

Programme Specification

1	Awarding Institution/Body	
2	Delivery Location(s)	University Centre Leeds On site at collaborative NHS Trusts Blended learning
3	Programme Externally Accredited by (e.g., PSRB)	Society of Health Play Specialists
4	Award Title(s)	Foundation Degree in Health Play Specialism
5	UCAS Code	N/A
6	Apprenticeship	ST0829 Health play specialist / Skills England
7	HECoS Code and Description	CAH15-04-03 Childhood and Youth
8	Mode of Attendance	Duration Part Time: Blended Face to face
9	Relevant QAA Subject Benchmarking Group(s)	There are not specific benchmarks for the profession, however the following qualification benchmarks were reviewed: • Early Childhood Studies (2022) • Health Studies (2024)
10	Relevant Additional External Reference Points <i>(e.g., National Occupational Standards, PSRB Standards)</i>	Society of Health Play Specialists (SoHPS) Professional Standards. Professional Code and Standards of Practice and Ethical Conduct for Registered Health Play Specialists, Students Apprenticeships standard (STO829 Health Play Specialist).
11	Date of Approval/ Revision	September 2025

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Criteria for Admission to the Programme

Foundation Degree Entry Criteria

The entry requirements are set by the programmes regulatory body.

	Typical Offer	Minimum Offer
UCAS tariff points:	48 UCAS tariff points from two A-levels (or equivalent qualifications), one of which must be in a relevant subject. BTEC/CACHE Level 3 Diploma: Full level 3 qualification in Health Play, Early Years, Childcare or Health and Social Care, MP, MPP grade.	16 UCAS tariff points from one A-level (or an equivalent qualification), in a relevant subject Level 3 Certificate in Health Play, Early Years, Childcare or Health and Social Care.
IELTS:	IELTS 6.0 with no less than 5.5 in any component.	
International qualifications:	International qualifications will be assessed against these criteria	

Additional entry criteria

	Criteria
GCSE English: Essential	English Language Grade 4 or above. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.
GCSE Maths: Desirable	Maths Grade 4 or above. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Numeracy are accepted in place of GCSEs.
VTCT Level 3 Diploma	Pass
NVQ Level 3	Pass
Placements:	A work placement in a clinical setting must be arranged prior to commencing the course. This requirement will be discussed during the admissions process. Support and guidance are available from the course team and SoHPS should it be required. SoHPS has a directory of all registered health play specialists and will support pre-entry students to contact them to arrange potential placements.

	Minimum of two years employment	Minimum of 2 years employment working with children, after gaining the level 3 qualification. The 2 years' experience working with children is essential to consolidate and apply this learning to practice utilising and developing skills around normalising in play.
	HPS registered Mentor	Mentors must have HPS registration and have undertaken mentor training provided by SoHPS. Mentor training is provided by SoHPS.
	DBS checks:	Students will also be required to complete the Disclosure and Barring Service process (DBS) prior to commencement on placement. The department will cover the cost.
	Interviews / audition:	A successful interview.
	References:	An appropriate reference required.
	Additional Entry Requirements	Some employers may be requiring their employees to have both GCSE English or maths Grade 4 or above or equivalent.
13	Educational Aims of the Programme 1. Enable students to be confident reflexive practitioners, seeking solutions to potential problems and the identification of best practice as a health play specialist. 2. Enable students to access, analyse and evaluate evidence, to inform and influence professional practice within the sector. 3. Develop student's own independence and autonomy assessing and fulfilling their learning needs within the role of a Health Play Specialist, whilst adhering to the SoHPS Professional Standards. 4. Develop students ability to safely and ethically implement therapeutic play techniques to support treatments and interventions. 5. Empower students to progress into professional practice and potential further academic study. 6. Develop students to qualify as a Health Play Specialist and gain entry to the public register for the profession. Understand and analyse general and therapeutic play and apply this knowledge and information to inform the development of care, developmental and therapeutic play plans for the individual baby, child and young person evaluating therapeutic play techniques to support treatments and interventions within the role of a Health Play Specialist Be able to appropriately conduct general and therapeutic play to support procedures, treatments, therapy, or other actions safely and effectively. Be able to select appropriate play resources and provide a full range of general and therapeutic play activities that reflect the particular needs of service-users.	
14	Learning Outcomes	

The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:

Knowledge and Understanding

K1	Evaluate theoretical perspectives and emerging principles within a work context relevant to working with sick babies, children, young people and vulnerable individuals.
K2	Evaluate a range of possible approaches to scenarios in a professional context.
K3	Analyse legislation, policy and procedures relating to the safeguarding of babies, children and vulnerable individuals

Cognitive/Intellectual Skills

C1	Analyse the impact of legal and ethical working practices within the healthcare sector.
C2	Assess professional situations against the theoretical principles and values relevant to the Health Play Specialist role.

Professional Skills

P1	Analyse clinical situations and practices within healthcare in order to make informed and appropriate judgements
P2	Analyse and integrate evidence-based practice in relation to the role of the Health Play Specialist and other healthcare practitioners
P3	Exhibit innovative and creative approaches in the design and execution of professional practice with babies, children and young people

Key Transferable Skills

T1	Critically reflect on practice to identify strengths and areas for development in a professional context
T2	Work autonomously without the need for supervision within scope of practice
T3	Communicate clearly, fluently and professionally as appropriate to the context, engaging effectively in complex healthcare scenarios
T4	Effectively contribute to the working of a multi-disciplinary team

15	Key Learning & Teaching Strategy and Methods The teaching and learning on the programme will be tailored to meet the specific needs of the module whilst building on the skills required for the health play specialist role. Students will take part in online discussions, online seminars, undertake online peer reviews and peer evaluations across the different modules. Throughout the modules, students are encouraged to share good practice from their work placement opportunities with their peers through within group work, short presentations and discussions. There will be opportunities to share the good practice with their mentors and colleagues at work and reflect upon their own learning. The course will implement a blended delivery approach, whereby, students will receive tutor-led weekly online sessions and 6 one-day sessions of face to face delivery on site throughout the foundation degree or apprenticeship programme. The on-site delivery days are integral to establishing core knowledge, skills and behaviours and will enable students to develop and confidently discuss complex issues relating to the role of the health play specialist in order to have a greater understanding of the use of strategies and therapeutic play approaches. The virtual learning platform will play a key role in supporting a blended delivery, by providing a host of interactive features to engage students with the course team, peers and guest speakers. All students are issued with an IT account that is secure and accessed with their student ID number and password. The use of Blackboard provides a platform of excellent educational tools providing the teaching and learning resources. The use of online teaching software is used for the weekly sessions and any communication. For example, a virtual meeting application is used for the teaching sessions and online chat is used as the communication channel via the students and the teaching team. The online teaching sessions are facilitated by the module tutor following the scheme of learning to ensure that the learning outcomes and indicative content are covered, these sessions are interactive, and activities are carried out with the use of break out rooms, group discussions, flipped learning, analysis of case studies. These sessions would mirror the same as a face-to-face experience that a tutor would facilitate. All teaching sessions are recorded via this platform and are available after the sessions, so that any student can revisit the teaching session or if they were not able to attend, they can access the recorded session that they have missed. Interactive teaching sessions take place through this platform such as flipped learning to facilitate deeper understanding, and students are allocated break out rooms for some of the professional discussions and activities before they come back to the full group and share their responses. The students are fully engaged with the session and any breakout activities, and the tutor reviews the sessions with the students on a regularly basis gaining feedback to ensure the sessions are meeting the individual student's needs. Alongside this module reviews are carried out to gain feedback and via tutorials feedback is also gained. Course committees in another vehicle of gaining the student voice, alongside any informal discussions that may take place with the team or assessors. The way the programme is delivered has positive feedback from the students and evident with the feedback against modules within the different mechanisms of the student voice.
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	Seminars will be used to provide a mixture of student and tutor led sessions considering practical examples of the principles and concepts. These aim to share best practice and cascade students' research and work experience with their peers. Monitoring and tracking of student progress is extremely important and critical to the success of each student. The curriculum team will regularly monitor individual progress to ensure that each student is making appropriate progress. The tutorial process will ensure that each student remains 'on track' with any appropriate interventions. Additionally, apprentices will also receive progress review meetings with their assessors to ensure sufficient progress is being made throughout the programme. The use of formative tasks throughout each of the modules will support each student's progress and help to identify any areas which may require development. This is further outlined in the Key Assessment and Methods section of the documentation. Students will engage in a variety of group activities, working collaboratively, producing resources to develop their overall communication skills. These skills are essential to the health play specialist and will be developed throughout the course. Improving confidence when presenting to peers, patients/service users and increasing their interpersonal skills are a core thread that runs throughout the programme. Case studies will be used to explore issues and the needs of service users/clients/patients. The curriculum team will explore strategies and plans to meet the needs of service users taking a holistic approach to healthcare needs. Case studies enable students to focus on real life scenarios and provide a base for class discussions and debate whilst maintaining confidentiality. Students will be encouraged to move from dependent to more independent and autonomous learning from level 4 to level 5 of their study, building their research techniques and skills. Students will be supported throughout a programme of tutorials and academic support sessions which will build/further develop these study skills. Skills workshops are an integral part of this and allow students to self-reflect and produce an action plan for their success. The library staff will support student's research and referencing skills in a negotiated study programme alongside the teaching team. These skills will be revisited throughout the programme of study to deepen the knowledge and confidence of the students. This will be available to all students via the VLE and make use of resources online such as E Books and electronic journals.
16	Key Assessment Strategy and Methods The assessment strategy for the programme has been reviewed in consultation with both SoHPS and the Play Teams from various NHS Trusts. The foundation degree is written to embed the principles of work-related practice; the assessment strategy and methods therefore needs to replicate the procedures expected upon qualification and registration to the profession.

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

Modules are linked to allow application of theory to practice, embedding the knowledge, skills and behaviours required for the profession. For example, at level 4 the Developing Professional Practice module assesses from observing practice of mentors in the competencies. This is enhanced in level 5 by the Therapeutic play interventions module where the students put the learning into practice.

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

Following consultation with the regulatory body and NHS Trusts the assessment methods used within the course are: report writing, case studies, plan plays, reflective accounts, observations, presentations, essays, e-portfolios, small scale research projects, personal/professional development plans and professional discussions.

Report writing is a skill that is a requirement when making case notes, recording observations, making activity plans and planning programmes of play.

Case studies enable students to look holistically at a case and evaluate interactions, initiatives and treatments to meet an individual's needs. Case studies enable students to plan and make suggestions for future treatments and interactions.

Essays are included as a catalyst for research, to facilitate deeper knowledge and understanding of topics. Conducting literature searches into the latest concepts and theories to apply to practice are part of the health play specialist role once qualified.

Presentations develop students' confidence in speaking to others. They are in place at level 4 and 5 in various formats. Presentations enable students to share research and findings with each other and develop this best practice within their workplace. These build the reflective and reflexive practitioner skills that are essential for health play professionals. Over the course of the programme these skills will enable students to develop their levels of responsibility and autonomy working within the required levels of supervision for the job role involved.

E-portfolios are used as a platform to evidence work based practice and competence at level 4 and 5, in the Developing Professional Practice and Critical Reflective Practice modules. These are the two modules that are non-compensatable and the professional competencies must be

achieved at level 4 to progress to level 5. The e-portfolio evidences the mandatory competences from the professional occupational standards set by SoHPS. This digital system facilitates the capture of competence in a more creative (multimedia) approach. Evidence could include: document files, video, audio, photographs, scanned documents from practice and links to external reference points for the profession. The registered mentor is responsible for observing, assessing and grading the professional occupational standards in the work placement. These will be submitted as part of the e-portfolio, which is assessed by the module tutor and externally moderated by the external examiner.

Personal/professional development plans are in place at level 5 of the programme. At level 5 students are required to put together a Personal Development Plan for the Supporting Emotional Health and Wellbeing of the sick child module, supporting practice in this high priority area.

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

For apprentices, the End Point Assessment (EPA), which will be embedded into the Year 2 Critical Reflection on Practice (Professional occupational standards). All students will complete these two components as part of their professional practice assessment and final assessment of the Critical Reflection on Practice (CRP) module, but for the apprenticeships this will also form the EPA.

Assessment for this module, with embedded EPA, will comprise:

1. Presentation, with questions and answers - 60-minute assessment, 45-minute presentation and 15 minutes for questions.
2. Professional discussion underpinned by a portfolio of evidence - 90 minutes discussion.

Support will include mock assessments to ensure students are fully ready and have the required evidence to demonstrate their practice underpinned in the CRP module and by the apprenticeship KSBs. The module tutor will guide and support all learners to ensure the assessment meets the learning outcomes for the CRP module.

Preparation for the EPA and comprehension and application of the Knowledge, Skills and Behaviours (KSBs) is embedded throughout the programme. Links to the KSBs are discussed within session content delivery, highlighting where content is mapped to the KSBs and relevant to the HPS professional practice. All practice assessment competencies, at Level 4 and Level 5, require students to map their understanding of the practice assessment competencies, creating clear links from practice to the application of these.

While on programme apprentices will also work with their Assessor to demonstrate the attainment of the KSBs, discussed and evidenced in Progress Reviews, Off the Job Learning

	Journal and Training, Learning and Assessment Plans (TLAPs), recorded within OneFile. This will allow the apprentice to feel confident moving into the EPA regards the relevance and implementation of the KSBs within their practice, which will be assessed during the EPA The Critical Reflection on Practice (CRP) module will offer formative assessment through practice assessment competencies, which capture the development and growth of the learner's skills, knowledge and behaviours using reflective learning, observation, report writing and mentor discussion. These competencies are reviewed by the practice placement mentor and the module tutor. The clinical practice delivery is witnessed and signed off by the practice placement mentor through demonstration, discussion and observation of the learner in clinical practice. The combination of the submission of competencies and clinical practice assessment is an essential requirement and deem the learner fit to practice as a Health Play Specialist, working as an autonomous practitioner and be added to the SoHPS professional register. The EPA applies to the apprenticeship and Foundation Degree structure. The purpose of this is to test (in a synoptic way) the skills, knowledge and behaviours of the student and readiness to join the professional register, using SoHPS professional standards and apprenticeship standards. The end point assessment: Provides students with a showcase opportunity to provide oral and documentary evidence of their knowledge, skills and behaviours developed throughout the apprenticeship and programme. Enables the independent assessor to assess the skills and behaviours of the student by questioning and a discussion with the apprentice/student in the course of their normal work.
17	Industry Specific Skills Development This qualification is offered as a foundation degree and apprenticeship, but it is also aligned as an HTQ. The course is developing the student ready for the work placement throughout the programme and to be professional competent within the HPS provision The programme will be evaluating the theory aspects of the modules and developing into practice enabling the students to be able to apply and reflect within their own workplace setting. The programme is enabling the student to have realistic opportunities within the teaching and learning sessions to enable them to relate to and transfer skills into the different aspects of their role. These industry specific skills will be assessed by the mentor, and the mentor signs off the student at the end of year 1 to verify that they have achieved the correct industry specific skills/competencies for the level. The mentor needs to ensure that the correct level skills/competencies are demonstrated and achieved for students to be able to move into year two of the programme. The mentor will sign off on the skills at the end of year 2 to verify that they have achieved the correct industry specific skills/competencies required for the programme and enable the

student to be fit for practice and register to be on the SoHPS register. If the skills/competencies are not able to be signed off, then the student is not able to register on the SoHPS register and be fit for practice.

The industry specific skills involve in the delivery of specialised and therapeutic play interventions to mitigate against the potential trauma of a healthcare journey having a negative impact on emotional health and wellbeing. The HPS will be focusing on improving outcomes to facilitate the child to feel safe and reduce their anxiety. These industry specific skills are a requirement of the Society of Health Play Specialist (SoHPS) Professional Standards, for registered Health Play Specialists, students and apprentices. For example, the SoHPS Professional Standards state that the practitioner must be able to work autonomously, exercising own professional judgement in consideration of “4:4 Be able to work with babies, infants, children, and young people using coping strategies in order to minimise any distress and anxiety during clinical procedures.”

Developing Professional Practice is a competence driven module and will develop established skills around using play in a healthcare setting, offering development play but also considering how this needs to be adopted for the needs of the sick child. Fundamentally this module sets the scene for the knowledge of therapeutic play inventions where they will further develop their practice/skills within year 2 of the programme.

Critical Reflection on Practice is also a competence driven module and will allow the student to put theory into practice, in delivering their own planned inventions and exploring the use of therapeutic play.

The module Supporting the Emotional, Health and Wellbeing of the Sick Child allows an insight into the mental health of the sick child and understanding theories related to stress and emotional wellbeing, which influence the behaviour of the sick child and reflect on identifying the relevant supporting strategies.

Work related skills are developed throughout the modules on the programme which enables the student to be able to apply these skills in the work placement setting and discuss with their mentor within the setting.

The students are required to complete 400 work placement hours for the programme as a total, of which 200 hours are required per year. If a student is working in an organisation, then these work placement hours for the programme need to be protected work placement hours (i.e. to be classed within learning) and needs to be identified as separate hours to their normal working hours as an employee of the organisation.

Monitoring of these work placement hours is evidenced by the student completing timesheets and these are submitted as evidence within the e-portfolio assessment for the DPP module (Year 1) and CRP module (Year 2) and monitored by the module tutor for the DPP or CRP within these modules.

There is a pre-expectation for entry requirements onto the programme, that all students have 2 years post working experience after their level 3 qualification, working with children and working within the sector. This ensures the transferability of the behaviours, skills and values pertinent to the HPS profession. This underpinning knowledge and experience are an essential foundation to the knowledge, skills, behaviours and practice competence in the assessment, planning, implementation and evaluation of specialised and therapeutic play interventions for

	sick babies, children and young people which will be developed and assessed on the programme. Employers will be involved and provide mentor support for their employees who are studying the programme on the apprenticeship route. For students on the Foundation Degree route who are not employed in the industry and self-funded themselves. Then contracts from the NHS trusts will take them on for the placement hours and each individual will facilitate an individual contract with a trust to be able to complete the required 400 hours of work placement for the programme. Mentors are provided from the individual NHS trusts and supported and trained via SoHPS. The role of mentors is regulated via SoHPS and all mentors will need to do updates to their training every two years. This training is provided by SoHPS. Mentors must also remain registered as a professional for SoHPS and keep up to date with CPD requirements. The Course Leader will keep in touch with applicants over the summer and this is also carried on at induction and throughout the programme with regards to the requirements of the programme and what they will develop from the programme and apply to their sector roles. During the Keep in Touch session the Course Lead does offer an introduction to the industry specific requirements, by introducing the SoHPS Professional Standards and encouraging learners to review the standards prior to commencing the course.
18	Transferable Skills Development Within the programme students will develop their digital skills and there will be ongoing transferring of these skills across the programme and the different modules. Practical skills, writing styles and word counts are important skills that the students will develop throughout the programme and will be related to the work placement and are key aspects needed within the job roles within the settings. Within the Developing Professional Practice module, Critical Reflection on Practice module, Developmental Approaches to Play module, Communication and Interpersonal Skills module and Therapeutic Play Interventions module, where competencies are used, these transferable skills are developed and then students are able to relate and apply to their settings. Within the Developmental Approaches to Play module and Therapeutic Play Interventions module, writing play plans are a key part of assessing, planning and evaluating appropriate skills which are used every day within the student's role within the settings. Audit and research skills are also developed across the programme and then applied and used within the settings. An important attribute developed throughout the programme is confidence, which gradually builds during the student's studies and is later reflected in their professional role. This is developed throughout the content of the programme and strongly supports the student in their development of the work placement setting and enhances their ability to deal with the different cases that they come across within the settings.

	Throughout the programme and its modules, students develop an awareness of the value of diverse communication and interpersonal skills. These skills are applied in a variety of scenarios for example observing the non-verbal communication of a child, having challenging conversations with a parent/carer (verbal), or coordinating service delivery within the multi-disciplinary team (written). This aligns with the expectations of SoHPS Professional Standards, which require practitioners to be able to communicate effectively, verbally and non-verbally with babies, children, young people, families, colleagues and stakeholders involved in the delivery of the play specialist's role, for example charities and external agencies. The Health Play Specialist must be able to assess, select, use and move between appropriate forms of communication, considering their own practice and the use of communication tools such as assistive technologies. Within some of the modules part of a summative assessment is a presentation, formative activities within the teaching and learning sessions, are developing these skills that the student can then apply for the summative assessment that they have to present and this is an important transferable skill to the workplace when HPS would be involved with case conferences, presenting patients to medical teams or delivering to conferences. The programme develops the student to be an advocate for the profession, which in turn gives the students the confidence and abilities for the individual student needs, building skills of resilience when faced with the demands of working with children and families experiencing complex healthcare journeys, understanding the importance of their scope of practice and when to seek support.
19	Sustainability Within the programme and modules, sustainability will be developed as a theme, to represent the sector needs and ensure that the students are aware of how sustainability impacts their role and the sector with regard to the environment, community and staffing. With ongoing changes and updates of the apprenticeship framework and competencies, currently SoHPS are writing a new competence to include sustainability and the KSBs. Having sustainability as a theme throughout the programme will ensure that we are meeting the requirements of this competency when it is written and approved. This national programme attracts students from both the North and South of the country. The NHS has set key environmental sustainability priorities, including addressing climate change, promoting greener practices, and reducing carbon emissions, as part of its commitment to achieving Net Zero. Due to the locations of the Trusts within a national landscape, the individual trusts will all have their own strategy of how they want to meet the sustainability agenda of the NHS. Practices within a ward are moving closer towards net zero and the programme will develop and address the aspect of sustainability relevant to the modules, so students are aware of and how to work towards being more sustainability within their settings. There is also the aspect of sustainability of staffing within the role and how the role will need to change to be more sustainable such as the changing from a 5 to 7 day working week and the need for an increase of HPS roles within the sector. Part of the new standards will include a competence on the aspect of workforce development, and their role as mentors, investment in education and training will be part of this competence. There will be an expectation of Trusts

that will need to comply with NHS England – The Play Well Tool Kit (June 2025). Play services should align with the wider services days of operation, i.e. if the ward is open 7 days, the service is available for 7 days; in A&E they would need the service to be 24/7. To meet this expectation of 7 day service, there will need to be more HPS trained and registered as fit to practice. The limitation currently is the need for trained mentors that support all the students within the workplace. The Trusts need to invest resources within the workforce to provide trained mentors to allow an increase in getting the workforce trained and fit for practice.

With developing sustainability as a theme across the programme/modules, this will allow for any developments or changes in the future to be included to ensure that this aspect is current and up to date with the needs of the NHS and the individual Trusts of the future.

20	Programme Modules				
	Level 4				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Academic and Digital Skills	20	Core	Compensatable
		Developmental Approaches to Play	20	Core	Compensatable
		Developing Professional Practice (Professional occupational standards	40	Core	Non-Compensatable
		Communication and Interpersonal skills	20	Core	Compensatable
		Safeguarding Children and Vulnerable Young People	20	Core	Non-Compensatable
	Level 5				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Critical Reflection on Practice (Professional occupational standards/EPA)	40	Core	Non-Compensatable
		Therapeutic Play Interventions	20	Core	Compensatable
		Ethical working Practices in Healthcare	20	Core	Non-Compensatable
		Supporting Emotional Health and Wellbeing of the sick child	20	Core	Compensatable
		Work Based Project	20	Core	Compensatable

21 Programme Structure

The programme is designed for part time study. This is in response to the work-based nature of the course and the guidance from the regulatory body. All students will study the modules in the same order per level. Students must be working as a play specialist/nursery nurse or on placement in a healthcare setting to enable completion of the work-based learning modules. Students are required to complete a minimum of 200 hours work placement per level, accumulated on a continuous and regular basis alongside their theoretical studies.

Students must gain 120 credits at level 4, which must include the Developing Professional Practice module to progress to level 5.

Modes of Study

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

Weekly Attendance:

A weekly online day attendance per cohort, with 6 face to face onsite days at University Centre Leeds or Southern training facilities during the academic year

Structure for Modes of Delivery:

Level 4		
Semester 1 (Weeks 1-15)	Academic and Digital Skills	Safeguarding Children and Vulnerable Young People
Semester 1 and 2 (Weeks 1 - 30)	Developing Professional Practice (Professional occupational standards)	
Semester 2 (Weeks 16-30)	Communication and Interpersonal skills	Developmental Approaches to Play

	Level 5		
	Semester 1 (Weeks 1-15)	Therapeutic play interventions	Ethical working Practices in Healthcare
	Semester 1 and 2 (Weeks 1 - 30)	Critical reflection on Practice (Professional occupational standards/EPA)	
	Semester 2 (Weeks 16-30)	Supporting Emotional Health and Wellbeing of the sick child	Work Based Project
22	Apprenticeships The L5 Health Play Specialist standard (ST0829) is mapped to this Foundation Degree. All KSBs are individually mapped to each module and the practice assessment evidence portfolio at level 4 and 5 facilitate the achievement of the competencies in the workplace. Students must achieve a minimum 200 hours work placement (per level) and successfully complete the work-based competencies (alongside the modules) to become a registered health play specialist. All KSBs are mapped to module specifications a minimum of twice so that the learners have opportunity to meet these through the Foundation Degree study. The framework design of the foundation degree dovetails with the apprenticeship so that the students don't have 'extra' work to complete during the Foundation Degree to achieve the apprenticeship. The KSBs have also been mapped to the non-compensatable modules at level 4 and 5 (L4-Developing Professional Practice and Safeguarding Children and Vulnerable Young People, L5-Critical Reflection on Practice and Ethical Working Practices) which ensures that the competencies from the SoHPS Professional Standards are achieved. t. Apprentices will have regular meetings with their Assessor and Mentor to monitor their progress. As per the Apprenticeship Standard a review meeting will take place at least every 12 weeks with their Assessor. This will go towards the Off the Job training (OTJ), alongside the time spent in lectures and with their assessor/mentor.		

Each apprentice will benefit from the collaborative approach where apprentice progress is at the centre of communication between the curriculum team, the assessor and the employers line manager. This will be facilitated by regular meetings between the employer and the provider to ensure a coherent and consistent approach is taken. This will ensure that effective tracking and monitoring is taking place and ultimately that each apprentice is ready for the End Point Assessment.

Mentor roles and requirements:

Mentors work within a healthcare setting. The mentors must have been qualified and registered as a Health Play Specialist for one year post qualifying, maintain their registration with SoHPS and complete the training for mentors via the SoHPSs o to be able to carry out the mentoring role. Mentors with then need to complete a mentor refresher course every 2 years, also facilitated by SoHPS.

Expectations progress review engagement:

Progress review meeting takes place at least every 12 weeks with their assessor to check on progress and the requirements of the apprenticeship. This will include reviewing any evidence the apprenticeship has produced towards the KSBs and ensure they are logging the OTJ.

The expected OTJ are 750 hours across the whole apprenticeship and OTJ can include progress review meetings, lectures, practice assessment placement hours, any curriculum related learning, for example attending the SoHPS conference, reading and research, assessor tutorials, mentor meetings, summer school programme. These hours need to be recorded within OneFile in the Learning Journal showing the apprentice's reflection on their learning and practice development.

Structure for the apprenticeships for the Foundation Degree

Structure for Modes of Delivery:

Level 4		
Semester 1 (Weeks 1-15)	Academic and Digital Skills	Safeguarding Children and Vulnerable Young People
Semester 1 and 2 (Weeks 1 - 30)	Developing Professional Practice (Professional occupational standards)	

Semester 2 (Weeks 16-30)	Communication and Interpersonal skills	Developmental Approaches to Play
Level 5		
Semester 1 (Weeks 1-15)	Therapeutic play interventions	Ethical working Practices in Healthcare
Semester 1 and 2 (Weeks 1 - 30)	Critical reflection on Practice (Professional occupational standards/EPA)	
Semester 2 (Weeks 16-30)	Supporting Emotional Health and Wellbeing of the sick child	Work Based Project
End Point Assessment Gateway: An apprentice will be ready to enter the gateway to the EPA when they have: • Confirm they are ready for EPA • Achieved Maths and English qualifications in line with the apprenticeship funding rules • Have completed and passed all foundation degree modules, (except the EPA) • Recorded required Off the Job (OtJ) hours • Demonstrated attainment of the KSBs • Prepared and submitted a portfolio of evidence (practice assessment competencies) to underpin the EPA Professional Discussion • Prepared and submitted their EPA Presentation End Point Assessment (EPA):		

	Apprenticeships require an EPA, a final stage assessment where an independent assessor reviews if an apprentice has acquired the knowledge, skills and behaviours outlined in the apprenticeship standard. Preparation for the EPA is embedded throughout the programme in the practice assessment competencies and other modules. The completion of competencies will support the portfolio of evidence required for the EPA Professional Discussion, these will be guided and supported by the placement mentor, module tutor and Apprenticeship On-Programme Assessor. As well as the module assessments across the programme which are presentations will develop skills and confidence for the EPA Presentation. Weekly opportunities will be available to meet with the On-Programme Assessor in the Apprenticeship Tutorial Sessions. They will monitor progress to demonstrating the KSBs but also offer guidance and support in the preparation for the EPA. An opportunity for mock assessments will also be built into the programme with the On-Programme Assessor. Summer Schedule (June to August) For Year 1 apprentices from the beginning of June to the second week of August – 11 weeks online teaching sessions will take place. Contact will be maintained, at least on a monthly basis for Year 1 apprentices, delivery will contain the development of academic studies as a bridging from year 1 to year 2 of the programme, further attainment of KSBs and development of practice.
23	Support for Students and Their Learning The support that students receive regarding student guidance and the advice systems is in place has from pre-enrolment and throughout the duration of the course. This starts with pre-entry support from the curriculum team to advise them about the requirements regarding finding a placement and ensuring registered mentor is available and the requirements of SoHPS regarding mentors. SoHPS has a directory of all registered health play specialists and will direct pre-entry students to contact them to arrange potential placements. SoHPS also provides mentor training, mentor support groups, and mentors can now accept two students on placement. If a pre-entry student finds a placement with a registered HPS who is willing to take a student but hasn't had mentor training, then SoHPS can offer the training online for free to ensure the student can meet the conditions of the offer. A structured pre-enrolment and on-course support system is in place, where all students identify any support needs on their application form and support systems are discussed at this point. The admissions team will make the department and HE Learning Support Officer aware of any additional support requirements identified from the student's application form. Support for students and their learning is available via the HE Learning Support Officer based at the University Centre where students can gain support for a variety of issues such as dyslexia, other learning difficulties and assessments to assess students for disabled student allowance (DSA funding). The team have found this approach enables potential support to be identified within the first few weeks of the programme. A 'keep warm' event is planned for July/August when all students who have applied will be invited to The University Centre for the day, as students are attending from a large

geographical area this is also provided as a virtual event. Students will be given the opportunity to speak to tutors, meet fellow applicants and take part in various activities. This gives the students an opportunity to meet tutors and other students where tutors can speak to the applicants about their aims and objectives for the course. Tutors can then ensure applicants are considering the correct programme and assist with any queries or questions. Contact with the Programme Manager or Course Leaders will be maintained during the application-to-enrolment period, as well as on course. Support services are further discussed and signposted at enrolment and during induction, as well as through the structured tutorial programme.

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

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

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

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

Although students are encouraged to become independent learners, access to the academic skills hub at the University Centre also offers advice and guidance on a range of topics such as referencing and improving their overall academic writing style. The Education, Health and Law department has also a Student Support Manager and an Academic Skills Tutors, who supplements the level of support provided to students and 1-2-1 support meetings with students will be available.

Students have access to online library resources, academic journal databases, use the webcam to record online videos or screencasts, and complete interactive activities through the online platform. This will continue to be essential during blended learning delivery.

The library staff in addition to the teaching team will support student's research and referencing skills in a negotiated study programme alongside the course team. This will also include support to access electronic sources for blended study. These skills will be revisited throughout the programme of study to deepen the knowledge and confidence of the students. Finally,

	there are a range of student services available such as welfare, counselling, financial and careers advice. Students will also be supported by their registered Mentor. Carefully monitoring of student performance is undertaken by individual work-based mentors, and they can encourage students to develop their skills and knowledge as defined by the work-based competencies. Mentors are supported by SoHPS who provide initial training, bi-annual updating/refresher and guidance. Mentors also have access to the informal mentoring network, where they can gain peer support and guidance. There will also be mid-term and end of year formative reviews of the Practice Assessment Portfolio by the mentors. This is developmental and supportive and is a collaborative process between student, mentor and tutor.
24	Distinctive Features At time of validation the following are our distinctive features. The programme has excellent links with the profession, working closely with the Play Teams at a number of large NHS Trusts nationally. This provides valuable opportunities for placements, apprenticeships, mentor training, CPD opportunities and guest lectures. University Centre Leeds are the trailblazer for the Foundation Degree, apprenticeship and HTQ within the UK and offer a programme that is flexible with delivery and covers all of the geographical areas for the whole of the UK. University Centre Leeds is the only centre located in the North of England delivering the Foundation Degree and apprenticeship with close working partnerships throughout the country. We offer a blended approach; the weekly delivery is online which is enriched by six face to face days within two locations – the north region and south region. University Centre Leeds were chosen by the regulatory body (SoHPS) to validate the Health Play Specialism, due to our forward thinking, responsive approach to delivery and expert support and guidance. We are currently approved by Health Education England to run the apprenticeship standard and are their preferred provider; we are currently the benchmark for high achievement. Students on our programme are able to apply the theoretical aspects to practice within their setting under expert support and guidance from industry specialists. This has led to high attainment and following completion graduates are able to register with SoHPS as professionally competent. We are a major contributor to the HPS workforce and have contributed nearly 100 Health Play Specialists to the professional register in the last 5 years; this is 15% of the current workforce. Enrichment is a key feature of the programme to enhance the student experience. Examples could include interactive learning experiences led by professionals from the sector, such as talks on therapeutic play, demonstrations of tools like the Little Journey app, DrVR, Chemo Ducks, and sessions from organisations like Starlight and Candlelighters. Alumni may also share their specialist expertise and practical insights. These sessions are facilitated alongside a highly experienced HPS practitioner.

Appendix 1

Stage Outcomes (Undergraduate Awards only)

Key: **K** = Knowledge and Understanding **C** = Cognitive and Intellectual **P** = Practical Professional **T** = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 4(1)
K1	Evaluate theoretical perspectives and emerging principles within a work context relevant to working with sick babies, children, young people and vulnerable individuals.	Explain theoretical perspective and emerging principles within a work context relevant to working with sick babies, children, young people and vulnerable individuals.
K2	Evaluate a range of possible approaches to scenarios in a professional context.	Identify a range of possible approaches to scenarios in a professional context.
K3	Analyse legislation, policy and procedures relating to the safeguarding of babies, children and vulnerable individuals.	Describe legislation, policy and procedures relating to the safeguarding of babies, children and vulnerable individuals.
C1	Analyse the impact of legal and ethical working practices within the healthcare sector	Describe the impact of legal and ethical working practices within the healthcare sector.
C2	Assess professional situations against the theoretical principles and values relevant to the Health Play Specialist role	Define professional situations against the theoretical principles and values relevant to the Health Play Specialist role
P1	Analyse clinical situations and practices within healthcare in order to make informed and appropriate judgements	Discuss clinical situations and practices within healthcare in order to make informed and appropriate judgements
P2	Analyse and integrate evidence-based practice in relation to the role of the Health Play Specialist and other healthcare practitioners	Define evidence-based practice in relation to the role of the Health Play Specialist and other healthcare practitioners

P3	Exhibit innovative and creative approaches in the design and execution of professional practice with babies, children and young people	Develop innovative and creative approaches in the design and execution of professional practice with babies, children and young people
T1	Critically reflect on practice to identify strengths and areas for development in a professional context	Reflect on practice to identify strengths and areas for development in a professional context
T2	Work autonomously without the need for supervision within scope of practice	Demonstrate developing autonomy with reduced need for supervision within scope of practice
T3	Communicate clearly, fluently and professionally as appropriate to the context engaging effectively in complex healthcare scenarios	Communicate clearly, fluently and professionally as appropriate to the context engaging effectively in healthcare scenarios
T4	Effectively contribute to the working of a multi-disciplinary team	Contribute to the working of a multi-disciplinary team

Appendix 1

Map of Outcomes to Modules

Level 4												
Module Titles	K1	K2	K3	C1	C2	P1	P2	P3	T1	T2	T3	T4
Academic and Digital Skills		x						x	x		x	
Developmental Approaches to Play	x			x			x	x		x		x
Developing Professional Practice	x		x	x		x				x	x	

(Professional occupational standards)												
Communication and Interpersonal skills		x			x		x		x			x
Safeguarding Children and Vulnerable Young People			x		x	x		x				

Level 5	Outcome Key											
Module Titles	K1	K2	K3	C1	C2	P1	P2	P3	T1	T2	T3	T4
Critical reflection on Practice (Professional occupational standards/EPA)	x			x	x	x	x		x	x		x
Therapeutic play interventions		x		x				x			x	x
Ethical working Practices in Healthcare		x	x			x					x	
Work Based Project		x		x				x	x			
Supporting Emotional Health and Wellbeing of the sick child	x		x		x		x			x		

Map of Teaching and Learning Methods
Level 4

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

Level 5

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

Map of Assessment Methods
Level 4

Module Titles	Methods					
	Report	Case Study	Essay	E-Portfolio	Presentation	Poster Presentation
Academic and Digital Skills			T1 1500 words 50% Week 9			T2 15 minutes () 50% Week 14
Developmental Approaches to Play {DP Competencies}				T1 50% 1500 words Week 24 T2 50% 1500 words Week 28		
Developing Professional Practice (Professional occupational standards)				T1 6000 words 100% Week 30		
Communication and Interpersonal skills {Competencies}				T1 3000 words 100% Week 29		

Safeguarding Children and Vulnerable Young People	T2 1500 words 50% Week 15				T1 15 minutes 50% () Week 8	
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Level 5

Module Titles	Report	Personal Development Plan	Essay	E-Portfolio	Presentation	Small Scale Research Project	Reflection	Poster Presentation	Professional Discussion
Critical reflection on Practice (Professional occupational standards)					T1 45 mins + 15 Q&A 40% Week ?				T2 90 mins 60% Week ?
Therapeutic play interventions {Competencies}				T1 4000 words 100% Week 14					
Ethical working Practices in Healthcare	T2 2500 words 60% Week 15				T1 15 minutes (40% Week 8				
Work Based Project						T1 4000 words 100%			

						Week 29			
Supporting Emotional Health and Wellbeing of the sick child			T1 2400 words 60% Week 25				T2 1600 words 40% Week 30		

Map to Apprenticeship Standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (x) particular knowledge, skills and behaviours.

Please amend this mapping as required.

Apprenticeship L5 Health Play Specialist standard (ST0829) Mapping (Identified where the KSBs will be covered in the Foundation Degree – they will also be all covered via the EPA and Mentors signing of the KSBs.)

KSB	Level 4					Level 5				
	Academic and Digital Skills	Developmental Approaches to Play	Developing Professional Practice	Communication and interpersonal skills	Safeguarding Children and Vulnerable Young People	Critical reflection on Practice	Therapeutic Play Interventions	Ethical Working Practices in Healthcare	Work Based Project	Supporting Emotional Health & Wellbeing of the Sick Child
K1			X		X	X		X	X	
K2			X		X	X		X		X
K3			X		X					
K4			X		X	X				
K5			X		X	X				
K6			X		X	X				
K7			X		X	X			X	X
K8			X		X	X		X		X
K9					X	X		X	X	X
K10	X					X				
K11					X	X			X	X
K12		X	X			X	X		X	X
K13		X				X	X		X	X
K14							X	X		X

K15		X					X	X	X	X
K16							X	X		X
K17				X	X	X	X	X		
K18							X		X	X
K19					X		X		X	X
K20					X	X				
K21	X					X			X	
K22					X	X		X		
K23					X	X		X	X	
K24		X		X		X	X	X		X
K25		X	X				X			
K26	X		X	X				X		
K27				X					X	
K28				X					X	
K29	X			X					X	
K30				X						X
K31	X					X	X			
K32	X						X		X	
K33					X	X	X		X	X
K34		X				X				X
K35			X			X			X	
K36		X	X				X		X	X
K37	X		X		X				X	X

K38		X								
K39			X		X				X	
K40			X		X	X		X		
K41						X			X	X
K42										
K43	X								X	
S1			X		X	X		X		
S2			X		X	X		X	X	X
S3			X		X	X			X	X
S4			X							
S5			X		X	X				
S6			X			X				
S7			X			X			X	X
S8			X			X		X		
S9			X			X			X	
S10					X	X				X
S11	X					X				
S12					X	X				X
S13		X	X			X	X		X	
S14		X				X	X			
S15							X			X
S16		X					X			X
S17							X		X	X
S18				X		X	X		X	
S19							X			

S20					X					
S21					X	X				
S22	X					X				
S23					X	X				
S24						X				
S25		X		X		X	X			
S26			X				X		X	
S27	X		X	X				X		
S28				X						
S29					X	X			X	
S30							X			
S31					X	X			X	
S32		X								
S33		X					X		X	X
S34		X								
S35		X	X							
S36		X	X							X
S37	X		X		X	X			X	X
S38						X				
B1					X	X		X	X	X
B2	X					X		X	X	
B3					X	X				X
B4					X	X		X		
B5					X	X			X	

Map Subject Benchmarks to Programme and Module Learning Outcomes

Review your QAA Subject Benchmark and cross reference this to modules within your programme and identify where subject benchmarks are being achieved throughout the programme.

Subject Benchmark Area Health Studies (2024)					
Threshold Level	Module & Learning Outcomes	Typical Level	Module & Learning Outcomes	Excellent Level	Module & Learning Outcomes
Describe a range of theoretical and professional rationales concerning health interventions.	K1 Developing Approaches to Play. Communication and Interpersonal Skills. Developing Professional Practice (Professional occupational standards).	Apply knowledge and understanding in interrelated contexts (as outlined in section 3 on Content, structure and delivery) and integrate relevant theoretical concepts that inform Health Studies in respect of physical, psychosocial and mental well-being.	K1 Developing Approaches to Play. Communication and Interpersonal Skills. Developing Professional Practice (Professional occupational standards).	Synthesise specialist and interrelated knowledge of the multidisciplinary nature of Health Studies to create innovative solutions in health and health issues.	K1 Critical reflection on Practice (Professional occupational standards). Work Based Project. Supporting Emotional Health and Wellbeing of the sick.

Demonstrate an understanding of the scope and breadth of the subject in solving real world problems.	K2 Academic and Digital Skills. Safeguarding Children and Vulnerable Young People. Ethical working Practices in Healthcare.	Adopt multiple perspectives to evaluate and problem-solve issues identified in health-related contexts.	K2 Academic and Digital Skills. Safeguarding Children and Vulnerable Young People. Ethical working Practices in Healthcare.	Consider contemporary issues and discourses in health research and debate.	K2 Critical reflection on Practice (Professional occupational standards). Work Based Project. Therapeutic play interventions.
Apply knowledge and understanding in interrelated contexts (as outlined in section 3 on Content, structure and delivery) and integrate relevant theoretical concepts that inform Health Studies in respect of physical, psychosocial and mental well-being.	C1 Developmental Approaches to Play. Developing Professional Practice (Professional occupational standards). Communication and	Adopt multiple perspectives to evaluate and problem-solve issues identified in health-related contexts.	C1 Developmental Approaches to Play. Developing Professional Practice (Professional occupational standards). Communication and	Synthesise specialist and interrelated knowledge of the multidisciplinary nature of Health Studies to create innovative solutions in health and health issues.	C1 Critical reflection on Practice (Professional occupational standards). Work Based Project. Therapeutic play interventions.

	Interpersonal Skills.		Interpersonal Skills.		
Demonstrate an informed understanding of ethical perspectives and the diversity of values associated with health and physical and mental well-being.	C2 Developmental Approaches to Play. Communication and Interpersonal Skills. Safeguarding Children and Vulnerable Young People.	Apply cross-traditional subject boundaries drawing on appropriate knowledge from other academic disciplines to reflect on health issues.	C2 Developmental Approaches to Play. Communication and Interpersonal Skills. Safeguarding Children and Vulnerable Young People.	Synthesise and integrate evidence-based knowledge with relevant national policies and guidelines to inform Health Studies as a subject discipline.	C2 Critical reflection on Practice (Professional occupational standards). Therapeutic play interventions. Supporting Emotional Health and Wellbeing of the sick.
Describe a range of theoretical and professional rationales concerning health interventions.	P1 Developing Professional Practice (Professional	Compare and contrast different healthcare systems and underpinning health policy Development.	P1 Developing Professional Practice (Professional	Analyse the impact and epidemiology of communicable and non-communicable diseases and demonstrate understanding of the role of surveillance systems available	P1 Developing Professional Practice (Professional

	occupational standards). Safeguarding Children and Vulnerable Young People. Ethical working Practices in Healthcare.		occupational standards). Safeguarding Children and Vulnerable Young People. Ethical working Practices in Healthcare.	regionally, nationally and globally in gathering health data.	occupational standards). Critical reflection on Practice (Professional occupational standards). Ethical working Practices in Healthcare.
Demonstrate an understanding of the scope and breadth of the subject in solving real world problems.	P2 Developmental Approaches to Play. Developing Professional Practice (Professional occupational standards).	Adopt multiple perspectives to evaluate and problem-solve issues identified in health-related contexts.	P2 Developmental Approaches to Play. Developing Professional Practice (Professional occupational standards).	Synthesise specialist and interrelated knowledge of the multidisciplinary nature of Health Studies to create innovative solutions in health and health issues.	P2 Critical reflection on Practice (Professional occupational standards). Work Based Project. Therapeutic play interventions.

	Communication and Interpersonal Skills.		Communication and Interpersonal Skills.		
Describe a range of theoretical and professional rationales concerning health interventions.	T1 Development Approaches to Play. Developing Professional Practice (Professional occupational standards). Communication and Interpersonal Skills.	Collate, analyse and present evidence of the role played by health promotion in the development of autonomous life choices.	T1 Development Approaches to Play. Developing Professional Practice (Professional occupational standards). Communication and Interpersonal Skills.	Apply cross-traditional subject boundaries drawing on appropriate knowledge from other academic disciplines to reflect on health issues.	T1 Developing Professional Practice (Professional occupational standards). Critical reflection on Practice (Professional occupational standards). Supporting Emotional Health and Wellbeing of the sick.
Appreciate the diversity of experience and values associated with health.	T2 Development Approaches to Play.	Demonstrate an informed understanding of ethical perspectives and the diversity of	T2 Development Approaches to Play.	Apply cross-traditional subject boundaries drawing on appropriate knowledge from other	T2 Developing Professional Practice

	Developing Professional Practice (Professional occupational standards). Safeguarding Children and Vulnerable Young People.	values associated with health and physical and mental well-being.	Developing Professional Practice (Professional occupational standards). Safeguarding Children and Vulnerable Young People.	academic disciplines to reflect on health issues.	(Professional occupational standards). Critical reflection on Practice (Professional occupational standards). Therapeutic play interventions.
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