



Course Handbook

BA (Hons) Children, Schools and Families
Foundation Year, 3 Year Degree and Year 3 Direct Entry
UCLan Preston
Course Leader: TBC

BA (Hons) Children, Schools and Families
Foundation Year, 3 Year Degree and Year 3 Direct Entry
UCLan Burnley
Course Leader: Dr Jackie Williams

2020/21

School of Social Work, Care & Community



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

Welcome and Congratulations on having successfully completed your previous studies and on achieving a place at the University of Central Lancashire to study on the BA (Hons) Children Schools and Families Top Up course.

Over the last two decades, there have been major developments in services for children, young people, their families and carers and this has led to new approaches to working and different expectations about the knowledge, skills and values needed by people to work effectively across the range of children's services. Integrated and multi-agency working, listening to children and young people's voices, respecting diversity and facilitating inclusive practice are just some of the skills and values which underpin the development of a professional and skilled children and young people's workforce.

The course team have compiled this handbook for your use and in the following pages you will find a range of information about the content of the course, the way that it is organised and the mutual responsibilities of staff and students in ensuring that all students have effective opportunities to achieve the knowledge base and practical skills necessary for future work in the children and young people's workforce and a wide variety of 'people related' fields such as education, social care, community work, local government and many others.

The handbook is updated annually and aims to provide the basic information necessary to plan your studies and complete your chosen award. It should be read in conjunction with:

- **The University's Academic Regulations** which are referred to throughout and which can be viewed online via the University website.
- **Module Handbooks**, provided by module tutors, which give detailed information about the content, learning opportunities, and the work that students will be required to submit for each specific module they study. In addition, the module handbooks will provide a list of resources to enable students to plan their reading and research.

We look forward to working with you and wish you every success in meeting your goals.

On behalf of the Course Team

It is my great pleasure to welcome you to the Burnley Campus of the University of Central Lancashire. You are joining us at a very exciting time in the evolution of the University and over the next few years you will witness a significant expansion of the campus and our learning community. During your time with us as a student, we will provide you with many opportunities to gain new experiences. Please take advantage of these and immerse yourself fully into University life. The more you engage, the greater the benefits. I hope you have a very successful time with us and I wish you all the best for the year ahead.

Specific information on the Burnley Campus can be found on the website:

<https://www.uclan.ac.uk/burnley/>

Dr Ebrahim Adia
Provost, Burnley Campus

1.1 Rationale, aims and learning outcomes of the course

This course has been designed to provide you with the underpinning theoretical knowledge and practical learning opportunities which will build a firm basis for developing a career working with children and young people and the services that support them. The course will also provide a good foundation should you later choose to progress onto postgraduate study and research in the social sciences, education or social work or be planning to take further study and assessment to gain named professional awards.

The Aims and Learning Outcomes for the BA (hons) Children, Schools & Families degree are identified below.

Aims

- To provide the opportunity for students with an interest in areas related to the welfare, development and / or education of children and their families to pursue studies to Honours degree level.
- To enable students to develop critically informed understanding of social and educational policies, processes and outcomes in a variety of contexts relevant to children, schools and families.
- To enable students to develop a critical understanding of equality and diversity issues including service user participation, in work with children schools and families.
- To enable students to develop knowledge skills and personal development relevant to future work in a range of educational and social care settings with children and families.
- To foster, through teaching, learning opportunities and assessment, the student's ability to communicate effectively and to display such ability, both orally and in writing.
- To encourage personal responsibility both for the direction and management of the student's own learning, and for the sharing of knowledge and skills in the learning process.
- To develop skills of research, analysis, reflection and evaluation.
- To enhance employability, provide a platform for CPD and/or entry to postgraduate professional training.
- To provide students with an opportunity to engage in an intellectually and challenging curriculum that is underpinned by the scholarly activity of members of teaching staff.

Learning Outcomes

A. Knowledge and Understanding

Students will be able to:

- A1. Identify and analyse the underlying values, principles and skills relevant to working professionally with children, schools and families.
- A2. Critically evaluate the effectiveness of policy and practice with children, schools and families in light of the main body of evidence for education and/or social care.
- A3. Analyse key concepts used to understand multi professional working with children and families.
- A4. Discuss contemporary policy developments in the structure and organisation of children's services and evaluate their effectiveness in delivering good quality services to children and young people.
- A5. Describe and evaluate contemporary policy, legislation and guidance in relation to safeguarding children and young people.
- A6. Identify and examine dimensions of social inequality, difference and diversity.
- A7. Analyse childhood within a developmental, social, cultural, and historical context.
- A8. Analyse and apply the methods required for systematic study and research.

B. Subject-specific skills

Students will be able to:

B1. Reason clearly, understand the role of evidence and make critical judgements about arguments relating to children, young people and the services and systems that support them.

B2. Have a well-developed awareness of the skills and knowledge needed for promoting effective inter-professional and multidisciplinary working and safeguarding children and young people.

B3. Undertake professional reflection and accommodate new principles, values and understandings.

B4. Pose, operationalize and critique research related to children and young people, schools, families and carers.

B5. Have a well-developed ability to recognise and challenge inequalities in society.

B6. Reflect upon a range of educational, historical, sociological, psychological, developmental, welfare, legal and political perspectives and consider how these underpin different understandings of children and childhood nationally and globally.

B7. Identify and evaluate the systems, services and social policies that encompass the children and young people's workforce recognising the historical development and contemporary provision of children's education and social care.

C. Thinking Skills

Students will demonstrate:

C1. Skills of analysis and critical thinking in evaluating multi-professional practice.

C2. Research skills, e.g. identification of appropriate research questions and methods of investigation.

C3. Skills in retrieving, utilising, interrogating and evaluating information.

C4. Skills in assessing and conveying diverse opinions theories and perspectives.

D. Other skills relevant to employability and personal development

Students will demonstrate the ability to:

D1. Collect and evaluate information from printed and electronic sources.

D2. Effectively work in teams, problem solve; manage and organise their own time.

D3. Communicate ideas and arguments effectively to others in writing and/or orally.

D4. Learn and study independently.

D5. Reflect upon and evaluate the effectiveness of their communication, interpersonal and/or social media skills.

D6. Apply a range of values appropriate to working with children and young people.

D7. Make effective contact with individuals and organisations by verbal, paper-based and/or electronic means.

1.2 Course Team

Each module will have a module leader who oversees the running and organisation of the module. An indicative list of CSF tutors is provided below and may be updated in due course.

Name	Room	Email @uclan.ac.uk	Telephone (01772)
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Course Lead CSF Programme Preston and partnership			
Jacqueline Williams (Course Lead @ UCLan Burnley)	Burnley Campus C111	JWilliams31	89 6036
Sarah Tatham	ER206	STatham	89 3108
Saima Sharif	ER205	SSharif	89 2246
Zoe O' Riordan	ER204	ZO-Riordan	89 5122
Fiona Harbin	ER215	FHarbin	89 3479
Kay Heath Course Lead Foundation Entry	ER319	KMHeath2	89 5468

1.3 Expertise of staff

Course Team members are experienced academics whose specialist research and scholarly activity is in areas associated with children, families, education and the policy and practice of childcare, education and family welfare. Amongst other things we have conducted research exploring children's identities and relationships, inclusion in schools and approaches to the rehabilitation of young offenders. We use our research and teaching to publish conference papers, journal articles and books.

In addition to this research profile, the CSF course team also have extensive industry experience and hold a range of professional qualifications, expertise and skills that are vital to the course. For instance, some members of our team are professionally qualified social workers, some have experience working in early years, safeguarding, education and youth work. Our staff profiles can be found on the university website.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.



1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

UCLan Burnley

Information Building, Princess Way, Room C106

Opening times: 8.45am – 5pm Monday to Thursday, 8.45am – 4pm Friday

telephone: 01772 475500

email: burnleyhub@uclan.ac.uk

Brook Building

Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 89 1992/ 1993
email: BrookHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

When students have questions and requests about specific modules, the most direct means of contact will often be to speak to the tutor during a break or at the end of a lecture. Tutors are generally happy to deal with matters in this way or to arrange a mutually convenient time to meet with you.

Academic staff can also be contacted via email, telephone or voicemail, and they will usually indicate if they have a preferred channel. If not, then students may use a 'belt and braces' approach and use several methods of contact. **It is always helpful if, in making contact, students ensure that the following details are given:**

- Your name and student id number
- The module you are taking [*most academic staff will teach on several modules*]
- Clear details of what you want or need [*I would like to make an appointment for...; I would like to receive*]
- A telephone number where you can be contacted

If you are contacting staff by voicemail, please take care to speak slowly and clearly, particularly when leaving your own telephone number.

The School has a large and diverse student body with a range of different needs. At times, some student's needs are particularly pressing. In such instances, staff will prioritise responding to those students, as in any other workplace.

School staff are committed to supporting students with their studies; however there is also an emphasis upon independent learning within the Higher Education environment. Where students run into difficulty, they are strongly encouraged to seek help.

Students can access their results and feedback via 'MyUCLan' and/or Blackboard, and will be shown how to do this. Administrative staff will always do their best to help students.

Communication is a two way process and it is important that students and staff work together to constantly improve communication, so that it is mutually beneficial. Students are asked to communicate with courtesy at all times.

E-mails

- Students should take care to use appropriate language in emails and are reminded of the importance of being courteous at all times. Where inappropriate language is used, for example 'text language', members of staff will politely point this out to students.

- Where staff are away from University, they will routinely use their automated email response facility, which clearly states a return date. Similarly, staff will use their voicemail message to advise when they are away from the University on annual leave. This is important for students so that they understand when staff are on leave or working away from the University.
- Staff will aim to respond to emails from students within 3 working days (unless they are on annual leave), by providing an acknowledgement of the email, even if the matter cannot immediately be resolved. However, students are politely reminded that the answer to very many queries lies in module or course handbooks and they should consult these first to try and find an answer. This helps to ensure that students who are in genuine need of assistance will receive a prompt response.
- If students do not get a response in 3 working days, they should email the member of staff again. If there is still no response and the matter remains unresolved, students should bring this to the attention of another member of staff, such as their course leader, or the designated principal lecturer for an 'action request'. This colleague will then address the matter with the original member of staff.
- CC-ing in emails - Students are encouraged to send emails directly to the person from whom they want a response. Students should avoid needless copying in many staff members, as this decreases the likelihood of an efficient response and increases work for academic staff. Where other staff are cc'd into the email, it should be made clear why. eg. *I am copying in my course leader so that they are also aware of this situation.*

Appointments

- Academics have a range of duties that can take them away from their office, but all academic staff members aim to provide periods during a week when they are available to students.
- Tutors will make it clear how students can make an appointment with them. Many tutors publish drop in times, and all have contact details posted on their doors. If you wish to request an appointment with a member of staff, it is usually best to email them to request a time, clearly stating what the matter is about.
- Students will be helped to understand the different roles of staff during induction. For example, all students will have an Academic Advisor who is normally the first port of call for personal issues, and advice and guidance about progression on the course. If students need advice on module specific matters, e.g. re-submission of essays, they should consult module staff, not their Academic Advisor or Course Leader. Module leaders will publish dates of assignment workshops for all students.
- When students have appointments with staff, it is very important that they keep them. Where they are unable to keep them, students must let the member of staff know, out of courtesy, but also to ensure staff can manage their workload.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically via the CSF Course Blackboard Page. The School will send a sample of student coursework to the external examiner(s) for external moderation purposes,

once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The CSF external is:

Dr Doug Martin

[Leeds Beckett University](#)



2. Structure of the course

2.1 Overall structure

This course involves the study of 3 main themes:

- 1 **Children's Services and Systems:** the course explores policy developments in the structure and organisation of children's services and systems and examines their effectiveness in delivering good quality services to children and young people. In doing so it allows you to recognise the historical development and contemporary provision of children's education and social care.
- 2 **Working in the Children and Young People's Workforce:** The course examines the underlying values, principles and skills frameworks relevant to working with children, schools, families and other professionals within the children and young people's workforce, paying particular attention to multi-professional working, understanding child development and safeguarding children. **The course has a number of work placement modules built into it** which allow you to identify the more 'micro' organisational policies which characterise different work settings, develop your understanding of 'best practice' and reflect on your own values and work practices.
- 3 **Children in Society:** The course also encourages you to appreciate how childhood is a social, cultural and historical phenomenon. You will explore how ideas about children and childhood get built up and established in society and how children, families, schools and other practitioners that work with children and young people all have a role to play in shaping and perpetuating ideas about children/childhood. The course also provides you with an opportunity to develop research skills and uncover the application of these to professional practice.

The compulsory modules all cluster around at least one of these themes. Many span across more than one.

Routes through the degree

Routes through the degree

Some students may access the BA (hons) CSF degree via a Foundation Entry Route meaning that their CSF degree would take 4 years full-time, the first year of which would follow the 'Foundation Entry' structure below. The remaining 3 years would then follow the BA (hons) Children, Schools and Families structure (also listed below).

Foundation Entry for BA (hons) Children, Schools and Families – Preston Campus

There are 5 compulsory modules

1. SWC030 Understanding Individuals Families and Communities
2. SWC040 Study Skills
3. SWC025 Information Management
4. SWC035 Asset-based Community Development (Structured Work Experience Module)

5. SWC031 Working with Individuals, Families and Communities

A Student initiated Module or SIM is offered for those students who for health, disability or suitability reasons cannot complete SWC035, the structured work experience module.

Foundation Entry for BA (hons) Children, Schools and Families – Burnley Campus

There are 6 compulsory modules

1. NUC003 - Academic Writing and Studying in Health and Social Care
2. NUC004 - Learning development and using information communication technology to present information
3. NUC005 - Developing skills for delivering health & social care (1)
4. NUC006 - Developing professional skills for delivering health and social care (2)
5. VOC106 - Volunteering and Community Action
6. NUC007 - Measuring Health and Wellbeing

BA (hons) Children, Schools & Families

The BA (hons) Children, Schools and Families programme can be taken full- or part-time. The full time undergraduate degree is taken over 3 years.

- Level 4 (year 1 of a full-time degree)
- Level 5 (year 2 of a full-time degree)
- Level 6 (year 3 of a full-time degree)

The degree is organised for you to take six modules at each of these three Levels.

Full Time Route

Level 4 (Year 1)

The first year (level 4) consists of a broad-based introduction to a number of important topic areas. Students are required to complete the following 6 compulsory modules:

The BA (hons) Children, Schools and Families Top Up structure is as follows:

1. **CI1501** The Social Construction of Childhood
2. **SW1803** Communication in Practice
3. **SW1600** Children's Services & Systems 1
4. **SW1601** Development across the Lifespan
5. **CI1502** Learning for Work in Children's Services: Introduction (taught work placement module)
6. **SW1602** Transitions in Children and Young People's Lives

If you complete all 6 modules successfully you will be able to progress to year 2 or, if you do not wish to continue you will be eligible for the award of a Certificate in Higher Education (Children, Schools & Families)

Level 5 (Year 2)

In Year 2 students are required to complete 5 compulsory modules:

1. **CI2501** Researching with Children and Young People
2. **SW2600** Children's Services & Systems 2
3. **SW2601** Safeguarding Children & Young People
4. **CI2008** Diversity and Inclusive Practice with Children and Adults

CI2502 Learning for Work in Children's Services: Consolidation and Development (taught work placement module)

Students also choose one optional module (see next section)

If you complete all 6 modules successfully you will be able to progress to year 3 or, if you do not wish to continue you will be eligible for the award of a Diploma in Higher Education (Children, Schools & Families)

Level 6 (Year 3)

In Year 3 students are required to complete 4 prescribed modules:

- 1 **CI3699** Dissertation (core module)
- 2 **SW3600** Services and Systems 3 (Multi-professional Working)
- 3 **SW3601** International Perspectives on Children's Lives
- 4 **CI3602** Learning From Work in Children's Services (taught work placement module)

Students also choose **20 credits worth of optional modules** (see next section).

In order to obtain the **Bachelor Honours Degree in Children Schools and Families** students must obtain 360 credits including a minimum of 220 credits at Level 5 or above and 100 credits at Level 6

The **Bachelor Degree in Children Schools and Families** requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6. Top Up (Year3) Students are required to attempt 6 (120 credits) modules and may only be awarded an ordinary Bachelor degree following failure in one or two modules.

The full Programme Specification for BA (hons) Children, Schools & Families is provided in the Appendix.

Part time students will follow the same programme in terms of required and optional modules, but do so over an extended period of time, typically 6 years.

Work placement modules are integrated into the programme and are compulsory. You are expected to locate your own work placement and assistance can be provided by your module leader. Although you are expected to complete a minimum of 84 hours of work placement activity for each work placement module, there is also a significant amount of time spent applying and reflecting on your learning within the classroom. Further information is provided later on in this handbook.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Full details of available options are provided at induction or progression talks when you choose your modules. An indicative list is provided below, of some of the modules that may be available. The first numerical digit stipulates the year-related level of study. E.g. SW2005 is a year 2 level module.

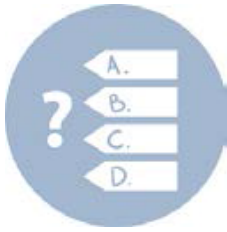
Code	Title	Credits	Description - NB this is <u>indicative</u> content only
DF3600	Debating Disability	20	This module aims to introduce students from a wide range of academic disciplines to the key theories, concepts and discourses relating to disability in the UK and beyond. Students will engage with the emergence of alternative perceptions of impairment and what factors might effectively disable people with physical or psychological impairments.
ED3215	The Education of Vulnerable Young People	20	This module is intended to give students an insight into the educational experiences and attainment of particularly vulnerable children and young people, such as children who

Code	Title	Credits	Description - NB this is <u>indicative</u> content only
			have been victims of abuse, children who have become involved in crime, children in care, young carers, and teenage mothers.
SO3020	The Sociology of Childhood	20	This module aims to explore the cultural relativity of childhood. Topics include, adult attitudes towards children, children's rights, power and inequality, children's social worlds at school, family relationships.
SW3722	Working with Adults with Learning Disabilities	20	This module aims to introduce students to the policy, knowledge, understanding and value base needed to work and support individuals with learning disabilities in a range of community and care settings. This module provides a range of opportunities to explore the links between current philosophy, policy and practice for people with learning disabilities. It draws on interdisciplinary perspectives and is underpinned by a focus on innovative service delivery patterns and service user perspectives. Emergent approaches informed by research and knowledge based practice are critically discussed and evaluated.
SW3726	Youth Matters	20	The module aims to provide a critical appreciation of the historical transformation in the social roles relating to Children and Youth, assessment of competing perceptions of youth as both 'problematic' and 'vulnerable', appraisal of the development and impact of 'youth culture' on society, together with a theoretical and comparative understanding of social and criminal justice policy currently affecting young people in Britain. The module further aims to provide critical assessment of the effects of discrimination and social problems experienced by young people in contemporary society.
SW3728	Sex and Power	20	An exploration of the development of welfare in the post war period will enable students to better understanding the role of the state in sustaining and changing gender relations. The module introduces the definitions of sex and gender, gender equity, equality and discrimination and helps develop a common understanding of how gender is constructed, maintained, and reinforced. It will explore how norms and values about gender roles are related to gender-based inequalities in contemporary Britain. It will reveal the extent to which inequalities are being intensified as a consequence of shifts in the global economy; Women's unpaid care work continues to form the bedrock on which social protection is subsidised, with erosions in state provisioning impacting most strongly on women. The module will consider women's increasing participation in paid work and the continuation of gender-based segmentations and inequalities in wages/income, work-related social benefits, and social security. These will be linked to the relationship between the state and its citizens in terms of obligations and responsibilities. The module examines various feminist perspectives and their analysis of the gendered nature of social relations in all spheres of public and private life. It will also explore the differentiated experiences of women's oppressions and consider the role of the state in promoting more egalitarian gender relations.
SW3100	Mental Health and Social Care	20	To enable students to achieve a greater knowledge and critical understanding of the core concepts, issues, theory and research in the social care of people recovering from mental ill-health.
SW3017	Crime and Society	20	The module aims to provide a critical appreciation of the main theories of criminality, the extent and impact of offending in

Code	Title	Credits	Description - NB this is <u>indicative</u> content only
			modern society and the experiences of offenders and victims within the criminal justice system. The module further aims to provide participants with the ability to critically appraise the principles and values embodied in current criminal justice policy, critically assess contemporary crime related concerns and the effects of discrimination and social problems experienced by offenders.
SW3029	Working with Children, Families and Young People	20	The module will provide students with an overview of critical issues for children, families and young people, taking into account a variety of factors and including the views of service users and carers, theoretical concepts, research evidence and relevant policy and legislation.
SW3105	Disability Studies	20	The module aims to critically explore the medical and social models of disability and apply this understanding to contemporary analysis. This module aims to introduce students to a disability rights perspective, and encourage thinking about its application in terms of welfare provision and social care services.
ED3208	Reflective Practice in Educational Settings **	20	This module is designed to students' knowledge of the educational process by providing insights relating to, for example, teaching and learning, teacher-pupil interaction, the culture of educational institutions and other relevant issues. It is a particularly useful experience for students who may be considering entering teaching. The module gives students an opportunity to spend time in an educational setting (usually a nursery, school or college) with the opportunity to observe as well as <u>plan and deliver an activity to learners</u> .
VO3003	Communities Skilled for Change	20	The module will cover the following topics: Capacity building <ul style="list-style-type: none"> • Life Long Learning and community education • New initiatives in community learning and skills. • Democracy and Governance • Innovative communities • E Learning and skill development • Collaborative Engagement for Transformation
VO3005	Empowering and Engaging Marginalised Groups	20	The students will learn about the following: <ul style="list-style-type: none"> • Barriers to inclusion for marginalised groups, for example preventing them learning and participating. • How these barriers can be addressed and who needs to be involved. • Ways of reaching marginalised groups and look at different challenges facing these groups for inclusion. • Ways of building relationships with marginalised groups, how steps can be taken to build individual capacity among people who lack skills and confidence.
PS3050	Applying Psychology to the Educational Setting	20	The module covers a number of topic areas chosen both for their importance in educational practice and to reflect the application of psychological research to the area of education. Topics that may be covered include theories of learning, special learners, literacy and numeracy, reading development/reading difficulties/dyslexia, bullying, ADHD, the Play Curriculum, truancy, socio-emotional learning and classroom management. The module will pay particular attention to assessment issues in educational psychology and will look at the role of an Educational Psychologist.

Code	Title	Credits	Description - NB this is <u>indicative</u> content only
ED2205	Sociology and Education	20	This module gives students an opportunity to study sociology as it relates to the British education system and the extent to which sociological theory allows a deeper understanding of children's learning and the wider educational process. There are a number of themes that make up the content: * sociological theory and the school system * exploring issues around differentiation and inequality in education * the role of education in society Cross-cutting themes include examining various theoretical perspectives (such as conflict theory, functionalism, interactionism, critical social theory, etc.) and the theories these have produced in relation to education. Students will be encouraged to examine theories as concepts as they have been or could be applied to education, such as stigmatisation, self-fulfilling prophecy, labelling theory, teachers' expectations, etc. Classroom time also includes structured support for assessment and these take the forms of workshops and small group activities.
ED2212	Models of Teaching and Learning	20	This module looks at the three main psychological schools of theory about teaching and learning, and also introduces the practical application of theory in teaching. Humanistic, Behaviourist and Cognitive approaches will be examined and their underlying principles will be applied to learning for particular purposes in a range of contexts. Planning and presentation of schemes of work, domains of learning, methods and classroom activities will also be studied, to enable students to present their ideas in a suitable format and to draw on pedagogic theory.
DF2015	Families, Deafness and Disability	20	This module investigates issues affecting those families with deaf and/or disabled members and the additional pressures, stresses and choices such families face as a result. Whilst the focus is primarily on the impacts of the birth of a deaf or disabled child on family relationships and structures, deafness and disability in other family members will also be considered.
SW2721	Introduction to Social Pedagogy	20	This module aims to introduce the concept of social pedagogy as an approach to working with people in social care and social work settings. Students will be supported to consider how a focus on the social relations between and among staff and service users; and the use of dialogue and critical reflection can help us understand events and interactions in practice. The module will also enable students to explore the value of practical and creative approaches to engaging with service users.
SW2005	Drugs and Society	20	This module aims to provide an introductory appreciation of what drugs are and what they do. The module provides an appreciation of the scale and impact of drug use, appraisal of the social and criminal justice policy responses in relation to illicit drug use as well as providing an understanding of theories relating to addiction, and key treatment models operational within services. The module further aims to provide practitioners or those considering practice within a social care setting, some insight into the interconnections that exist in terms of social exclusion, discrimination, health problems and involvement with the criminal justice system for both recreational and more pertinently problematic drug users

Code	Title	Credits	Description - NB this is <u>indicative</u> content only
ED2218	Experiential Learning in Educational Settings	20	<p>This module is designed to further students' knowledge of the educational process by providing insights relating to, for example, teaching and learning, teacher-pupil interaction, the culture of educational institutions and other relevant issues. It is a particularly useful experience for students who may be considering entering teaching. Students wishing to undertake this module should note that they must either hold a CRB check for a workplace they are already in, or undergo a CRB check in Semester 1 preceding this module. It is the responsibility of the student to secure their own placement before the start of Semester 2. In some exceptional cases where a student is already in a setting and has a valid CRB check, this module may be undertaken in Semester 1 subject to agreement of the module tutor.</p> <p>Students are expected to attend the placement for approximately half a day a week for 15 weeks (or the equivalent) and keep a reflective diary. The assessment for this module includes this diary and critical reflection upon a focus of your own choice relating to your observations.</p>
VO2003	Community Leadership	20	<p>During the course of the module, the students will learn about the following topics and put them into a practical context:</p> <ul style="list-style-type: none"> • Understanding leadership • The concept of social capital and capacity building • Forming a consortium or community group • Running an effective meeting • Engaging a consortium to work as a team through good governance • Conflict resolution • Presentation and communication <p>They will also undertake a supervised placement Assessment is: Personal Project & Presentation Literature Review</p>
VO2001	Mentoring in the Community	20	<p>During the course of the module, the students will learn about the following topics and put them into a practical context:</p> <ul style="list-style-type: none"> • Key Components of the Mentoring Process • Skills involved in quality mentoring • Accredited Mentor Training • Peer mentoring • Mentoring in the community <p>They will also undertake a supervised placement</p>
VO2005	Youth Led Regeneration	20	<p>During the course of the module, the students will cover the following topics and put them into a practical context:</p> <ul style="list-style-type: none"> • Methods and theory used to mobilise young people. • Developing young peoples social and emotional capabilities. • Group Development amongst the young citizen through volunteering and community action • Accreditation and skill development for young people • Exploring how Freirean principles can be used to empower young people.



2.3 Course requirements

It is important to note that should your Enhanced Disclosure and Barring Service (DBS) check prove to be unsatisfactory for the purpose of the course you have applied to, your offer of a place for that course may be withdrawn. If you have already enrolled on a course and your DBS check subsequently discloses a criminal conviction, you may be required to withdraw from the course even if you have already started. If you are aware that your DBS check will disclose a previous

conviction, please contact the course leader for advice as not all convictions may preclude you from continuing with the course.

The specific modules students are required to study and pass in order to obtain the award of BA (Hons) Children, Schools and Families are set out in detail in Section 2 ('Course Structure') of this Handbook.

Work placement modules

In each year of the degree, students are required to undertake a specific period of time in learning from work in appropriate setting as set out in the Learning for/from Work modules.

The following principles apply.

- 1 Students are responsible for identifying their own placement setting for the Learning for work modules. The module leader will provide support and guidance throughout this process. There will be detailed briefings about placement learning at the start of the academic year and throughout the module. You will be encouraged to begin looking for suitable placements in good time and the relevant module tutor must approve all placements.
- 2 For all placements a responsible person at the host organisation must be identified who will undertake to oversee and approve the student's activities, taking responsibility for health and safety issues on behalf of the host organisation. You will need to complete a 'Learning Agreement' with your host mentor and return this to the university, before commencing placement. Academic aspects of the placement and its assessment are the responsibility of the module tutor.
- 3 The educational experience, including the production of reports and other assessable work, undertaken by the student on the placement will be negotiated and approved in advance by the module tutor, and must accord with the learning outcomes of the module.
- 4 Because your placement will involve working with children or vulnerable adults, Disclosure and Barring Service (DBS) checks will be carried out for all students on the programme. It is your responsibility to undertake the application process for this, which is an online exercise. All instructions for this will be e-mailed to students via the Brook Hub.-Delays to this process can mean that you are unable to complete your placement element and this can have consequences for your module mark.
- 5 It is essential that students who complete a placement, log their placement hours through the CVCL website, confirming their twelve days/84 hours of placement. This should be done in good time and as soon as possible before the academic boards. Without this proof of placement students will not be able to pass the module and progress to the next year of their studies

All students will be asked to complete a SSDE form (Student Skills Development Evaluation)

2.3 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic

year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

Students are encouraged to engage with their Academic Advisors throughout the year, to chart their own academic progress and to reflect on and identify their main strengths/skills and areas for improvement. Students are encouraged to use these discussions to develop a meaningful action plan and utilise all the Course- and University-level support on offer.

2.4 Study Time

2.4.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.4.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours. The amount and style of teaching and learning activities varies in line with the form, content and level of the module. You will tend to have more class contact time in year 1 (when you are studying at Level 4) than in year 3 when you are expected to engage in greater amounts of independent study. The work placement modules usually incorporate a minimum of 84 hours of work placement activity as well as taught time in the classroom. Typically, modules will include lectures and time for group discussion. Some modules may also include workshops and e-learning.



2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to: your module leaders and discussed with your Academic Advisor.

You can check your attendance online through your 'MyUCLan' portal. Employers often ask us to comment on students' attendance so it is important that you take your responsibilities to log your own attendance seriously.

If you are an International Student, under the Visas and Immigration (UKVI) Points Based System (PBS), you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

As experienced educators we are very conscious of what happens in our classrooms. Our key focus is on learning rather than teaching, and within this we try to emphasise the role of the learner. We utilise a range of teaching and learning methods, and this brief section of the handbook is intended to provide an overview of some of these methods.

There is a great deal of research, which demonstrates factors associated with effective learning:

- Learning is not a spectator sport. People learn best and recall more when they are involved actively in the process - thus participation is a vital part of learning and the programme is designed to ensure frequent opportunities for students to participate through case-study work, class discussion and through presenting their ideas to other students. **Reading in preparation** for a workshop or lecture will help you to actively participate in the work.

- As you study and learn both independently and in groups, you will develop skills in time management, organisation, team-work, problem solving, and enhance self-confidence and assertiveness. These are all key skills for employment. Self-confidence plays a valuable part in learning and often grows with familiarity – the more we know about something the more confident we feel about discussing and evaluating it. Reading to build your knowledge base and inform your understanding is a vital part of the programme and can be a good way of building self-confidence.
- People appreciate a variety of approaches - we employ a range of learning strategies for this purpose. For example, **formal lectures** whereby a lecturer imparts information are used principally to act as an introductory stimulus to an area, and to introduce key themes and arguments about the particular topic under consideration. In contrast to this, **group-work** is commonly used to give students opportunities to gain experience of working with others, which is a vital skill to develop to maximise employment prospects. **Workshops** allow students to engage in a range of activities such as dissecting a government report or analysing the images of childhood contained in a newspaper article. **Seminars** (which may be integrated into your timetabled 'lecture' time) provide an opportunity for students to discuss ideas and engage in meaningful debate about the lecture topic. **E-learning** tasks may, amongst other things, ask you to respond to structured activities to help you to extend your knowledge of topics covered in the class or help you complete preparatory work for group discussions/presentations or assignments.
- People learn best when they see the content as relevant and interesting – the compulsory modules that make up the course have been specifically designed to address issues and provide information about contemporary policies and practices within the range of children's services. Because of the dynamic nature of children's services and policy, we all have to work at ensuring we keep up to date with developments. Throughout the course you will be directed to relevant sources that will assist you with this. Students are also encouraged to share information about useful sources using Blackboard.
- People learn best when learning starts with what they know already and takes them into new areas – although we will expect you to engage in wider reading of books and journals, your own prior experiences as a learner will contribute significantly. Don't be afraid to participate and contribute to discussions, as your experience is very valuable. Students can gain from sharing their experiences and you are resources to one another.
- Learning is best consolidated and reinforced through the application of theoretical knowledge to 'real life' settings and the course provides learning opportunities to do this.
- Finally, and by no means of least importance, people learn best when the activity is enjoyable - we hope that there will not be many occasions when there are a series of classes in which all that you do is sit and listen, take notes etc.

3.2 Study skills

Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

Your success in attaining a university place is evidence of a range of skills for study, but because you are now studying at a different level and in different ways, students usually need to extend their skills set if they are to do justice to their potential and achieve the success they would want in their degree. To help you get off to a good start in developing key skills for study the course embeds a range of study skills in Year One, especially in the modules CI 1502 Learning for Work in Children's Services: Introduction and CI1501 The Social Construction of Childhood. We continue this in Years Two and Three where, for instance, you will have structured sessions on conducting effective literature searches and developing your critical thinking.

Since study skills are integrated within the module structures and designs, all the modules on this course will allow you to practice and develop certain key (or transferable) skills which underpin the learning process and help in future learning, and in future careers.

Students will develop written communication skills, oral communication skills and presentational skills. Skills in the use of IT for research purposes should also develop as students access information by appropriate electronic means.

Students will practice and develop skills of critical thinking, analysis, reflection, problem solving and time-management. They will also develop independent learning skills and the ability to work using their own initiative, as well as developing the ability to work as part of a team.

There are a variety of services to support students and these include:

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



3.3 Learning resources

3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

LIS resources include:

- Useful subject guides to accessing material on education and on social work and you are strongly advised to access these via the library webpages.
- Guides which cover different aspects of studying; for example, how to use the computer network, word-processing packages, the internet and e-mail facilities, and so on and students are also encouraged to take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

3.3.2 Electronic Resources

Blackboard

During induction/Welcome Week you will be introduced to Blackboard. Blackboard is a 'min-website' system that stores materials associated with a course and with individual modules so that students can access them at times to suit themselves, by logging on whilst on campus or remotely from home or distant computers. All module leaders use Blackboard to give you access to some or all of the following: module handbooks, lecture PowerPoint slides, directed

learning activities and study skills resources, useful web links, key readings, video links and assessment details. We also have a CSF Blackboard page that contains lots of relevant course-related information (progression, induction and contact details).

Important Websites

There are a number of websites of particular importance to students aiming to pursue careers across the range of children's services and you are encouraged to access them regularly to keep up to date with changes in policy and practice. As a minimum we would expect you to keep abreast of developments in:

- The Department for Education
<https://www.gov.uk/government/organisations/department-for-education>
- Including resources linked to teacher training/ routes into teaching
<https://getintoteaching.education.gov.uk/>
- The Department for Work and Pensions
<https://www.gov.uk/government/organisations/department-for-work-pensions>
- Examine The Centre for Excellence and Outcomes in Children and Young People's Services <http://www.c4eo.org.uk/>
- Explore the Children's Commissioner website:
<http://www.childrenscommissioner.gov.uk/>
- Health and Care Professions Council: <http://www.hpc-uk.org/>
- Social Care Institute for Excellence: <http://www.scie.org.uk>
- Centre for Studies on Inclusive Education: <http://www.csie.org.uk>

A word of warning about internet sources!

It is important to remember the open and unregulated nature of the Internet: this is often reflected in the materials you find there. Although an increasing number of credible academic books and journals are available online, there exists a great deal of material that may not be reliable, or even factually correct. **A prime example of an unsuitable source is Wikipedia the open nature of which makes the information included there unreliable. You should not use it as a source for any academic submissions.**

3.4 Personal development planning

Personal Development Planning is an important aspect of every student's learning experience at University. It has been defined (by the Quality Assurance Agency) as "*a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement, and to plan for their personal, educational and career development*".

As this implies, it is something the students are ultimately expected to take responsibility for. The basic idea is that from time to time students should lift their thoughts above the particular assignments or module they are doing at one particular moment, and think about where their education is leading them, where they want to be in the future, and what they need to do in order to get there (such as developing particular skills or acquiring new knowledge).

The course team have built in to the course many opportunities for promoting PDP, in particular the work placement modules and tutorial support from your module tutors and Academic Advisor. Through course documentation, including assessment feedback, we will try to encourage reflection on your experience of study and continuing personal development. The SSDE (Student Skills Development Evaluation) form that you complete in relation to your work placement activity allows you the opportunity to reflect on your skill acquisition and development.

Academic Advisors, and where possible, module leaders, will be available to advise you on planning and development issues which may arise, including where to obtain further advice, career possibilities and postgraduate opportunities. A range of useful materials and directed activities are also available via WISER and Careers.

These activities will help you to consider the skills you are acquiring and which skills you need to develop further. They will also help you to make a record of your achievements – very important when it comes to writing up CVs – and thus they will also help us when writing references on your behalf for potential employers and/or other academic institutions.



3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. Central here are the work placement modules which allow you to find out about the range of different jobs within the children and young people's workforce and also to gain some first-hand experience of the sector too.

Our graduates are working in a range of settings including children's centres, schools, nurseries and family and community support. They are working as family support workers, learning mentors, child minders, nursery managers, youth workers, social workers and teachers. Some have also gone on to further study for a Master's degree.

4. Student Support

Your Academic Advisor is available throughout your degree to support you and connect you with any central support services if needed. Your module tutors are available to support you with module-related questions (for instance, about assignments or deadlines). Your Course Leader can provide support and guidance in relation to your academic profile and any other course-related issues you want to discuss.



4.1 Academic Advisors

Information on the support available is at: <https://www.uclan.ac.uk/students/>

You will be allocated an Academic Advisor and asked to make contact with them via email or phone to arrange a meeting within 10 days of beginning your course. You can expect to meet with your Academic Advisor several times each semester. If problems occur which are likely to or do interfere with your studies, you should seek an early appointment to discuss these with your Academic Advisor. It is up to you to make sure you keep in contact with your tutor by emailing or phoning and arranging meetings. You can chat with them about any issues that you think are affecting your studies. As tutors, we value the time we spend with you and want to make sure that we support you in your academic endeavours. Amongst other things, you may want to discuss aspects of study skills (such as referencing, note-taking and so on), review the progress you are making in your various modules, discuss issues relating to time-management or more personal issues that impact on your studies. You may also want an Academic Advisor to write an academic reference for a job you wish to get. This underlines the importance of speaking with your tutor on a regular basis.

4.2 Students with disabilities

The University and students use 'Starfish' to communicate information about inclusive arrangements and information regarding Inclusive Support Advisers.

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Advisor for advice and information, disability@uclan.ac.uk

4.3 Students' Union One Stop Shop

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment



5.1 Assessment Strategy

We assess through a variety of methods including essays, portfolio, presentations, research proposal and a final-year dissertation. These encourage students to analyse key theoretical and policy texts and academic research. Regular coursework is an important means of learning, consolidation and development.

Our assessment approach has several strands:

- To adopt assessment techniques that are appropriate to the individual module's objectives and to the level at which it is offered
- To ensure that students will be exposed to and benefit from a broad range of assessment experience
- To ensure assessments will support learning development throughout the course by enabling students to progressively build their skills and knowledge through timely, appropriate and stimulating challenges.
- To ensure assessments will receive constructive feedback to support student development.

5.2 Notification of assignments and examination arrangements

The assessment strategy –*what students have to do, by when and how the work will be assessed* - for each module is outlined in the module descriptors and detailed information about the strategy is given in the module handbook which is available at the beginning of each module via Blackboard. In addition, all compulsory modules make provision within the module programme for assessment briefings.

In the case of written assignments such as essays, portfolios and so on, the module handbook will contain details of the deadline for submission and this must be adhered to unless you have previously received an extension.

All work should be submitted electronically (by the module deadline and time). Module handbooks, module Blackboard spaces and assignment briefings will detail the relevant deadline dates and times as well as the Assessment Criteria for the module.

5.3 Referencing

The School of Social Work, Care and Community uses the APA referencing systems. It is crucial that you reference the source of all the material you use in your essay. For guidance on this, see the Faculty guide to APA referencing and the School of Social Work, Care and Community's Assessment Handbook. These can be accessed through the Children, School and families Course Page on Blackboard

5.4 Confidential material

Students are reminded of the need to ensure that confidentiality is maintained in their written and verbal assessments. Guidance is given in the Assessment Handbook. Confidentiality is an important consideration in children's services and in several of the modules (for example, in the work placement modules) you will learn about the ethical issues that surround working with vulnerable individuals or groups and the meaning and practice of confidentiality.

You will be required to maintain confidentiality in relation to periods of workplace learning and to ensure that you do not breach confidentiality by naming or identifying people and organisations in class discussions or assessed work.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning.

- Staff Student Liaison Committees (SSLCs) where elected student course reps meet with the course team to share students' views.
- Completing a module feedback questionnaire
- Informal conversations in class and tutorial time. Some tutors also periodically use 'question/comments boxes' or their Blackboard spaces to encourage students to provide feedback through the module.

We aim to respond to your feedback and let you know of our plans for improvement.

For example following student feedback, we have developed more opportunities for group work and provided more structured guidance for some of our less 'conventional' assessments (such as the research proposal and content analysis).

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire, Preston Main Campus & Burnley Campus (Year 1,2,3 & Cert HE Working with Children, Young People and Families). Kendal College (Year 3 only) Hugh Baird College (Year 3 only) Burnley College (Years 1 and 2 only)
3. University School/Centre	School of Social Work, Care and Community
4. External Accreditation	N/A
5. Title of Final Award	BA (Hons) Children Schools and Families Cert HE Working with Children, Young People and Families
6. Modes of Attendance offered	Full time Part time
7a) UCAS Code	L541 (3yr programme) L591 (3 rd year top up programme only)
7b) JACS and HECOS Code	L520, X000 100456 33% 100654 33% 100459 33%
8. Relevant Subject Benchmarking Group(s)	Education Studies Social Policy Early Childhood Studies Social Work benchmarking statements
9. Other external influences	Level 4 Children, Young People & Families Practitioner Standard (ST0088)
10. Date of production/revision of this form	December 2019
11. Aims of the Programme	

Certificate in Higher Education Working with Children, Young People and Families

- To develop learners' professional practice, identity and awareness of their own and others' roles, duties and responsibilities
- To enable learners to assess needs, incorporating the voices of children, young people and their families, and develop child-centred, evidence-informed interventions to achieve positive and sustainable change in the lives of children, young people and families.
- To support learners to use theory and research to develop their communication skills so that they can establish effective relationships with children, families and diverse groups of professionals.
- To prepare learners to assess risk in relation to safeguarding and know when and how to intervene
- To help learners to use theory and research to both question and articulate the basis of their professional practice

BA (Hons) Children Schools and Families Students

- To provide the opportunity for students with an interest in areas related to the welfare, development and / or education of children and their families to pursue studies to Honours degree level.
- To enable students to develop critically informed understanding of social and educational policies, processes and outcomes in a variety of contexts relevant to children, schools and families.
- To enable students to develop a critical understanding of equality and diversity issues including service user participation, in work with children schools and families.
- To enable students to develop knowledge skills and personal development relevant to future work in a range of educational and social care settings with children and families.
- To foster, through teaching, learning opportunities and assessment, the student's ability to communicate effectively and to display such ability, both orally and in writing.
- To encourage personal responsibility both for the direction and management of the student's own learning, and for the sharing of knowledge and skills in the learning process.
- To develop skills of research, analysis, reflection and evaluation.
- To enhance employability, provide a platform for CPD and/or entry to postgraduate professional training.
- To provide students with an opportunity to engage in an intellectually and challenging curriculum that is underpinned by the scholarly activity of members of teaching staff.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

Certificate in Higher Education Working with Children, Young People and Families

- A1. Identify and explain factors that enable the voice of the child, young person or family members to be heard and understood.
- A2. Describe safeguarding risk factors, and the context of safeguarding practice.
- A3. Use a range of theories, including child development theory, to assess needs, and devise or select appropriate interventions.
- A4. Apply models for understanding change, and select relevant, evidence-based interventions to support children and families through transition.
- A5. Use theory and guidelines to identify and explain the duties, responsibilities, boundaries and ethical nature of their role.
- A6. Discuss the systems and policy frameworks relevant to work with children, young people and families.
- A7. Explain the role of professional judgement in practice with children, young people and families, considering ethics, values and the importance of challenging self and the systems in use.
- A8. Apply techniques for establishing shared goals and outcomes when building relationships and networks with children, families, other workers, partner organisations and other agencies.
- A9. Identify and explain the key issues in practice with a particular group, context or family system.

BA (Hons) Children Schools and Families Students will be able to:

- A1. Identify and analyse the underlying values, principles and skills relevant to working professionally with children, schools and families.
- A2. Critically evaluate the effectiveness of policy and practice with children, schools and families in light of the main body of evidence for education and/or social care.
- A3. Analyse key concepts used to understand multi professional working with children and families.
- A4. Discuss contemporary policy developments in the structure and organisation of children's services and evaluate their effectiveness in delivering good quality services to children and young people.
- A5. Describe and evaluate contemporary policy, legislation and guidance in relation to safeguarding children and young people.
- A6. Identify and examine dimensions of social inequality, difference and diversity.
- A7. Analyse childhood within a developmental, social, cultural, and historical context.
- A8. Analyse and apply the methods required for systematic study and research.

Teaching and Learning Methods

Certificate in Higher Education Working with Children, Young People and Families;

A range of teaching and learning methods are used to enable learners to cumulatively acquire and apply the knowledge awareness and skills expressed in the course and module learning outcomes. The course is delivered through a mix of face-to-face and online teaching. Face-to-face teaching will involve some lecture-style transmission of core information and ideas, alongside active learning, through questioning, participation, and group work, Through this active learning learners will be able to reflect on the relationship between the ideas presented to them and their own practice. Online activities will include recorded lectures, video and written. /visual input from tutors, alongside structured programmes of reading, discussion forums, and live chat groups.

BA (Hons) Children Schools and families

A range of teaching and learning methods are used to enable students to cumulatively acquire and apply the knowledge, awareness and skills expressed in the course and module learning outcomes. Lectures, supported by audiovisual and web-based materials are used to provide essential information, guidance for further work and a framework and stimulus for learning and independent

study. Lectures also involve students in learning through the provision of opportunities for questioning, participation and interaction.

Group activities, workshops, discussions and interactions facilitate the development of interpersonal skills and peer support and learning, and are used to stimulate discussion, application and sharing of information, ideas, values and experience and develop problem solving skills. Field observations and student-initiated placements are used to develop ability in applying & integrating theoretical knowledge to practice and enhance overall employability.

Assessment methods

Throughout the Certificate in Higher Education Working with Children, Young People and Families and BA (Hons) Children Schools and families programme there are a combination of formative and summative assessments to develop knowledge and understanding. All assessments are designed to test specific skills and abilities in identifying, outlining, interpreting, comparing and explaining key knowledge and understanding in relation to module level and programme level learning outcomes. The assessment strategy for the programme embraces a wide variety of inclusive assessment methods to enable students, with differing learning approaches, to demonstrate their learning. Formative assessment is used for guidance and developmental purposes both at year and module level, whilst a broad range of summative assessment is utilised for quantifiable purpose. Summative assessment is provided across the programme through the use of written assignments, typically a combination of 'standard' essays, extended essays (dissertation), case studies, portfolios and structured workbooks. The use of practical assessment, through individual and group presentations, are also implemented widely. The programme adopts different presentational methods, including viva, poster presentation, Powerpoint delivery, seminar presentation and video documentary. Examinations, both seen and unseen, are also integrated into some optional modules. Reflective coursework is integral to both the structured work placement modules and the broader programme curriculum. This is used to assess the ability of learners to make links between theory, the course programme and practice, so to enhanced their professional development and employability.

B. Subject-specific skills

Certificate in Higher Education Working with Children, Young People and Families;

Learners will be able to:

- B1. Communicate in way that enables the voice of the child, young person or family members to be heard, and encourages individuals to engage positively with their community and relevant agencies and actively participate in the way their care and support is delivered.
- B2. Identify and respond appropriately to safeguarding risks.
- B3. Identify the strengths and difficulties of children and families, and identify and deliver and appropriate interventions.
- B4. Demonstrate professional practice, in relation to decision-making, relationships with children and families, and taking responsibility for their own professional development.
- B5. Apply knowledge of legal, economic and social justice systems, and implement policy frameworks in support of positive outcomes for children, young people and families.
- B6. Share and agree goals and outcomes when building relationships with partner organisations, other workers, children, young people and families, to ensure appropriate and timely support.
- B7. Evaluate practice and insight into own emotions, behaviour and feelings, and use these insights to challenge own practice.
- B8. Build networks, with their own organisation and with other agencies to secure effective joint outcomes.

BA (Hons) Children Schools and families;

Students will be able to:

- B1. Reason clearly, understand the role of evidence and make critical judgements about arguments relating to children, young people and the services and systems that support them.
- B2. Have a well-developed awareness of the skills and knowledge needed for promoting effective inter-professional and multidisciplinary working and safeguarding children and young people.

- B3. Undertake professional reflection and accommodate new principles, values and understandings.
- B4. Pose, operationalize and critique research related to children and young people, schools, families and carers.
- B5. Have a well-developed ability to recognise and challenge inequalities in society.
- B6. Reflect upon a range of educational, historical, sociological, psychological, developmental, welfare, legal and political perspectives and consider how these underpin different understandings of children and childhood nationally and globally.
- B7. Identify and evaluate the systems, services and social policies that encompass the children and young people's workforce recognising the historical development and contemporary provision of children's education and social care.

Teaching and Learning Methods

Certificate in Higher Education Working with Children, Young People and Families;
Learners will work with examples from their own practice in class, and in small group/individual tutorials, to apply the ideas/information that they draw from taught content to their work with children and families.

BA (Hons) Children Schools and families;

A range of teaching and learning methods are used to enable students to cumulatively acquire and apply the knowledge, awareness and skills expressed in the course and module learning outcomes. Lectures, supported by audiovisual and web-based materials are used to provide essential information, guidance for further work and a framework and stimulus for learning and independent study. Lectures also involve students in learning through the provision of opportunities for questioning, participation and interaction.

Group activities, workshops, discussions and interactions facilitate the development of interpersonal skills and peer support and learning, and are used to stimulate discussion, application and sharing of information, ideas, values and experience and develop problem solving skills. Field observations and student-initiated placements are used to develop ability in applying & integrating theoretical knowledge to practice and enhance overall employability.

Assessment methods

A range of formative and summative assessment methods are used to develop subject level skills on both programmes. Written assignments are utilised widely across the programmes to develop skills in the synthesising, analysing and reporting of theories, methods and approaches and is provided through use of, 'standard' essays, extended essays (dissertation), case studies, critical analysis, reports, research plans, portfolios and workbooks. The use of presentations is also implemented widely to assess skills in locating, applying and evaluating areas such as interpersonal approaches, service provision and social and educational theories. Presentational methods include both individual and group submissions via viva, poster presentation, Powerpoint delivery, seminar presentation and video documentary. Examinations, both seen and unseen, are also integrated into various optional modules to assess subject level skills such as the ability to identify theoretical approaches.

Learners studying **Certificate in Higher Education Working with Children, Young People and Families;** have applied assessments, such as essays, portfolios, workbooks, presentations, which directly link to the apprentice's work practice, drawing upon their skills in applying the academic teaching to their skill-development within the workplace.

C. Thinking Skills

Certificate in Higher Education Working with Children, Young People and Families;

Learners will demonstrate:

- C1. Skills of analysis in the evaluation of effective practice.
- C2. Skills in evaluating ideas from theory, policy and research to inform and develop practice.
- C3. Skills in retrieving, utilising, interrogating and evaluating information.
- C4. Oral and written skills in presenting their ideas to others.

BA (Hons) Children Schools and families;

Students will demonstrate:

- C1. Skills of analysis and critical thinking in evaluating multi-professional practice.
- C2. Research skills, e.g. identification of appropriate research questions and methods of investigation.
- C3. Skills in retrieving, utilising, interrogating and evaluating information.
- C4. Skills in assessing and conveying diverse opinions theories and perspectives.

Teaching and Learning Methods

Certificate in Higher Education Working with Children, Young People and Families;

Use of case studies, problem-solving exercises and the application of theory to practice throughout the teaching. Active learning, individually and in groups, will support learners in developing their information retrieval and evaluation skills, as they learn through doing. Oral and written skills will be developed through supported study skills provision.

BA (Hons) Children Schools and families;

Case studies, primary source analysis, literature searching and problem solving exercises are used to facilitate the development and application of skills and knowledge. Individual independent inquiry and analysis, with tutorial support, guided reading and supervision, including preparation for assignments, seminars, projects, research proposals and dissertations enable students to develop and apply academic knowledge, skills and methodologies, and organisational and problem-solving skills. Academic and transferable skills development is integrated into the compulsory modules, supported by web-based materials.

Assessment methods

A diverse range of formative and summative assessment methods are used to develop thinking skills on both programmes. Written assignments are utilised widely across the programmes to obtaining, summarising, synthesising, assessing, and providing reasoned argument/recommendation methods and approaches. This is provided through use of, 'standard' essays, extended essays (dissertation), case studies, critical analysis, reports, research plans, portfolios and, workbooks and reflective accounts. The use of presentations is also implemented widely to assess thinking skills and evaluating areas such as critical capacity. Presentational methods include both individual and group submissions via viva, poster presentation, Powerpoint delivery, seminar presentation and video documentary. Examinations, both seen and unseen, are also integrated into various optional modules to assess Thinking skills such as the ability to critically assess theory.

Learners studying **Certificate in Higher Education Working with Children, Young People and Families;** have applied assessments, such as essays, portfolios, workbooks, presentations, which directly link to the apprentice's work practice, drawing upon their thinking skills in applying the academic teaching to the practice within the workplace.

D. Other skills relevant to employability and personal development

Certificate in Higher Education Working with Children, Young People and Families;

Learners will know how to:

- D1. Evidence their skills and professional development.
- D2. Use theory, evidence and experience to articulate the basis of their practice.
- D3. Use software to present their ideas in a professional style.

BA (Hons) Children Schools and families;

Students will demonstrate the ability to:

- D1. Collect and evaluate information from printed and electronic sources.
- D2. Effectively work in teams, problem solve; manage and organise their own time.
- D3. Communicate ideas and arguments effectively to others in writing and/or orally.
- D4. Learn and study independently.
- D5. Reflect upon and evaluate the effectiveness of their communication, interpersonal and/or social media skills.
- D6. Apply a range of values appropriate to working with children and young people.
- D7. Make effective contact with individuals and organisations by verbal, paper-based and/or electronic means.

Teaching and Learning Methods

Certificate in Higher Education Working with Children, Young People and Families;

Learners will be supported, through individual and group tutorials in developing an eportfolio, which provides evidence of their practice alongside academic reflections on their work. They will be guided in use of appropriate technologies to present their work, as well as on how to use their academic teaching to reflect on practice. The teaching for this aspect of the course will be highly individualised to support the learners in developing their own language, in relation to their practice, and to help them to find the best way of presenting their experience and learning.

BA (Hons) Children Schools and families;

Students are encouraged on all compulsory modules to collect and evaluate material from a range of sources. This is facilitated not only by class-based discussion but also by the use of ELearn to provide additional support and discussion opportunities. Students are encouraged and helped to develop the skills of effective communication and team working and to reflect on their interpersonal skills throughout the course.

Assessment methods

A range of assessment methods are used to develop employability and personal skills. Skills in team working, problem solving professionalism and time management are embedded within module delivery and are developed and assessed throughout the course, particularly within the work-placement modules (CI1107, CI1502, CI2502, CI3602 and SW3033). Formative and summative assessments throughout the programme cumulatively build and assess skills in critical evaluation of information from printed and electronic sources. Written assignments are utilised widely across the programme to develop skills in writing, summarising, synthesising, assessing, and providing reasoned argument/recommendation. This is provided through use of, 'standard' essays, extended essays (dissertation), case studies, critical analysis, reports, research plans, portfolios, workbooks and reflective accounts. The use of presentations are also implemented widely to develop both confidence and transferable employability and personal skills.

Learners studying **Certificate in Higher Education Working with Children, Young People and Families;** have applied summative assessments, such as essays, portfolios, workbooks, presentations, which directly link to the apprentice's workplace, drawing upon their personal and professional skills in applying the academic teaching to their own practice within the workplace.

13. Programme Structures* Certificate in Higher Education Working with Children, Young People and Families;				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 4	CI1501	The social construction of childhood	20	Certificate of Higher Education in Working with Children, Young People and Families Requires 120 credits at Level 4 or above
	SW1600	Children's services and systems 1	20	
	SW1813	Supporting Well-being and Development	20	
	SW1602	Transitions in Children and young people's lives	20	
	SW1803	Communication in Practice	20	
	CI 1107	Reflections on practice Delivered at UCLan Preston and UCLan Burnley only	20	
13. Programme Structures* BA (Hons) Children Schools and families;				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6		3 Compulsory Modules:		Bachelor Honours Degree in Children Schools and Families Requires 360 credits including a minimum of 220 credits at Level 5 or above and 100 credits at Level 6 Bachelor Degree in Children Schools and Families Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6. Top Up (Year 3) Students are required to attempt 6 (120 credits) modules and may only be awarded a degree following failure in one or two modules.
	SW3601*^~	International Perspectives on Children's Lives	20	
	SW3033*^~	Working with Children, Young People and families.	20	
	CI3602*^~	Learning from Work in Children's Services	20	
	CI3699*^~	Dissertation		
		<u>PLUS 1 optional module</u>	40	
		Students one optional module from the following list:		
			20	
		<u>Optional modules:</u>		
	CI3604#	Wellbeing and Early Years Practice		
	ED3208#	Reflective Practice in Educational Settings	20	
	ED3209*	Learning, Curriculum and Assessment	20	
	ED3215*~	The Education of Vulnerable Young People	20	
	VO3003^	Communities Skilled for Change	20	
	VO3005^	Empowering and Engaging Marginalised Groups	20	
	DF3600#	Debating Disability	20	
	SW3817#	Mental Health and Social Care	20	
	SW3816#	Crime and Society: Critical Analysis	20	
	SW3819#	Youth Matters: Critical Analysis	20	

	SW3820# PS3050^ PS3075^	Sex and Power: Critical Analysis Applying Psychology to the Educational Setting Psychology in practice	20 20 20	
		Some students may wish to take a level 5 module as <u>their optional module</u> . (See list of optional modules for Level 5 below)	20	
	*	Delivered at both UCLan Preston and Kendal College		
	^	Delivered at UCLan Burnley only		
	#	Delivered at UCLan Preston only		
	~	Delivered at Hugh Baird College		
Level 5	CI2502+ CI2501+ CI2009+ SW2600+ SW2601+	5 Compulsory Modules: Learning for Work in Children's Services: Consolidation & Continuing Development Researching with Children and Young People Diversity & Inclusive Practice Children's Services & Systems 2 Safeguarding Children & Young People	20 20 20 20 20	Diploma of Higher Education in Children Schools and Families Requires 240 credits including a minimum of 100 credits at Level 5 or above
		PLUS Students also choose one option from the following list:		
		Optional modules:	20	
	CI2504+	Early Childhood: Pedagogy and Play	20	
	ED2205# ED2212+	Sociology and Education Models of Teaching and Learning	20 20	
	ED2218+	Experiential Learning in Educational Settings	20 20	
	DF2015#	Families, Deafness and Disability	20	
	VO2003+ VO2001+ VO2005+ SW2019#	Community Leadership Mentoring in the Community Youth Development Drugs and Society: Introductory themes	20 20 20 20	
	VO2000^ PS2020^	Mentoring Methods in the Community Social & developmental psychology	20 20	

	SW2721 ^	Introduction to Social Pedagogy	20	
	+	Delivered at UCLan Preston, UCLan Burnley and Burnley College		
	^	Delivered at UCLan Burnley only		
	#	Delivered at UCLan Preston only		
Level 4	CI1502+	6 compulsory modules Learning for Work in Children's Services: Introduction	20	Certificate of Higher Education Requires 120 credits at level 4 or above
	CI1501+	The Social Construction of Childhood	20	
	SW1600+	Children's Services & Systems 1	20	
	SW1813+	Supporting Wellbeing and Development	20	
	SW1826+	Introduction to Relational Practice	20	
	SW1602+	Transitions in Children and Young People's Lives	20	
	+	Delivered at UCLan Preston, UCLan Burnley and Burnley College		
Levels 3 (FE)		<u>UCLan Preston Campus – Foundation Entry</u>		Requires completion of 120 credits at Level 3. Successful completion on the course leads to a guaranteed progression onto year 1 of the BA (Hons) Children, Schools and Families. Students who exit after the Foundation Entry year will receive a transcript of their modules and grades.
	SWC025	Information Management	10	
	SWC030	Understanding Individuals, Families and Communities	40	
	SWC031	Working with Individuals, Families and Communities	40	
	SWC035	Introduction to Asset-based Community Development	20	
	SWC040	Study Skills	10	
		<u>UCLan Burnley Campus – Foundation Entry</u>		
Levels 3 (FE)	HUC110	Essential Study Skills for Higher Education	20	Requires completion of 120 credits at Level 3. Successful completion on the course leads to a guaranteed progression onto year 1 of the BA (Hons) Children, Schools and Families. Students who exit after the Foundation Entry year will receive a transcript of their modules and grades.
	HUC111	Developing Academic Knowledge	20	
	HUC114	Extended Study	20	
	HUC115	Learning by Experience	20	
	VOC106	Volunteering and Community Action	20	
	HUC116	Introduction to Degree Course Subject	20	
	FZC012	Professional Policing	20	

15. Personal Development Planning

Certificate in Higher Education Working with Children, Young People and Families;

Since this course explicitly aims to develop the professional identities and practice of learners, opportunities for personal development planning are built into the course. They are most evident in the Reflections on Practice module, in which studies are required to reflect on their practice and their continuous professional development.

BA (Hons) Children Schools and families;

Opportunities to engage in Personal Development Planning [PDP] are built in to the degree programme at each level and specifically occur:

- In year 1 module Learning for Work in Children's Services: Introduction
- In year 2 module Learning for Work in Children's Services: Consolidation & Continuing Development
- In year 3 module Learning from Work in Children's Services

At key points in the year such as Induction, and progression sessions

Through the course team commitment to providing explicit formative feedback on all assessments

By working with your personal tutor throughout the year.

Through advertising University-wide employability activities and providing students with opportunity to engage in a range of cross-School employability initiatives (such as the Social Work 'In Touch' conference, International Days, Social Work employability summer school, School seminar series)

PDP will also occur as an integral part of the course in a number of other ways, including; reflective assessments, debating and group work, oral presentations, and individual projects, all of which will help to build upon transferable skills such as working collaboratively, analysis, reflection, setting goals, & time management

16. Admissions criteria *

Certificate in Higher Education Working with Children, Young People and Families;

Evidence of the potential to study at level 4

Foundation Year in Children Schools and families

Age 18 or above. Evidence of ability to write in English. No other specific entry requirements although students hoping to later progress to professional training, such as Social Work will need to GCSEs at grade C in English and Maths or equivalent (Key Skills Level 2) Applications from people with relevant work or life experience or non-standard qualifications are welcome

BA (Hons) Children Schools and families;

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

For standard entry into Year 1

The minimum level of attainment required for entry to the start of standard courses leading to awards at first degree level is expressed in terms of UCAS Tariff Points. Please check the course website for the most up-to-date tariff requirements. Alternative qualifications and/or experience at an equivalent level are welcomed and will be equally considered.

Our typical offer is 104 - 112 **UCAS** Points. We operate a flexible admissions policy and treat everyone as an individual. This means that we will take into consideration your educational achievements and predicted grades (where applicable) together with your application as a whole, including work experience and personal statement. General Studies accepted

BTEC Extended Diploma: Distinction, Merit, Merit

BTEC Diploma: Distinction* Distinction - Distinction* Distinction*

Pass Access Course: 106 - 112 UCAS Points

International Baccalaureate: Pass Diploma with 104 - 112 UCAS points from Higher Level Subjects
IELTS: 6.0 with no subscore lower than 5.5
GCSE: Five at grade C/4 including Maths & English or equivalent

Entry into year 3 of BA honours degree in Children, Schools and Families:

The following students may gain direct-access onto the final year of BA honours Children, Schools and Families:

1. Applicants who hold a UCLan Foundation Degree in Children, Young People and their Services will be admitted with advanced standing up to 240 credits (directly into Year 3).
2. Applicants who hold a Foundation Degree in a relevant discipline awarded by other higher education institutions will be considered positively - please enquire direct to the Course Leader

Consideration will also be given to non-traditional qualifications and relevant work experience. Applicants are encouraged to produce evidence of their potential to benefit from the course. Applicants who believe they may be eligible for Accreditation of Prior Certificated and/or Experiential Learning (APCL/APEL) for certain modules will be considered on an individual basis – please enquire direct to the Course Leader.

Enhanced DBS:

This course has a compulsory placement module of 12 days/84 hours per year. Students on the course must meet Enhanced Disclosure and Baring Service (DBS) checks. Should these checks prove to be unsatisfactory for the purpose of the course, the offer of a place for that course may be withdrawn.

17. Key sources of information about the programme

- **University web page**
- **University prospectus**

18. Curriculum Skills Map Certificate in Higher Education Working with Children, Young People and Families;

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																										
				Knowledge and understanding																Subject-specific Skills								Thinking Skills		
				A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	D1	D2	D3			
LEVEL 4	CI1501	The social construction of childhood	COMP	X				X		X		X									X	X	X	X		X	X			
	SW1600	Services and systems 1	COMP						X												X	X	X	X						
	SW1813	Supporting Well-being and Development	COMP	X	X	X	X	X				X									X	X	X	X		X	X			
	SW1602	Transitions in children and young people's lives	COMP	X		X	X	X		X		X									X	X	X	X		X				
	SW1803	Communication in practice	COMP	X		X	X	X		X	X										X	X	X	X		X	X			
	CI1107	Reflections on practice	COMP	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

18. Curriculum Skills Map BA (Hons) Children Schools and families;

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																											
				Knowledge and understanding									Subject-specific Skills							Thinking Skills				Other skills relevant to employability and personal development							
				A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7		
LEVEL 6	SW3601	International Perspectives on Children's Lives	COMP		x				x	x		x		x			X	x			x	x	x		x			x			
	SW3033	Working with Children, Young People and Families	COMP	x	x	x	x	x	x			x	x			x		x			x	x	x		x	x	x	x			
	CI3602	Learning from Work in Children's Services	COMP	x	x	x	x	x	x		x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x		
	CI3699	Dissertation	COMP		x		x					x	x			x		x			x	x	x	x		x	x				
	CI3604	Wellbeing and Early Years practice	O	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
	ED3208	Reflective Practice in Educational Settings	O	x	x										x			X				x	x	x		X	X	x		x	
	ED3209	Learning, Curriculum and Assessment	O		x													X				x	x	x		X	X				
	ED3215	The Education of Vulnerable Young People	O		x					x	x		x			x		X			x	x	x	x		X	x				

Level	Module Code	Module Title		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7		
				Level 6	VO3003	Communities Skilled for Change	O	x										x							x	x	x		x	x	
VO3005	Empowering and Engaging Marginalised Groups	O	x											x							x	x	x		x	x		x			
SW3817	Mental Health & Social Care	O	x		x				x					x		x	x				x	x	x		x	x					
SW3816	Crime and Society: Critical Analysis	O	x				x		x	x		x		x			x				x	x	x		x	x					
SW3819	Youth Matters : Critical Analysis	O					x		x	x		x		x		x	x	x				x	x	x		x	x		x		
SW3820	Sex and Power : Critical Analysis	O							x	x				x		x	x					x	x	x	x	x	x	x			
DF3600	Debating Disabilities	O	X		X		X	X				X	X	X		X			X	X	X			X	X	X	X	X			
PS3050	Applying Psychology to the Educational Setting	O									x		x			x	x					x	x	x		x	x				
PS3075	Psychology in practice	O	x									x	x		x	x	x	x				x	x	x	x		x	x			

	SW1826	Introduction to Relational Practice	COMP	x					X				x	x			x				x	x	x	x	x	x	x	x	x				
	SW1602	Transitions in Children and Young People's Lives	COMP	x	x				x	x				x							x	x	x	x	x	x							

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

Learning outcomes for the award of: Certificate in Higher Education Working with Children, Young People and Families

- A1. Identify and explain factors that enable the voice of the child, young person or family members to be heard and understood.
- A2. Describe safeguarding risk factors, and the context of safeguarding practice.
- A3. Use a range of theories, including child development theory, to assess needs, and devise or select appropriate interventions.
- A4. Apply models for understanding change, and select relevant, evidence-based interventions to support children and families through transition.
- A5. Use theory and guidelines to identify and explain the duties, responsibilities, boundaries and ethical nature of their role.
- A6. Discuss the systems and policy frameworks relevant to work with children, young people and families.
- A7. Explain the role of professional judgement in practice with children, young people and families, considering ethics, values and the importance of challenging self and the systems in use.
- A8. Apply techniques for establishing shared goals and outcomes when building relationships and networks with children, families, other workers, partner organisations and other agencies.
- A9. Identify and explain the key issues in practice with a particular group, context or family system.

- B1. Communicate in way that enables the voice of the child, young person or family members to be heard, and encourages individuals to engage positively with their community and relevant agencies and actively participate in the way their care and support is delivered.
- B2. Identify and respond appropriately to safeguarding risks.
- B3. Identify the strengths and difficulties of children and families, and identify and deliver and appropriate interventions.
- B4. Demonstrate professional practice, in relation to decision-making, relationships with children and families, and taking responsibility for their own professional development.
- B5. Apply knowledge of legal, economic and social justice systems, and implement policy frameworks in support of positive outcomes for children, young people and families.
- B6. Share and agree goals and outcomes when building relationships with partner organisations, other workers, children, young people and families, to ensure appropriate and timely support.
- B7. Evaluate practice and insight into own emotions, behaviour and feelings, and use these insights to challenge own practice.
- B8. Build networks, with their own organisation and with other agencies to secure effective joint outcomes.

- C1. Skills of analysis in the evaluation of effective practice.
- C2. Skills in evaluating ideas from theory, policy and research to inform and develop practice.
- C3. Skills in retrieving, utilising, interrogating and evaluating information.
- C4. Oral and written skills in presenting their ideas to others.

- D1. Evidence their skills and professional development.
- D2. Use theory, evidence and experience to articulate the basis of their practice.
- D3. Use software to present their ideas in a professional style.

Learning outcomes for the award of: Certificate in Higher Education

The student can exit with a Certificate in Higher Education when the following learning outcomes have been met.

- A1. Identify the underlying values, principles and skills relevant to working professionally with children, schools and families.
- A2. Explain the effectiveness of policy and practice with children, schools and families in light of the main body of evidence for education and/or social care.
- A3. Describe key concepts used to understand multi professional working with children and families.
- A4. Discuss contemporary policy developments in the structure and organisation of children's services and their effectiveness in delivering good quality services to children and young people.
- A5. Describe contemporary policy, legislation and guidance in relation to safeguarding children and young people.
- A6. Identify dimensions of social inequality, difference and diversity.
- A7. Discuss childhood within a developmental, social, cultural, and historical context.

- B1. Reason clearly, understand the role of evidence relating to children, young people and the services and systems that support them.
- B2. Have a well-developed awareness of the skills and knowledge needed for promoting effective inter-professional and multidisciplinary working and safeguarding children and young people.
- B3. Undertake professional reflection and accommodate new principles, values and understandings.
- B6. Reflect upon a range of educational, historical, sociological, psychological, developmental, welfare, legal and political perspectives and consider how these underpin different understandings of children and childhood nationally and globally.
- B7. Identify the systems, services and social policies that encompass the children and young people's workforce recognising the historical development and contemporary provision of children's education and social care

- C3. Skills in retrieving, utilising, interrogating and evaluating information.
- C4. Skills in assessing and conveying diverse opinions theories and perspectives.

- D1. Collect information from printed and electronic sources.
- D2. Effectively work in teams, problem solve; manage and organise their own time.
- D3. Communicate ideas and arguments effectively to others in writing and/or orally.
- D4. Learn and study independently.
- D5. Reflect upon the effectiveness of their communication, interpersonal and/or social media skills.
- D6. Apply a range of values appropriate to working with children and young people.
- D7. Make effective contact with individuals and organisations by verbal, paper-based and/or electronic means.

Learning outcomes for the award of: Diploma of Higher Education in Children Schools and Families

The student can exit with a Diploma of Higher Education in Children, Schools and Families when the following learning outcomes have been met.

- A1. Identify and apply the underlying values, principles and skills relevant to working professionally with children, schools and families.
- A2. Interpret the effectiveness of policy and practice with children, schools and families in light of the main body of evidence for education and/or social care.
- A3. Analyse key concepts used to understand multi professional working with children and families.
- A4. Discuss contemporary policy developments in the structure and organisation of children's services and question their effectiveness in delivering good quality services to children and young people.
- A5. Describe and interpret contemporary policy, legislation and guidance in relation to safeguarding children and young people.
- A6. Identify and question dimensions of social inequality, difference and diversity.
- A7. Analyse childhood within a developmental, social, cultural, and historical context.
- A8. Analyse and apply the methods required for systematic study and research.

- B1. Reason clearly, understand the role of evidence and make critical judgements about arguments relating to children, young people and the services and systems that support them.
 - B2. Have a well-developed awareness of the skills and knowledge needed for promoting effective inter-professional and multidisciplinary working and safeguarding children and young people.
 - B3. Undertake professional reflection and accommodate new principles, values and understandings.
 - B4. Interpret and apply research related to children and young people, schools, families and carers.
 - B5. Have a well-developed ability to recognise and challenge inequalities in society.
 - B6. Reflect upon a range of educational, historical, sociological, psychological, developmental, welfare, legal and political perspectives and consider how these underpin different understandings of children and childhood nationally and globally.
 - B7. Identify and interpret the systems, services and social policies that encompass the children and young people's workforce recognising the historical development and contemporary provision of children's education and social care.
- C1. Emerging Skills of analysis and critical thinking in evaluating multi-professional practice.
 - C2. Research skills, e.g. identification of appropriate research questions and methods of investigation.
 - C3. Skills in retrieving, utilising, interrogating and evaluating information.
 - C4. Skills in assessing and conveying diverse opinions theories and perspectives.
- D1. Collect and interpret information from printed and electronic sources.
 - D2. Effectively work in teams, problem solve; manage and organise their own time.
 - D3. Communicate ideas and arguments effectively to others in writing and/or orally.
 - D4. Learn and study independently.
 - D5. Reflect upon the effectiveness of their communication, interpersonal and/or social media skills.
 - D6. Apply a range of values appropriate to working with children and young people.
 - D7. Make effective contact with individuals and organisations by verbal, paper-based and/or electronic means.

Learning outcomes for the award of: Bachelor Degree in Children Schools and Families

The student can exit with Bachelor Degree (without Honours) when the following learning outcomes have been met.

- A1. Identify and analyse the underlying values, principles and skills relevant to working professionally with children, schools and families.
 - A2. Critically evaluate the effectiveness of policy and practice with children, schools and families in light of the main body of evidence for education and/or social care.
 - A3. Analyse key concepts used to understand multi professional working with children and families.
 - A4. Discuss contemporary policy developments in the structure and organisation of children's services and evaluate their effectiveness in delivering good quality services to children and young people.
 - A5. Describe and evaluate contemporary policy, legislation and guidance in relation to safeguarding children and young people.
 - A6. Identify and examine dimensions of social inequality, difference and diversity.
 - A7. Analyse childhood within a developmental, social, cultural, and historical context.
 - A8. Analyse and apply the methods required for systematic study and research.
- B1. Reason clearly, understand the role of evidence and make critical judgements about arguments relating to children, young people and the services and systems that support them.
 - B2. Have a well-developed awareness of the skills and knowledge needed for promoting effective inter-professional and multidisciplinary working and safeguarding children and young people.
 - B3. Undertake professional reflection and accommodate new principles, values and understandings.
 - B4. Interpret and apply research related to children and young people, schools, families and carers.
 - B5. Have a well-developed ability to recognise and challenge inequalities in society.

- B6. Reflect upon a range of educational, historical, sociological, psychological, developmental, welfare, legal and political perspectives and consider how these underpin different understandings of children and childhood nationally and globally.
- B7. Identify and interpret the systems, services and social policies that encompass the children and young people's workforce recognising the historical development and contemporary provision of children's education and social care.

- C1. Skills of analysis and critical thinking in evaluating multi-professional practice.
- C2. Research skills, e.g. identification of appropriate research questions and methods of investigation.
- C3. Skills in retrieving, utilising, interrogating and evaluating information.
- C4. Skills in assessing and conveying diverse opinions theories and perspectives.

- D1. Collect and evaluate information from printed and electronic sources.
- D2. Effectively work in teams, problem solve; manage and organise their own time.
- D3. Communicate ideas and arguments effectively to others in writing and/or orally.
- D4. Learn and study independently.
- D5. Reflect upon and evaluate the effectiveness of their communication, interpersonal and/or social media skills.
- D6. Apply a range of values appropriate to working with children and young people.
- D7. Make effective contact with individuals and organisations by verbal, paper-based and/or electronic means.

8.2 Referencing Guide

Properly citing and referencing your assessment is essential for three main reasons:

- a) To ensure that ideas from other writers are properly attributed and you avoid plagiarism (see later section on plagiarism)
- b) To show that other writers have made a point that you are making or relying on within your own argument.
- c) To demonstrate that you have drawn upon a wide range of appropriate literature.

In CSF we use the Harvard Referencing System and you should ensure that:

1. **All** citations in the text **must** be included in your reference list.
2. Any material that you have cited should appear in **one reference list** which is placed at the back of the essay. This should be in **alphabetical order of the surname of the authors**.
3. If a book has more than one edition, make clear in the references which edition you have used. Please note that there is a distinction between 'reprints' and 'editions'. You are not required to reference the 'reprint' date. So for example, if the citation in the main body of your essay is Dalrymple & Burke (2006), the correct reference details are:

Dalrymple, J. & Burke, B. (2006) *Anti-oppressive practice: social care and the law*, 2nd edition, Berkshire, Open University Press

4. Do not use Latin abbreviations other than *et al.* Abbreviations such as *op.cit.*, *ibid*, etc. are not acceptable.
5. Do not use footnotes or end notes for references.
6. If a direct quote is used within a sentence, please use single quotation marks and state the page number i.e. 'In recent years, carers, users of social work services and their organisations have led the way in challenging traditional paternalism in social work and health' (Cree & Davis, 2007, p.2). Only use double quotation marks ("example") when quoting something that has been said orally.
7. Indent long quotes
8. There are two ways of citing an author in your essay:
 - Either as part of the main text:
Cree and Davis (2007, p.15) argue that child protection work is 'an area of social work which has received a great deal of, often hostile, media attention'.
 - Or in brackets at the end of the quote:
It has been argued that child protection work is 'an area of social work which has received a great deal of, often hostile, media attention' (Cree and Davis, 2007, p.15). Where choosing the latter style, care must be taken to ensure that you are

being specific with your references and not simply adding in a reference at the end of a long paragraph.

You should always check guidelines relating to use of quotations with your module tutor, because this can vary depending on the kind of assessment you are doing. For instance, if you are writing a content analysis you may be expected to use quotes more extensively than in essays. Over-quoting in essays can imply that you are unable to place information in your own words and makes it very difficult to assess your level of knowledge and understanding.

(i) Books

Single author: Where there is only one author, referencing is fairly straightforward. So if you have used material from Derek Kirton's 2009 book, *Child Social Work: Policy and Practice*, the correct form of citation would be as follows:

In the assignment: As Kirton (2009) states, the New Labour government has considerably increased intervention in relation to parenting ... etc. (*Remember, if it is a direct quote you will also have to include the page number!*)

AND In the reference list: Kirton, D. (2009) *Child Social Work: Policy and Practice*, London, Sage.

Two authors: If you have used material from the Cree and Davis book, *Social Work: Voices From the Inside*, the correct form of citation would be as follows:

In the assignment: As Cree and Davis (2007) point out, the voices of service users are increasingly being seen as important ... etc. (*Remember, if it is a direct quote you will also have to include the page number!*)

AND In the reference list: Cree, V. E. and Davis, A. (2007) *Social Work: Voices From the Inside*, London, Routledge.

More than two authors: Where there are three or more authors it is the convention to use *et al* in the text of essays, which is the Latin term for '*and others*'. However, in the references list, all the authors names should be included in full. So, if you have used material from the 2006 book by O'Connor, Hughes, Turney, Wilson and Setterlund, *Social Work and Social Care Practice*, the correct form of citation would be as follows:

In the assignment: O'Connor *et al.* (2006) suggest that '...' (*Remember, if it is a direct quote you will also have to include the page number!*)

AND In the reference list: O'Connor, I. Hughes, M. Turney, D. Wilson, J. and Setterlund, D. (2006) *Social Work and Social Care Practice*, London, Sage.

A single author's chapter in a edited collection: Students are often confused as to how to correctly cite and reference work from edited collections, which contain chapters by different authors. *Basically, in your essay you should cite the author(s) of the chapter you obtained the information from, not the editors of the book.* For example, if you obtained information from the chapter on 'Children and school' written by Donald Mackinnon contained in Janet Maybin and Martin Woodhead's book (2003) called *Childhood's in Context*, then you should reference it as follows:

In the assignment: MacKinnon (2003) argues that ... etc. (*Remember, if it is a direct quote you will also have to include the page number!*)

AND In the reference list:

MacKinnon, D. (2003) 'Children and school' in, Maybin, J. and Woodhead, M. (eds.) *Childhoods in Context*, Milton Keynes: John Wiley and Sons in association with The Open University.

(ii) Citing and referencing articles in journals.

The same principles apply when citing and referencing information obtained from academic journals. So if you used material from Paul Garrett's 2009 article in *Critical Social Policy*, the correct form of citation would be as follows:

In the assignment: Garrett (2009) argued that (Remember, if it is a direct quote you will also have to include the page number!)

AND In the reference list:

Garrett, P. (2009) 'The case of 'Baby P': Opening up spaces for debate on the 'transformation' of Children's Services? *Critical Social Policy*, Vol. 29 (No. 3), p.p. 533-547.

You should provide the volume number (in this case 29) the part number (in this case 3) and the page numbers (in this case 533-547).

Citing and referencing Government publications. Let us assume that you are citing the 2009 Department for Children, Schools and Families report, *Guidance on the Employment of Children*. The correct form of citation is as follows:

In your assignment: Currently, UK legislation states that school children cannot be employed for more than two hours on any school day (Department for Children, Schools and Families, 2009)

AND In the reference list:

Department for Children, Schools and Families (2009) *Guidance on the Employment of Children*, London, Department for Children, Schools and Families.

(iii) Citing and referencing secondary sources

If you cite an author whom you have read in the work of another author you must make clear the source of your reading. So if you wanted to include in your essay a quote by Jones and Novak that you obtained from Ferguson and Woodward's 2009 book, *Radical Social Work in Practice: Making a Difference*, this is the correct form of citation:

In the assignment: In 1993, Jones and Novak argued that "Over the last fifteen years social work in Britain has undergone a significant transformation ... Facing a situation of increasing poverty and rising social stress, social workers have found themselves with even fewer resources.' (cited in Ferguson and Woodward, 2009, p.59)

AND In the reference list:

You do not refer to Jones and Novak, but only to the book in which you have read about Jones and Novak: i.e. Ferguson and Woodward's text:

Ferguson, I and Woodward, R. (2009) *Radical Social Work in Practice: Making a Difference*, Bristol, Policy Press.

(iv) Internet Referencing

Increasingly, students are using material obtained from the Internet, and they are often unclear as to how this information should be cited. **A common mistake is for students to cite the URL** (that is the website address of the page they obtained the information from) in the text of the essay, as is the case below.

This citation (below) is incorrect. It tells the reader nothing about the title of the document that the information is drawn from, or its publication date.

According to the Child Poverty Action Group, the UK has a particularly poor record on indicators of child well being, and is ranked 24th out of 29 European countries, well below the position that might be expected (<http://www.cpag.org.uk>). **THIS IS INCORRECT**



The correct citation is as follows:

According to the Child Poverty Action Group, the UK has a particularly poor record on indicators of child well being, and is ranked 24th out of 29 European countries, well below the position that might be expected (Child Poverty Action Group, 2009) **THIS IS CORRECT in the essay**



AND In the reference list the details would be as follows

Child Poverty Action Group (2009) *Child Well being and Child Poverty: Where the UK Stands in the European Table*, London, CPAG. Internet Reference: <http://www.cpag.org.uk/info/ChildWellbeingandChildPoverty.pdf>, Date Accessed: 5th September 2009.

As you can see, **in the above reference**, you must include the **full website address for the document/information** (not, for example, simply <http://www.cpag.org.uk>). This allows the reader to go straight to the document you have used. **You must also indicate the date that you accessed the document/information.** This is because organisations that host web-based material often change the content of their websites.

Students should take care when using web based resources and only use credible sites. Web resources should be used sparingly and appropriately and a good essay contains a mix of different types of sources.

(v) Organisation of the Reference List

All materials should be listed alphabetically by author surname. For each author, single-authored items come first, then joint items, and finally multiple items.

If two or more items have the same date, the items should be listed with a lower-case (a,b,c) after the date. This applies both in the text - e.g. (Child Poverty Action Group (2009a) or (Child Poverty Action Group (2009b) - and in the reference list:

Child Poverty Action Group (2009a) *Child Well being and Child Poverty: Where the UK Stands in the European Table*, London, CPAG. Internet Reference: <http://www.cpag.org.uk/info/ChildWellbeingandChildPoverty.pdf>, Date Accessed: 5th September 2009.

Child Poverty Action Group (2009b) *Ending Child Poverty: A Manifesto for Success*, London, CPAG. Internet Reference: http://www.cpag.org.uk/publications/extracts/CPAG_manifesto_0309.pdf, Date accessed: 5th September 2009.