



PROGRAMME SPECIFICATION

1. General information

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| Awarding body / institution | Leeds Trinity University |
| Teaching institution | Leeds Trinity University |
| Professional accreditation body <i>(if applicable)</i> | n/a |
| Final award <i>(eg. BA Hons)</i> | MA |
| Title of programme(s) | Family Support |
| Subsidiary award(s) <i>(if any)</i> | PgCert and PgDip (fallback awards) |
| Duration and mode(s) of study | 12 months full-time or 24 months part-time |
| Start date <i>(this version) (month and year)</i> | September 2015 |
| Periodic review next due <i>(acad. year)</i> | 2018/19 |
| UCAS course code & code name | - |
| Delivery venue(s) | Leeds Trinity University |

2. Aims of the programme

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| <p>Rationale and general aims</p> <p>The MA Family Support is designed to ensure family support practitioners and children's services professionals acquire the advanced skills necessary to promote effective and informed practice and good leadership/effective strategic skills to improve outcomes for children and families.</p> <p>This postgraduate programme:</p> <ol style="list-style-type: none"> will cater for your professional and academic development needs as a family support practitioner and/or children's services professional at Masters level; will support you in developing your professional knowledge, understanding and practice at Masters level and, so, support the improvement of family support practice; will enable you to employ practitioner enquiry approaches to review critically family support theory and research and to evaluate how such theory and research can inform practice in a range of children's services settings. <p>Family support is recognised by the Government and leading service providers as a best practice model in work with children and families. Troubled families, as defined by the UK Government (2012), require integrated family support from a range of professionals. Family support was identified as a commissioning outcomes priority by the Children's Leeds Trust for the period 2010-11 and in the City Priority Plan (2015) in which the 4-year priorities are to help children to live in a safe and supportive family and to improve behaviour attendance and</p> |
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achievement. In a review of the Leeds Children and Young People's Plan 2011-15, the Leeds Children's Trust Board focused on working "restoratively" with children, young people and their families ie doing things **with them** rather than to them/for them. The review indicated that people were happier, more productive and more likely to make positive changes as a result. Family Support Practice is strongly supported by UNESCO. This programme will, therefore, seek to engage students in delivering, leading and reflecting upon such restorative practice, and to support their abilities to originate and innovate restorative concepts to underpin both their own practice and their leadership of others.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **physical skills specific to the subject (P)**
- **employability skills (E)**

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme students will have demonstrated:

- K1 a systematic understanding of knowledge and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of knowledge in the area of professional practice in family support;
- K2 a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- K3 originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline and to promote developments in family support practice;
- K4 detailed subject knowledge of the current methods, processes and outcomes of family support.

- I1 conceptual understanding that enables them to evaluate critically current research and advanced scholarship in the discipline and to apply this to practice;
- I2 conceptual understanding that enables them to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses;
- I3 self-direction and originality in tackling and solving problems and will act autonomously in planning and implementing tasks at a professional level;
- I4 understanding of the limits of their knowledge and the consequent influence on their practice.

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Team working** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;

- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic learning outcomes for subsidiary awards set out in section 4 below.

External benchmarks

Statement of congruence with the relevant published subject benchmark statements

(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)

The MA programme structure, content and delivery are designed in accordance with:

- Postgraduate benchmarking requirements (QAA - 2010, 2014);
<http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>
<http://www.qaa.ac.uk/en/publications/documents/masters-degree-characteristics-2010.pdf>
- QAA degree subject requirements: Social Work (2008) and Youth and Community Work (2009);
- Statutory/non-statutory guidance and frameworks for integrated Children's Services e.g. National Occupational Standards (NOS);
- Post Qualifying Awards in Social Work;
- FHEQ (QAA 2008); Qualifications and Credit Framework (Skills Funding Agency 2015); Widening Participation Research (HEFCE 2013);
- Leeds Children and Young People's Plan 2011-2015;
- Leeds City Priority Plan (2015).

4. Learning outcomes for subsidiary awards

Postgraduate certificates and postgraduate diplomas are located at the same academic level as Masters degrees in national qualification frameworks (FHEQ, 2008).

Generic learning outcomes for the award of Postgraduate Certificate of Higher Education:

On successful completion of 60 credits, students will have demonstrated an ability to complete successfully two 30-credit modules and will have had specific opportunities to display transferable skills relevant to employment related to the family support discipline.

Generic learning outcomes for the award of Postgraduate Diploma of Higher Education:

On successful completion of 120 credits, students will have demonstrated, **in addition to the outcomes for a Certificate**, an ability to complete successfully four 30-credit modules and will have had the opportunity to develop skills relevant to employment related to the family support discipline.

Generic learning outcomes for the award of a Masters degree:

On successful completion of 180 credits, students will have demonstrated, **in addition to the outcomes for a Diploma:**

- i) advanced practice skills based on the ability to reflect critically on current research and theory, applying these to family support;
- ii) originality in the application of knowledge and the ability to promote developments in family support practice;
- iii) effective communication of the results of their work in a variety of forms.

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The programme is process led and focuses on developing and extending your practice knowledge to enable you, as a postgraduate practitioner, to assess accurately need and risk, to make complex decisions and to lead integrated work at a high level, ensuring effective outcome-based work.

You will have the opportunity to develop a critical understanding of the ethical and legal frameworks underpinning effective restorative practice in family support work and to develop the values and attitudes which optimise family support. Alongside the more comprehensive set of legislation, including the Children Acts of 1989, 2004, 2006 and 2014, as a family support practitioner, you will also need to develop a critical stance in relation to the guidance provided by Working Together To Safeguard Children 2015. The legislative and policy framework continues to evolve and will be critically examined, using a reflective process and live casework within your action learning set.

The programme aims to equip you with a critical understanding of evidence-informed, international child welfare practice, including early help assessment work; strength-based, solution-focused, systemic practice and other related interventions; the application of developmental psychology, child maltreatment and integrated practice.

The programme structure incorporates learning related to research, research methodologies and research methods, including:

- Criteria and strategies for evaluation of family support research and theory;
- Introduction to research methodologies, tools and ethical issues relating to family support research;
- Validity and reliability in collection and interpretation of research data;
- Models for measurement and evaluation of the impact of professional development.

Content areas across the modules include:

- Integrated working and complex decision-making in family support, informed by legal and policy context;
- Reflective practice;
- Professional support to help children and young people form and sustain attachments, develop and manage transitions and cope with adverse life events;
- Leadership and management in family support and multi-agency working;
- Evidence-informed practice;
- Ethical practice;
- Internationalisation.

The core modules focus on key aspects of supporting children and families and the option modules are designed to reflect the particular interests of students within cognate groups to optimise individual learning.

The programme is constructed on a modular basis and also contributes to CPD for graduate and professionally qualified practitioners. The MA will focus on developing advanced practice skills in family support and early help and will focus on developing the necessary skills, knowledge and understanding required for effective leadership and management of these services. The advanced aspect of teaching and learning focuses on helping you to identify current gaps in practice knowledge and to develop the ability to frame systematic enquiry, enabling you to reflect critically on your practice and to identify future research projects and potential PhD studies. It is in the process of critical reflection that such gaps in practice knowledge can be identified and addressed.

You will be able to evidence your development of advanced practice skills in a range of assessments, including e.g. portfolios, blogs, essays, group and individual presentations and peer and mentor observed practice.

The programme includes experiential work and a network of professionals providing family support and early intervention/early help services, who will be closely involved in the development of teaching and learning materials used on the programme.

You will receive appropriate induction sessions in order to support your academic study at Masters level. These sessions will include opportunities to develop appropriate forms and levels of study skills, including those relating to Moodle VLE, will support you with the management of your professional and academic work and will define and exemplify Masters level study.

6. Structure

Delivery is based on two six-hour sessions (Friday and Saturday) at the beginning of each semester, plus a weekly twilight session from 4.30-7.30pm for the part-time route and a 1.30-7.30pm session each week for the full-time route. Discussion with potential applicants has indicated that this fits well with their current work patterns. Students studying on a part-time route are expected to attain 90 credits in each year.

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| MA Family Support | |
| Total credit rating | 180 (ECTS: 90) |
| Duration: | 12 Months FT/24 Months PT |
| Award: | MA |
| Full-time | |
| Semester 1, Year 1 | September-December |
| Core: | Students are required to take: |
| ICE 7003 | Reflective Evidence Informed Child and Family Welfare Practice (30 credits) |
| ICE 7013 | Developing Practitioner Enquiry (Research Methods) (30 credits) |
| ICE 7033 | Leading and Managing Family Support (30 credits) |
| Semester 2, Year 1 | February-June |
| Core: | Students are required to take: |
| ICE 7026 | Dissertation (60 credits) |
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| | <u>and are required to choose one of the following:</u> |
| ICE 7043 | Supporting Social Development and Emotional Wellbeing in Children, Young People and Families (30 credits) |
| ICE 7053 | International Perspectives on Child Welfare (30 credits) |
| Part-time | |
| Semester 1, Year 1 | September-December |

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| Core: | Students are required to take: | |
| ICE 7003 | Reflective Evidence Informed Child and Family Welfare Practice (30 credits) | |
| ICE 7033 | Leading and Managing Family Support (30 credits) | |
| Semester 2, Year 1 | February-June | |
| Option: | Students are required to choose one of the following: | |
| ICE 7043 | Supporting Social Development and Emotional Wellbeing in Children, Young People and Families (30 credits) | |
| ICE 7053 | International Perspectives on Child Welfare (30 credits) | |
| Semester 1, Year 2 | September-December | |
| Core: | Students are required to take: | |
| ICE 7013 | Developing Practitioner Enquiry (Research Methods) (30 credits) | |
| Semester 2, Year 2 | February-June | |
| Core: | Students are required to take: | |
| ICE 7026 | Dissertation (60 credits) | |

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

Real world teaching and learning strategies will be developed on a continuous basis in consultation with stakeholders, including employers providing specialist services in family support and early help. Research active educators within the programme team are in a position to ensure that you develop effective practice, underpinned by theoretical knowledge and current research. Teaching and learning will be internationalised through research-led practice and research, including European teaching and learning network universities and other international teaching, learning and research network partners. The research methods (developing practitioner enquiry) element of the MA is designed to give the necessary grounding for the dissertation and potential future research studies to contribute to the development of innovative practice. You will be encouraged to engage actively in ongoing research projects with programme tutors, with a view to identifying potential MPhil and PhD level research studies, on completion of your MA.

Module content will be delivered through tutor input, discussion, learning conversations, action learning sets, practitioner enquiry, workshops, presentations, practical tasks, fieldwork, seminars and independent study, as appropriate, and provision of multi-media resources via the VLE. You will have the opportunity to link theory to practice through significant time in the workplace. Lectures will communicate the theoretical content of the module to you. However, throughout delivery, you will be expected to relate theory to practice through practice-based exercises, developing a deep understanding of the application of theory to practice. You will be expected to draw on your own professional experiences and relevant research, in order to contribute to, and lead, group activities. Reflective practice will be facilitated in taught sessions and supported by tutorials and on-line forums on the VLE. Support will be available for the preparation of the work-related assignments.

Most modules will follow a three element structure:

- i) engagement with relevant theory and research in the field,
- ii) application of theory in the students' context and
- iii) critical review of practice and theory.

These three stages of development are very supportive to those unfamiliar with Masters level study and will initially involve face-to-face contact and supported independent study, prior to completing the module assessment.

Module assessments will be directly related to your work context and professional role, thereby ensuring that you can appreciate the relevance of your study and to deepen your understanding

of practice processes. It is anticipated that almost all applicants will already be working in professional practice in children's services.

All students on the programme are expected to provide evidence of ongoing professional practice. ICE 7003 *Reflective Evidence Informed Child and Family Welfare Practice* will prepare students for professional practice in family support. Placements can be organised with family support service providers to ensure that you have the opportunity to use effectively your developing skills and embed knowledge in family practice. Such placements will need to be negotiated between you, your employer (if you have one) and the tutor responsible for your professional development, to ensure that placements meet the programme requirements. All students will be required to complete a Prior Learning Assessment for Placement Allocation (PLAPA) form. This is used to identify your individual learning needs in terms of professional practice and to determine the length of your placement. The placement will vary from 25-100 hours and can be negotiated either on a full-time basis or on the basis of an agreed number of hours per week - current work commitments will be taken into account. The number of placement hours is identified from your completed PLAPA form and in consultation with you, the programme team and your mentor. The PLAPA form is used as an assessment tool and a review tool.

Where you have the opportunity to undertake family assessment work with your current employer, you will not be required to undertake additional professional practice. However, you will be expected to negotiate an alternative practice experience of a minimum of 25 hours. This will give you the opportunity to reflect critically on your practice from a different perspective.

Assessment is based on a wide variety of formative and summative assessment tasks. The latter include essays, E portfolios, presentations and peer work assignments, practical tasks and problem-solving exercises, essays and poster and group presentations. Formative assessments will include, for example, students leading groups in peer learning activities, production of brief narratives. All assessments have been selected to ensure deep learning and embedding learning in practice. The research module (*Developing Practitioner Enquiry* incorporating a research proposal) will be based on a critical reflection of your professional practice, identifying gaps in current practice knowledge. Students on the MA programme will be required to submit an 11,000-word dissertation and give a presentation on their work. Supervisors and students will be required to comply with the University Code of Research Conduct and Ethics and, where necessary, formal approval for the family support based investigation will be sought via the procedures specified in the Code.

The programme is constructed on a modular basis and contributes to CPD for graduate and professionally qualified practitioners.

7b) Module detail

| Module number and name <i>Include both as shown below</i> | Learning and teaching methods <i>These must be easily classifiable into the three KIS categories of Scheduled learning and teaching activities, Guided independent study & Placement/study abroad.</i> | Assessment | | | | Teaching staff <i>(Module co-ordinator shown as first name, in bold script)</i> |
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| | | Component form <i>Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework & Practical exams.</i> | Magnitude <i>(eg. 2,000 words or 2 hours)</i> | Weighting and/or Pass/Fail | Timing <i>(part time programme indicated as PT)</i> <i>(Semester & indicative teaching week)</i> | |
| ICE 7003 Reflective Evidence Informed Child and Family Welfare Practice | Lectures/seminars/tutorials, action learning sets and E activities | Planning activity blog of 4 postings (each 250 words) | 1,000 words | 20% | FT and PT Year 1 Sem 1 week 6, week 8, week 10 and week 12 | Sue Elmer Sarah Flanagan Pam Jarvis |
| | | Reflective evaluation of practice | 1,000 words | 20% | FT and PT Year 1 Sem 1 week 2 | |
| | | E Portfolio of reflective analysis of evidence-informed practice | 3,000-word equivalent | 60% | FT and PT Year 1 Sem 1 week 4 | |
| ICE 7013 Developing Practitioner Enquiry (Research Methods) | Seminars/workshops/tutorials, action learning sets and group/individual supervision | Individual poster presentation | 1,000-word equivalent | 20% | FT and PT Year 2 Sem 1 week 12 | Sue Elmer Pam Jarvis Carmen Lau Clayton |
| | | Literature review and research proposal | 4,000 words | 80% | FT and PT Year 2 Sem 2 week 2 | |
| ICE 7026 Dissertation | Taught sessions, workshops/seminars and small group/one to one dissertation supervision | Individual presentation | 1,000-word equivalent | 10% | FT and PT Year 2 Sem 2 week 23 | Carmen Lau Clayton Sue Elmer Pam Jarvis |
| | | Dissertation | 11,000 words | 90% | FT and PT Year 2 Sem 2 week 55 | |
| ICE 7033 Leading and Managing Family Support | Seminars, action learning sets and group/one to one tutorials | Critical analysis of leadership and management in family support | Blog of 4 postings (250-300 words each) | 20% | FT and PT Year 1 Sem 1 week 6, week 8, week 10 and week 12 | Sue Elmer |
| | | Reflective review of practice | 4,000-word essay | 80% | FT and PT Year 1 Sem 2 week 5 | |
| ICE 7043 Supporting Social Development and Emotional Wellbeing in Children, Young People and Families | Lectures/seminars/learning activities/workshops/tutorials/VLE activities, group work and on-line activities | Poster presentation | 1,000-word equivalent | 20% | FT and PT Year 1 Sem 2 week 6 | Sue Elmer Tapo Chimbganda |
| | | Case study based essay | 4,000 words | 80% | FT and PT Year 1 Sem 2 week 22 | |

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| ICE 7053 International Perspectives on Child Welfare | Seminars/learning activities/workshops/tutorials/VLE activities, small group work and on-line activities | International comparison oral presentation | 1,000-word equivalent | 20% | FT and PT Year 1 Sem 2 week 6 | Pam Jarvis Tapo Chimbganda |
| | | Essay | 4,000 words | 80% | FT and PT Year 1 Sem 2 week 22 | |

7c) Programme learning outcomes covered

| <i>Adjust LO codes as necessary. → These must match module descriptors.</i> | K1 | K2 | K3 | K4 | I1 | I2 | I3 | I4 | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 |
|--|------------------------------------|--------------------------------------|--|----------------------------|------------------------------|------------------------------------|---------------------------------------|--------------------------------|-----------------|-------------|-----------------------------|-----------------|---------------|-------------------------|-------------------|-----------------------------|------------------------------------|
| Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these. | Subject and professional knowledge | Family support methods and processes | Critical awareness of research methods | Detailed subject knowledge | Use of analytical techniques | Inter-disciplinary problem solving | Effective and sustained communication | Understand limits of knowledge | Self-management | Teamworking | Business & sector awareness | Problem-solving | Communication | Application of numeracy | Application of IT | Entrepreneurship/enterprise | Social, cultural & civic awareness |
| ICE 7003 Reflective Evidence Informed Child and Family Welfare Practice | | | | | | | | | | | | | | | | | |
| ICE 7013 Developing Practitioner Enquiry (Research Methods) | | | | | | | | | | | | | | | | | |
| ICE 7026 Dissertation | | | | | | | | | | | | | | | | | |
| ICE 7033 Leading and Managing Family Support | | | | | | | | | | | | | | | | | |
| ICE 7043 Supporting Social Development and Emotional Wellbeing in Children, Young People and Families | | | | | | | | | | | | | | | | | |
| ICE 7053 International Perspectives on Child Welfare | | | | | | | | | | | | | | | | | |

8. Entry requirements

Postgraduate programmes

Applicants should normally have achieved the following, prior to registration for the programme:

- a good (2:2 or above) BA or BSc degree in a relevant area. Degrees in non-related subjects will also be considered, if applicants can demonstrate relevant paid or voluntary work experience and a commitment to study. Additionally, applicants without a BA/BSc may be considered, where they can demonstrate evidence of equivalent prior learning and experience through Leeds Trinity's Recognition of Prior Learning (RPL);
- be able to demonstrate experience of ongoing engagement in work with children, young people and families;
- have relevant paid or voluntary employment/work experience involving direct support of children, young people and families;
- *support and agreement of employer through: confirmation of support for study, verification of experience and allocation of a mentor (pastoral support).

Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

- *Applicants must have current enhanced DBS clearance (For further information see: <https://www.gov.uk/disclosure-barring-service-check/overview>).
- *Confirmation from the applicant's employer or supervisor supporting the application will normally be required. This will need to confirm the applicant's suitability and must confirm that they are able to meet the requirements of the work-based tasks. Self-employed applicants must state in writing that they are able to meet the requirements of work-based tasks. They will be required to provide a reference from a professional person, who has known the applicant for a minimum of two years and can confirm the applicant's suitability and work experience.
- *In order to promote the active involvement of employers, it is expected that a mentor will be identified by the employer to support work-based tasks and learning. Where this is not feasible, a mentor will be identified.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

On successful completion of 60 credits, students will have followed:

- ICE 7003 *Reflective Evidence Informed Child and Family Welfare Practice*
- ICE 7013 *Developing Practitioner Enquiry (Research Methods)*.

On successful completion of 120 credits, students will have followed:

- ICE 7003 *Reflective Evidence Informed Child and Family Welfare Practice*
- ICE 7013 *Developing Practitioner Enquiry (Research Methods)*
- ICE 7033 *Leading and Managing Family Support*

and either

- ICE 7043 *Supporting Social Development and Emotional Wellbeing in Children, Young People and Families*

or

- ICE 7053 *International Perspectives on Child Welfare*.

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level
Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.

Students must have passed 120 credits to proceed to the dissertation.

11. External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)

The MA will have the same external examiner as for the BA 'feeder' programme.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme,
(eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

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13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

No particular restrictions are envisaged and current Student Support systems should meet requirements.