Leeds Trinity University

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
'Parent' School *(ICE / SAC / SSHS)*	**ICE**
Professional accreditation body *(if applicable)*	**N/A**
Final award *(eg. BA Hons)*	**BA Hons**
Title of programme(s)	**Working with Children, Young People and Families**
Subsidiary award(s) *(if any)*	**CertHE, DipHE**
Honours type *(Single / Joint / Combined)*	**Single**
Duration and mode(s) of study	**3 years full-time** **6 years part-time**
Start date *(this version)* *(month and year)*	**September 2017**
Periodic review next due *(acad. year)*	**AY 2018/19**
JACS subject code(s) *(Level 3)* (Please refer to HESA listing on AQO website)	**L540**
UCAS course code & code name	**L540 Working with Children, Young People and Families**
SITS codes *(Course / Pathway / Route)*	**WKWCYPF**
Delivery venue(s)	**Leeds Trinity University**

2. Aims of the programme

Rationale and general aims, including what is special about this programme
(from the student's and a marketing perspective)

The BA programme explores the complexities of 'Working with Children, Young People and Families'/WWCYPF across varied settings within universal, targeted and voluntary provisions, such as educational settings, Children's Centres, the early years, health care, child protection organisations, youth offending, community and civil services, and looks at the role of different professionals against a social policy and legislative backdrop.

In the UK today, research indicates that a high proportion of children continue to live in circumstances of unmet needs. Over time, these unmet needs manifest themselves socially and

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psychologically in terms of reduced life chances and social inequality. Furthermore, the financial cost of addressing the needs of these children and young people in remedial services is much more expensive than if these needs had been assessed and addressed 'preventatively' and earlier on in the life course. Equally, when parental difficulties and those of significant others are unaddressed and unsupported, this can have a 'knock on' impact for children and young people's development and future outcomes, and so, the importance of supporting the 'whole' family has clear implications for practitioners and the governement alike.

Supporting children and families through periods of transition can be difficult and demanding however and practitioners must be knowledgable, confident and resilient. They must be aware of professional boundaries and seek to empower parents to improve the developmental opportunities for their children.

This programme will equip students with the ability to understand what effective practice with families looks like, the difficulties and challenges of working with children, young people and families and investigates the impact of social and family policy. The programme explores a broad range of issues through a rich and diverse approach to teaching and learning (including multi-digital technological approaches) and application of theory to practice and utilises national and international research evidence at its core.

In Year 1 and 2, WWCYPF students have the opportunity to complete a Professional Development and Placement module (with further employer linkage offered in the Level 6 *Research Project).* The professional placement allows students an insight into the realities of working with families and young people and offers them valuable practical experience, the opportunity to relate theories and practices within an employment context, and enables students to develop and modify their career aspirations whilst enhancing their personal CVs.

Aims:
- to develop a critical understanding of practice within the context of national and international political agendas, that highlight the importance of working with children, young people and families;
- to enable students to make links between concepts and approaches and to apply these to professional development, initially during placements and subsequently after graduation;
- to develop a reflective, professional approach that is durable and adaptable, both during study and after graduation;
- to offer a varied, challenging and stimulating learning experience within a supportive and formative learning environment, which will encourage students to reach their academic potential;
- to offer pedagogical approaches that meet students' individual learning needs; these focus on developing critical awareness of self and others in working with children, young people and families;
- to support students through self-management of change, developing confidence, professional attitudes, awareness of their enduring vocational, academic and personal values and the motivation to engage in postgraduate study and/or vocational pathways;
- to develop informed BA degree graduates, who are able to work collaboratively to the highest standards, recognising, devising, proposing and sharing patterns of good practice with children, young people and their families;
- to enhance students' employability through building academic skills and confidence and extending their understanding.

The programme offers both a full time and part-time study route. Part-time studying can be a preferred and more practical route for some students who wish to study over a longer period of time and for those from less traditional backgrounds in terms of Higher Education applications (e.g. those with existing family commitments). For practitioners in existing practice settings, part-time studying provides an opportunity to gain further qualifications without delaying or sacrificing career progression or security. Students can transfer from one study route to another, thus helping with retention rates and engagement levels.

Upon graduation, WWCYPF students will be able to make a positive contribution to the development and well-being of children, young people and families and will be well-placed to respond to the developing policy and legal framework. Graduates' understanding will be grounded within theoretical frameworks that draw upon traditional and contemporary theories across a spectrum of disciplines. They will be aware of comparable international practice and have the potential to become the innovative practitioners and decision makers of the future. The course is designed to maximise the potential employability of graduates and contributes to the growing need for a graduate workforce in this growing sector.

3. Student learning outcomes of the programme

Learning outcomes in terms of:
- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **practical 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:*

Knowledge and Understanding

K1   coherent knowledge and critical understanding of contemporary theories and perspectives, legislation, policy guidance and scholarly national and international research evidence determining current practice with children, young people and families;

K2   awareness of the effects of political and international contexts on policy and practice affecting key issues;

K3   knowledge of different individual needs that are manifested, including issues of equality, diversity and inclusion, and how these may be demonstrated in the behaviour and development of children, young people and families and strategies and practice addressing their needs;

K4   knowledge of the current methods of assessment and intervention in working with children, young people and families;

K5   awareness of research methods and methodology approaches, including researching sensitive subjects.

Intellectual/cognitive/'thinking' skills

I1   development of reasoned arguments and challenging of assumptions; effective and sustained communication of results and arguments;

I2   an ability to critically analyse and evaluate research relating to current and historical policy, documentation, frameworks and practice;

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I3   evaluation of the use of role-related techniques/strategies in work with children, young people and families, such as review, planning, observation, counselling, assessment and intervention.

<u>Employability skills</u>
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, spread sheets 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;

E10 **Self-development** – the development of existing skills and acquisition and application in the workplace of the range of new knowledge, skills and qualities that will prepare participants to assume responsibility within organisations; appreciation of qualities and transferable skills such as the exercise of personal responsibility and decision-making necessary for employment and progression to other qualifications; improved self-confidence through development and self-appraisal of their own professional and academic skills, attitudes and values.

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

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3a   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)* *All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.*
While there is not a single QAA subject benchmark into which this single honours degree programme easily fits, the programme has been predominantly drawn from the social work benchmark, though the degree programme has a wider focus, as evident in Section 5 (summary of content by theme) and Section 7 (learning and teaching strategies). The overall coherence of this programme is congruent with the following benchmarks (illustrated in Section 5): • Early Childhood Studies (2014) • Criminology (2014) • Social Work (2016) • Sociology (2016) • Youth and Community Work (2017). Evidence for programme coherence and congruence with the subject benchmarks listed, can be seen in the module descriptors (see NP4s).

4.   Learning outcomes for subsidiary awards

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	**Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:** On successful completion of at least 120 credits, students will have demonstrated an ability to: i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.	**Generic Learning outcomes for the award of <u>Diploma of Higher Education</u>:** On successful completion of at least 240 credits, students will have demonstrated, in addition to the outcomes for a Certificate: i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques;

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	iv) proficient communication of the results of their work; and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school-based training component.
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.	**Generic Learning outcomes for the award of an <u>Ordinary Degree</u>:** On successful completion of at least 300 credits, students will have demonstrated, in addition to the outcomes for a Diploma: i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; effective communication of the results of their work in a variety of forms; and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.

5. Content

Summary of content by theme (providing a 'vertical' view through the programme)
Programme Themes: 1 Child psychological and therapeutic work with families 2 The policy and legal framework influencing practice and integrated working 3 Keeping children and young people safe and emotionally well 4 Working professionally with children, young people and families 5 Research 6 Professional Development **Theme 1:** *Child psychological and therapeutic work with families* '*IntroductIon to Child Psychology*' CYP 4062 at Level 4 introduces students to key areas affecting children's development. Child development theories are central to developing awareness of attachment relationships and how these manifest in family dynamics. Students begin to understand norms in child development. They begin to understand the consequences of poor or faulty attachments and their impact on infant, child and adolescent development. Students continue to build on their understanding at Level 5 in '*Understanding Family Dynamics'* CYP 5062. Students subsequently have the opportunity to develop skills in using therapeutic interventions with families within CYP 6062 at Level 6. This skills based course enables students to develop effective practice skills in recognising and responding to the therapeutic needs of children, young people and their families. Teaching and learning activities focus on developing an awareness of the international literature on best practice and the skills and understanding required to enhance employability.

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Theme 2: *The policy and legal framework influencing practice and integrated working*

Understanding and awareness of the legislative and policy framework is central to safe practice with children, young people and families. At Level 4, students begin to understand the context of multi agency practice in '*Childhood, Society and Social Policy*' CYP 4072. In this module, students are introduced to concepts, including the changing status of children in society. At Level 5, their knowledge and understanding is deepened through studying '*Children's Rights, Young People and the Law*' CYP 5242. Finally, at Level 6, '*Child and Youth Justice*' CYP 6072 provides knowledge of the legal context in which students will work in professional practice.

Theme 3: *Keeping children and young people safe and emotionally well*

To ensure students are competent to practise at Level 4, they are introduced to what constitutes child abuse and neglect in '*Protecting Children*' CYP 4082. This module equips them with the ability to work effectively with other professionals, understanding Working Together to Safeguard Children 2013 and the Children Act 1989 and 2004 and subsequent amendments to these. In preparation for their second placement, teaching and learning activities focus on recognising and responding to the children and young people, where parenting capacity is limited and parents cannot respond effectively to their children and adolescents and fail to meet their needs.

In studying '*Difficulties Families Face*' CYP 6092, students have an opportunity to consider key research themes and to develop a deeper understanding of national and international evidence based practice. This is beneficial in developing the necessary academic and research skills to complete an effective *Research Project* and helps students to focus on the needs of service providers in meeting the needs of vulnerable children and families.

Theme 4: *Working professionally with children, young people and families*

The programme is designed to equip students with essential academic and practice skills for successful work with vulnerable children, young people and families. The programme is predicated on the belief that graduates will have enhanced resilience in working with children and families at differing levels of difficulty. Some of these families will welcome help and support, whilst other families might not see the immediate value and purpose of intervention. Hence, graduates of the programme should have the necessary knowledge and skills to work with family resistance with the aim of empowering parents and children to make informed choices and decisions, with the children's developmental needs and safety as the paramount consideration. At Level 4, students are introduced to systemic aspects of '*Working with Families*' CYP 4092. This module covers multi-agency working and communicating and engaging with families in 'preventative contexts', focusing upon improving children's developmental outcomes. In Semester 2, '*Protecting Children*' CYP 4082 builds upon the welfare and development issues introduced in '*Working with Families*' CYP 4092 to consider more acute risks and detrimental impact of neglect and abuse. Across CYP 4082 and CYP 4092 students are encouraged to understand children's welfare and development on a continuum and the responsibilities that parents and carers have at meeting these needs. The focus of teaching and learning activities enables students to understand both the wider policy context of direct work and the values and anti-oppressive practice required for effective and sensitive practice. At Level 5, students opt to study either '*Violence in the Family*' CYP 5102 or '*Children with Additional Needs: Diversity and Inclusion*' CYP 5232. Both modules include teaching and learning activities in awareness of disability and inclusion to ensure undergraduates develop knowledge, skills and values necessary to work effectively with a diverse range of children and families.

Theme 5: *Research*

Critical analysis and research skills are explicitly developed as the programme unfolds. At Level 4, the module *'Families, Inequality and Social Justice'* CYP 4222 introduces the concept of the child as an integral part of his/her family, and the complexity of research in this area. Students will engage in a group assignment that will develop skills of self-management, reflective practice, formal language, enquiry and critical analysis. It includes practice in critical team work skills and provides initial IT and library support. Students are introduced to academic writing structures and gathering/understanding data at Level 4. Their knowledge, skills and application of formal enquiry is deepened, e.g. the capacity to interpret data and express argument is encouraged and key research concepts and terminology, including ethical issues, are introduced systematically across the programme and reinforced in the Level 5 modules '*Research Methods and Evidence-based Practice*' CYP 5042, '*Assessments and Interventions*' CYP 5082 and '*Understanding Family Dynamics*' CYP 5062. Students undertake research studies at Level 6.

Theme 6: *Professional Development Opportunities*

At Levels 4 and 5, students have opportunities to make links with employers and to develop a practice based understanding of how this is underpinned by theory. For many students the professional development opportunities are a crucial means of understanding practice theory and promoting effective links with future employers. Some of these students are subsequently offered graduate employment.

At Level 6, students have had the opportunity to carry out two professional placements, one at Level 4 and one at Level 5, and generally have a clear idea about their individual academic and practice interests. There is a clear emphasis on optimising academic and employability potential and making a smooth transition to postgraduate work and/or further study. At this level, students have the opportunity to study '*Reflection and Supervision'* CYP 6082. Level 6 modules are designed to help students to have the necessary practice and critical reflective skills they will need in working directly with children, young people and families.

6.   Structure

WORKING WITH CHILDREN, YOUNG PEOPLE AND FAMILIES

Duration:	3 years full-time
	6 years part-time
Total credit rating:	360
Course code:	L540
Award:	BA (HONS) 360 credits
Subsidiary awards:	Dip HE 240 credits
	Cert HE 120 credits

<u>Full Time Route</u>
<u>Level 4</u>
Please refer to the Prospectus for entry requirements:

Core:	Students are required to take:		
CYP 4062	Introduction to Child Psychology	Sem 2	20 credits
CYP 4072	Childhood, Society and Social Policy	Sem 1	20 credits
CYP 4082	Protecting Children	Sem 2	20 credits
CYP 4092	Working with Families	Sem 1	20 credits

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| CYP 4222 | Families, Inequality and Social Justice | Sem 2 | 20 credits |
| CYP 4982 | Ethics, Society and Employability | Sem 1 & 2 | 20 credits |

Level 5

Progression requirements: 120 credits from Level 4 or equivalent

Core:	Students are required to take		
CYP 5062	Understanding Family Dynamics	Sem 1	20 credits
CYP 5242	Children's Rights, Young People and the Law	Sem 1	20 credits
CYP 5082	Assessments and Interventions	Sem 2	20 credits
CYP 5052	Professional Development and Placement 2	Sem 1 & 2	20 credits
CYP 5042	Research Methods and Evidence-Based Practice	Sem 2	20 credits

and are required to take 20 credits from:

| CYP 5102 | Violence in the Family | Sem 1 | 20 credits |
| CYP 5232 | Children with Additional Needs: Diversity and Inclusion (Not Available 2017/18) | Sem 1 | 20 credits |

Level 6

Progression requirements: 120 credits from Level 4, or equivalent, and 120 credits from Level 5, or equivalent

Core:	Students are required to take		
CYP 6062	Therapeutic Interventions with Families	Sem 2	20 credits
CYP 6072	Child and Youth Justice	Sem 1	20 credits
CYP 6082	Reflection and Supervision	Sem 2	20 credits
CYP 6092	Difficulties Families Face	Sem 1	20 credits
CYP 6034	Research Project	Sem 1 & 2	40 credits

WORKING WITH CHILDREN, YOUNG PEOPLE AND FAMILIES

Part Time Route

Year 1 Level 4

Please refer to the Prospectus for entry requirements:

Core:	Students are required to take:		
CYP 4092	Working with Families	Sem 1	20 credits
CYP 4082	Protecting Children	Sem 2	20 credits
CYP 4052	Professional Development Placement 1	Sem 1 & 2	20 credits

Year 2 Level 4

Core:	Students are required to take:		
CYP 4072	Childhood, Society and Social Policy	Sem 1	20 credits
CYP 4062	Introduction to Child Psychology	Sem 2	20 credits
CYP 4222	Families, Inequality and Social Justice	Sem 2	20 credits

Year 3 Level 5

Progression requirements: 120 credits from Level 4 or equivalent

Core:	Students are required to take		
CYP 5062	Understanding Family Dynamics	Sem 1	20 credits
CYP 5082	Assessments and Interventions	Sem 2	20 credits

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<u>and</u> are required to take 20 credits from:

CYP 5102	Violence in the Family	Sem 1	20 credits
CYP 5232	Children with Additional Needs: Diversity and Inclusion (Not Available 2017/18)	Sem 1	20 credits

Year 4 Level 5

Core:	Students are required to take:		
CYP 5242	Children's Rights, Young People and the Law	Sem 1	20 credits
CYP 5052	Professional Development and Placement 2	Sem 1 & 2	20 credits
CYP 5042	Research Methods and Evidence-Based Practice	Sem 2	20 credits

Year 5 Level 6

Progression requirements: 120 credits from Level 4, or equivalent, and 120 credits from Level 5, or equivalent

Core:	Students are required to take:		
CYP 6062	Therapeutic Interventions with Families	Sem 2	20 credits
CYP 6072	Child and Youth Justice	Sem 1	20 credits
CYP 6082	Reflection and Supervision	Sem 2	20 credits

Year 6 Level 6

Core:	Students are required to take:		
CYP 6092	Difficulties Families Face	Sem 1	20 credits
CYP 6034	Research Project	Sem 1 & 2	40 credits

7.   Learning, teaching and assessment

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

This programme is designed to provide a learning experience that is informed by research and scholarship as well as by professional practice, which endorses QAA guidance and Leeds Trinity University Learning, Teaching and Assessment Strategy 2015-19 and its complementary strategies, for example on Research and Equality and Diversity, Internationalisation and focus on student employability and engagement. The programme is designed as a full-time and part-time programme.

The various contexts of working with children, young people and families can be challenging. Practitioners are confonted with complex issues, often liaising with other practitioners from different disciplines. Alongside these challenges of coordinating packages of support, practitioners are often faced with different levels of resistance; they often have to persuade others about the value of changing their behaviour. Hence, practitioners are continually analysing, evaluating and creating solutions to familial problems. These cognitive skills of analysis, evaluation and creativity are reflected as higher order thinking skills outlined in Bloom's taxonomy of learning. The assessment marking criteria are clearly based on Bloom's taxonomy. Hence, the programme's learning, teaching and assessment strategy has been 'reverse engineered' from the demonstrable outcomes identified in Bloom's taxonomy and the assessment marking criteria. In short, we have aspirations that our students gradually demonstrate more higher order thinking skills, such as evaluation and creativity, as they progress through Levels 4 to 6.

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Students will be expected to experiment with ideas within the safety of the classroom and virtual learning environment. Opportunities are provided for students to take risks with ideas and in some cases experience success by virtue of formulating an appropriate and creative response to a problem question. These opportunities are facilitated in small group discussions and VLE forums. The aim of such discussions is to develop student confidence in stance taking and decision making on issues, which also supports their professional development and employability skill set. A diverse range of students will naturally display different degrees of creativity and criticality throughout their academic careers and there is scope for them to do so in the variety of assessments at Levels 4, 5 and 6.

Modules have also been designed to be delivered over a single semester rather than over two semesters. This will have advantages in terms of greater depth of focus upon fewer areas of content within each semester and allow for enrichment through international exchanges. The placement of each module either in Semester 1 or 2 was made with a holistic view of the programme. With a rationale of continuity between modules, for example '*Working with Families'* CYP 4092 in Semester 1, dovetailing into '*Protecting Children*' CYP 4082. A consecutive module structure provides an opportunity for formative progression through the themes identified previously. Hence, there is horizontal and vertical cohesion across the programme.

Care has been taken in terms of varying the assessment submission dates between modules. Hence, a module with two assessments would typically have a 2,000-word equivalent submission at weeks 4, 5 or 6 and then a final submission at weeks 10, 11, or 12. The placement of these dates has been with the students in mind, following consultation, to avoid 'bunching' assessment deadlines together.

Students will be inspired by highly qualified, innovative, motivated and research active staff. Care has been taken to build in a variety of assessment methods throughout the programme to ensure that students are required to demonstrate the ability to synthesise learning and to explore areas of interest through personal study, culminating in the new '*Research Project*' CYP 6034 module at Level 6.

Consultation with students has indicated that the majority of students believe the assessments will ensure they achieve their academic potential. The range of assessment methods equally allow students to develop a range of skills, including formal writing, presentation, collaborative working, independent research and practice skills, which will increase their employability at the conclusion of this programme.

Planned development of the teaching and assessment of essential study skills is integrated within the learning outcomes and assessment design of modules. By the end of Level 4, students' study skills are expected to be in line with those of 'traditional' HE students at this point, and Level 5 study skill development continues to be actively supported by module tutors in joint sessions with the subject librarian.

Leeds Trinity's Learning, Teaching and Assessment strategy requires all programmes *"to adopt a variety of delivery methods"*. To this end, each module will be taught employing a variety of different teaching styles:

- **Formal lectures**: Formal taught sessions where an academic will teach students new theory or conceptual models.
- **Seminars**: Less formal, discursive sessions, with the module cohort being separated into smaller groups. These sessions will either be facilitated by the module tutor or be student led – with the tutor overseeing the work of a number of groups.

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- **Small group tutorials:** Individual or very small "consultations" with the module tutor. These sessions would enable an individual student to clarify any issues from the module on which they need clarification.
- **Independent study:** Either individually or in small groups.
- **E-learning:** By use of Moodle and other on-line learning environments, students will be encouraged to undertake on-line tasks which will complement the face to face teaching.

While not all modules will employ all of them, each module will employ a range of the methods outlined above. The balance of approach is toward sessions incorporating a range of the above pedagogic approaches. The programme team is strongly aware that interactive work has been especially successful in engaging students.

Delivery of sessions will use different styles, e.g. group thinking/collaboration of ideas, debates, case studies, lecture, seminar, presentation, role play and the use of blogs. Staff are motivated, as we firmly believe in educating students to the highest level in order that children, young people and families benefit from a graduate practitioner and skilful decision maker. We seek to promote, encourage, support and disseminate learning and research in the children, young people and families studies' field.

Programme delivery seeks to provide an environment that embraces learners from various backgrounds, enriching their learning experiences and practices and promoting the ethos of valuing diversity, which is central to the field of Working with Families.

The programme is designed to build gradually students' confidence and capacity for independent learning so that a key aspect of graduateness is the ability to recognise the value of lifelong learning regarding employment and beyond. In the initial phase of Level 4, students have an opportunity to build and refine skills for learning that apply in University and on placements. Students' confidence and ability to learn independently are vital. We encourage students to engage with us in the form of progress and academic tutorials. Staff are available to discuss issues with students. Class sizes are projected at under 50 to facilitate interaction and group work, in which even students with less initial confidence will feel able to take part. Student feedback on other courses has emphasised how important this type of student engagement is.

Moodle is used to enhance the student learning experience. Opportunity is taken to deploy, where appropriate, 'flipped classroom' and more blended learning approaches, where students access the content materials electronically and in their own time and then explore their understanding in more discursive and facilitatory group learning sessions, rather than the traditional 'content driven' lecture. For instance, in '*Understanding Family Dynamics*' CYP 5062, examples of electronic resources (learning objects) vary from simply hosting recommended reading and guiding questions to video webcasts and presentations that students can rewind and revisit to suit their learning style, as in '*Working with Families*' CYP 4092. This can be particularly helpful around assessment periods, where students are able to revisit and perhaps make more contextual sense than they did 'the first time around'.

This programme sees assessment as part of its teaching, whether that be reflection upon tutor feedback or collaborative work with peers to critique draft thinking or writing. Hence, the assessment pattern has appropriate diversity consistent with the programme's rationale. Assessment involves formative and summative dimensions. It includes working with past papers, presentations, reports, essays and case studies.

In addressing these factors, effective pedagogical practice includes:

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1. specific taught study-skill development, including academic writing skills and IT, planned across the programme via module objectives and integrated in assessment;
2. taught development of reflective and formative practices and use of peer study support;
3. tutors drawing on students' diverse academic and work experiences, to facilitate responsiveness to the needs of learners;
4. recognition of students' existing knowledge and experience and active encouragement to share these through group discussion, developing teamwork skills. Such sharing also facilitates contextual learning about the multi-agency context of work with children, young people and families, enhancing employability;
5. use of group discussion activities to encourage development of academic expression, criticality, confidence and associated linguistic skills, including challenging debate, reflection and theorising that underpin the development of academic writing skills;
6. integration of experiential learning as a key strategy for effective learning. Students learn through applying formal source findings or theories to work-based practice; they engage in problem-solving activities, role-play and applied project work, such as investigations of practice processes;
7. some flexibility of delivery style and learning modes; for example, study patterns may include web-based learning, supported workshops or group tutorial sessions, designed to suit the learners; increased contact time for students with tutors to help staff get to know students' needs better and develop effective partnerships to support learning;
8. recognition of the requirements of student engagement, learning needs and negotiated assessment of students;
9. assessment tasks which enable participants to apply theory to working experiences, with subsequent review and academic commentary;
10. clear assessment structures combined with peer support activities and tutor contact, including e-tutorials and flexibility of opportunities for learning development, that enhance development of the students' independent learning skills related to reading, research, development of argument, reflection and evaluation. Furthermore, as students progress through Levels 4 and 5, assignments increasingly demand reflection, more critical analysis, synthesis and problem-solving;
11. assessment of knowledge and understanding through reports, literature reviews, case-studies, essays, coursework files, oral presentations, poster presentations and project work. Professionally related skills are assessed through, for example, case-studies, role play and reference to practice. Good use is made of presentations and peer review activities that contribute formatively to the assessed outcome. The varied nature of assessments reflects the needs of students and develops skills valued by employers, enhancing employability;
12. high frequency of assessment feedback and reflection on targets, facilitating a steep learning curve;
13. tutorial support that helps students to reflect on their performance as an on-going tool to enable students to be aware of how well they are doing in achieving deadlines and working at the rate expected.

Studying on the programme, alongside working, and for some students, family responsibilities, requires the work life balance to be acknowledged and supported.

7b) Programme learning outcomes covered

Assessed learning outcomes of the programme

Lighter shading indicates modules that are not core, ie. not all students on this programme will undertake these.

Module	K1 Professional or subject knowledge	K2 Effects of context on policy and practice	K3 Individual needs, strategies and sensitivities	K4 Assessment and intervention methods	K5 Research application, methods & methodology	I1 Developing & communicating argument	12 Information research, description & analysis	13 Evaluation of techniques & strategies	E1 Self-management	E2 Teamworking	E3 Business & sector awareness	E4 Problem-solving	E5 Communication	E6 Application of numeracy	E7 Application of IT	E8 Entrepreneurship / enterprise	E9 Social, cultural & civic awareness	E10 Self-development
Level 4																		
CYP 4222 Families, Inequality and Social Justice		■	■				■	■	■	■		■	■		■	■	■	■
CYP 4062 Introduction to Child Psychology	■		■		■		■				■		■	■				
CYP 4072 Childhood, Society and Social Policy	■	■		■		■	■				■		■				■	
CYP 4082 Protecting Children	■	■		■		■			■				■				■	
CYP 4092 Working with Families	■	■	■	■		■		■	■				■				■	■
CYP 4052 Professional Development Placement 1	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Level 5																		
CYP 5082 Assessments and Interventions	■	■	■	■		■		■	■				■				■	■

Module																		
CYP 5062 Understanding Family Dynamics																		
CYP 5242 Children's Rights, Young People and the Law																		
CYP 5042 Research Methods and Evidence-based Practice																		
CYP 5102 Violence in the Family																		
CYP 5232 Children with Additional Needs: Diversity and Inclusion																		
CYP 5052 Professional Development Placement 2																		
Level 6																		
CYP 6062 Therapeutic Interventions with Families																		
CYP 6072 Child and Youth Justice																		
CYP 6082 Reflection and Supervision																		
CYP 6092 Difficulties Families Face																		
CYP 6034 Research Project																		

8.   Entry requirements

Honours degree programmes
Applicants should normally have achieved the following prior to registration for the programme: 5 academic or vocational qualifications, of which at least 2 should be GCE 'A' Levels (or equivalent at Level 3) and 1 should be GCSE English Language at grade C (or equivalent). Some equivalent qualifications and the current typical offer conditions in terms of UCAS tariff points are detailed in the undergraduate prospectus. For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL). Applications are welcome from those with few or no formal qualifications. 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.

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 <u>must</u> be achieved in a specific module; any mdules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)
Condonement will not be available for failure in the following modules: • CYP 4052 Professional Development Placement 1 • CYP 5052 Professional Development Placement 2 • CYP 5042 Research Methods and Evidence-based Practice • CYP 6034 Research Project.

10.   Prerequisites

Details of modules which <u>must</u> be passed before enrolment on a module at a higher level.
NA

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)
One external examiner will examine the BA degree.

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)
Programme delivery pattern:

This programme is delivered as a full-time 3-year course:

1. the six modules each year are delivered in either one or two semesters;
2. students' diverse learning needs, including differentiation of delivery and assessment can be negotiated where needed;
3. professional development is included as an integral part of the programme; students are expected to complete and pass two professional development placements during Level 4 and Level 5.

This programme can also be delivered as a part time 6-year course (see section 6):

1. three modules are delivered in year 1-5 in either one or two semesters;
2. two modules are delivered in year 6
3. students' diverse learning needs, including differentiation of delivery and assessment can be negotiated where needed;
4. professional development is included as an integral part of the programme; students are expected to complete and pass two professional development placements during Level 4 and Level 5.

For any students undertaking any part of their programme as study abroad, the Taught Course Academic Regulations will apply.

13.   Additional support needs

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

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.