



## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Leeds Trinity University
<b>'Parent' Faculty</b> <i>(ICE / BCDI / SHS)</i>	FHWLS
<b>'Parent' School</b>	CYPF
<b>Professional accreditation body</b> <i>(if applicable)</i>	N/A
<b>Final award</b> <i>(eg. BA Hons)</i>	MA Family Support
<b>Title of programme(s)</b>	MA Family Support
<b>Subsidiary award(s)</b> <i>(if any)</i>	Pg. Cert.HE and Pg. Dip.HE (fallback awards)
<b>Honours type</b> <i>(Single / Joint / Combined)</i>	Single
<b>Duration and mode(s) of study</b>	Either 12 months full time or 24 months part time
<b>Month/year of approval of programme</b>	May 2024
<b>Start date</b> <i>(this version) (month and year)</i>	Sept 2024
<b>Periodic review next due</b> <i>(academic year)</i>	Sept 2029
<b>HECoS subject code(s)</b>	100466 – youth and community work (35%) 100503 – social work (35%) 100654 – child care (30%)
<b>UCAS course code &amp; route code</b> <i>(available from Admissions)</i>	N/A
<b>SITS codes</b> <i>(Course / Pathway / Route)</i> <i>(available from Student Administration)</i>	FAMSUPT
<b>Delivery venue(s)</b> <b>(please also indicate partner institutions where relevant)</b>	Horsforth Campus.....Yes City Campus.....No

## 2. Aims of the programme

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

This programme will seek to engage students in delivering, leading and reflecting upon family support practice, and to support student's abilities to originate and innovate restorative and social justice concepts to underpin both their own practice and their leadership of others. Supporting Families, as defined by the UK Government (2023), requires integrated family support from a range of professionals. Many of the students are recruited to work in Family Support services by local employers including the Children Leeds Trust. Family support was identified as a commissioning outcomes priority by the Children's Leeds Trust for the period 2018-23 and in the City Priority Plan (2018). In a review of the Leeds Children and Young People's Plan 2018-23, Family Support continues to thrive and is seen by local employers as a key aspect of early intervention. International students have successfully graduated from this programme and are now working in areas including social work in the UK.

## 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) *(for example, lab skills and similar)*
- employability skills (postgraduate) (E) or attributes and skills (undergraduate) (AS)

The 'K1', etc codes are used in section 7b) 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 in the area of family support;
- K2 A critical understanding of contemporary issues across family life informed by current research and legislation. ;
- K3 A critical application of the literature, together with a practical understanding of how evidence-informed practice is used to create and interpret knowledge and to promote innovative developments in family support practice;
- K4 Critical understanding about the implementation of leadership within family support teams, drawing on the principles of social justice
- I1 Critical awareness and application of current scholarship from national and International research in family support practice;
- I2 Critical evaluation of methodologies and research informed practice and where appropriate critically reflecting on one's own practice;
- I3 Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional level;
- I4 An appraisal of the limits of their knowledge and the consequential influences on their practice, including unconscious bias and social justice.

### Employability skills (postgraduate)

- 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 **Teamworking** – 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.

### 3a External benchmarks

#### Statement of congruence with the relevant published subject benchmark statements

*(including appropriate references to any PSRB, employer or legislative requirements)*

All Leeds Trinity University programmes are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)).

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

- Postgraduate benchmarking requirements (QAA - 2019, 2022);  
<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 (2019) and Youth and Community Work (2019);
- 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 2024); Framework for Higher Education Qualifications
- Leeds Children and Young People's Plan 2018-2013;

#### 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 focuses on developing and extending academic and practice knowledge to enable postgraduate students, to recognise and accurately assess family need associated with early help plans, to contribute to complex decisions and to lead integrated work, ensuring effective outcome-based work for children and families.

Students will have the opportunity to develop a critical understanding of the ethical and legal frameworks underpinning social justice 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 2023. The legislative and policy framework continues to evolve and will be critically examined, using a reflective process and live casework.

## 6. Structure

### MA FAMILY SUPPORT

**Duration:** 12 Months full-time / 24 months part-time

**Total credit rating:** 180 (90 ECTS)

**Level 7** – with effect from September 2024

Full-Time:

**Core:** Students are required to take:

ICE7023 Introduction to Postgraduate Study of Childhood, Education and Family Support	Term 1	30 credits
ICE7083 Research Methods for Childhood, Education & Family Support	Term 1	30 credits
ICE7033 Leading and Managing Family Support	Term 2	30 credits
ICE7006 Dissertation and Major Study	Terms 2 & 3	60 credits
CYP7113 Assessment and Intervention Strategies in Family Support Practice	Term 3	30 credits

Part-time:

Year 1

ICE7023 Introduction to Postgraduate Study of Childhood, Education and Family Support	Term 1	30 credits
ICE7033 Leading and Managing Family Support	Term 2	30 credits
CYP7113 Assessment and Intervention Strategies in Family Support Practice	Term 3	30 credits

Year 2

ICE7083 Research Methods for Childhood, Education & Family Support	Term 1	30 credits
ICE7006 Dissertation and Major Study	Terms 2 & 3	60 credits

## 7. Learning, teaching and assessment

### 7a) Statement of the strategy for learning, teaching and academic experience for the programme

Teaching and learning strategies are linked to the LTAE Strategy 2022-26 and will be regularly updated in consultation with stakeholders, providing specialist services in family support. Research active educators within the programme team are in a position to ensure that learning is underpinned by theoretical knowledge and current research. Research methods is designed to give students the necessary grounding for their choice of Empirical Dissertation or Major Study and potential future research studies that may contribute to the development of innovative practice.

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.

Module content will be delivered through tutor input, discussion, learning conversations, practitioner enquiry, workshops, presentations, practical tasks, seminars and independent study,

as appropriate, and provision of resources via the VLE. Students will have the opportunity to link theory to practice in reflecting on case examples drawn from practice. Students are also actively encouraged to take up placement opportunities. Lectures will communicate the theoretical content of the module. However, throughout delivery, students will be expected to relate theory to practice through practice-based exercises, developing a deep understanding of the application of theory to practice. Graduate students will be encouraged to draw on their professional experiences and relevant research to contribute to group activities. Reflective practice will be facilitated in taught sessions and supported by the use of student led action learning, 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 (pre, live and post-delivery) structure and includes:

- 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 aspects 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 assessments. Module assessments will be directly related to learning outcomes, thereby ensuring that students can appreciate the relevance of academic study and to deepen their understanding of practice processes.

Assessment is based on a wide variety of formative and summative assessment tasks. The latter include essays, portfolios, presentations and peer work assignments, practical tasks and problem-solving exercises, essays and poster and group presentations. Formative assessments will include, for example, peer learning activities and production of brief narratives. All assessments have been selected to ensure deep learning and embedding learning in practice. The research module will be used to inform the subsequent dissertation and major study. This 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 a dissertation or major study report. Supervisors and students will be required to comply with the University Code of Research Conduct and Ethics and, where necessary, formal approval will be sought via the procedures specified in the Code.

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

## 7b) Module detail

	Assessed learning outcomes of the programme								Skills development								
	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.	Systematic understanding of knowledge and awareness of current issues	Critical understanding applicable to advanced scholarship	Critical application of the literature	Critical understanding about... leadership	critically evaluate current scholarship	critical evaluation of methodologies	self-direction and originality in tackling and solving problems	appraisal of the limits of their knowledge	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
ICE7023 Introduction to Postgraduate Study of Childhood, Education and Family Support																	
ICE7083 Research Methods for Childhood, Education & Family Support																	
ICE7033 Leading and Managing Family Support																	
CYP7113 Assessment and Intervention Strategies in Family Support Practice																	
ICE7006 Dissertation and Major Study																	

## 8. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	Yes
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	

## 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 modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)
The following regulations apply, together with the General Academic Regulations <ul style="list-style-type: none"><li>• Programme Regulations for Taught Postgraduate Degrees</li></ul>

## 10. Prerequisites

Details of modules students <u>must</u> study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award
<p>Applicants should normally have achieved the following, prior to registration for the programme:</p> <ul style="list-style-type: none"><li>• a good (2:2 or above) BA or BSc degree. Degrees in non-related subjects will also be considered, if applicants can demonstrate relevant paid or voluntary work experience and a commitment to study. Students can be offered an interview with the Programme Lead to demonstrate subject understanding and commitment to engage with the programme. Additionally, applicants without a BA/BSc may also be considered, where they can demonstrate evidence of equivalent prior learning and experience through Leeds Trinity's Recognition of Prior Learning (RPL);</li><li>• be able to demonstrate experience of ongoing engagement in work with children, young people and families;</li><li>• have relevant paid or voluntary employment/work experience involving direct support of children, young people and families;</li></ul> <p>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.</p> <ul style="list-style-type: none"><li>• *Where applicants opt for a placement, they must have current enhanced DBS clearance (For further information see: <a href="https://www.gov.uk/disclosure-barring-service-check/overview">https://www.gov.uk/disclosure-barring-service-check/overview</a>).</li><li>• *A reference will need to confirm the applicant's suitability and must confirm that they are able to meet the requirements of tasks. Self-employed applicants must state in writing that they are able to meet the learning requirements. 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.</li></ul>



## **11. 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 University support will be provided to enable student 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.