

# Course Handbook

**College of Nursing, Midwifery and  
Healthcare**

FdA Healthcare Play Specialism AY 2020-2021

**Leeds City College**

# FdA Healthcare Play Specialism

## Course Handbook

### Contents

		Page No.
Section 1	Key Information	
1.1	Welcome to the Course	3
1.2	Overview of the Course	4
1.3	Sources of Help and Support	5
1.4	Facts and Figures	7
1.5	Your Responsibilities	7
Section 2	Structure and Content	
2.1	Introduction	9
2.2	Award Title, Exit Points and Progression	10
2.3	Course Philosophy, Aims and Objectives	12
2.4	Course Outline	15
2.5	Course Summary	16
Section 3	Learning, Teaching and Assessment	
3.1	Learning and Teaching Approaches	19
3.2	Assessment	24
3.3	UWL Graduate Attributes	28
Section 4	Quality Management and Enhancement	
4.1	Course Management	29
4.2	Student Evaluation	31
4.3	Course Committee/Board	31
References		32

# Key Information

## 1.1 Welcome to Course

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

Dear Student

Welcome to Leeds City College and the School of Science, Health and Sport and in particular the FdA Healthcare Play Specialism.

This handbook provides you with information about your FdA Healthcare Play Specialism course (which is validated by The University of West London).

Now that you have enrolled, our aim is to offer you all possible help and support to enable you to gain the qualification, prepare you to be successful practitioners and also for progression onto a BA (Hons) Degree top-up course if that is your choice.

The team is looking forward to meeting you and hopes that your time in Leeds is both enjoyable and successful.

Richard Keys  
Head of Department- Science, Health and Service Professionals  
Leeds City College

## 1.2 Overview of the Course

This handbook contains information based on a Course Specification formally approved by the University of West London. The relevant sections of the specification, for example, the course's aims, module content, learning outcomes, teaching and learning methods, assessment requirements, are incorporated into the handbook. 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, relevant supplement and the UWL website. The regulations applying to a student will be those in place from the start of the academic year – your course leader and APLT will inform you of any changes to the assessment regulations at the start of the second year on your course.

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 Leeds City College you will also access blended learning via the internet and the online resources of the library.

Developed in collaboration with the Healthcare Play Specialist Education Trust (HPSET), 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.

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

Head of Department:	Richard Keys	richard.keys@ucleeds.ac.uk
Deputy Head of Department:	Jacquie McPartlan	jacquie.mcpartlan@ucleeds.ac.uk
Programme Manager:	Pam Grieve	pam.grieve@ucleeds.ac.uk
Course Leader:	Dr Tina Craddock	tina.craddock@ucleeds.ac.uk

Telephone: 0113 3861826

Contacts at UWL:

Administrative	Beulah Long	Beulah.long@uwl.ac.uk	0208 209 4024
	Asiya Ali-Akbar	Asiya.Ali-Akbar@uwl.ac.uk	0208 209 4131
APLT	Laila Paulsen	Laila.paulsen@uwl.ac.uk	0208 209 4118

#### **Academic Support**

##### *Programme Manager*

Your programme Manager is the course leader responsible for the overall co-ordination of the course and will remain constant wherever possible throughout the duration of your study. He/she will, therefore, have an overview of you as you proceed from module to module, about your progress and any difficulties you may encounter. He/she is responsible for participating in student recruitment, organising teaching both in the College and liaising with supervisors, and monitoring/evaluating the student experience. This staff member liaises with the module tutors and university key personnel to ensure that your learning is effective.

##### *Module Leader*

Each module has a dedicated member of staff responsible for its overall planning, co-ordination and delivery. At the beginning of the module, she/he will give you your module Study Guide and timetable. The module leader will discuss the issues relevant to the content during the course of the module. You will have the opportunity to raise questions about the type of reading desirable and the expectations of the presentation of the material in tutorial sessions. This means that the designated module leader will have the responsibility to ensure consistency across the groups by discussing with the lecturers the expectation for each assessment. The module leader will ensure that all the materials related to your course are available to you on Google Classroom.

##### *Personal Tutor*

The personal tutor is a member of the course team responsible for providing support and pastoral care to you. They will meet you to discuss your progress, pastoral needs and any academic issues. They will also refer you as appropriate to central services. Your personal tutor is also the course leader.

##### *Mentor*

A suitably qualified and HPSET registered mentor will need to be in place at the start of the course. This will be someone from your own workplace with the relevant experience and expertise. You will meet regularly with your mentor to enable you to progress aspects of learning related to professional development. You will be provided with a mentor pack detailing your responsibilities as a mentee and what you can expect from your mentor. You will both sign a learning agreement. Mentors will receive induction from HPSET to support you and them from the start of the work based learning module.

## **Information about staff**

### Course Team

Your course team consists of lecturers, practitioners and managers. The list below shows the names and contact details of the module tutors. The teaching team who will be delivering your modules are all highly skilled and qualified not only as teachers but in a range of professional roles relevant to this degree. Your module tutors are qualified in health /health promotion, Child Care, Education and/or Management.

### Team Members

Richard Keys – Head of Science, Health and Service Professionals

Email: [richard.keys@ucleeds.ac.uk](mailto:richard.keys@ucleeds.ac.uk)

Telephone:

Jacquie McPartlan- Deputy Head of Science, Health and Service Professionals

Email: [jacquie.mcpartlan@ucleeds.ac.uk](mailto:jacquie.mcpartlan@ucleeds.ac.uk)

Telephone:

Pam Grieve – Programme Manager in Higher Education Health and Social Care

E-mail: [pam.grieve@ucleeds.ac.uk](mailto:pam.grieve@ucleeds.ac.uk)

Telephone:

Dr Tina Craddock – Course Leader FdA Healthcare Play Specialism

Email: [tina.craddock@ucleeds.ac.uk](mailto:tina.craddock@ucleeds.ac.uk)

Telephone:

Zoe Rosindale- Lecturer

Email: [zoe.rosindale@ucleeds.ac.uk](mailto:zoe.rosindale@ucleeds.ac.uk)

## 1.4 Facts and Figures

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

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

**NB:** These numbers are derived from the most recent data available from Unistats, 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>

The University Centre at Leeds City College will always contact students via your student email address. So please ensure that you check your University email account regularly. You can also set your college email account up, so that your incoming emails are automatically forwarded to an email account of your choice. Instructions are available on the Leeds City College website.

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) will be used in support of your developmental progress and target setting.

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.

Leeds City College has an expectation that you should ideally have a 100% attendance for all courses, as when you are absent, you are missing out on the peer interaction and input from the group as a whole, as well as the teaching content for that particular session. The college does recognise that this may not always be possible, but wherever practicable, attendance during teaching sessions should be your goal and a high level of engagement is expected at all times to support successful completion.

As part of your induction to the Professional Board of Healthcare Play Specialists you will be required to read sign and adhere to a Code of Conduct and complete an induction to HPSET. This form will register you during your study and thereafter as a qualified Healthcare Play Specialist. There is a fee attached to this registration which is linked to your course fee.

## 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 new 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 dove-tailed 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.

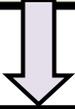
You will also have developed academic writing skills and gained confidence in accessing and using evidence to question and support you as a reflective Practitioner. Should you wish to attain graduate status you can progress onto:

- BA (Hons) Children and Young Peoples Workforce (Leeds City College)
- Alternative top up degrees through other institutions e.g. BA (Hons) Health and Social Care (Leeds City College.)

**Entry**

Current level 3 qualification in Child Care or related fields with a minimum of 2 years working in a relevant setting

Level 2 Literacy and Numeracy or equivalent



**Year 1 Modules– (Level 4)**

SEARCH for Health at Level 4 (10 credits)

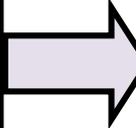
Using evidence in Health and Social Care (10 credits)

Child Development (20 credits)

Play and Recreation (20 credits)

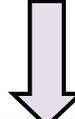
Children and Young People: Policy and Practice (20 credits)

Reflective Skills and Practice Assessment (40 credits)



**Exit Point**

Should you exit the Course at this point you will achieve a Certificate in Higher Education at Level 4. This does not provide sufficient credits for Registration as a Healthcare Play Specialist with HPSET



**Year 2 Modules - Level 5**

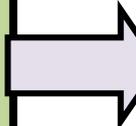
Children and Young People: Leadership and Management (20 credits)

The child, the family and society (20 credits)

Enhancing resilience in children and young people (20 credits)

Health in Children and Young People (20 credits)

Investigating Resources and Practice Assessment (40 credits)



**Exit Point**

On successful completion of all elements of Year 2 modules you will have achieved a Foundation Degree (FdA) in Healthcare Play Specialism

Registration as a Healthcare Play Specialist

Progression to Level 6:

## 2.3 Course Philosophy, Aims and Outcomes

### Philosophy and Rationale

The Hospital Play Specialist (HPS) role originated in the 1970s 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 six 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 reflects 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 rooted 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.

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.

### Graduate attributes

Graduate attributes relating to each teaching session can be found on the Learning Plan and these are also defined within each individual Module Study Guide.

## 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 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 as a play specialist or on placement in a healthcare setting to enable completion of the work based learning modules.

Year 1 Level 4				
Semester 1			Semester 2	
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)				

Year 2 Level 5	
Semester 1	Semester 2

Children and Young People: Leadership and Management (20 credits)	Health in Children and Young People (20 credits)	The Child, Family and Society (20 credits)	Enhancing Resilience in Children and Young People (20 credits)
Investigating Resources and Practice Assessment (40 credits)			

## 2.5 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)

SEARCH for Health is a module in 6 units.

This module is derived from the problem/enquiry based format of many health science courses and the evidence-based nature of contemporary practice in the health professions. Students undertaking health science courses require a comprehensive and thorough grounding in health information literacy in order to complete their studies successfully and perform effectively as health professionals. The module attempts to address this need.

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

This module provides an introduction to the use of evidence to inform and influence the nature of practice in health and social care settings. It also introduces and develops the skills of using models of reflection to analyse critical incidents and scenarios, in order to seek solution to potential problems, or substantiation for best practice.

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

This module contains essential theoretical principles of child development that you will be able to apply to your own practice and work setting. The module promotes the development of assessment methods to identify individual needs and how to plan to enhance and extend holistic development and meeting identified individual needs.

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

This module contains an overview of how policy, perspective and practice are integrated and the impact of this on your practice within the workplace. It enables the critical review of your role in the development, implementation, maintenance and review of policies

within your routine practice, including current issues relating to safeguarding children, young people, families and staff within the practice context.

### **5. Play and Recreation (20 credits)**

This module provides an overview of play related theories and multidisciplinary research into the effects of illness and/or hospitalisation on children, young people and their families. It identifies tools to evaluate individual play plans and promotes the use of reflection on underpinning issues related to the provision of play and recreation opportunities.

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

This 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. You will work closely with a work-based mentor and compile a portfolio of evidence that charts your progress.

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)**

This module contains an overview of the position of the child within the family and in the wider context of society in general. The module promotes reflection and review on how practitioners engage with children and their families and considers how to achieve best practice within the healthcare sector.

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

This module will give you the opportunity to consider in detail the ways in which play specialists enhance resilience in the children and young people in their care. It will give an opportunity for you to gain an in-depth understanding of the socio-historical perspectives of the experience of being in hospital for children. You will also identify how your role supports and recognises individual needs and performs the unique and crucial role in providing distraction through normalised play opportunities.

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

This module contains an overview of Children and Young People: Leadership and Management involved in working with sick children, young people and their families that you will be able to apply to your own practice and work setting. This module clearly differentiates between Children and Young People: leadership and management processes and promotes awareness of how the management of change can enhance provision within your practice.

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

This module contains essential theoretical principles of health that you will be able to apply to your own practice and work setting. This module encourages reflection on the promotion of health and how inequalities and government policy impacts upon the health and wellbeing of children and young people.

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

This module is work based and offers you the opportunity to develop the understanding, knowledge and skills to undertake a of small scale research project based in your setting. The research 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 module will give you the opportunity to continue to develop your skills of reflection and analysis through your weekly reflective accounts. This is an important feature of the learning process and will enable you to develop your capacity to be a reflective practitioner and improve your practice.

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.

## 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 apply these to your practice. As students you will also be complete 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. As part of your study you will need to 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 develop your skills. These skills will be demonstrated through successful completion of the module assessment; assessments have been varied across the modules and levels to ensure a breadth of relevant academic skill development. 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 is explained to you at the onset of their 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 Google Classroom. Leeds City College is a Google college and uses Classroom 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 yourselves and lecturers and the college aims to ensure that the right conditions are in place to support the diverse range of learning needs.

This shared responsibility, of both yourselves and lecturers, extends into the virtual learning environment (VLE) – Google Classroom. Not of all 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 are expected to give similar attention to requirements of e-learning as you would in the classroom or workplace.

*Classroom* and other electronic services such as the university student email system can be accessed through the LCC 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, which 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 Skills Booklet 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 are written by you, the student.

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. For many students they have used 'normalising play' as part of their practice but had never explored the theoretical perspectives that provided the foundations for their practice.

### **Open-mindedness**

Play Specialists are a very small band of practitioners who are effectively fighting for their survival. This is particularly noticeable when cuts are being made to NHS budgets and play services are seen as a relatively 'easy target' as the play specialist role is not generally understood by many members of the wider multi-disciplinary team (MDT). This makes the students relatively introverted and narrow minded in terms of taking a more holistic overview of health services as they are trying to protect their job role and their practice. Therefore, a lot of time is spent encouraging students to promote their profession, using novel and innovative measures within their settings. 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 was particularly effective for the HPS students as it led 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 involved working in collaboration with the multidisciplinary team such as physiotherapists and dieticians to provide 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**

Students are 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 students to identify and develop their own Personal Learning Environment will be introduced and the use of social media such as Facebook or Twitter will be explored. Software programmes such as Padlet will be utilised to provide interactive poster presentations as an alternative to the traditional PowerPoint presentations.

The new assessment task for the Child, Family and Society module requires students 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**

Within the FdA course, you are 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 enables 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 allows students 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 students 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 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 have been several examples where students will share their sources with their colleagues, because they know what their colleagues are actually doing.

### **Resilience and relationships**

The promotion of resilience is particularly important for yourselves as you are often 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 the students. 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 all students through the course leader.

During the time you are on the course, we try to build a positive and supportive relationship. Counselling services are available to all students through self-referral or tutor led introduction to the counselling team. This is a confidential service.

## 3.2 Assessment

All modules have formative assessments, which are designed to prepare students for the summative assessment process (see following tables) using a variety of presentation styles. This will give you the opportunity to practice higher level presentation skills in a supportive environment. As you will one day become sector leaders, these are skills that will be integral to your ability to share and disseminate good practice.

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, through Turnitin. Details of the submission mechanism and assessment dates will be provided via Module Study Guides.

The college uses a software programme called 'Turnitin' as a developmental tool to help ensure students are referencing appropriately and are not inadvertently plagiarising due to poor referencing skills. This provides you with an 'Originality Report' which allows you to identify the effectiveness of your referencing.

'Turnitin' allows you to submit multiple versions of your assignment so that you can assess the 'originality report, making the necessary amendments as required. Your summative assignments will be submitted and marked through 'Turnitin'. This allows for comments to be made directly onto your submitted script and feedback to be provided electronically. Marked and moderated scripts will be released 15 working days after the final submission date. This will be a provisional mark, with the final ratified mark being made available following ratification at the next available course Assessment Board.

The final version of your assignment must be uploaded, using the university template which includes the 'Student Declaration' through 'Turnitin' to ensure that your submission complies with University requirements. The final version should be uploaded following the instructions provided for each module and should include the full reference list as part of the submitted document/s.

### **Submission**

Submission of assessments will be in accordance with University of West London current practice as detailed in the Quality Handbook. Assignments are submitted one week after completion of the teaching of the module, as identified on the Learning Plan that will be provided during induction onto the course. Submission guidance for module assessment can be found in the individual module study guides.

### **Grading of assignments**

A consistent and coherent approach to assessment across the course will be achieved by using a Generic Marking Scheme, which is available within each Module Study Guide. These will be available for all assessments and provide a standardised approach which students become familiar with and thus know what is expected of them. The particular content and learning outcomes for each module are interpreted

via a set of clearly articulated criteria, outlined in a marking rubric, that clearly demonstrate how each of the module learning outcomes are being tested by the assessment.

On first submission, students will receive either a pass grade if the assignment has achieved a mark of at least 40%, or a referral if the mark is below 40%. For students who do not achieve 40% on first submission, a second submission can be made by the specified date. However, if the assignment passes on the second attempt, the mark is capped at 40%.

If the referred assignment does not pass the 40% threshold at the second attempt, then the module is recorded as a Fail and the student will need to re-take the module at the next available delivery (normally this would be in the following academic year, which means you would need to step off the course to complete the outstanding elements and then rejoin a later group if needed). Failed modules that are re-taken can only achieve a capped pass mark of 40%.

### **Extensions**

For an extension to the published submission date of up to ten working days, you will need to contact the course leader. Where an extension has been granted, you need to submit a copy of the extension form with your assignment (copy and paste the form into your assignment before submitting the assignment to Turnitin). The granting of an extension is at the discretion of the course leader and will require evidence to support the request. See the university regulations for more details.

You cannot be granted an extension of more than ten working days but you may consider the possibility of applying for mitigation. Mitigation will only be granted in accordance with University Regulations (<http://www.uwl.ac.uk/students/current-students/extensions-and-mitigating-circumstances>). Please note that if you apply for mitigation and you are successful in your claim, then you will be required to submit a new piece of work in order to pass the module. If you need clarification, please see your Programme Manager – Pam Grieve.

### **Non-submissions**

For submissions that miss the submission deadline and where an extension has not been requested or granted, you will still have five working days to submit your assignment. However, by using the 5 day rule, under University regulations, the subsequent mark will be capped at 40%.

If no submission has been made after the five working days, then the assignment becomes a non-submission. Under University regulations, you are entitled to a second attempt, but the mark will be capped at 40%.

University regulations explaining the above in more detail can be found within the Undergraduate Student Handbook and on the UWL website (<http://www.uwl.ac.uk/students/current-students/student-handbook>). If you have any questions, please go back to your course leader.

The following pages contain tables showing the modules and the assessment descriptions and assessment strategy. These will be explained to you in more detail in each module handbook and during teaching sessions.

<b>Year 1</b>	
<b>Module</b>	<b>Assessment Description</b>
<b>SEARCH for Health at Level 4</b>	Assessment 1 – Subject Bibliography
	Assessment 2 – Evaluation of Sources
	Assessment 3 – Completion of multiple-choice Module Test
<b>Using Evidence in Health &amp; Social Care</b>	Assessment 1 – Scenario Report
	Assessment 2 – Reflective Essay
<b>Child Development</b>	Assessment 1 – Portfolio of evaluated observations
	Assessment 2 – Essay
<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
<b>Play and Recreation</b>	Assessment 1 – 5 Play Programmes
	Assessment 2 - Report
<b>Reflective Skills and Practice Assessment</b>	Assessment 1 – Folder of Evidence (including learning contract and reflective logs)
	Assessment 2 - Report
	Assessment 3 - Practice skills Booklet

<b>Year 2</b>	
<b>Module</b>	<b>Assessment Description – list formative first, then summative, for consistency</b>
Children and Young People: Leadership and Management	Assessment 1 – Presentation
	Assessment 2 - Report
The Child, the Family and Society	Assessment 1 – Essay Plan
	Assessment 2 – Essay
Health in Children and Young People	Assessment 1 – Essay Plan

	Assessment 2 - Essay
Enhancing Resilience in Children and Young People	Assessment 1 – Annotated article plan
	Assessment 2 - Article
Investigating Resources and Practice Assessment	Assessment 1 – Investigation Report
	Assessment 2 - Practice skills Booklet

### 3.3 The University of West London Graduate Attributes

In 2011, the University defined 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?**

Graduate attributes relating to the modules can be found within each individual Module Study Guide.

## 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 Stanmore 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

Module evaluation is an integral part of the module delivery. Relatively informal ongoing verbal evaluation is conducted throughout the module delivery and a final written questionnaire are used on conclusion of the module. Students and tutors engage with and inform this process. Your feedback from the student evaluation is used within module leader reports and the annual course leader report.

Student representatives receive feedback on actions put in place as a result of evaluation, through attendance at committees, so they can disseminate this to colleagues. It is recognised that there is a need to ensure that students realise how important their comments are in developing the curriculum.

Each cohort of students also nominate two student representatives who are responsible for engaging the cohort in evaluating the course as a whole and reflecting on the experience offered. Student representatives are then invited to feedback through attendance at course meetings at the college or at the University of West London during course review meetings, both of which are held twice a year. Student representatives are required to write a report at the end of the academic year and this is an integral part of the annual course report.

Students are invited to respond to developmental feedback and can make individual appointments with module leaders or the course leader as and when necessary. It is important that you look at the suggestions for future development that markers identify as part of your assignment feedback in order to keep developing your skills. If there is anything that you do not understand, then please go back to the first marker to clarify.

## 4.3 Course Committee/Board

Course Committee/Board meetings will be held on:

- TBC for 2020-21

## References

- Bruner, J. (2007) *The process of education*. Cambridge, MA: Harvard University Press.
- Department for Children, Schools and Families (2007) *The Children's Plan: Building brighter futures*. London: Stationary Office
- Department for Education (2013) *More great childcare: raising quality and giving parents more choice*. Available at: <https://www.gov.uk/government/publications/more-great-childcare-raising-quality-and-giving-parents-more-choice>. (Accessed: 14 March 2016).
- Department for Education and Department of Health (2015) *Special educational needs and disability code of practice: 0 to 25 years*. Department for Education.
- Department for Education and Skills (2003) *Every Child Matters, Change for Children*. Available at: <http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/standard/publicationdetail/page1/dfes/1081/2004> (Accessed 14 March 2016).
- Department of Health (2008) *National Service Framework for children, young people and maternity services*. Available at: [http://www.dh.gov.uk/en/Healthcare/NationalServiceFrameworks/Children/DH\\_4089111](http://www.dh.gov.uk/en/Healthcare/NationalServiceFrameworks/Children/DH_4089111) (Accessed: 12 February 2009).
- National Association of Health Play Specialists (NAHPS) (2013) *National Association of Health Play Specialists Occupational Standards 2013*. Available at: <http://nahps.org.uk/> (Accessed: 24 February 2016).
- National Association of Hospital Play Staff (NAHPS) (2009) *The role of the Hospital Play Specialist*. Available at: <http://www.nahps.org.uk/> (Accessed: 12 February 2009).
- National Patient safety Agency (2010) *Defining Research: NRES guidance to help you decide if your project requires review by a Research Ethics Committee*. London: National Patient Safety Agency.
- Nutbrown, C. (2012) *Foundations for Quality: The independent review of early education and childcare qualifications*. Cheshire: Department for Education.
- Quality Assurance Agency for Higher Education (2016) *UK Quality Code for Higher Education: Part A: Setting and maintaining academic standards*. Gloucester: QAA. Available from: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a> (Accessed 14 March 2016)
- Quality Assurance Agency (QAA) (2010) *Foundation Degree qualification benchmark*. Available at: <http://www.qaa.ac.uk/en/Publications/Documents/Foundation-degree-qualification-benchmark-2010.pdf> (Accessed: 31 January 2016).
- Quality Assurance Agency for Higher Education (2009) *Subject benchmark statement: Youth and community work*. Gloucester: QAA.
- Skills for Health (2008a) *Employability Skills Matrix for the Health Sector*. Skills for Health. Available from: [http://www.skillsforhealth.org.uk/index.php?option=com\\_mtree&task=att\\_download&link\\_id=162&cf\\_id=24](http://www.skillsforhealth.org.uk/index.php?option=com_mtree&task=att_download&link_id=162&cf_id=24) . (Accessed 24 February 2016).

Skills for Health (2008b) *Career Framework Descriptors*. Available from: [http://www.immediatecaretraining.ie/assets/Skills\\_for\\_Health\\_Career\\_Framework\\_level\\_descriptors.pdf](http://www.immediatecaretraining.ie/assets/Skills_for_Health_Career_Framework_level_descriptors.pdf) (Accessed 14 March 2016).

Taylor, P. and Wilding, D. (2009) *Rethinking the values of higher education - the student as collaborator and producer? Undergraduate research as a case study*. Gloucester, The Quality Assurance Agency for Higher Education.

Tepper, J. (2013) *CADQ Guide: Overview of constructive alignment*. Available at: [https://www.ntu.ac.uk/adq/document\\_uploads/course\\_design/137402.docx](https://www.ntu.ac.uk/adq/document_uploads/course_design/137402.docx). (Accessed: 31 January 2016).

Tickell, C. (2011) *The Early Years: Foundations for life, health and learning*. London: Department for Education.

Truman, P. (2009) *Identification of the priority health workforce issues for children, young people and their families*. n.p.

University of West London (2012) *Quality Handbook*. London: UWL.

University of West London (2014) *Quality Handbook Assessment Supplement May 2014*. London: UWL.