

Programme Specification – Young People Services FdA

1. **Awarding Institution:** University of Worcester
2. **Teaching Institution:** University of Worcester
3. **Programme Accredited By:** N/A
4. **Final Award:** Foundation Degree FdA
5. **Programme Title:** Young People Services
6. **Pathways Available:** Single
7. **Mode and /or Site of Delivery:** Taught and Work-based Learning Programme
8. **Mode of Attendance:** Full-time and Part-time
9. **UCAS Code:** LL45
10. **Subject/Professional Benchmark statements':**
 - National Occupational Standards for Youth Work (LLUK 2008)
 - Professional Validation: Guidance and Requirements (NYA 2010)
 - Subject Benchmark Statement: Youth and Community Work (QAA 2009)
 - Foundation Degree for Integrated Youth Support (Draft Framework) (CWDC 2010)
 - Also
 - Common Core Skills and Knowledge for the Children's Workforce (DfES 2005)
 - Guidance sought from the following benchmark statements: Social Policy and Administration (QAA 2007) and Education Studies (QAA 2007).
11. **Date of Programme Specification Preparation:** December 2010

12. Educational Aims of the Programme

Effective work with young people requires practitioners to have confidence in their own discipline and specialist knowledge while appreciating and valuing the potential contribution made by others. Youth work trained practitioners have historically made a valuable contribution across a wide range of service settings. This course builds on the strength and diversity of current practice to prepare students for work within an increasingly complex and continually changing environment.

This course reflects the emerging agenda for workforce reform by offering students the opportunity to contextualise their professional practice within a service centred framework. It also provides students with the opportunity to develop a consistent set of values, attitudes, knowledge and skills that will form the basis of future professional practice and identity. By offering a broad context and a specific discipline students will be able to critically evaluate their role and contribution within the workplace.

Programme aims:

1. To develop competent practitioners and practice managers for entry into or progression within the children and young people's workforce.
2. To build on students existing experience; providing opportunity to develop specific knowledge, skills, values and attitudes that enhance and enrich practice and demonstrate practice competence to the required national occupational standard.
3. To contextualise contemporary work with young people; providing opportunity to analyse and reflect on practice within complex multi-agency and multidisciplinary approaches.
4. To critically engage students in the social, cultural, spiritual, moral, legal, political and ethical contexts within which work with young people is undertaken.

5. To enable students to analyse their role in relation achieving positive outcomes for and with young people, their families and the wider community; exploring processes of assessment, strategy formation, planned intervention and policy development.
6. To develop student's ability to make sound practice judgements; providing opportunity to debate core processes, attitudes, ethical and moral values, and underpinning principles that support effective decision making.
7. To develop academic and transferable skills promoting autonomous learning and an enjoyment and commitment to lifelong learning and continuous professional development.
8. To develop an analytical and critical approach to problem solving and research and promote critical reflection and reflective practice.

13. Intended Learning Outcomes and learning, teaching and assessment methods

Intended Learning Outcomes

The programme provides opportunities to develop and demonstrate knowledge, understanding, skills, attitudes and other qualities and attributes in the following areas:

Students will be able to:

1. Critically analyse the nature of relationships built with young people, discussing their practice with reference to relevant theories and models and demonstrating ability to build, maintain and close effective relationships.
2. Critically debate, through the exploration of values and principles that underpin work with young people, the contribution ethical and anti-oppressive practice make to the development of young people's self esteem and self efficacy, analysing processes of oppression and social exclusion and demonstrating ability to recognise and challenge discrimination and inequality.
3. Recognise and influence processes of learning and change, understanding and identifying experiential, informal and social education opportunities and demonstrating skills in reflective practice.
4. Discuss the nature of groups and critically evaluate their impact on the lives of young people, explaining and applying relevant theories and models and demonstrating ability to initiate and influence group work activity.
5. Critically analyse the dynamics between young people their families and the state, debating the consequences for contemporary practice and demonstrating an appreciation of parental and children's rights.
6. Explore practitioner responsibilities in relation to the health, wellbeing, and safety of young people, demonstrating ability to assess and manage risk accordingly.
7. Critically discuss and apply rights-based and other enabling approaches to work with young people; demonstrating ability to support and initiate active involvement and citizenship activities.
8. Critically analyse factors that influence the recording, use and sharing of information; evaluating own practice and applying appropriate strategies.
9. Critique formal and informal assessment processes and frameworks, analysing the role of assessment in achieving positive outcomes for young

people and demonstrating ability to apply assessment techniques and strategies within practice.

10. Describe, explain and apply approaches to, and techniques for, project planning and development which aim to meet needs, rights, responsibilities and aspirations of young people.
11. Examine the role policy and strategy play in achieving positive outcomes for young people, discussing the influence evidence based practice and practitioner research can have on policy and strategy development and demonstrate ability to undertake independent research.
12. Consider the role consultation, evaluation and analysis play in governing change processes, discussing how the status of young people affects the validity with which their opinions are viewed and demonstrating ability to make informed decisions in order to affect positive outcomes for and with young people.
13. Acquire and develop skills, knowledge and attitudes to effectively manage personal and individual professional practice and that of teams.
14. Recognise and evaluate the contribution made by a range of professional disciplines in achieving positive outcomes for young people; demonstrating ability to build mutually respectful relationships within the contexts of multi-agency and multidisciplinary working.
15. Debate the influence communities have on young people; applying approaches and methods that enable practitioners to better understand and engage with a range of communities.

In addition, to subject specific knowledge, skills and attitudes it is important to develop transferable skills in order to support student's development as lifelong autonomous learners. This programme promotes the practical application of key transferable skills both within module design and Personal Development Planning (PDP) activities.

Learning, Teaching and Assessment Methods

Learning, teaching and assessment in the programme is designed to develop, specialist knowledge, skills and attitudes relevant to practitioners working with young people. Additionally, students will be provided with opportunity to develop academic and transferable skills, which will contribute to their development as independent and autonomous lifelong learners.

Knowledge, skills and attitudes will be developed through a variety of learning strategies on campus and in the work place including: lead lectures, group work, case study analysis, role-play, practice analysis, development of reflective practice skills, experiential learning, work-based learning, e-learning incorporating the use of Blackboard and Pebble Pad, tutorial support and participation within a learning group or action learning set.

Reflective practice is a key element of the learning and teaching strategy and facilitates the integration of theory and practice. Reflection provides students with the opportunity to examine their personal progress and development and to devise strategies for creating further development opportunities. In addition, reflective practice provides students with the opportunity to critically analyse theory, research and other evidence and reflect on this in the light of their own work with young people.

This programme recognises the importance of Personal Development Planning (PDP) and applies University of Worcester Quality Standards for provision of opportunities to engage in PDP in support of Progress File which includes providing students with:

1. Opportunity to engage in PDP across a range of learning contexts
2. Accessible support mechanisms for engagement in PDP across the range of learning contexts
3. Opportunity to build a record of their learning achievements
4. Opportunity to discuss their PDP with a tutor or advisor

Throughout the course students will be required to maintain a reflective portfolio of evidence including practice recordings. This will enable them to demonstrate their achievement of the course learning outcomes and provide evidence of having met National Occupational Standards. In addition, it provides a vehicle for students to critically reflect on their individual learning in order to identify areas for further development.

Work-based learning requirements conform to the Code of Practice for the Assurance of Academic Quality and Standards in Higher Education - Section 9: Work-based and Placement Learning (QAA 2007) and The University of Worcester Quality Standards for Work-based and Placement Learning (2008). Full details of all aspects of the programmes work-based learning requirements can be found in the course WBL Handbook.

14. Assessment Strategy

Assessments are designed to assess specific knowledge, attitudes and intellectual and practical skills that underpin practice when working with young people. The programme will also assess evidence of student's competence against National Occupational Standards. Students will, therefore, participate in a range of assessment activities; written assignments, presentations, role-play, group work activities, work-based activities, portfolio building and structured observation of practice (an Assessment Matrix for the course can be found in Appendix 1).

The assessment strategy is designed to enable students to demonstrate their achievement of the course aims and outcomes. The strategy is designed to assist students with their personal and professional development by enabling them to identify and build upon their strengths and to identify and address areas for improvement. This will be achieved by formative and summative assessment of both theory and practice and by acquisition of the skills and discipline required of a reflective practitioner.

Assessment and moderation strategies are designed to meet the requirements of the University of Worcester Assessment Policy and the Institute of Health & Society Moderation and Assessment Policy (See Appendix 3).

The course assessment strategy takes account of the fact that students gain in confidence and skills during the period of study. Formative assessments that do not contribute to the students grades are used to help focus the student on themes, knowledge and skills of particular importance to their development. Generally students receive a graduated decrease in the level of support and guidance offered for summative assessments as they progress through the programme. This both assumes and encourages increased student independence and greater learner autonomy and is reflected in module learning outcomes.

Assessment of WBL is essential for the formation of the required practice skills and disciplines. Students who fail to meet minimum practice requirements and/or the required WBL Outcomes will be given two opportunities to re-sit practice assessments. The first retake will take place within four weeks of the start of the following semester. If a pass is achieved the student will progress to the next WBL Module without penalty. If the student fails the first reassessment a final assessment will take place at the end of the semester. If a pass is achieved the student will progress to the next WBL module at the start of the following semester. The student will be required to

undertake two full semesters to complete the next WBL module and this will delay completion of the course.

Failure of the final module reassessment will result in procedures to terminate the students place on the course. Advice and guidance will be provided to identify other non-vocational programmes that may more readily accommodate the student's capabilities and interests. Where the cooperation of the student can not be secured, or urgent action is required, procedures under the University's Fitness to Practice Policy with a recommendation that the student's place on the course be withdrawn will be initiated.

15. Programme Structures and Requirements.

The course is a two year foundation degree, modular and is designed to be studied, full or part-time, over two years or up to a maximum of five years. To meet curriculum requirements all modules at Levels 4 and 5 are mandatory. Subject to sector and student requirements future alternative pathways and optional modules may be made available. Attendance for the taught component of the course will normally require students to be on campus one day per week. Self directed study, use of library facilities and work-based learning requirements are additional.

Taught single modules in the Young People Services FdA at Level 4 and Level 5 attract 15 credits each. There are two WBL modules (one at Level 4 and Level 5) which are double modules attracting 30 credits each. To gain the award students must achieve 120 credits at Level 4 (six mandatory taught modules and one mandatory WBL module) and 120 credits at Level 5 (six mandatory taught modules and one mandatory WBL module).

A minimum of 420 hours must be spent in a relevant work environment during the course with no less than 180 hours achieved by the end of Level 4 and 420 hours achieved by end of Level 5. A minimum of 180 must be spent in a relevant WBL environment at each level of study. Fifty percent of the minimum practice hours must involve the student in face to face work with young people. The student may be able to use their paid employment as their main WBL Environment provided that it is assessed by the WBL Coordinator as meeting the necessary requirements. Students are required to undertake an alternative placement for a minimum of 40 hours during the Level 4 WBL module. Fifty percent of the minimum practice hours for the alternative placement must involve the student in face to face work with young people. Further details of all aspects of the work-based requirements for the course can be found in the course WBL Handbook.

Young People Services FdA Award Maps for Level 4 and Level 5

LEVEL 4					
			Status Mandatory (M) or Optional (O)		
Module Code	Module Title	Credits (Number)	Single Hons	Major Joint Minor	Prerequisites (Code of Module required)
YCSV1001	Young People Services: An Introduction	15	M	n/a	None
YCSV1002	Managing Practice: The Reflective Practitioner	15	M	n/a	None
YCSV1003	Understanding Young People: Learning & Change	15	M	n/a	None
YCSV1004	Assessment, Intervention & Outcomes:	15	M	n/a	None
YCSV1005	Understanding Young People: Rights & Agency	15	M	n/a	None
YCSV1006	Diversity & Equality: Challenging Discrimination	15	M	n/a	None
YCSV1007	Practice Skills: Working with Young People	30	M	n/a	None

LEVEL 5					
			Status Mandatory (M) or Optional (O)		
Module Code	Module Title	Credits (Number)	Single Hons	Major Joint Minor	Prerequisites (Code of Module required)
YCSV2001	Young People Services: A Comparative Study	15	M	n/a	None
YCSV2002	Managing Practice: Team Working & Leadership	15	M	n/a	None
YCSV2003	Understanding Young People: Transition & Inclusion	15	M	n/a	None
YCSV2004	Assessment, Intervention & Outcomes: Targeting	15	M	n/a	YCSV1004
YCSV2005	Active Involvement of Young People	15	M	n/a	None
YCSV2006	Specialisms in Practice	15	M	n/a	None
YCSV2007	Practice Skills: Working with Groups & Projects	30	M	n/a	YCSV1007

Students who successfully achieve the requirements for the course will be awarded the Young People Services FdA.

16. QAA Academic Infrastructure

The Foundation Degree is situated within the Foundation Degree Scheme at the University of Worcester and complies with the QAA Foundation Degree Benchmark Statement (2004). Foundation Degrees are located within the Intermediate level of the Framework for Higher Education Qualifications (FHEQ) for England, Wales and Northern Ireland, and are recognised as an award that is equivalent to level 5 within the National Qualification Framework (January 2006).

Guidance has been sought from the new draft *Youth Work, Community Education and Community Development: Draft subject benchmark for consultation* (QAA 2008) and *Education Studies Subject Benchmark Statement* (QAA 2007) and the *Social Policy and Administration Subject Benchmark Statement* (QAA 2007). Their relevance to this programme is detailed in Appendix 6.

The course is designed to be consistent with the requirements of the *National Occupational Standards for Youth Work* (LLUK, 2008) and the *Common Core of Skills and Knowledge for the Children's Workforce* (DfES 2005). The course curriculum has also been mapped against the requirements of the Sector Endorsed Foundation Degree Working with Young People and Young People Services currently under review by the Children's Workforce Development Council.

Work-based learning aspects of the course incorporate the requirements of the Code of Practice for the Assurance of Academic Quality and Standards in Higher Education - Section 9: Work-based and Placement Learning (QAA 2007) and The University of Worcester Quality Standards for Work-based and Placement Learning (2008).

The learning outcomes for individual modules at each level have been constructed in accordance with the *QAA Framework for HE Qualifications*. The aims of the course comply with the *Framework* descriptor for awards at the intermediate level.

17. Support for Students

To enhance the student experience and to ensure that students are aware and have access to the full range of academic and welfare support available a comprehensive range of measures are in place. These include:

- Students will be issued with a comprehensive Student Handbook, a Course Handbook and WBL Handbook. Handbooks are reviewed annually.
- All students will be allocated a personal tutor on commencement of the course. In addition, module tutors will provide specific educational guidance.
- WBL opportunities will be facilitated by a WBL Coordinator and WBL Supervisor working alongside a nominated workplace WBL Mentor; providing both support and guidance (full details can be found in the WBL Handbook).
- Personal Development Planning (PDP) will be facilitated within action learning sets or learning groups operating in conjunction with work based learning. Specific knowledge and skills for PDP will be introduced in YCSV1002.
- Students will develop a personal development record in which they will record and reflect on their personal development through learning activities and assignments and through the use of a reflective learning journal and practice recordings.
- With support from tutors, WBL Supervisors and WBL Mentors students will identify learning and development needs and develop action plans to address the personal needs identified.
- Students will be supported by module tutors responsible for individual modules. Critical reflection and application of theory to practice will be an essential component of all modules.
- Blackboard a feature of the university's eLearning provision will be useful for students off campus to access a virtual learning environment and maintain contact with tutors and peers.
- Students will be eligible to join the Student's Union at the University of Worcester.

- Information and Learning Support Services are available to all students attending courses at the University or Worcester providing a range of information IT, and media support services and a dedicated subject based librarian.
- Student Support Services including Disability & Dyslexia Service, Careers guidance, Counselling and Programme Advisors are provided.

18. Admissions Policy, Criteria and Procedures

Admissions policy

The Admissions Policy for the Young People Services Foundation Degree encourages access to higher education regardless of race, gender, disability, sexual orientation, religious belief or age.

The Admissions Policy is informed by the QAA Code of practice for the assurance of academic quality and standards in higher education, specifically section 10: Admissions to higher education – Sept. 2006, which emphasises (section 12) the importance of ensuring that admissions policies are “clear, fair, explicit and consistently applied.”

The University recognises the importance of the provision of accurate and appropriate pre-entry information and support to prospective students in order to ensure that all applicants will be given every opportunity to choose courses in an informed manner and to be admitted to a suitable course. To this end all applicants attend for interview during which the suitability of the applicant is assessed and opportunity to discuss the nature and content of the course is provided.

Students are entitled to use student support services at the University of Worcester where guidance is available on matters such as financing higher education study, issues relating to student accommodation, and/or support for learning.

Entry Criteria

A minimum of 160 UCAS Tariff points are required. Plus at least 5 GCSEs at Grades A-C. The University will consider each application on its own merits and will recognise a range of qualifications, including Access courses, European Baccalaureate and pre-2002 qualifications such as GNVQ. The Admissions Office will advise applicants on requirements for academic entry. Further information about the UCAS Tariff can be obtained from www.ucas.com.

Applicants with limited or no formal qualifications will be considered for Mature Student Entry Routes. Candidates are encouraged to apply if they feel they can benefit from the programme. Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Students with non-standard qualifications may be asked to complete a learning needs assessment.

Given the wide experience of potential applicants to this course, applications for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) for course entry are welcomed subject to established processes. Advanced standing through APEL is not permitted by the National Youth Agency within validated programmes leading to the award of professional youth worker status, however, admission to programmes through APEL is valued and encouraged. Advanced standing to Level 5 through APL is limited and subject to the constraints placed on professionally validated courses as set out in *Professional Validation Criteria and Evidence Requirements* (NYA 2007: 10-11).

Applicants must have experience working with young people in a paid or voluntary capacity.

Candidates are encouraged to apply if they feel they can benefit from the programme. Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Students with non-standard qualifications may be asked to complete a written piece of work on a relevant subject and/or a learning needs assessment.

Admissions Procedures

Application is through UCAS.

All suitable applicants will be invited for interview. They will be expected to demonstrate some understanding of the skills, knowledge and attitudes required for work with young people. Ability to communicate effectively both orally and in writing will be assessed. The interview will consist of a written assignment (candidates will be informed of the assignment question prior to interview), group exercise and individual interview.

Potential applicants may be invited to participate in the interview process on the basis of an expression of interest however a formal offer of acceptance will be subject to UCAS application.

A satisfactory Enhanced Criminal Records Bureau Disclosure and occupational health check will be required prior to commencement of the course.

The applicant is responsible for securing a work based learning placement prior starting the course. Assistance to identify and secure a placement is provided by the course Work Based Learning Coordinator. Suitable paid work can be considered with employer agreement.

Selection Procedures

Applications are considered and suitable applicants invited to interview. During the interview process all applicants participate in large and small group activities, individual and/or group interviews and complete a short written assignment.

Successful applicants are recommended for a place on the course subject to meeting the above requirements.

19. Methods for Evaluating and Improving Quality and Standards

The course at the University of Worcester will be subjected to the University of Worcester Quality Assurance Processes. The quality of course learning and teaching will be monitored continually. Performance data will be collected through a number of mechanisms to provide evidence against a wide range of prescribed quality standards.

Quality mechanisms will chiefly be:

- Annual Monitoring and Review of Course
- Staff meetings and sharing of good practice
- End of module evaluations
- Institute Student Forum
- Student self evaluation
- Course Committee with Student Representation each semester
- Internal moderation and verification of assessment
- External verification of assessment and External Examiner's Report
- Post Examination Board Moderation Group

- Peer Review
- Institute Quality Assurance and Enhancement Committee
- Learning and Teaching Committee
- QAA Institutional Audit
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (2001 and 2004)
- The National Youth Agency's annual monitoring procedures

20. Regulation of Assessment

Requirements to pass modules

The Young People Services FdA utilises the University of Worcester generic marking criteria adapted to the subject. The course utilises the University of Worcester's Institutional Assessment Policy for the verification and moderation of marking. Departmental Examination Boards review and confirm results for modules, and the Scheme Examination Board considers candidates' mark profiles to make decisions about progression and awards as appropriate.

Modules are assessed using a variety of assessment activities which are detailed in module specifications.

- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Under normal circumstances students are expected to attend a minimum of 80% of campus-based learning, as this contributes to their own and other's learning experience. Some sessions in the programme will be designated mandatory and students will be notified of these in advance in the module outline. Failure to attend mandatory sessions may result in failure of the module.

Students must achieve an overall pass in WBL modules (YCSV1007 and YCSV 2007) which will include passing the theory assessment and achieving the level of Satisfactory in the identified WBL Outcomes (details are provided in a WBL Handbook).

Students will provide evidence of achieving the minimum practice experience requirement for each WBL module through completion of the WBL Handbook. WBL Mentors will be required to sign-off student WBL learning practice hours to ensure minimum practice requirements are met. Fifty percent of committed time must be devoted to face-to-face practice with young people.

Submission of assessment items

Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.

Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.

Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.

For full details of submission regulations see URF.

Retrieval of failure

Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.

Reassessment items that are passed are graded at D-. If a student is unsuccessful in the reassessment, they have the right to retake the module.

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.
- A student who fails four submissions/resubmissions for any module will be required to withdraw from the course

Students are assessed by a combination of course work, within module assessments and summative assignments. The minimum pass mark is D- for each module. In most cases, and unless otherwise specified in module guides, where two or more summative assessment tasks are set the marks achieved are compensatory (an average grade of D- is required).

Students must achieve 120 credits at Level 4 and 120 credits at Level 5. Work Based Learning Outcomes will be assessed on a Pass/Fail basis only.

Students with additional needs will be supported in line with the university and college policies.

The following awards will be available to students who meet the following requirements:

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher Students will exit with a Cert HE Health Care Studies
FdA	Passed a minimum of 240 credits with at least 120 credits at Level 5.

21. Indicators of Quality Standards

Indicators of quality and standards are identified through reference to a range of sources including:

- Annual Monitoring Process and Reports
- External Examination and Annual External Examiners Reports
- Course Committee and Student Feedback
- Periodic Review
- Adherence to QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (2001 to 2007)
- Adherence to quality standards for professionally qualifying youth work courses as laid down by the JNC and administered by the National Youth Agency

It should be noted that in November 2005, the institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA

particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

22. Career Opportunities and Links with Employers

The sector working with young people is undergoing a sustained period of change in response to the Children's Act 2004 and the Every Child Matters Change for Children Agenda. Employers increasingly require skilled competent staff able to work flexibly while maintaining professional integrity and discipline. At the same time practitioners may no longer be constrained by organisational silos, as interdisciplinary and inter-agency working become more prevalent.

Work with young people is diverse and this course is designed to support future employment in a range of settings requiring the knowledge, insight and skills gained and enhanced during this programme.

An illustrative sample:

- Statutory sector services working with young people
- Voluntary and independent sector services working with young people.
- Youth and community work services to individuals and groups.
- Advice and guidance services to young people
- Preventative health services targeting young people
- Housing support services targeting young people
- Youth offending services

A number of service providers have supported the development of this course. Colleagues from the statutory and independent sector have been consulted at each stage of course development and many active contributions to curriculum design have been made. A Course Writing Group developed the initial course structure and content and ongoing discussion with local service providers addresses issues related to course content, implementation and the provision of WBL opportunities.

Students will benefit from the strong links to practice already established with experienced practitioners and service managers contributing to both taught aspects of the course and to a range of ongoing quality assurance arrangements.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.