

## Faculty of Management, Law and Social Sciences

### Programme Specification

**Programme title: BA (Hons) Working with Children, Young People and Families**

Academic Year:	2018/19
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	n/a
Final and interim award(s):	<p>BA (Honours) Working with Children, Young People and Families [Framework for Higher Education Qualifications (FHEQ) level 6]</p> <p>BA (Ordinary) Working with Children, Young People and Families [Framework for Higher Education Qualifications (FHEQ) level 6]</p> <p>Diploma of Higher Education Working with Children, Young People and Families [Framework for Higher Education Qualifications (FHEQ) level 5]</p> <p>Certificate of Higher Education Working with Children, Young People and Families [Framework for Higher Education Qualifications (FHEQ) level 4]</p>
Programme accredited by (if appropriate):	n/a
Programme duration:	3 years full-time
UCAS code:	L590
QAA Subject benchmark statement(s):	Social Work, Youth and Community Work, Early Childhood Studies
Date of Senate Approval:	April 2009
Date last confirmed and/or minor modification approved by Faculty Board	January 2017 April 2018

### Introduction

The Division of Social Work and Social Care offers a number of programmes at both undergraduate and postgraduate level in addition to a buoyant research programme. The Division places emphasis on both teaching and research, believing

the two activities to be interdependent. With reference to teaching and learning, the Division aims to:

- provide a supportive, structured environment in which students are encouraged to develop independent learning skills;
- develop subject knowledge and understanding, and provide education in discipline skills to enable graduates to pursue further programmes of study or careers in areas where social science skills are required or desirable;
- develop personal transferable skills to enable a significant proportion of graduates to pursue further programmes of study or careers in non-cognate fields.

### **Programme Aims**

The programme is intended to:

- Equip students with the skills to employ social care values and ethics in work with children, young people and families;
- Equip students with an understanding of a range of practice methods and skills in relation to working with children, young people and families;
- Develop the ability to consider relevant issues from different perspectives including life stage development, social/societal influence and political, economic and cultural;
- Ensure an understanding of issues relating to work with children, young people and families, theoretical perspectives and research relevant to this field of practice;
- Create independent, autonomous and inquisitive graduates who can critically evaluate, interpret and undertake research studies in the area of children and families;
- Produce an ability to apply knowledge and practical skills across a range of social care provision relating to children, young people and families;
- Provide students with the confidence and ability to think laterally and creatively and apply skills and knowledge to other activities and disciplines;
- Develop skills in self-reflective practice and professional competence and a commitment to life-long learning;
- Apply principles of social justice, human rights and respect for diversities.

### **Programme Learning Outcomes**

To be eligible for the award of Certificate of Higher Education at FHEQ level 4, students will be able to:

- LO1 Identify a range of methods to communicate with children with diverse needs and abilities in a range of contexts;
- LO2 Identify key issues in relation to work with children, young people and families within the UK;
- LO3 Understand the ethical implications of work with children, young people and families;
- LO4 Demonstrate study skills including: reflective thinking, independent learning and research, information searching and collection, group

work skills, IT skills, written and oral communication, problem solving and time planning and management;

Additionally, to be eligible for the award of Diploma of Higher Education at FHEQ level 5, students will be able to:

- LO5 Understand, evaluate and apply key concepts and theoretical approaches involved in ‘work with children, young people and families’;
- LO6 Consider social policy and legislative framework underpinning work with children, young people and families;
- LO7 Evaluate the social and cultural context in relation to childhood and youth, and the development of children and young people;
- LO8 Critically evaluate the importance and complexities of inter professional and interagency work;

Additionally, to be eligible for the award of Ordinary Degree of Bachelor at FHEQ level 6, students will be able to:

- LO9 Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

Additionally, to be eligible for the award of Honours Degree of Bachelor at FHEQ level 6, students will be able to:

- LO10 Analyse and assess empirical information, conduct first level research enquiries, and undertake and present scholarly work;
- LO11 Apply methods and skills that have been learnt to review, consolidate, extend and apply knowledge and understanding;

## Curriculum

### Stage 1

In Stage 1 students will develop knowledge and understanding of the learning strategies necessary for the successful completion of academic study in higher education. The module ‘Social Work Values and Ethics’ will provide students with an overview of key concepts and approaches within the subject area and ‘Communication Skills: Children and Families’ will provide an introduction to practice in working with children and families. ‘Transition and Development in Children and Young People’, ‘Introduction to Psychology’ and ‘Introduction to Sociology’ will allow students to develop knowledge of the theory that underpins level 2 modules.

Stage 1: Students will study 120 credits as follows:

FHEQ Level	Module Title	Core/ Option/ Elective	Credit	Study Period	Module Code
4	Academic, Personal and Professional Development	Core	20	1	SOW4006-B
4	Communication Skills: Children and Families	Core	20	1	SOW4003-B

4	Transition and Development in Children and Young People	Core	20	1	SOW4007-B
4	Introduction to Psychology	Core	20	2	SAC4008-B
4	Values and Ethics	Core	20	2	SOW4004-B
4	Introduction to Sociology	Core	20	2	SAC4006-B

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education if they have successfully completed at least 120 credits and achieved the award learning outcomes.

### Stage 2

In Stage 2 students will take their skills further and develop an understanding of theoretical and practice approaches to the subject area. 'Effective Interventions with Children and Families' develops knowledge and understanding with regard to practice with families and children. 'British Welfare State' and 'Children and Interagency Work' serve to deepen understanding with regard to the context and complexity of the subject area. 'Research and Evaluation' acts as an introduction to the skills required in relation to the Stage 3 dissertation.

Stage 2: Students will study 120 credits, of which 100 are core modules, and they can choose a further 20 credits in semester 2 from the options listed, or an elective:

FHEQ Level	Module Title	Core/Option/Elective	Credit	Study Period	Module Code
5	The British Welfare State	Core	20	1	SAC5001-B
5	Effective Interventions with Children and Families	Core	20	1	SOW5008-B
5	Research and Evaluation	Core	20	1	SAC5012-B
5	Dissertation Preparation	Core	20	2	SAC5013-B
5	Children and Interagency Work	Core	20	2	SOW5006-B
5	Learning from Practice	Option	20	2	SOW5009-B
5	Mental Health	Option	20	2	SOW5005-B
	Elective	Elective	20	2	-

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education if they have successfully completed at least 240 credits and achieved the award learning outcomes.

### Stage 3

In Stage 3 students will complete a dissertation (of 12,000-15,000 words), working on their own, but with supervision from a member of staff. This will give students the opportunity not only to increase their specialist subject knowledge, but also to demonstrate their ability to undertake independent study. Students will also undertake core modules in 'Childcare Law' and 'Organisations and Professional Development' and will have the option of studying either 'Service Users and Carers',

Perspectives in Social Work and Social Care’ or ‘The Social Psychology of Intergroup Relations’.

Stage 3: Students will study 120 credits, of which 80 are core and a further 40 are chosen from a list of options as indicated below.

FHEQ Level	Module Title	Core/ Option/ Elective	Credits	Study Period	Module Code
6	Childcare Law	Core	20	1	SOW6005-B
6	Service Users’ and Carers’ Perspectives in Social Work and Social Care	Option	20	1	SOW6007-B
6	Understanding Social and Personal Identities	Option	20	1	SAC6009-B
6	The Social Psychology of Intergroup Relations	Option	20	1	SAC6001-B
6	Dissertation	Core	40	1 and 2	SAC6010-D
6	Organisations and Professional Development	Core	20	2	SOW6002-B
6	Understanding Culture and Society	Option	20	2	SAC6002-B
6	Living in a Sustainable Society	Option	20	2	SAC6012-B

Students will be eligible to exit with the award of Ordinary Degree of Bachelor if they have successfully completed at 120 credits in both Level 4 and 5 and 60 credits at level 6 and achieved the award learning outcomes.

Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed at least 360 credits and achieved the award learning outcomes.

### Learning and Teaching Strategy

The teaching and learning strategy has constructive alignment with the learning outcomes identified above. We recognise that students learn in different ways and teaching reflects this by adopting a teaching and assessment strategy to optimise inclusivity.

Modes of teaching include: group work, lectures, seminars, tutorials, use of video and interactive, on-line exercises. Teaching methods promote participatory, enquiry-based and active, collaborative learning. We are committed to technology-enhanced learning and all modules are supported by a ‘virtual learning environment’ which will allow students easy access to overheads, lecture notes and other relevant teaching materials.

Throughout the programme, students will acquire skills that will be useful not only in their chosen subject area, but in whatever profession they choose to follow. Developing employability and career management skills are integral to the programme and the teaching and learning strategy. This includes teaching and assessment that supports students to develop skills in making links between theory

and practice and developing skills in becoming a reflective, critical and creative thinker.

Teaching is supported by other teams and professionals within the University including: the Learner Development Unit, Language Centre, IT support and Subject Librarian. We recognise that sometimes students need additional or pastoral support in order for them to engage fully with learning and teaching and meet the learning outcomes; Tutors and Student Services can signpost students to other forms of support within the University (for example the Counselling Service and Disability Service) and outside the University.

### **Assessment Strategy**

Assessment and feedback is integral to the teaching and learning experience and is focussed on maximising achievement and engagement. There is a focus on assessment for learning with student-focussed, developmental and formative assessment components. Feedback will be sensitive and constructive and recognize the potential emotional impact. Students will be supported to develop their assessment literacy including the capacity for self-assessment so that they can become reflective and self-managing. Teaching staff will support students to develop their assessment literacy and will clarify what good performance is including clarification of learning outcomes, assessment criteria and expected standards. There is recognition that assessment is a crucial component of learning which is necessary to monitor progress, motivate learning and to provide feedback and grades. Students will experience a variety of assessments including: written assignments, group presentations, exams and portfolios. Students will have experience of peer assessment (both formative and summative). Practitioners will also contribute to assessment. We aim to give students choice and many modules will offer a choice of assignment questions.

### **Assessment Regulations**

This Programme conforms to the standard University Regulations which are available at the following link:

<http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/>

### **Admission Requirements**

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The **minimum** entry requirements for the programme are as follows:

A typical offer to someone seeking entry through the UCAS scheme would be 112 points, to include 2 full GCE A levels or equivalent qualification GCSE English Language at grade 4 (old grade C) or above or equivalent. However, applications are welcome from mature students (those over 21 years of age on entry) and candidates with non-standard qualifications or who, lacking academic qualifications, have significant relevant experience. On completion of a UCAS form students will be invited to the Faculty for an Applicant Visitor Day when they will have the opportunity to meet staff, view the facilities and discuss "the Bradford experience" with current students.

The UCAS **tariff** applicable may vary and is published here

<http://www.bradford.ac.uk/study/courses/info/working-with-children-young-people-and-families-ba-3-years>

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience.

### **Recognition of Prior Learning**

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

### **Minor Modification Schedule**

<b>Version Number</b>	<b>Brief description of Modification</b>	<b>Date of Approval (Faculty Board)</b>
1		