



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School (<i>ICE / SAC / SSHS</i>)	ICE
Academic Group	N/A
Professional accreditation body (if applicable)	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)
Honours type (<i>Single / Joint / Combined</i>)	N/A
Duration and mode(s) of study	12 months full-time or 24 months part-time
Month/year of approval of programme	June 2020
Start date (this version) (<i>month and year</i>)	September 2021
Periodic review next due (<i>academic year</i>)	2025/26
HECoS subject code(s)	100466 – youth and community work (35%) 100503 – social work (30%) 100654 – child care (35%)
UCAS course code & route code (available from Admissions)	N/A
SITS codes (<i>Course / Pathway / Route</i>) (available from Student Administration)	FAMSUPT
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)

This programme sits in a postgraduate framework designed to offer flexible, highly relevant and practice-focussed programmes of study at postgraduate level. It aims to support the continuing development needs of professionals or students interested in a range of sectors. It builds on a group of common modules developed in collaboration between experts in fields of Childhood Studies, Education and Family Support. These modules introduce the related disciplines, develop understanding of research methods and provide a framework for an extended dissertation at the end of each course.

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.

This postgraduate programme aims to:

- Enable students' professional and academic development needs as a family support practitioner and/or children's services professional at Masters level;
- Support students in developing professional knowledge, understanding and practice at Masters level and, so, support the improvement of family support practice;
- Enable students to employ practitioner enquiry approaches to critically review and reflect on family support theory, practice and research and to evaluate how such theory and research can inform practice in a range of children's services settings.

The current Government and Local Authorities fully support the expansion of early intervention and family support as a cost-effective means of improving outcomes for vulnerable children. Family support practice requires integrated working from a range of professionals working in partnership with families to improve outcomes. This is reflected in policy development for children's services.

The programme is distinctive in that it attracts students from a range of academic and professional backgrounds who wish to develop advanced knowledge skills and understanding of research, theory and practice development in this area. Family support continues to develop in terms of service delivery and continues to be evaluated to ensure optimum outcomes for children and families.

The programme is a valuable means of ensuring the development of Level 7 academic skills which have enabled graduates to improve employability.

Family Support Practice is strongly supported by UNESCO. This programme will, therefore, seek to engage students in delivering, leading and reflecting upon 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)
- practical skills specific to the subject (P)
- employability skills (E)

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 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 **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.

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

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 Framework for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) / National Qualification and Credit Framework (NQF).

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 2015-2019; <https://democracy.leeds.gov.uk/documents/s140008/app%2012%20cypp15area%20partnership%20plan3%20word.pdf>
- Leeds City Priority Plan (2015).

4. Learning outcomes for subsidiary awards

Guidance	
<p>Postgraduate certificates and postgraduate diplomas are located at the same academic level as Masters degrees in national qualification frameworks (FHEQ, 2014).</p>	<p>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.</p> <p>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.</p>

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The programme develops and extends students' academic and practice knowledge to enable them, as postgraduate practitioners, to critically reflect on assessing need and risk, to make complex decisions and to lead integrated work at a high level, ensuring effective outcome-based work.

Students 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, ethics and attitudes that optimise family support. The programme equips students with a critical understanding of evidence-informed, child and family welfare practice, including early help assessment work; strength-based, solution-focused, systemic practice and other related interventions; child maltreatment and integrated practice.

The programme includes:

- Reflecting on research methodologies and ethics;
- Collection and interpretation of research data;
- Evaluation of the impact of professional development.

Module Content includes:

- 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 to form attachments, develop and manage transitions and cope with adverse life events;
- Leadership and management multi-agency working;
- Evidence-informed practice;
- Ethical practice;
- Internationalisation.

Core modules focus on key aspects of supporting children and families and the two option modules enable students to individualise their learning.

The MA enables students to develop advanced practice skills, including helping students to address gaps in practice knowledge and the ability to frame systematic enquiry, to reflect critically on their practice and to identify future research projects.

The range of assessments includes blogs, essays, group and individual presentations and peer and supervisor observed practice. Induction sessions will support academic study at Masters level and include opportunities to develop postgraduate study skills, including those relating to Moodle, Yammer and VLE.

6. Structure

MA Family Support

Duration: Full Time (12 Months) and Part Time (24 months)

Total credit rating: 180 (90 ECTS)

Full Time:

Term 1 – September to December

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 and Family Support	Term 1	30 credits

Term 2 – January to March

Core: Students are required to take:

ICE7033	Leading and Managing Family Support	Term 2	30 credits
ICE7006	Dissertation / Major Study (submission September)	Term 2 & 3	60 credits

Term 3 – March to June

Options: Students are required to choose 30 credits from either

ICE7043	Supporting Social Development and Emotional Wellbeing in Children, Young People and Families	Term 3	30 credits
CYP7003	Family Intervention Strategies in Practice	Term 3	30 credits

And will continue with:

ICE7006	Dissertation / Major Study (submission September)	Term 2 & 3	60 credits
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Part Time:

Year 1 Term 1 – September to December

Core: Students are required to take:

ICE7023	Introduction to Postgraduate Study of Childhood, Education and Family Support	Term 1	30 credits
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Year 1 Term 2 – January to March

Core: Students are required to take:

ICE7033	Leading and Managing Family Support	Term 2	30 credits
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Year 1 Term 3 – March to June

Option Students are required to choose 30 credits from either:

ICE7043	Supporting Social Development and Emotional Wellbeing in Children, Young People and Families	Term 3	30 credits
CYP7003	Family Intervention Strategies in Practice	Term 3	30 credits

Year 2 Term 1 – September to December

Core: Students are required to take:

ICE7083	Research Methods for Childhood, Education and Family Support	Term 1	30 credits
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Year 2 Term 2 and 3 – January to May

Core: Students are required to take:

ICE7006	Dissertation / Major Study (submission September)	Term 2 & 3	60 credits
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Recognition of Prior Learning may also be considered and assessed through the following modules:

- RPL7003 Recognition of Prior Experiential Learning (30 Credits)
- RPL7006 Recognition of Prior Experiential Learning (60 Credits)

7. Learning, teaching and assessment

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

The University's Learning, Teaching and Assessment Strategy informs the design of the programme.

Real world teaching and learning strategies are developed on a continuous basis and in consultation with students, the External Examiner and employers to ensure students have enhanced employability. Research active educators ensure that students develop effective practice, underpinned by theoretical knowledge and current research.

Research methods input is designed to give the necessary grounding for an empirical dissertation or major study and potential future research studies to contribute to innovative practice. Students are actively engaged in ongoing research projects with programme tutors, with a view to identifying potential MPhil and PhD level research studies.

Modules are delivered through tutor input, discussion, tutorials, practitioner enquiry, presentations, practical tasks, fieldwork, seminars and independent study, as appropriate, and provision of multi-media resources via the VLE.

Students relate theory to practice through placements and practice-based exercises, developing a deep understanding of the application of ethical practice, drawing on professional experiences and relevant research. Reflective practice will be facilitated in taught sessions and supported by the use of student-led learning, tutorials and on-line forums on the VLE. Support is available for the preparation of the work-related assignments.

The programme involves 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.

This structure supports those unfamiliar with postgraduate study and will initially involve face-to-face contact and supported independent study, prior to completing the module assessment.

A wide range of module assessments ensure that students can appreciate the relevance of study and deepens their understanding of practice processes. It is anticipated that many applicants will already be working in professional practice in children's services.

Some students already work in children's services practice. However, placements can be arranged and these vary from 25-100 hours. They are negotiated either on a part-time or full-time basis of an agreed number of hours per week – current work commitments are taken into account. Where there is the opportunity to undertake family work with a current employer, students are not required to undertake additional professional practice.

Assessments are based on a wide variety of formative and summative assessment tasks, including essays, presentations and peer work assignments, practical tasks and problem-solving exercises, and poster and individual presentations. All assessments have been selected to ensure deep learning and embedding learning in practice. The Research Methods module informs the subsequent Dissertation. Supervisors and students will be required to comply with the University's Research Ethics policy as and where appropriate.

7b) Programme learning outcomes covered

	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.	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
ICE7023 Introduction to Postgraduate Study of Childhood, Education and Family Support																	
ICE7083 Research Methods for Childhood, Education and Family Support																	
ICE7006 Dissertation / Major Study																	
ICE7033 Leading and Managing Family Support																	
ICE7043 Supporting Social Development and Emotional Wellbeing in Children, Young People and Families																	
CYP7003 Family Intervention Strategies in Practice																	

8. Entry requirements

Postgraduate programmes

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

- A good honours degree in a relevant subject (or equivalent) (usually 2.2 or above). 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 degree may also be considered, where they can demonstrate evidence of equivalent prior learning and experience through Leeds Trinity's Recognition of Prior Learning (RPL);
- The ability to demonstrate experience of ongoing engagement in work with children, young people and families;
- 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.
- Current DBS.

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) at 6.0 as a minimum with no component below 5.5, or accepted equivalent test.

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 anticipated that they will 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, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

The following regulations apply, together with the General Academic Regulations:

- Programme Regulations for Taught Postgraduate Degrees

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

- ICE7023 Introduction to Postgraduate Study of Childhood, Education and Family Support
- ICE7083 Research Methods for Childhood, Education and Family Support

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

- ICE7023 Introduction to Postgraduate Study of Childhood, Education and Family Support

- ICE7083 Research Methods for Childhood, Education and Family Support
- ICE7033 Leading and Managing Family Support
- And either
 - ICE7043 Supporting Social Development and Emotional Wellbeing in Children, Young People and Families, or
 - CYP7003 Family Intervention Strategies in Practice.

10. Prerequisites

Details of modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award.

No prerequisites.

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 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.

Form NP3

Approved July 2016

Effective from September 2017

PROGRAMME SPECIFICATION**12. General information**

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 2017
Periodic review next due <i>(acad. year)</i>	2018/19
UCAS course code & code name	-
Delivery venue(s)	Leeds Trinity University

13. Aims of the programme

Rationale and general aims
<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"> 1. will cater for your professional and academic development needs as a family support practitioner and/or children's services professional at Masters level; 2. will support you in developing your professional knowledge, understanding and practice at Masters level and, so, support the improvement of family support practice; 3. 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.

¹ Modification to delivery structure, 29.03.17.

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 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.

14. 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).

15. 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.

16. 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 two 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 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.

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.

17. Structure

Delivery for part time students is based on two day school sessions (delivered on Friday and Saturday in September and January), plus a weekly twilight session from 4.30-7.30pm.

For the full time students, there are four day school sessions in September and January plus a day school in June for all students (both full time and part time-year 2) completing dissertations. 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. Students completing the programme on a full time basis attain 180 credits.

MA Family Support

Total credit rating 180 (ECTS: 90) Award: MA

Full-time (180 credits)

Duration: 12 Months FT/24 Months PT

Term 1, Year 1 September-December

Core: Students are required to take:

ICE 7033 Leading and Managing Family Support (30 credits) plus key skills

ICE 7013 Developing Practitioner Enquiry (Research Methods) (30 credits)

Term 2, Year 1 January – March

Core: Students are required to take:

ICE 7003 Reflective Evidence Informed Child and Family Welfare Practice (30 credits)

And are required to **choose one** of the following:

Either: ICE 7026 Empirical Dissertation (60 credits) *Terms 2 and 3, Submission mid-September*

or ICE7036 Major Study (60 credits) *Terms 2 and 3, Submission mid-September*

Term 3, Year 1 (end) March –May

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)

Part-time (180 credits)

Duration 24 months

Term 1, Year 1 September-December

Core: Students are required to take:

ICE 7033 Leading and Managing Family Support (30 credits) plus key skills

Term 2, Year 1 January-March

Core: Students are required to take:

ICE 7003 Reflective Evidence Informed Child and Family Welfare Practice (30 credits)

Term 3, Year 1 (end) March to May

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)

Term 1, Year 2 September-December

Core: Students are required to take:

ICE 7013 Developing Practitioner Enquiry (Research Methods) (30 credits)

Year 2 September – Terms 2 and 3

Students are required to **choose one** of the following:

ICE 7026 Empirical Dissertation (60 credits) *Submission mid-September*

ICE7036 Major Study (60 credits) *Submission mid-September*

18. 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 Empirical Dissertation or Major Study 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 Family Support.

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. Students are actively encouraged to take up placement opportunities. 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 the use of student led action learning sets, 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 engaging with professional practice in family support. Placements can be organised with family support service providers to ensure that you have the opportunity to effectively develop knowledge and skills, embedding developing 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 and a draft literature review which 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 an 11,000-word empirical dissertation or major study report. In both the empirical and major study students will be required to give a 1,000 word equivalent presentation. 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 (Module co-ordinator shown as first name, in bold script)
		Component form <i>Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework & Practical exams</i>	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (part time programme indicated as PT) (Semester & indicative teaching week)	
ICE 7003 Reflective Evidence Informed Child and Family Welfare Practice	Lectures/seminars/tutorials, action learning sets and E activities	Blog of 2 postings (each 500 words) Reflective evaluation of Practice Essay	 1,500 words 4,500-word	Formative, compulsory submission 20% 80%	FT and PT Year 2 Term 2 FT and PT Term 2 FT and PT Term 2	Pam Jarvis Sue Elmer
ICE 7013 Developing Practitioner Enquiry (Research Methods)	Seminars/workshops/tutorials, action learning sets and group/individual supervision	Proposal and ethics application Draft Literature Review	2,000-word equivalent 4,000 words	20% 80%	FT and PT Year 2 Term 1 FT and PT Year 2 Term 2	Pam Jarvis Sue Elmer
ICE 7026 Empirical Dissertation	Taught sessions, workshops/seminars and small group/one to one dissertation supervision	IT based oral presentation Empirical Dissertation	1,000 equivalent 11,000 words	10% 90%	 FT Year 1 and PT Year 2, Terms 1 and 2	Sue Elmer Pam Jarvis
ICE 7036 Major Study	Taught sessions, workshops/seminars small group/one to one dissertation supervision	IT based oral presentation Major Study Report	1,000 equivalent 11,000 words	10% 90%	FT Year 1 and PT Year 2, Terms 1 and 2	Sue Elmer Pam Jarvis
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 Negotiated assignment	Portfolio of two blog postings (500 words each) 5,000-word essay or	Summative, compulsory submission 100%	FT and PT Year 1 Term 1 FT and PT Year 1 Term 2	Sue Elmer

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 introducing case study.	1,500-word equivalent	20%	FT and PT Year 1 Term 3	Sarah Flanagan
		Case study based essay	4,500 words	80%	FT and PT Year 1 Term 3	Sue Elmer
ICE 7053 International Perspectives on Child Welfare	Seminars/learning activities/work- shops/tutorials/VLE activities, small group work and on-line activities	Poster introducing case study.	1,500-word equivalent	20%	FT and PT Year 1 Term 3	Carmen Lau Clayton
		Case study based essay	4,500 words	80%	FT and PT Year 1 Term 3	Pam Jarvis

<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 Empirical Dissertation																	
ICE 7036 Major Study																	
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																	

19. 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. Students can be offered an interview with the Programme Co-ordinator 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);
- 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 anticipated 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.

20. 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.*

21. 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.

22. 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 has an external examiner who is familiar with the subject area of the programme.

23. 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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24. 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.