Crossfields Institute

Qualification Specification

Level 5 Diploma in Therapeutic Education and Group Process

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Key Facts

Qualification Title	Crossfields Institute Level 5 Diploma in Therapeutic Education and Group Process
Qualification Number (QAN)	603/7735/5
Qualification Type	VRQ
Sector	Teaching and Lecturing
Level	5
Rules of Combination	All modules are compulsory
Total Qualification Time	375 hours
Guided Learning Hours	75 hours
Minimum age of learners	18
Assessment Methods	Portfolio of evidence
Grading system	Pass/Fail
How long will it take to complete?	2 Years
Developed by	The qualification has been developed by Crossfields Institute with subject specific expertise provided by The Complete Education Solution (TCES)

Section 1: About this Qualification

1.1 Why take this qualification?

This objective of this Crossfields Institute Level 5 Diploma in Therapeutic Education and Group Process is to:

- Prepare you to progress to a qualification at a higher level
- Support your role in supporting teaching and learning in a therapeutic classroom or other therapeutic learning settings/environments
- Provide you with opportunities for personal growth and engagement in learning

This qualification was developed in response to a need for those working in a therapeutic education setting to build upon the Crossfields Institute Level 3 Award and Level 4 Certificate in Therapeutic Education and Group Process qualification or equivalent training and extend their skills, knowledge and understanding of a therapeutic classroom setting.

This qualification builds on knowledge and understanding of the therapeutic setting, including theories of child development, key theoretical perspectives i.e. psychoanalytical and psychodynamic practice, humanistic practice, attachment and nurture theory, and neuroscience.

1.2 Who is it for?

This qualification is designed for people who want to extend their knowledge and practice within a therapeutic setting.

1.3 What does the qualification cover?

You must complete 3 mandatory modules:

1. Research in Therapeutic Education

This module enables learners to investigate and apply core research underpinning therapeutic education to their own practice. Learners will understand how core research and literature can be applied to their own practice and will be able to critically analyse and evaluate how research underpins their own work.

2. Therapeutic Education in Practice

This module enables learners to consider how therapeutic approaches contribute to the improvement of pupil outcomes. They will be able to select appropriate approaches, carry out research into these and develop an implementation plan to improve pupil outcomes using the selected approaches. They will be able to evidence and evaluate the effectiveness of the plan.

3. Reflecting on Therapeutic Education

This module encourages learners to understand and utilise appropriate models of reflective practice, including Group Process, to improve their Therapeutic Education Practice.

The qualification is at Level 5 as defined by Ofqual. https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications#level-descriptors

The learner….	**The learner can….**
Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts. Can analyse, interpret and evaluate relevant information, concepts and ideas. Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them.	Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions. Evaluate actions, methods and results.

1.4 What are the entry requirements?

To study on this qualification you need to demonstrate to the centre that you have:

- An interest in developing your knowledge, skills and practice in a therapeutic education setting
- 12 months experience in a therapeutic setting or working in a setting that has engaged in a partnership with a therapeutic education provider, or a minimum of a Level 3 Award in education
- An awareness of child development and approaches to Therapeutic Education and working with groups
- Evidence of completion of safeguarding training at level 2 or equivalent
- If English is not the first language, proof of spoken and written English at a level equivalent to IELTS 7 will be required.

1.5 What are the assessment methods?

You will create a portfolio of evidence throughout your time working towards this qualification. This may include:

- observation of practice by experienced tutors
- written assignments
- reflective practice. e.g. a learning journal or self–reflective journals
- peer observation or feedback as witness testimony

- artefacts

Note: Plagiarism. Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. If there is evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to a disciplinary procedure.

Buying and selling assignments Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

1.6 What are the progression opportunities?

This qualification has been designed to support you to progress within the workplace or in your own practice. Following successful completion of the qualification you could:

- seek employment in a therapeutic educational setting
- develop your role as a practitioner in a therapeutic educational setting
- further your studies in therapeutic education

Section 2: Modules

2.1 Module List

	Module title	**Module code**	**Ofqual ref**	**Total qualification time** **(TQT)**
1.	Research in Therapeutic Education	TEGP-L5-M1	R/618/7984	125
2.	Therapeutic Education in Practice	TEGP-L5-M2	Y/618/7985	125
3.	Reflecting on Therapeutic Education	TEGP-L5-M3	D/618/7986	125
	Total			375

Module 1
Research in Therapeutic Education

Module code	TEGP-L5-M1	**Guided Learning Hours (GLH)**	25
Module level	5	**Total Qualification Time (TQT)**	125
Module aim	This module enables learners to investigate and apply core research underpinning therapeutic education to their own practice. Through the lens of Action Research, learners will understand how core research and literature can be applied to their own practice and will be able to critically analyse and evaluate how research underpins their own work.		
Module rationale	This module builds on those in the Crossfields Institute Level 3 Award and Level 4 Certificate in Therapeutic Education and Group Process by providing learners with opportunities to focus on analysing and evaluating how underpinning research and literature applies to their own practice.		

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Understand theoretical research and literature underpinning therapeutic education	1.1 Analyse core pieces of research underpinning therapeutic education
	1.2 Evaluate the nature and scope of literature in therapeutic education
2. Understand the role of Action Research as a lens for researching and evaluating personal pedagogic practice	2.1 Devise an approach to evaluate own practice through the lens of Action Research
	2.2 Consider ethical principles associated with undertaking research in an education setting
3. Understand the application of theoretical research and literature to own practice	3.1 Interpret principles of research in relation to own practice

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
	4. Critically evaluate the application of theory to own practice

1. Theoretical research and literature underpinning therapeutic education

Learners will be expected to carry out analysis and evaluation on a selection of research and literature which applies to their own areas of work. This may include but is not limited to the readings in the resources section of this Module

2. Action Research in improving pedagogic practice

Learners will be expected to consider the role of action research as a method for researching, evaluating and improving their own pedagogic practice. As part of this, they will be required to consider the ethical considerations when undertaking research in an education context. They will be expected to consider how children and vulnerable adults can be protected from harm and ensure that high quality research takes place within agreed ethical standards.

Learners will be required to reflect the principles include: honesty; integrity; objectivity; responsible publishing, social responsibility and data protection.

Learners will be required to consider research in relation to:

- Protecting vulnerable adults and children
- Safeguarding
- Data Protection and GDPR

The focus of any research should be on the learners own pedagogic practice within the context of the Therapeutic Classroom setting.

3. Application of research and literature

Learners will be able to apply their analysis and evaluation to their own practice. This may include:

2. Considering and managing ethical implications in relation to the analysis and evaluation of their own work
3. Applying principles to themselves (e.g. understanding how the principles apply to them, how they may influence own behaviour/relationships with others)
4. Applying principles to their practice (e.g. relationships with others, application of particular techniques and theories)
5. Skills practice (e.g. developing their own skills and practice)
6. Impacts on own practice (e.g. application to own practice, strengths and weaknesses of theoretical approaches in own practice, how theoretical understanding has impacted on own practice)

Resources

Ayres, A. J. (2005). Sensory Integration and the Child

Barfield, S., Dobson, C., Gaskill, R., & Perry, B. D. (2012). Neurosequential model of therapeutics in a therapeutic preschool: Implications for work with children with complex neuropsychiatric problems. International Journal of Play Therapy, 21(1), 30.

Bennathan, M., & Boxall, M. (2013). Effective intervention in primary schools: Nurture groups. London: Routledge.

Bombèr, L. M. (2007). Inside I'm hurting: practical strategies for supporting children with attachment difficulties in schools. London: Worth.

Bombèr, L. M. (2020). Know Me to Teach Me. London: Worth.

Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. Developmental psychology, 28(5), 759.

Cohen, L., Manion, L., & Morrison, K. (2017). Research methods in education. Routledge.

Davies C. (2011) Creating Multi-sensory Environments: Practical Ideas for Teaching and Learning.

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. American journal of preventive medicine, 14(4), 245-258.

Geddes, H. (2006). Attachment in the Classroom. London: Worth.

Greene, Dr. R.W.(2014)The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children.

Menter, I., Elliot, D., Hulme, M., Lewin, J., & Lowden, K. (2011). A guide to practitioner research in education. Sage.

Miller, L.J. (2014) Sensational Kids: Hope and Help for Children with Sensory Processing Disorder (SPD).

Treisman, K. (2016). Working with relational and developmental trauma in children and adolescents. Taylor & Francis.

Van der Kolk, B. A. (2015). The body keeps the score: Brain, mind, and body in the healing of trauma. Penguin Books.

Delivery guidance

Delivery should focus on guiding learners towards the key research and literature that they will need to carry out their individual research on. Learners should be encouraged to explore a range of sources and agree the focus of their research and investigation to ensure that they are selecting and using the most appropriate literature/research to inform their work.

When working towards learning outcome 2, learners should have opportunities to evaluate theoretical approaches in practice, through their own practice and/or through observation of practice with others to provide a range of approaches to inform their own work. They should be encouraged to consider the impacts of theoretical approaches on their work, and how their work as a practitioner is influenced as a result of their research.

Learners must take cognisance of ethics, Safeguarding and Data Protection, and research must not involve individuals or groups of pupils (children or vulnerable adults) as the focus of the study. No pupils (children or vulnerable adults) should be the considered research matter.

Assessment guidance

Evidence to inform outcomes may be derived from a variety of sources, including practice interactions, small-group work, exercises/discussion, journals/case notes, practice logbooks and supervisor reports. A learning journal may be used to inform analysis and evaluation of research and literature, with video, audio and case study analyses used to apply this understanding to practice. Any evidence to inform learning outcomes must not identify children or vulnerable adults. Where individuals are identifiable in materials, permissions for use must be obtained. Any evidence should reflect the requirements of local Safeguarding requirements and Data Protection.

Module 2
Therapeutic Education in Practice

Module code	TEGP-L5-M2	**Guided Learning Hours (GLH)**	25
Module level	5	**Total Qualification Time (TQT)**	125

Module aim

This module enables learners to consider how therapeutic approaches contribute to the improvement of pupil outcomes. Through the process of Action Research, they will be able to select appropriate approaches, carry out research into these and develop an implementation plan to improve pupil outcomes using the selected approaches. They will be able to evidence and evaluate the effectiveness of the plan.

Module rationale

This module builds on those in the Crossfields Institute Level 3 Award and Level 4 Certificate in Therapeutic Education and Group Process by providing learners with opportunities to consider how therapeutic approaches can improve pupil outcomes.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Understand approaches to improve pupil outcomes	1.1 Select and justify the use of relevant approaches to improve pupil outcomes
	1.2 Research relevant approaches to inform their planning
2. Be able to plan and implement strategies to improve pupil outcomes	2.1 Develop an implementation plan incorporating relevant strategies and approaches to improve pupil outcomes
	2.2 Implement the plan with appropriate documentation to monitor impact and evidence improvements
	2.3 Evaluate the results of the implementation plan

1. Approaches to improve pupil outcomes

Learners will be expected to select three contextually relevant approaches of therapeutic education and carry out research into these areas to inform their implementation plan. They should be able to justify their selection and use of the approaches and consider any ethical implications.

Their research should include three of the following approaches: Blended Learning, Pupil Leadership Development (including Leadership, Independence Skills, Future Options & Empowerment) Group Process, Relational Strategies, Safeguarding, Therapeutic Understanding.

The research should have a clear focus of informing their planning for learning outcome 2.

2. Plan and implement strategies to improve pupil outcomes

Learners should be able to develop an implementation plan which focuses on one or more pupils and considers how the identified approaches will contribute to the improvement of pupil outcomes. The plan should include clear objectives, actions and timescales, and take cognisance of research ethics, including appropriate anonymisation.

Through Action Research, learners should be able to implement the plan and support the implementation with relevant documentation and evidence, showing how the plan has contributed to the improvement of pupil outcomes.

Learners should be able to evaluate the plan. The evaluation should include:

- The overall success of the plan in improving pupil outcomes
- How each of the approaches contributed to improving pupil outcomes
- Any areas that require further development

Resources

British Educational Research Association (2019): Ethical Guidelines for Educational Research (4th Edition).

DfE (2010) Exploring Interventions for Children and Young People with Speech, Language and Communication Needs: A study of practice.

Ecclestone, K., and Hayes, D., (2019) The Dangerous Rise of Therapeutic Education**.** Routledge Education.

Holmes, J., and Sade, A., (2017) Attachment in Therapeutic Practice**.** Sage Publishing.

Delivery guidance

Delivery should focus on guiding learners in the selection and justification of the most relevant approaches to inform their implementation plan. When working towards learning outcome 1, learners should be encouraged to explore a range of sources and agree the focus of their research to ensure that they are selecting and using the most appropriate approaches to inform their work.

When working towards learning outcome 2, learners should be encouraged to observe others' practice across the therapeutic areas as well as consider their own practice, to understand how these should be incorporated into the development of their own implementation plan.

Learners must take cognisance of ethics, Safeguarding and Data Protection, and research must not involve individuals or groups of pupils (children or vulnerable adults) as the focus of study. No pupils (children or vulnerable adults) should be the considered research matter.

Learners should be able to follow the implementation plan through to its conclusion, so advice on planning and implementation should include relevant timescales and targets. Learners should be encouraged to collect relevant information and documentation to evidence their plan and to evaluate this once the implementation has concluded. In collecting relevant information, learners should be mindful of any ethical considerations.

All participants in research must take part voluntarily, free from coercion or undue influence, and their rights, dignity and autonomy should be respected and appropriately protected. Some persons (children and vulnerable adults) are considered to be in need of extensive protection, even to the point of excluding research that has a risk of harm.

Assessment guidance

Evidence to inform outcomes may come from a variety of sources including discussions, small group work, or written research materials. A learning journal may be used to inform development of research and reflection on the development and implementation of the plan. Video, audio and case study analyses may be used to support evidence for the implementation plan, supporting documentation and evaluation. Any evidence to inform learning outcomes must not identify children or vulnerable adults. Where individuals are identifiable in materials, permissions for use must be obtained. Any evidence should reflect the requirements of local Safeguarding requirements and Data Protection.

Module 3
Reflecting on Therapeutic Education

Module code	TEGP-L5-M3	**Guided Learning Hours (GLH)**	25
Module level	5	**Total Qualification Time (TQT)**	125

Module aim	This module encourages learners to understand and utilise appropriate models of reflective practice, including Group Process, to improve their Therapeutic Education Practice.
Module rationale	This module builds on those in the Crossfields Institute Level 3 Award and Level 4 Certificate in Therapeutic Education and Group Process by providing learners with opportunities to consider how a variety of models of reflective practice contribute to the improvement of their own practice in Therapeutic Education.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Understand models of reflection for Therapeutic Education	1.1 Explore a wide range of models of reflection for Therapeutic Education
	1.2 Justify the use of an appropriate model to reflect on their own practice in Therapeutic Education
2. Understand the importance of Group Process as a reflection tool	2.1 Explain how Group Process is used as a reflection tool
	2.2 Evaluate the importance of Group Process to emotionally healthy Therapeutic Education
3. Be able to evaluate their own reflective practice	3.1 Evaluate their own experience of reflecting on their practice

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
	3.2 Analyse the impact of their reflective practice on planned improvements and/or changes to their own practice

1. Models of reflection for Therapeutic Education Practice

Learners will explore a wide range of models of reflection, including but not limited to:

- The Kolb Reflective Cycle - 1984
- Gibbs model of reflection - 1988
- Schon Model – 1991
- Atkins and Murphy - 1993
- Driscoll Model - 1994
- Brookfield Model – 2005
- John's Reflection Model - 2006

2. The importance of Group Process as a reflection tool

Learners will be able to explain the uses of Group Process as a reflection tool including:

- Developing an awareness of:
  - power-dynamics
  - Styles of inter-relating
  - Roles within a group
- Developing /Skills in:
  - Conflict Resolution
  - Active Listening
  - Decision Making
  - Direct Communication

3. Evaluation of own reflective practice

Learners will be able to evaluate their own reflective practice and how this has influenced the improvement of their practice.

Resources

Brookfield, S. D., (2017). Becoming a Critically Reflective Teacher. Jossey Bass.

Gibbs, G., (1988). Gibbs Reflective Cycle: Learning while doing. Oxford Polytechnic.

Schon, D. A., (1984) The Reflective Practitioner: How Professionals Think In Action. Basic
Kolb, D. A., (1984). Experiential Learning**:** Experience as the Source of Learning and Development. Prentice Hall Books.

Delivery guidance

Delivery should focus on guiding learners in the selection and justification of appropriate models of reflection for Therapeutic Education. Learners should be encouraged to explore a range of sources and agree the focus of their research to ensure that they are selecting and using the most appropriate approaches to inform their work.

When working towards learning outcome 2, learners should build upon their knowledge and understanding of Group Process from the Award and Certificate modules to focus on the uses of Group Process as a reflective tool and its importance to emotionally healthy Therapeutic Education.

When working towards learning outcome 3, learners should be encouraged to observe others' reflective practice as well as consider their own practice, to understand how a variety of approaches contribute to effective reflective practice. Learners should be able to evaluate their own reflective practice and also be able to analyse how this contributes to the improvement of their practice in Therapeutic Education.

Assessment guidance

Evidence to inform outcomes may come from a variety of sources including discussions, small group work, written research materials and observation of own and others practice. A learning journal may be used to inform development of research and their own reflective practice. Video, audio and case study analyses may be used to support evidence for their evaluation and analysis of reflective practice. Any evidence to inform learning outcomes must not identify children or vulnerable adults. Where individuals are identifiable in materials, permissions for use must be obtained. Any evidence should reflect the requirements of local Safeguarding requirements and Data Protection.

Section 3: Delivering this qualification

3.1 Requirements for Centres

Centres must be approved by Crossfields Institute. In order to be approved to offer this qualification, centres must have:

- Staff who are appropriately qualified and experienced in Therapeutic Education theory and practice
- A learning environment that supports effective research, practice and reflection in therapeutic education

For more information about the process of becoming a centre, please contact us or refer to our Centre Handbook (www.crossfieldsinstitute.com/resources).

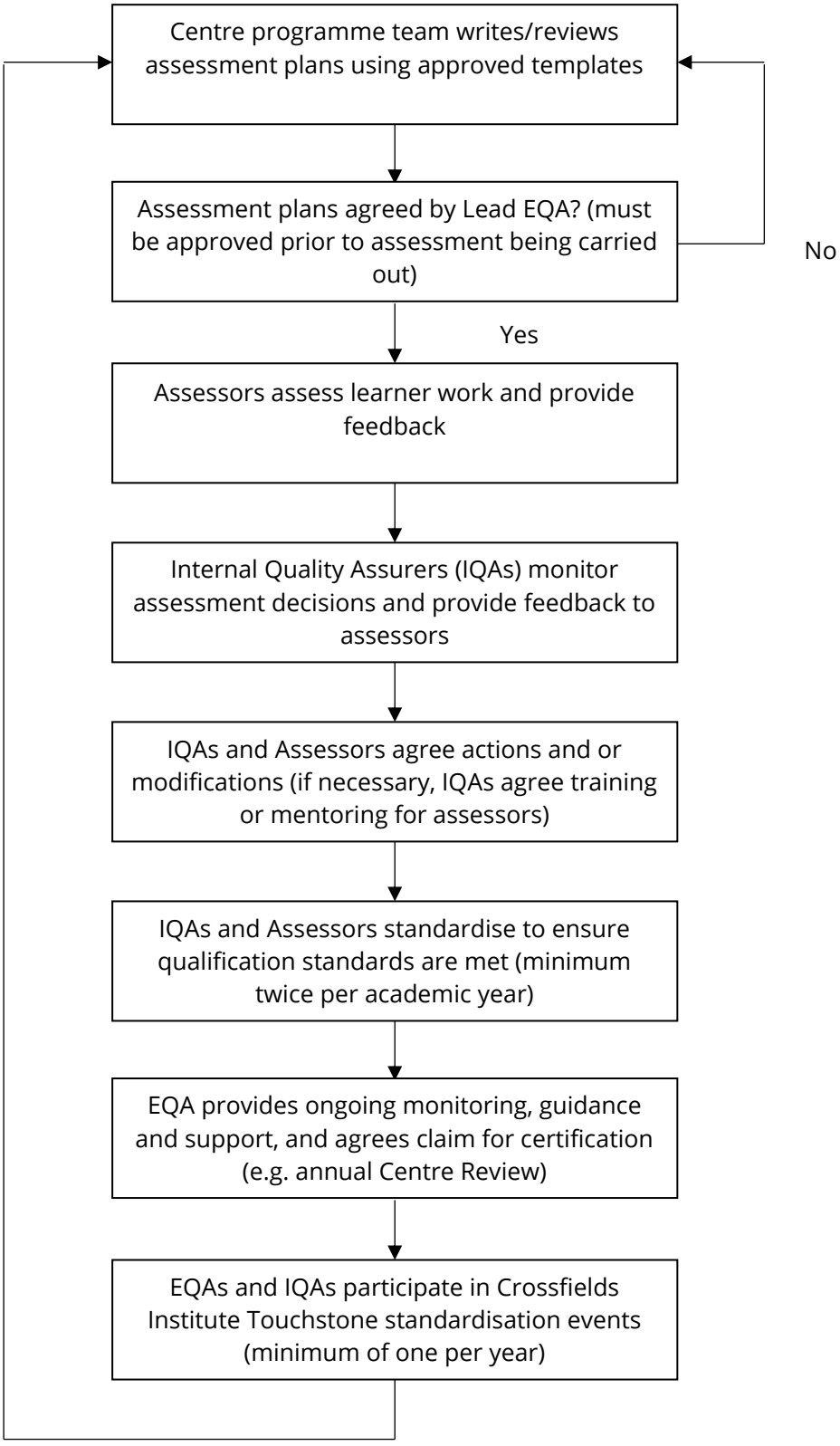
Delivery guidance for each individual module is specified in the module descriptions.

3.2 Quality Assurance

The Crossfields Institute approach to quality assurance is underpinned by educational values which address the development and transformation of the whole human being. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach his or her full potential.

The primary aim of the Crossfields Institute Quality Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners. Centres will be allocated an External Quality Assurer (EQA) by the Crossfields Institute Quality Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Centres delivering this qualification are required to follow this Crossfields Institute Quality Assurance process:


Centre programme team writes/reviews assessment plans using approved templates
Assessment plans agreed by Lead EQA? (must be approved prior to assessment being carried out)
No
Yes
Assessors assess learner work and provide feedback
Internal Quality Assurers (IQAs) monitor assessment decisions and provide feedback to assessors
IQAs and Assessors agree actions and or modifications (if necessary, IQAs agree training or mentoring for assessors)
IQAs and Assessors standardise to ensure qualification standards are met (minimum twice per academic year)
EQA provides ongoing monitoring, guidance and support, and agrees claim for certification (e.g. annual Centre Review)
EQAs and IQAs participate in Crossfields Institute Touchstone standardisation events (minimum of one per year)

3.3 Assessment Planning Guidance

This qualification uses a centre devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

The assessment model for this qualification focuses on the analysis, critical evaluation and reflection on theories and concepts related to the learner's own practice. Therefore evidence will be drawn from a variety of sources, including observation, discussion and application of theory to practice, as well as written evidence. Each module contains guidance on the range of evidence sources that may be used to inform judgements about learner performance, alongside suggested delivery guidance.

Centres may wish to use external courses to support delivery for particular modules. These could include courses provided by specialist organisations such as TCES and Mulberry Bush. Where external courses are used to support delivery, assessors should ensure that assessment activities allow learning outcomes and assessment criteria to be fully met.

3.4 Training and Support

To support centres in carrying out high quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. Crossfields Institute can also provide customised assessor and IQA education as well as review of assessor and IQA practice.
- Assessors and IQAs must keep an up to date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role.

- Handbooks, exemplars and templates are available from the Crossfields Institute Quality Team.
- Where required, a customised Quality Assurance Action and Development Plan will be provided by Crossfields Institute for centres.

Please note: there may be a charge for training and resources provided by Crossfields Institute.

3.5 Policies and Procedures

Each centre is required to work in partnership with Crossfields Institute to ensure that all learners have the best possible experience whilst taking this qualification and are treated fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with.

Crossfields Institute has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with Crossfields Institute's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints and Appeals Policy: which allows leaners to take action if they feel they have been treated unfairly.
- Reasonable Adjustments and Special Considerations Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances.
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed.
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias.

Crossfields Institute Policies, and other key documents, are available on our website at www.crossfieldsinstitute.com/resources