



## Programme Specification

*With effect from: September 2024*

A programme specification is the definitive record of your programme of study at the University. It sets out the aims, learning outcomes, and indicative content of the programme. You should read this programme specification alongside the relevant module descriptors and the University's Taught Programme Academic Regulations.

This specification only applies to the delivery of the programme indicated below. The details in this specification are subject to change through the modifications or periodic review processes.

### 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.

Throughout the programme students will be supported in developing their academic and professional skills; in the final year students will undertake a research project and work-placement / study to consolidate learning in practice.

### 3 Level Learning Outcomes and Attributes and Skills or Employability Outcomes

Learning outcomes are expressed in terms of:

- Knowledge and understanding (K)
- Intellectual / cognitive / 'thinking' skills (I)
- Practical skills specific to the subject (P)
- Attributes and Skills (undergraduate) (AS) or Employability skills (postgraduate) (E)

We design assessment tasks to enable you to demonstrate the Level Learning Outcomes and relevant Employability Outcomes for your level of study. To a greater or lesser extent, all Level Learning Outcomes at each level of your study are embedded in the assessment task(s) at that level. This means we can take a more integrated view of your overall performance at a level.

To progress to the next level, or to receive an award, you will need to satisfy the Level Learning Outcomes below and relevant Attributes and Skills Outcomes (UG) or Employability Outcomes (PG) and achieve credit as per the Taught Programme Academic Regulations.

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 and the processes used by professional to report concerns
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.

K6	Assess own skills and reflect on developing values as required for self-development and professional practice
K7	Demonstrate relevant academic skills when presenting theory and learning
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.
<del>I3</del>	<del>Question personal and professional value bases and their relationship with working with families. Deleted</del>
I4	Distinguish effective ways of working across different agencies through collaboration, including working with parents and carers, to promote the safety and protection of children
<b>Level 5</b>	
K8	Explain the relationship between relevant legislation, theory and experiences of domestic violence and understanding the professional response in addressing needs and risks.
K9	. Create and justify a research proposal, including research design, aims and ethical considerations
K10	Examine different professional roles relevant to practice, including awareness of wider team structures
K11	<ul style="list-style-type: none"> <li>Evaluate the potential usefulness of various research methodologies for exploring specific research questions, and research designs</li> </ul>
K12	Understand the relationship between research, policy and practice.
K13	Evaluate practical approaches to professional development and ongoing reflection
I5	Examine legislation and policy relating to children, young people and families within England and the ongoing relationship with the UNCRC

I6	Evaluate individual and organizational approaches and models to trauma informed practice
I7	• Understand and distinguish appropriate responses in practice to children and young people with experiences of trauma and adversity.
<b>Level 6</b>	
K14	Evaluate practical approaches to professional development and reflection.
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.
K16	. Create an ethical research project that is informed by relevant literature, including appropriate and justified methodology
K17	Design, conduct and report on an independent research project which critically analyses data to inform recommendations for practice
K18	. Critically reflect on your own developing professional values and the impact of research to inform practice in an educational context
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.
I9	Devise a Collaborative Business Project rooted in an area of professional practice, with agreed aims, timescales and projected outcomes
I10	Relate and evaluate theory with practice and justify choices in practice skills from a range of therapeutic interventions with children.
I11	Collaborate with professionals to agree a project outline and continuously develop its implementation, leading your own learning and adapting with flexibility if required
I12	Critically reflect upon the project's achievements and impact on your developing professionalism

### **Attributes and Skills Outcomes (undergraduate)**

AS1	<b>Working Independently</b> - prioritising workload, anticipating and troubleshooting potential problems, and achieving this without requiring continual oversight from a supervisor or manager;
AS2	<b>Research &amp; Thinking Critically</b> - systematic investigation of resources to identify relevant information. Critical thinking refers to a process of independent scrutiny, allowing formation of a well-reasoned opinion for application of the research to decision-making and action;
AS3	<b>Digital Confidence</b> - identifying, learning and confident adoption of digital tools, applications and software to improve existing processes, meet emerging challenges or develop new approaches;
AS4	<b>Adaptability</b> - the ability to make the most of changing circumstances and adapt to new conditions;
AS5	<b>Resilience</b> - the ability to recognise that you will be exposed to adversity but that you will be able to respond positively and ultimately adapt and grow from challenging events;
AS6	<b>Professional Outlook</b> - preparing yourself to successfully research, plan and apply for opportunities through effectively articulating your skills and attributes whilst understanding how to present yourself in professional working environments to achieve your career goals;
AS7	<b>Effective Communication</b> - the ability to work cooperatively with others to achieve a group objective and the recognition that good leadership empowers achievement of collective goals through combined efforts;
AS8	<b>Ethics, Diversity, Sustainability</b> - making a positive impact on society and the environment as a whole;
AS9	<b>Enterprise and Entrepreneurship</b> - entrepreneurship is the application of enterprise behaviours, attributes and competencies into the creation of cultural, social, or economic value. Enterprise is generating and applying ideas that are practical when undertaking a new venture or project.

## 4 External Benchmarks

### Statement of congruence with the relevant external benchmarks

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)).

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):

- Early Childhood Studies () (2022)
- Social Work (2019)
- Sociology (2019)
- Youth and Community Work (2019).

## 5 Indicative Content

### Summary of content by theme

**Programme Themes:**

- 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

**Theme 1: Sociology and Psychology of Families and Children**

CYP4 *Sociology and Psychology of Childhood*

CYP5 *Violence in the Family*

CYP5 *Trauma Informed and Responsive Practices*

CYP6 *Difficulties Families Face with Therapeutic Interventions*

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

CYP4 *Working with Families*

CYP5 *Families and Society*

CYP5 *Violence in the Family: Addressing Needs and Risks*

CYP5 *Professional Placement*

CYP5 *Sustainability of Children's Rights*

CYP6 *Inequality and Social Justice*

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

CYP4 *Safeguarding and Child Protection*

CYP4 *Health and Well Being*

CYP5 *Professional Placement*

*Sustainability of Children's Rights* CYP5 *Violence in the Family: Addressing Needs and Risks*

CYP6 *Difficulties Families Face with Therapeutic Interventions*

CYP6 *Research Project*

CYP6 *Children, Crime and the Justice System*

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

CYP4 *Working with Families*

CYP4 *Health and Well Being*

CYP4 *Safeguarding and Child Protection*

CYP4 *Working with Families*

CYP5 *Violence in the Family: Addressing Needs and Risk*

CYP *Therapeutic Practices in Education*

**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*

CYP *Sustainability of Children's Rights*

CYP6 *Research Project*

**Theme 6: Professional Development Opportunities**

CYP4 *Academic Skills, Personal and Professional Development*

CYP5 *Professional Placement*

CYP *Professional Learning Through Work*

At the end of the first and second years, students will undertake an Integrated

Assessment which brings together the learning from across the programme. 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.

## 6 Programme Structure

<b>Programme Structure – BA (Hons) Working with Children, Young People and Families</b>			
<b>Duration</b>	3 years full time		
<b>Total credit rating</b>	360 (180 ECTS)		
<b>Level 4 – With effect from: September 2024</b>			
<b>Core:</b> You are required to take the following modules.			
Module Code	Module Title	Semester	Credits
CYP4103	Working with Families	Semester 1 &2	30
CYP4043*	Sociology and Psychology of Childhood	Semester 2	30
CYP4065	Safeguarding and Child Protection	Semester 2	15
CYP4035	Health and Well Being	Semester 1	15
CYP4093	Academic Skills, Personal and Professional Development	Semester 1 & 2	30
<b>Level 5 – With effect from: September 2024</b>			
<b>Core:</b> You are required to take the following modules			
Module Code	Module Title	Semester	Credits
CYP5093*	Trauma Informed and Responsive Practices	Semester 1 & 2	30
CYP5033	Violence in the Family: Addressing needs and Risks	Semester 1	30
CYP5073	Research Methods and Evidence-based Practice	Semester 1 & 2	30
CYP5045	Professional Placement	Semester 2	15
CYP5065	Sustainability of Children's Rights	Semester 1	15
<b>Level 6 – With effect from: September 2024</b>			
<b>Core:</b> You are required to take the following modules			

Module Code	Module Title	Semester	Credits
CYP6053	Difficulties Families Face with Therapeutic Interventions	Semester 1 & 2	30
CYP6035	Professional Learning Through Work	Semester 1 & 2	15
CYP6203	Children, Young People and the Justice System	Semester 1 & 2	30
CYP6173	Research Project	Semester 1 & 2	30
CYP6045	Therapeutic interventions with children and families	Sem 1	15

## 7 Pre-requisites

**Modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award**

N/A

## 8 Learning, Teaching and Assessment

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

## 9 Entry requirements

<b>Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?</b>	Yes
<b>Detail of any deviation from (or within) and/or addition to the University's standard entry requirements (if applicable), e.g. English Language and/or English Literature requirement</b>	N/A

## 10 Additional support needs

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.



**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.

**11 Technical Information**

<b>Awarding Body / Institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Leeds Trinity University
<b>Parent Faculty</b>	Health, Wellbeing and Life Sciences
<b>Parent School</b>	Children, Young People and Families
<b>Professional accreditation body</b>	N/A
<b>Final award</b>	BA (Hons)
<b>Title of programme(s)</b>	Working with Children, Young People and Families
<b>Subsidiary (fallback) award(s)</b>	CertHE DipHE Ordinary
<b>Honours type</b>	Single
<b>Duration and mode(s) of study</b>	3 years full-time
<b>Month/year of approval of programme</b>	November 2023
<b>Periodic review due date</b>	2025/26
<b>HECoS subject code(s)</b>	100502 Social Policy & 100653 Health and Welfare
<b>UCAS course code(s)</b>	L540 Working with Children, Young People and Families
<b>SITS route codes</b>	WKWCYPF
<b>Delivery venue(s)</b>	Horsforth Campus..... <b>Yes</b> /No (please indicate) City Campus.....Yes/ <b>No</b> (please indicate) Partner Institutions (please specify which partners, where relevant) N/A

## 12 Level Learning Outcomes and Employability Outcomes

The grids below demonstrate where Level Learning Outcomes and Attributes and Skills Outcomes or Employability Outcomes are assessed at module level and ensure that students are assessed in all Level Learning Outcomes at each level of their study. Students might not be assessed in all Attributes and Skills Outcomes at each level of study. However, all Attributes and Skills/Employability Outcomes will have been assessed by the end of the programme.

Level 4	Skills development																		
<i>Adjust LO codes as necessary. ↓</i>	K1	K2	K3	K4	K5	K6	K7	I1	I2	I4	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Legal & national Framework	Indicators abuse	Family Health Needs	Different perspectives on the family	Trends & tensions	Assess own skills	Demonstrate Academic Skills	Theoretical approaches	Contemporary approaches	Distinguish working across agencies	Working Independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
<b>CYP 4103</b> Working with Families																			
<b>CYP4043</b> Soc and Psy of childhood*																			
<b>CYP4035</b> Health and Well Being																			
<b>CYP4093</b> Academic Skills, Personal and Professional Development																			
<b>CYP4065</b> Safeguarding and Child Protection																			
<b>Integrated Assessment</b>																			

<b>Level 5</b>	<b>Assessed level learning outcomes</b>										<b>Skills development</b>								
<i>Adjust LO codes as necessary. ↓</i>	K8	K9	K10	K11	K12	K13	I5	I6	I7	I13	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Legal, theory and professional response to domestic violence	Research Methodologies	Ethical issues	Evaluate methodologies	Research, policy and practice relationships	Evaluate practical effectiveness	Key concepts	Usefulness of Research Methodologies	Evaluate approaches	<b>Understand and distinguish appropriate responses</b>	Working Independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
CYP5093 Trauma informed responsive practices*																			
<b>CYP5045</b> Professional Placement																			
<b>CYP5033</b> Violence in the Family																			
<b>CYP5065 Sustainability of Children's Rights</b>																			
<b>CYP5073</b> Research Methods and Evidence Based Practice																			
<b>Integrated Assessment</b>																			

<b>Level 6</b>	<b>Assessed level learning outcomes</b>										<b>Skills development</b>								
<i>Adjust LO codes as necessary. ↓</i>	<b>K14</b>	<b>K15</b>	<b>K16</b>	<b>K17</b>	<b>K18</b>	<b>I8</b>	<b>I9</b>	<b>I10</b>	<b>I11</b>	<b>I12</b>	<b>AS1</b>	<b>AS2</b>	<b>AS3</b>	<b>AS4</b>	<b>AS5</b>	<b>AS6</b>	<b>AS7</b>	<b>AS8</b>	<b>AS9</b>
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Approaches to Professional Development	Problems, interventions and empowerment	Create ethical study	Design Research Project	Critically reflect	Analytical account of social inequality	Devise project	Evaluate theory with practice	Collaborate with professionals	Critically reflect on project	Working Independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
<b>CYP6053</b> Difficulties Families Face																			
CYP6045 Therapeutic Interventions with Children and Families																			
CYP6203 Children, Families and the Justice System																			
<b>CYP CYP6173</b> Research Project																			
<b>CYP6035</b> Professional Learning Through Work																			