

Programme Specification

With effect from: September 2021

1 Programme name and award

This programme specification relates to the following award(s)

BA (Hons) Working with Children, Young People and Families

2 Aims of the programme

Rationale and general aims, including what is special about this programme

The BA programme explores the complexities of 'Working with Children, Young People and Families' across varied settings and looks at the role of different professionals against a social policy and legislative backdrop.

Aims:

- to develop a critical understanding of practice within the context of national and international political agendas, that highlight the importance of working with and safeguarding 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.

3 Level Learning Outcomes

Learning outcomes are expressed in terms of:

- a. Knowledge and understanding (K)
- b. Intellectual / cognitive / 'thinking' skills (I)
- c. Practical skills specific to the subject (P)

d. Employability skills (E)

Level Learning Outcomes	
Level 4	
K1	Understanding of the local and national legal and policy framework, including professional responsibilities in protecting and safeguarding children.
K2	Identify signs and indicators of abuse including risk factors.
K3	Understanding of family health needs.
K4	Knowledge and conceptual understanding, including analysis of families with children nationally and globally from a sociological, diverse, transcultural, historical, political and economic perspectives.
K5	Point out key trends, tensions, cultural issues and balances across legislation, policy and practice regarding children, young people and families.
I1	Outline a range of theoretical approaches to direct work with families.
I2	Describe contemporary approaches to work with families, making reference to influential factors.
K6	Relate policy and practice guidance for children and families to professional practice.
I3	Question personal and professional value bases and their relationship with working with families.
K7	Equip students with the relevant academic skills to present theory and learning.
I4	Use higher education language, expression writing and referencing techniques.
Level 5	
K8	Explain the relationship between relevant legislation, theory and experiences of domestic violence and understanding the professional response in addressing needs and risks.
I5	Discuss work with families in relation to key sociological concepts and theoretical approaches across society and communities, both local and international.
K9	Knowledge of a range of research methodologies, including their key features, and their appliance in subject specific disciplines.
I6	Evaluate the potential usefulness of various research methodologies for exploring specific research questions, research problems and research designs.
K10	Understand and reflect on ethical issues relating to children, families, communities and professional settings.
K11	Understand the basic process of designing, conducting and writing up research.
K12	Understand the relationship between research, policy and practice.
K13	Demonstrate an understanding of how to engage in effective relationships with service users, carers and professionals.

I7	Engagement with personal reflection and supervision .
Level 6	
I8	Provide an analytical account of social inequality addressing key dimensions; economics, politics, diversity, culture and society in the lives of children, families and their communities.
K14	Evaluate practical approaches to professional development and reflection.
I9	Examine the role of theory in relation to experiential learning.
K15	Interpret the range of problems that families may face and some methods of effective intervention and empowerment; appraise the role of the government; and debate the possible conflicts that can arise when exploring family rights and state intervention.
I10	Relate and evaluate theory with practice and justify choices in practice skills from a range of therapeutic interventions with children.
K16	Use a range of research paradigms, research methods and measurement techniques and awareness of their limitations.
I11	Demonstrate complexity of ethical principles and issues.
K17	Initiate, design, conduct and report on a childhood research project and demonstrate understanding of implications and limitations.
K18	Interpret and use numerical and other forms of data, critically and securely.
I12	Undertake self-directed study and project management in order to meet desired objectives.

Employability Outcomes

Employability skills are embedded and assessed throughout your programme. Therefore, we use a generic set of employability outcomes at all levels of study.

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;
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.

3.1 External Benchmarks

Statement of congruence with the relevant external benchmarks	
<p>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 4 (summary of content by theme) and Section 6 (learning and teaching strategies). The overall coherence of this programme is congruent with the following benchmarks (illustrated in Section 5):</p> <ul style="list-style-type: none"> • Early Childhood Studies (2014, 2019) • Social Work (2016) • Sociology (2016) • Youth and Community Work (2017). 	

4 Indicative Content

Summary of content by theme
<p>Programme Themes:</p> <ol style="list-style-type: none"> 1 Sociology and Psychology of Families and Children 2 The policy, social and legal framework influencing practice and integrated working 3 Keeping children and young people safe and emotionally well 4 Working both professionally and therapeutically with children, young people and families 5 Research and Social Theory 6 Professional Development <p>Theme 1: Sociology and Psychology of Families and Children CYP4 <i>Sociology and Psychology of Childhood</i> CYP5 <i>Families and Society</i> CYP6 <i>Difficulties Families Face with Therapeutic Interventions</i></p> <p>Theme 2: The policy, social and legal framework influencing practice and integrated working CYP4 <i>Introduction to Social Policy and Work with Families</i> CYP5 <i>Families and Society</i> CYP5 <i>Violence in the Family: Addressing Needs and Risks</i> CYP5 <i>Professional Placement</i> CYP5 <i>Multi Agency Working</i> CYP6 <i>Inequality and Social Justice</i></p> <p>Theme 3: Keeping children and young people safe and emotionally well CYP4 <i>Safeguarding and Child Protection</i> CYP4 <i>Health and Well Being</i></p>

CYP5 *Professional Placement*
 CYP5 *Multi Agency Working*
 CYP5 *Violence in the Family: Addressing Needs and Risks*
 CYP6 *Difficulties Families Face with Therapeutic Interventions*
 CYP6 *Research Project*

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

CYP4 *Introduction to Social Policy and Work with Families*
 CYP4 *Health and Well Being*
 CYP4 *Safeguarding and Child Protection*
 CYP4 *Introduction to Social Policy and Work with Families*
 CYP5 *Violence in the Family: Addressing Needs and Risk'*
 CYP5 *Families and Society*
 CYP6 *Inequality and Social Justice*
 CYP6 *Reflective Practice, Lifelong Learning and Employability*

Theme 5: Research and Social Theory

CYP4 *Sociology and Psychology of Childhood*
 CYP5 *Research Methods and Evidence-based Practice*
 CYP5 *Violence in the Family: Addressing Needs and Risks*
 CYP5 *Families and Society*
 CYP6 *Research Project*

Theme 6: Professional Development Opportunities

CYP4 *Academic Skills, Personal and Professional Development*
 CYP5 *Professional Placement*
 CYP5 *Multi Agency Working*
 CYP6 *Reflective Practice, Lifelong Learning and Employability*

At the end of the first and second years, you will undertake an Integrated Assessment which brings together the learning from different modules. The assessment offers flexibility and can be negotiated to include, for example, a professional case conference, short video or documentary, portfolio exhibition, use of media with accompanying narrative / blog.

5 Programme Structure

Programme Structure – BA (Hons) Working with Children, Young People and Families			
Duration	3 years full time		
Total credit rating	360 (180 ECTS)		
Level 4– With effect from September 2021			
Core: You are required to take the following modules			
Module Code	Module Title	Semester	Credits
CYP4033*	Introduction to Social Policy and Work with Families	Semester 1	30
CYP4043*	Sociology and Psychology of Childhood	Semester 2	30

CYP4015	Safeguarding and Child Protection	Semester 2	15
CYP4035*	Health and Well Being	Semester 1	15
CYP4023	Academic Skills, Personal and Professional Development	Semester 1&2	30
	*Integrated Assessment included – negotiated	Semester 2	
Level 5– With effect from September 2022			
Core: You are required to take the following modules			
Module Code	Module Title	Semester	Credits
CYP 5043*	Families and Society	Semester 2	30
CYP 5033*	Violence in the Family: Addressing Needs and Risks	Semester 1	30
CYP 5023	Research Methods and Evidence-based Practice	Semester 1&2	30
CYP 5015	Professional Placement	Semester 2	15
CYP 5005*	Multi-Agency Working	Semester 1	15
	*Integrated Assessment included - negotiated	Semester 2	
Level 6– With effect from September 2023			
Core: You are required to take the following modules			
Module Code	Module Title	Semester	Credits
CYP 6053	Difficulties Families Face with Therapeutic Interventions	Semester 1&2	30
CYP 6063	Reflective Practice, Lifelong Learning and Employability	Semester 1&2	30
CYP 6043	Inequality and Social Justice	Semester 1	30
CYP 6033	Research Project	Semester 1&2	30

5.1 Pre-requisites

Modules which must be passed before enrolment to a module at a higher level

Learning, Teaching and Assessment

The University's Learning, Teaching and Assessment Strategy informs the design of your programme. You can find more information about learning, teaching and assessment for your programme within the relevant Assessment Handbooks.

6 Entry requirements

Honours degree programmes (Level 4, 5 and 6)

Applicants should normally have achieved the following prior to registration for the programme: 5 academic qualifications, of which at least 2 should be level 3 qualifications equivalent to A2 and must also include GCSE grade C or 4 or above in English Language (or equivalent qualification). However, in some cases there may be additional special requirements, for example for ITT programmes or when the entry criteria are specified by an accrediting body. All required GCSEs will be listed by programme on the University website.

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 Recognition of Prior Learning Guidelines and Procedure.

7 Additional support needs

Programme-specific requirements / unavoidable restrictions on participation in the programme

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.

8 Technical Information

Awarding Body / Institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Parent School	ICE
Department	CYPF
Professional accreditation body	n/a
Final award	BA (Hons)
Title of programme(s)	Working with Children, Young People and Families
Subsidiary award(s)	CertHE, DipHE, Ordinary
Honours type	Single
Duration and mode(s) of study	3 years full-time
Month/year of approval of programme	June 2021
Periodic review due date	TBC
HECoS subject code(s)	100502 social policy & 100653 health and welfare
UCAS course code and route code	L540 Working with Children, Young People and Families
SITS codes	WWCYPF
Delivery venue(s)	Leeds Trinity University