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Courses' Handbook

MA in Contemporary Practice with Children and Young People

and

PgCert in Safeguarding Children

2018-19

Course Leader: Dr Zoe O'Riordan

School of Social Work, Care and Community

Contents

1. Welcome to the course

As a course team, the School of Social Work, Care and Community would like to welcome to the course. We hope you enjoy your time studying with us and find the course interesting, insightful and informative. The course team also recognises and welcomes the experience and expertise that you will bring and look forward to working with you throughout your studies.

1.1. Rationale, aims and learning outcomes of the course

These courses are provided by the School of Social Work, Care and Community at UCLan. The programme has been developed with the intention of blending existing strengths in knowledge and practice from both education and social work/social care.

The suite of awards is timely in responding to government demands for raising the status and accreditation of those with responsibilities for education and care of young children. Also important is ensuring best practice informed by the international contexts, local expertise and research.

The MA programme, culminating in the dissertation, will reflect all these elements: research skills and reflection, subject understanding and a critical professional knowledge of the education and care of children and young people. Some students are in full-time employment with demanding professional workloads. Their current knowledge of practice with working with children and their families offers a unique opportunity to share good practice. Consequently, the some students opt for the part-time route. Others may have scope for a period of intensive study, in which case they may opt for the full-time route with the option of work experience. Details of both part time and full time routes are given in this handbook.

The MA in Contemporary Practice with Children and Young People aims to:

- enable students to develop a conceptual understanding of past and current research in policy and practice in children and young people's services, early years, education, social work, social care, health and community work;
- develop and enhance students' capacity for critically evaluating and analysing key theoretical knowledge in relation to all aspects of research, policy and practice with children and young people;
- provide learning opportunities for students who are practitioners and other students to who are interested in advancing knowledge, research, policy or practice to develop and to enhance decision-making skills in complex situations involving children and young people;
- equip students with the understanding, knowledge and skills to undertake research which is informed by debates on ontology, epistemology, methodology, ethical issues, processes and politics;

- enable students to apply their learning from the course to research in their areas of interest or practice settings;
- enable students to develop and enhance capacities for professional leadership and advancement with their practice settings and develop and deploy self-evaluation skills and critical reflective professional practice.

The Postgraduate Certificate in Safeguarding Children aims to:

- provide students with knowledge which will enable them to evaluate critically past and current safeguarding policy and practice in: children's services, services for young people, early years, education, social work, social care, health and community work;
- provide students with knowledge of significant elements of continuity and change in all of the settings listed above, in relation to safeguarding policy and practice;
- develop and enhance students' capacity for critically evaluating and analysing key theoretical knowledge in relation to safeguarding policy and practice with children and young people;
- provide learning opportunities for students who are practitioners to develop and to enhance decision-making skills in complex safeguarding situations involving children and young people;
- provide learning opportunities for students who are practitioners to generate new ideas and approaches to safeguarding policy and practice in work with children and young people;
- develop and employ self-evaluation skills and critically reflective safeguarding professional practice.

1.2 Course Team

The current core course team are as follows:

Course Leader:

- Zoe O'Riordan e-mail: ZO-Riordan@uclan.ac.uk

Mary Drummond
e:mail: MFDrummond2@uclan.ac.uk

Fiona Harbin
e:mail: FHarbin@uclan.ac.uk

Lowis Charfe
e-mail LCharfe@uclan.ac.uk

For module queries such as extensions please contact your module leader.

You will also be allocated an academic advisor.

1.3 Expertise of staff

Staff involved in delivering this course are recognised practitioners and academics in their fields. The team includes staff with strong publications in leading journals in social work, health, education, children's rights and sociology. Full details of each staff member can be found on the UCLan website.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic 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, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hub 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.

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
email: Brook Hub 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.

1.6.1 Expectations

The best method for communicating with your course team members is email. We will get back to you as promptly as we can. It is important to remember that academic staff are involved in a range of activities, including teaching across a number of different courses; attending placement visits all over the North West; international conferences; attending meetings inside and outside the University; and undertaking scholarly research. Consequently, although student emails and telephone messages are afforded a high level of priority, responses are unlikely to be instant, as staff are often not at their desk.

- 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 post-graduate Higher Education environment. Where students run into difficulty, they are strongly encouraged to seek help.
- Academic and Administrative staff are not permitted to give out marks via email or on the telephone, as stated in the Academic regulations. Students can access their results via 'MyUCLan' and/or Blackboard, and will be shown how to do this.
- Administrative staff will always do their best to help students. Students are asked to communicate with courtesy at all times.
- 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. This will be discussed at Staff/Student liaison meetings with feedback sought from all.

1.6.2 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.
- 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. E.g. *I am copying in my course leader so that they are also aware of this situation.*

1.6.3 Appointments

- Tutors will make it clear how students can make an appointment with them. Many tutors publish drop in times on their doors, 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. resubmission of essays, they should consult module staff, not their Academic Advisor. Module leaders will publish dates of assignment workshops for all students at the beginning of the semester.
- 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.

1.6.4 Written feedback

Students should ALWAYS read their written feedback, which is central to their progression and development on the course. This needs to be recognised and valued as a form of communication. It is extremely important for students to take the time to read and understand their written feedback, as well as accessing their mark. If students do not understand the feedback they have been given, they should seek clarification from the member of staff who will explain it to them.

1.7 External Examiner

The University has appointed an External Examiner to your course - Dr. Mark Smith, Edinburgh University - who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. 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 on the course page. The School will also 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.

2. Structure of the course

2.1 Overall structure

Award of PG Certificate (PG Cert) in Safeguarding Children

Candidates wishing to achieve a PG Cert must complete the first three 20 Credit modules in the table below.

Award of the MA in Contemporary Practice with Children and Young People

Candidates wishing to achieve the MA must complete the first three compulsory

Modules (20 credits each) plus three of the five optional 20 credit modules AND a triple (3x20 credit) dissertation module.

	Semester One	Semester Two	Semester Three
Compulsory Modules (Taken in year 1 if part time)	**SW4085** **Theorising Childhood**	**SW4032** **Childhood in Law and Welfare**	**SW4033** **Safeguarding Children**
Select 3 of these 5 modules (Taken in year 2 if part time)	**ED4995** **Designing and Planning a Research Project** **SW4021** **Collaborative research with children and young people**	**SW4709** **Global Perspectives on Children's Participation** **SW4721** **Social Pedagogy: Theory and Practice**	
	SP4004 **Social Policy and Practice**		

	Year long work-based learning module with tutorials
Compulsory (In year 2 or 3 if part time)	**SW4037** **Dissertation** (3 modules)

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.

The seven taught 20 credit modules are:

Compulsory

SW4085 Theorising Childhood and Adolescence – 20 credits

SW4032 Childhood in Law & Welfare – 20 credits

SW4033 Safeguarding Children – 20 credits

Options – choose three of these five:

ED4995 Designing and Planning Your Research Project – 20 credits

SW4021 – Collaborative research with children and young people – 20 credits

SW4709 Global Perspectives on Children's Participation– 20 credits

SW4721 Social Pedagogy: Theory and Practice – 20 credits

SP4004 Social Policy and Practice – 20 credits

MA Dissertation

The dissertation module is: SW4037 dissertation – 60 credits or ED4019 Dissertation – 60 credits.

Details of all modules are on Blackboard and can be discussed with the course leader. Students will receive a full module handbook from each module leader containing recommended reading

If a full-time student cannot continue their studies then there is the possibility of an exit award of a Postgraduate Certificate in Contemporary Practice with Children and Young People which is detailed in the programme specification. To be eligible for this award, a student must have obtained 60 credits.

For any MA student who cannot continue their studies and who has120 credits, there is an exit award of a Postgraduate Diploma in Contemporary Practice with Children and young People.

For more details of these awards, see Section 14 of the Programme Specification.

2.3 Course requirements
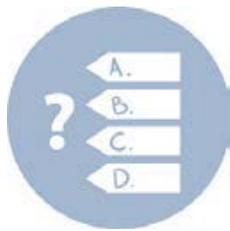
All students must complete the three modules listed as compulsory.

Students wishing to undertake direct work with children must obtain a DBS police check and provide references.

2.4 Progression Information

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 also encouraged to discuss any concerns about progression with their academic advisor.

2.5 Study Time

2.5.1 Weekly timetable

Your weekly timetable is available on line and can be found by following the link:
www.uclan.ac.uk/students/study/timetabling.php

2.4.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

Students have contact hours of between 2 – 4 hours a week part time and 4-6 hours if studying full time. Students are therefore expected to engage fully in the additional hours of self-directed study throughout the course in order to complete the necessary reading, reflection and assignments.

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:

Zoe O'Riordan - ZO-Riordan@uclan.ac.uk

Student attendance at timetabled learning activities of courses and modules is required. There are clear links between attendance at University and academic success. The School monitors attendance carefully and where student attendance is poor, this may be taken into consideration by the Assessment Board (and may affect student progression and the award of marks). If you know you will be absent from taught sessions then you must contact the course leader to record the reason for your absence.

- Any student who does not respond to communications about unauthorised absence may be deemed to have withdrawn from the course.
- Any student who does not provide a clear explanation (with acceptable supporting evidence) for non-attendance may be deemed to have withdrawn from the course.

If you have not gained the required authorisation for leave of absence, or do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

For international students there are responsibilities under the UK Border Agency (UKBA), Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Attendance is being monitored through the electronic system SAM, and all students can check their attendance record through myUCLan. Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning

3.1 Expertise of staff

This is a unique programme that is delivered jointly by staff with expertise in both social work and education. Staff come from a variety of practice backgrounds and have a range of research interests and publications, details of which can be found on the School's website.

3.2 Learning and teaching methods

Our objective is to create an inclusive and stimulating academic experience in which you can develop your full potential through a teaching and learning strategy that reflects and complements the learning outcomes of each module.

Given that the course is essentially directed at mature candidates with academic and/or professional experience, the emphasis is upon a student centred approach that encourages independent learning. Mature and/or already practising professionals have much to contribute to the learning process and will be given space and time within the timetable to reflect and informally discuss their expectations, views and experiences.

3.3 Study skills

We recognise the course is demanding and acknowledge you need adequate support to enable you to progress successfully. Support is available from module leaders and from your Academic Advisor. There are a range of other University support systems, which you can access as you progress through your studies (e.g. library based services or WISER project in the School of Languages). Please make yourself familiar with these and access them as/when you need to.

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

3.4 Learning resources

3.4.1 Learning Information Services (LIS)

 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.

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Course and module resources will be made available through Blackboard.

3.5 Personal development planning

Personal Development Planning (PDP) is intended to provide a process by which students can reflect on their learning and plan for their personal and career development. The primary objective of PDP is to improve each student's capacity to understand what and how they are learning, and to review, plan and take responsibility for their own learning. The programme supports this initiative. It is expected that students at Master's level will already have acquired the necessary skills to plan and take responsibility for their own learning and development and hence will require a less formalised approach to PDP than undergraduate students. It is expected as a matter of course that students will retain copies of and reflect upon their feedback from assignments as a guide to future improvement and development. In conjunction with this, the course team will provide individual advice and discuss progress and future career or further study plans with students as a fundamental part of the tutorial role, and encourage students to make use of all of the University's range of support services as and where appropriate. All students will

graduate with a student transcript setting out details of their academic learning, which is generated by the university and will be provided at the end of the course.

3.6 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. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is.

These "Employability Essentials" take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

The module **SP4004** is particularly appropriate for those students with no current work experience and we will seek placement opportunities that fit with your future career goals.

4. Student Support

There are different forms of support available to you. Module leaders will provide you with academic support and guidance, as part of their teaching role and a member of staff will be appointed to act as your Academic Advisor for the duration of your course. Your Academic Advisor will provide you with a personal point of individual engagement. S/he provide individual support in relation to your programme of study, academic performance and progression, assist you in becoming familiar with University Services when appropriate, and act as a point of contact when your course has finished. The best way to contact to staff members is by email, requesting an appointment and your reason for requesting one.

4.1 Academic Advisors

You will be allocated an Academic Advisor in the first week of study and you are encouraged to make contact with this member of staff early on to introduce yourself. Your Academic Advisor will be available to provide study skills and pastoral support throughout your programme. Academic Advisors meet with students at least

twice in the first semester and once in the second semester. To prepare for this meeting you should be ready to discuss your progress, feedback received and any concerns or issues you might have about your progress. Academic Advisors should be kept informed of any extenuating circumstances you may have or if you need to apply for an extension on any of your work.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

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
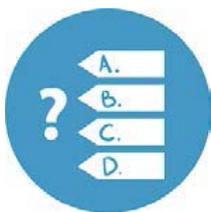
Throughout the programme formative and summative assessment occurs. Formative assessment is through feedback on student-led discussions, presentations or projects. Summative assessment is through a combination of assignments and other assessed course-work, which includes the dissertations for master's students and final pieces of work for postgraduate certificate or diploma students. The Assessment Strategy, combining both formative and summative elements, is designed to support students' learning and development through their reading, listening to, and acting upon, feedback from student peers and from academic staff.

5.2 Notification of assignments and examination arrangements

Requirements for individual assessments will be published in module handbooks that are issued at the start of the semester. These should be read in conjunction with the

Assessment Handbook that will be issued to you at Induction. Please be advised that assignments should be submitted at the specified time in module handbooks. Failure to adhere to this will result in the work being marked as late in accordance with the Academic regulation.

5.3 Referencing

The School of Social Work, Care & Community uses the Harvard 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 School's Assessment Handbook and the course pages 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. Students have ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments.

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.

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.

Feedback from past students has led to improvements in the course, such as the inclusion of the SP4004 module. There are module evaluation forms and surveys for you to fill in, as well as course meetings. These are important ways for you to raise your concerns and provide feedback

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 Specifications: MA then PgCert

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Programme Specification

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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**	UCLAN campus
3.	**University School/Centre**	School of Social Work, Care & Community
4.	**External Accreditation**	N/A
5.	**Title of Final Award**	MA Contemporary Practice with Children and Young People
6.	**Modes of Attendance offered**	Full and part time
7.	**UCAS Code**	N/A
8.	**Relevant Subject Benchmarking Group(s)**	N/A
9.	**Other external influences**	HCPC Standards of conduct, performance and ethics; HCPC Standards of Proficiencies; The Framework for Higher Education Qualifications

	in England, Wales and Northern Ireland (QAA, 2008); The College of Social Work: Professional Capabilities Framework (2012); Knowledge and Skills Framework (DoH, 2004); GSCC Code of Practice for Social Care Workers; National Occupational Standards for adult social care (Skills for Care); National Occupational Standards for Leadership and Management in Care Services (Skills for Care)
10. Date of production/revision of this form	February 2018

11. Aims of the Programme

- **To enable students to develop a conceptual understanding of past and current research in policy and practice in children and young people's services, early years, education, social work, social care, health and community work**
- **To develop and enhance students' capacity for critically evaluating and analysing key theoretical knowledge in relation to all aspects of research, policy and practice with children and young people, including children's participation, children's rights and international comparisons of children's experiences of childhood;**
- **To provide learning opportunities for students who are practitioners and other students to who are interested in advancing knowledge, research, policy or practice to develop and to enhance decision-making skills in complex situations involving children and young people;**
- **To equip students with the understanding, knowledge and skills to undertake research which is informed by debates on ontology, epistemology, methodology, ethical issues, processes and politics;**
- **To enable students to apply their learning from the course to research in their areas of interest or practice settings;**
- **To enable students to develop and enhance capacities for professional leadership and advancement with their practice settings and develop and deploy self-evaluation skills and critical reflective professional practice.**

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

Students will be able to:

A1. Appraise the interests and forces which currently influence and shape research, policy and practice with children and young people across the UK, mainland Europe and in other nations;

A2. Understand research, theoretical knowledge and understandings of law, policy and practice in a range of settings in relation to children and young people;

A3 Critically evaluate research, theoretical knowledge and understandings of major concepts at the core of the disciplines of social work and education;

A4. Critically appraise research, theoretical knowledge and understandings in relation to children and young people's rights, participation and safeguarding which are at the core of the disciplines of social work and education;

A5. Critically analyse knowledge and understanding of research processes including ethical and political issues, in planning, designing and undertaking research which focuses on issues for children and young people.

Teaching and Learning Methods

Students will acquire understanding and knowledge through attendance at lectures, seminars and workshops and through independent study. In addition there will be regular course work in the form of assignments, presentations and projects, which require critical analysis of theories, research, policy and practice and which demonstrate understanding and knowledge of research paradigms, methodologies and approaches.

Throughout the programme students will receive guidance and advice about where to access guidance on searching for, identifying and using materials available in the UCLAN library and elsewhere. Comprehensive bibliographies are provided for each module, as are guidelines for producing assignments, projects and dissertations. Students will be encouraged to access the extensive range of subject-related links provided through LLRS. To summarise: the overarching teaching and learning strategy will enable students to develop and enhance cognitive and
subject-specific skills which are appropriate to independent learning and postgraduate study.

Assessment methods

Throughout the programme formative and summative assessment occurs. Formative assessment is through feedback on student-led discussions, presentations or projects. Summative assessment is through a combination of assignments and other assessed course-work, which includes the dissertations for master's students and final pieces of work for postgraduate certificate or diploma students.

B. Subject-specific skills
Students will be able to: B1. Search for, identify and, following critical analysis, deploy, theory and research from a range of sources for understanding and developing knowledge in contemporary practice and management with children and young people. B2. Enhance the capabilities of others as a means of informing and improving contemporary practice in all aspects of contemporary practice with children and young people in a range of settings; B3. Understand the impact of relevant policy, practice and institutions in the UK, mainland Europe and other nations, in order to inform practice or service development; B4. Demonstrate knowledge and skills in promoting effective inter-professional and multi-disciplinary working in the interests of safeguarding children and young people and promoting their health and well-being; B5. Exercise leadership in their chosen area, including working independently, being accountable and fulfilling the responsibilities of their role.

Teaching and Learning Methods
Learning opportunities for the acquisition of subject-specific skills will include: the application of knowledge to practice throughout the course. Specifically there will be lectures, seminar discussions, workshops, video presentations and working on projects and dissertations. The course will recruit students working in a range of disciplines or interested in a range of subjects which relate to children and young people, and thus each student cohort provides opportunities for multi-disciplinary sharing and learning and each student cohort is encouraged to see itself as a de facto action learning set. Structured work based learning will also be available, to enable students with less work experience to engage in learning about policy through a practice setting.

Assessment methods
Throughout the programme formative and indicative assessment occurs. Formative assessment is through feedback on student-led discussions, presentations or projects. Indicative assessment is through a combination of assignments and other assessed course-work, which includes the dissertations for master's students and final pieces of work for postgraduate certificate or diploma students.

C. Thinking Skills
Students will be able to:

C1. Search for, identify and, following critical analysis, deploy, theory and research from a range of sources including policy, for understanding and developing knowledge in contemporary practice with children and young people;

C2. Synthesise information by bringing together a range of insights from a variety of knowledge and professional practice perspectives in order to develop and improve ways of working across disciplines and in a multi-racial and multi-cultural society;

C3. Research, plan, implement and monitor and evaluate strategies for improvement or change;

C4. Make use of a wide range of theories in order to demonstrate the capacity to make a significant contribution to the development, delivery and evaluation of services;

C5. Produce reasoned argument, justifying conclusions and recommendations by reference to analysis of appropriate theory and research.

Teaching and Learning Methods

Development of cognitive skills is enhanced through seminar discussions, feedback from staff and student peers in meeting the challenges of producing assignments.

Assessment methods

Throughout the programme formative and indicative assessment occurs. Formative assessment is through feedback on student-led discussions, presentations or projects. Indicative assessment is through a combination of assignments and other assessed course-work, which includes the dissertations for master's students and final pieces of work for postgraduate certificate or diploma students.

D. Other skills relevant to employability and personal development

Students will be able to:
D1. Communicate ideas and reasoned arguments both orally in the context of formal presentations and in writing;

D2. Network strategically; negotiate and collaborate;

D3. Select and draw upon a range of sources of printed, electronic and other material as a means to developing and presenting reasoned arguments for the successful completion of a research project;

D4. Set goals, plan a work programme and manage time effectively;

D5. Develop skills relevant to a range of endeavours, from engaging in postgraduate research to participating in the employment market at an appropriate professional or managerial level.

Teaching and Learning Methods

Learning opportunities throughout the course will include lectures, seminar discussions, workshops, video presentations and working on projects and dissertations. The course will recruit students working in a range of disciplines or interested in a range of subjects which relate to children and young people, and thus each student cohort provides opportunities for multi-disciplinary sharing and learning and each student cohort is encouraged to see itself as a de facto action learning set, providing opportunities for networking and for developing a wide range of transferable skills which are directly relevant to personal development and to employability..

Assessment methods

These skills are assessed through the formative and/or indicative assessment strategies described above, which are deployed throughout the programme.

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	SW4085	Theorising Childhood and Adolescence	20	**Masters Degree** Requires 180 credits with a minimum of 160 credits at Level 7
	SW4032	Childhood in Law and Welfare	20	
	SW4033	Safeguarding Children	20	**Postgraduate Diploma** Requires 120 credits with a min of 100 credits at Level 7
	THREE OF THE FOLLOWING SW4721	Social Pedagogy: Theory and Practice	20	
	SW4709	Global Perspectives on Children's Participation	20	**Postgraduate Certificate** Requires 60 credits with a minimum of 60 credits at level 7
	ED4995	Designing and Planning your Research Project	20	
	SP4004	Social Policy in Practice	20	
	SW4021	Collaborative research with children and young people	20	
	PLUS SW4037 OR: ED4019	Dissertation Dissertation	60 60	

15. Personal Development Planning

Personal Development Planning (PDP) is intended to provide a process by which students can reflect on their learning and plan for their personal and career development. The primary objective of PDP is to improve each student's capacity to understand what and how they are learning, and to review, plan and take responsibility for their own learning. The programme supports this initiative. It is expected that students at Master's level will already have acquired the necessary skills to plan and take responsibility for their own learning and development. It is expected as a matter of course that students will retain copies of and reflect upon

their feedback from assignments as a guide to future improvement and development. In conjunction with this, the course team will provide individual advice and discuss progress and future career or further study plans with students as a fundamental part of the tutorial role, and encourage students to make use of all of the University's range of support services as and where appropriate. All students will graduate with a student transcript setting out details of their academic learning, which is generated by the university and will be provided at the end of the course.

Students who are also registered social workers will be supported to engage with this process from the start of their course and will track and log their learning in relation to the outcomes for qualified social workers of the Professional Capabilities Framework and to encourage a lifelong learning approach throughout their career.

16. Admissions Criteria
There is a standard benchmark of a first degree at 2.2 or above in a relevant subject, but non-standard entrants with suitable extensive work experience with children and young people and evidence of recent study will be considered. International applications must have an IELTS score of a minimum of 6.5 Students who hold a relevant PGC with a minimum of 60 credits at level 7 may enter with advanced standing. Non-traditional applicants will be expected to be interviewed on a case-by-case basis

17. Key sources of information about the programme
• Fact sheet
• Advancement
• Course Enquiries 01772 201201
• Course Leader email: zo-riordan@uclan.ac.uk

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| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | | | | | |
| | | | | Knowledge and understanding | | | | | Subject-specific Skills | | | | | Thinking Skills | | | | | Other skills relevant to employability and personal development | | | | |
Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
LEVEL 7	SW4085	Theorising Childhood and Adolescence	C	*	*	*	*		*		*			*	*	*	*	*	*			*	*
	SW4032	Childhood in Law and Welfare	C	*	*				*			*	*	*		*	*	*	*			*	*
	SW4033	Safeguarding Children	C	*	*		*		*	*	*	*	*	*	*	*	*	*	*			*	*
	SW4721	Social Pedagogy: Theory and Practice	O	*	*	*		*	*	*	*	*		*	*	*				*	*	*	*
	SW4709	Global Perspectives on Children's Participation	O	*	*	*	*		*	*	*	*		*	*	*	*						*
	ED4995	Designing and Planning your Research Project	O	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*
	SW4021	Collaborative research with children and young people	O	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*
	SP4004	Social Policy in Practice	O	*	*	*	*	*	*	*	*	*	*	*	*		*		*	*	*	*	*
	SW4037 OR	Dissertation(Social Work)	C	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*
	ED4019	Dissertation (Educ Studies)	C	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*

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

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

13. Awarding Institution / Body	University of Central Lancashire
14. Teaching Institution and Location of Delivery	UCLAN campus
15. University School/Centre	School of Social Work, Care and Community
16. External Accreditation	N/A
17. Title of Final Award	Postgraduate Certificate in Safeguarding Children.
18. Modes of Attendance offered	Full and part time; one or two years.
19. UCAS Code	N/A
20. Relevant Subject Benchmarking Group(s)	N/A
21. Other external influences	Professional Capabilities Framework (2011); Skills Development Framework
22. Date of production/revision of this form	26th June 2012
23. Aims of the Programme	
• **To provide students with knowledge which will enable them to evaluate critically past and current safeguarding policy and practice in: children's services, services for young people, early years, education, social work, social care, health and community work;**	
• **To provide students with knowledge of significant elements of continuity and change in all of the settings listed above, in relation to safeguarding policy and practice;**	
• **To develop and enhance students' capacity for critically evaluating and analysing key theoretical knowledge in relation to safeguarding policy and practice with children and young people;**	
• **To provide learning opportunities for students who are practitioners to develop and to enhance decision-making skills in complex safeguarding situations involving children and young people;**	

- **To provide learning opportunities for students who are practitioners to generate new ideas and approaches to safeguarding policy and practice in work with children and young people;**
- **To develop and employ self-evaluation skills and critically reflective safeguarding professional practice.**

24. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

Students will be able to:

A1. Appraise the interests and forces which currently influence and shape policy and practice with children and young people across the UK, mainland Europe and in other nations;

A2. Understand law, policy and practice in a range of settings in relation to children and young people;

A3. Critically evaluate current research, theoretical knowledge and understandings of major concepts at the core of the discipline of social work;

A4. Critically appraise current research, theoretical knowledge and understandings in relation to safeguarding children and young people and which are at the core of the disciplines of social work;

Teaching and Learning Methods

Students will acquire understanding and knowledge through attendance at lectures, seminars and workshops and through independent study. In addition there will be regular course work in the form of assignments and presentations, which require critical analysis of theories, research, policy and practice.

In the first semester students will receive advice about where to access guidance on searching for, identifying and using materials available in the UCLAN library and elsewhere. Comprehensive bibliographies are provided for each module, as are guidelines for producing assignments, projects and dissertations. Students will be encouraged to access the extensive range of subject-related links provided through LLRS. To summarise: the overarching teaching and learning strategy will enable students to develop cognitive skills which are appropriate to independent learning and postgraduate study.

Assessment methods

Throughout the course students will be given formative and summative assessment occurs. Formative assessment is through feedback on student-led discussions, presentations or projects. Summative assessment is through a combination of written assignments and other assessed course-work.

B. Subject-specific skills

Students will be able to:

B1. Search for, identify and, following critical analysis, deploy, knowledge from a range of sources for understanding contemporary practice with children and young people.

B2. Understand the impact of relevant policy, practice and institutions in the UK, mainland Europe and other nations, in order to inform practice;

B3. Demonstrate knowledge and skills in promoting effective inter-professional and multi-disciplinary working in the interests of safeguarding children and young people and promoting their health and well-being.

Teaching and Learning Methods
Students will be provided with opportunities for the acquisition of subject-specific skills will include: the application of knowledge to practice throughout the course. Specifically there will be lectures, seminar discussions, workshops. This PG Certificate course will recruit students working in a range of disciplines which relate to children and young people, and thus each student cohort provides opportunities for multi-disciplinary sharing and learnings and each student cohort is encouraged to see itself as a de facto action learning set.

Assessment methods
Throughout the programme formative and summative assessment occurs. Formative assessment is through feedback on student-led discussions, presentations or projects. Summative assessment is through a combination of assignments and other assessed course-work, which includes the dissertations for master's students and final pieces of work for postgraduate certificate or diploma students.

C. Thinking Skills
Students will be able to: C1. Search for, identify and deploy theory and research from a range of sources for understanding and developing knowledge in contemporary practice with children and young people; C2. Synthesise information by bringing together a range of insights from a variety of knowledge and professional practice perspectives in order to develop and improve ways of working across disciplines and in a multi-racial and multi-cultural society; C3. Critically appraise a wide range of theories in order to demonstrate the capacity to make a significant contribution to the development, delivery and evaluation of services.

Teaching and Learning Methods
Students will develop cognitive skills through seminar discussions, feedback from staff and student peers and in meeting the challenges of producing assignments.

Assessment methods
Throughout the programme formative and summative assessment occurs. Formative assessment is through feedback on student-led discussions and presentations. Summative assessment is through a combination of assignments and other assessed course-work, leading to the award of Postgraduate Certificate in Safeguarding Children.

D. Other skills relevant to employability and personal development
Students will be able to:

D1. Communicate ideas and reasoned arguments both orally in the context of formal presentations and in writing;

D2. Network strategically; negotiate and collaborate with others;

D3. Set goals, plan a work programme and manage time effectively;

D4. Develop skills relevant to a range of endeavours which are appropriate for participating in the employment market at an appropriate professional level.

Teaching and Learning Methods

Learning opportunities throughout the course will include lectures, seminar discussions and workshops. The Postgraduate Certificate will recruit students working in a range of disciplines which relate to children and young people, and thus each student cohort provides opportunities for multi-disciplinary sharing and learnings and each student cohort is encouraged to see itself as a de facto action learning set, providing opportunities for networking and for developing a wide range of transferable skills which are directly relevant to personal development and to employability.

Assessment methods

These skills are assessed through the formative and/or indicative assessment strategies described above, which are deployed throughout the postgraduate certificate programme.

3. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	SW4085	Theorising Childhood and Adolescence	20	**Postgraduate Certificate in Safeguarding Children** requires 60 credits with a minimum of 60 at Level 7.
	SW4032	Childhood in Law and Welfare	20	
	SW4033	Safeguarding Children	20	

15. Personal Development Planning

This course is designed specifically to promote the continuing development, both professional and personal of all candidates, recognising them as 'self-actualisers'. Accordingly, opportunities for reflection, planning and goal

setting are built into the course within timetabled sessions and group discussions.

16. Admissions Criteria

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.

There is a standard benchmark of a first degree at 2.2 or above in a relevant subject, but non-standard entrants with suitable extensive work experience with children and young people and evidence of recent study will be considered.

International applications must have an IELTS score of a minimum of 6.5

Non-traditional applicants will be expected to be interviewed on a case-by-case basis

17. Key sources of information about the programme

- **Fact sheet**
- **Advancement**
- **Course Leader email: zo-riordan@uclan.ac.uk**
- **Course Enquiries 01772 201201**

18. Curriculum Skills Map

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)	Knowledge and understanding				Subject-specific Skills			Thinking Skills			Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4
LEVEL 7	SW4085	Theorising Childhood and Adolescence	C	*	*	*	*	*		*	*	*	*	*	*	*	*
	SW4032	Childhood in Law and Welfare	C	*	*			*			*		*	*			*
	SW4033	Safeguarding Children	C	*	*		*	*	*	*	*	*	*	*	*	*	*

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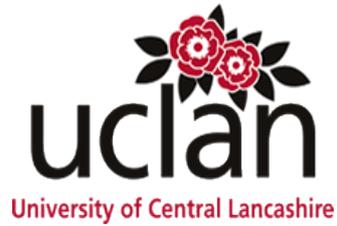
Addendum to the Course Handbook for

MA Contemporary Practice with Children and Young People
Entry Year of Study 2018-19

Page	Section	Summary of change & previous text removed (state whether addition / deletion / amendment / etc)	Date of Approval
	Section 8 Programme Specification	Addition of new optional module SW4021	Feb 2018