forums |
| Skills for Academic Study  | x        |   |                 | x                   | x                   |                   | x                              |
| Developmental Approaches to Play                                       | x        | x   | x               |                     | x                   | x                 | x                              |
| Developing Professional Practice (Professional occupational standards) | x        | x   | x               | x                   | x                   | x                 | x                              |
| Communication and Interpersonal skills                                 | x        | x   | x               | x                   | x                   | x                 | x                              |
| Safeguarding Children and Vulnerable Young People                      | x        |   | x               |                     | x                   |                   | x                              |
| Theoretical Professional Practice (Non-registration)                   | x        | x   | x               | x                   | x                   | x                 | x                              |

## Level 5

| Module Titles   | Methods  |                                      |              |                  |                             |                  |                |                            |
|---|----------|--------------------------------------|--------------|------------------|-----------------------------|------------------|----------------|----------------------------|
|   | Lectures | Student led shared learning seminars | Case Studies | Skills workshops | Practical (resource making) | Group activities | Guest speakers | E Learning/ On-line forums |
| Critical reflection on Practice (Professional occupational standards) | x        |                                      | x            | x                |                             | x                | x              | x                          |
| Therapeutic play interventions  | x        | x                                    |              |                  | x                           | x                | x              | x                          |
| Ethical working Practices in Healthcare                               | x        | x                                    | x            |                  |                             |                  |                | x                          |
| Work Based Project  | x        |                                      | x            |                  | x                           |                  | x              | x                          |
| Supporting Emotional Health and Wellbeing of the sick child           | x        |                                      | x            | x                | x                           | x                | x              | x                          |

## Map of Assessment Methods

### Level 4

| Module Titles  | Methods                |                   |                         |                                 |   |   |
|--|------------------------|-------------------|-------------------------|---------------------------------|---|---|
|  | Report                 | Case Study        | Essay                   | E-Portfolio                     | Presentation                              | Poster Presentation                       |
| Skills for Academic Study  |                        |                   | T1 1800 words 60% WK9   |                                 |   | T2 10 minutes (1200 word equiv) 40% WK 14 |
| Developmental Approaches to Play                                       | T2 1500 words 50% WK28 |                   | T1 1500 words 50% WK24  |                                 |   |   |
| Developing Professional Practice (Professional occupational standards) |                        |                   | T1 2000 words 30% WK 30 | T2 4000 (word equiv.) 70% WK 22 |   |   |
| Communication and Interpersonal skills                                 |                        | T1 3000 100% WK26 |                         |                                 |   |   |
| Safeguarding Children and Vulnerable Young People                      | T2 1500 words 50% WK15 |                   |                         |                                 | T1 15 minutes (1500 words equiv) 50% WK8  |   |
| Theoretical Professional Practice (Non-registration)                   |                        |                   | T2 4000 words 60% WK 30 |                                 | T1 20 minutes (2000 words equiv) 40% WK28 |   |

## Level 5

| Module Titles   | Methods                 |                           |                            |                                      |  |                               |                               |   |
|---|-------------------------|---------------------------|----------------------------|--------------------------------------|--|-------------------------------|-------------------------------|---|
|   | Report                  | Personal Development Plan | Essay                      | E-Portfolio                          | Presentation                               | Small Scale Research Project  | Professional Development Plan | Poster Presentation                         |
| Critical reflection on Practice (Professional occupational standards) |                         |                           |                            | T1 70%<br>5500 (word equiv.)<br>WK23 |  |                               | T2 30%<br>2500 words<br>WK 30 |   |
| Therapeutic play interventions  |                         |                           | T1 2000 words<br>50% WK 10 |                                      |  |                               |                               | T2 15 minutes (2000 words equiv.) 50% WK 14 |
| Ethical working Practices in Healthcare                               | T2 2500 words 60% WK 15 |                           |                            |                                      | T1 15 minutes (1500 words equiv.) 40% WK 8 |                               |                               |   |
| Work Based Project  |                         |                           |                            |                                      |  | T1 100%<br>4000 words<br>WK28 |                               |   |
| Supporting Emotional Health and Wellbeing of the sick child           |                         | T2 1600 words 40% WK30    | T1 2400 words 60% WK 25    |                                      |  |                               |                               |   |

## Apprenticeship L5 Health Play Specialist standard (st0389) Mapping

| KSB | Level 4                   |                                  |                                  |  |   | Level 5                         |                                |   |                    |   |
|-----|---------------------------|----------------------------------|----------------------------------|--|---|---------------------------------|--------------------------------|---|--------------------|---|
|     | Skills for Academic Study | Developmental Approaches to Play | Developing Professional Practice | Communication and interpersonal skills | Safeguarding Children and Vulnerable Young People | Critical reflection on Practice | Therapeutic Play Interventions | Ethical Working Practices in Healthcare | Work Based Project | Supporting Emotional Health & Wellbeing of the Sick Child |
| K1  |                           |                                  | x                                |  |   | x                               |                                |   |                    |   |
| K2  |                           | x                                | x                                |  |   | x                               |                                |   |                    | x   |
| K3  |                           | x                                | x                                |  | x   | x                               |                                | x                                       |                    | x   |
| K4  |                           | x                                | x                                |  |   | x                               |                                |   |                    | x   |
| K5  |                           | x                                | x                                | x                                      |   | x                               | x                              |   |                    | x   |
| K6  |                           | x                                | x                                |  |   | x                               | x                              |   | x                  |   |
| K7  |                           | x                                | x                                |  |   | x                               | x                              |   | x                  | x   |
| K8  |                           | x                                | x                                | x                                      |   | x                               |                                | x                                       |                    |   |
| K9  |                           | x                                | x                                |  | x   | x                               | x                              |   |                    | x   |
| K10 | x                         |                                  | x                                |  |   | x                               |                                |   | x                  |   |
| K11 |                           | x                                | x                                |  | x   | x                               |                                | x                                       |                    |   |
| K12 |                           | x                                | x                                |  | x   | x                               | x                              |   |                    | x   |
| K13 |                           | x                                | x                                |  |   | x                               | x                              | x                                       |                    | x   |
| K14 |                           |                                  | x                                | x                                      | x   | x                               | x                              | x                                       |                    | x   |
| K15 |                           |                                  | x                                | x                                      | x   | x                               |                                |   |                    | x   |
| K16 |                           |                                  | x                                | x                                      | x   | x                               | x                              | x                                       | x                  | x   |
| K17 | x                         |                                  | x                                | x                                      |   | x                               |                                |   |                    | x   |
| K18 |                           |                                  | x                                | x                                      | x   | x                               | x                              |   |                    |   |
| K19 |                           |                                  | x                                |  | x   | x                               |                                | x                                       |                    |   |
| S1  |                           |                                  | x                                |  |   | x                               |                                |   |                    |   |
| S2  |                           | x                                | x                                | x                                      | x   | x                               | x                              | x                                       |                    |   |
| S3  |                           | x                                | x                                |  | x   | x                               | x                              |   |                    |   |
| S4  | x                         |                                  | x                                | x                                      |   | x                               |                                | x                                       | x                  |   |
| S5  |                           |                                  | x                                |  |   | x                               |                                |   |                    |   |
| S6  |                           |                                  | x                                | x                                      | x   | x                               | x                              |   | x                  |   |
| S7  |                           |                                  | x                                | x                                      | x   | x                               | x                              |   |                    | x   |
| S8  |                           |                                  | x                                |  | x   | x                               |                                |   |                    | x   |
| S9  |                           |                                  | x                                | x                                      |   | x                               |                                | x                                       |                    | x   |
| S10 |                           | x                                | x                                | x                                      | x   | x                               | x                              |   |                    | x   |
| S11 |                           |                                  | x                                | x                                      | x   | x                               | x                              | x                                       |                    | x   |
| S12 |                           |                                  | x                                | x                                      | x   | x                               |                                | x                                       |                    |   |
| S13 |                           | x                                | x                                |  |   | x                               | x                              |   |                    | x   |
| S14 |                           | x                                | x                                | x                                      |   | x                               | x                              |   |                    | x   |
| S15 |                           |                                  | x                                | x                                      | x   | x                               | x                              |   |                    |   |



|     |   |   |   |   |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|---|---|---|---|
| S16 |   |   | x |   | x | x |   |   |   | x |
| S17 |   | x | x |   |   | x | x |   |   |   |
| S18 |   |   | x | x | x | x |   | x |   | x |
| S19 |   |   | x | x | x | x | x | x |   | x |
| S20 |   | x | x |   |   | x | x |   |   |   |
| S21 |   |   | x |   |   | x | x |   |   | x |
| S22 |   |   | x | x | x | x | x | x |   | x |
| S23 |   | x | x |   |   | x | x |   |   |   |
| S24 |   |   | x |   | x | x |   |   |   |   |
| S25 |   |   | x |   |   | x | x |   |   |   |
| S26 |   |   | x |   | x | x | x |   |   |   |
| S27 |   |   | x |   |   | x |   |   | x |   |
| S28 |   |   | x |   |   | x |   |   |   |   |
| S29 |   |   | x | x |   | x |   |   |   |   |
| S30 |   |   | x | x |   | x |   |   |   | x |
| S31 |   |   | x |   |   | x |   |   | x |   |
| B1  |   | x | x | x | x | x | x | x | x | x |
| B2  |   |   | x |   | x | x | x |   |   | x |
| B3  | x |   | x |   |   | x | x | x |   | x |