



## BA (Hons) Working with Children, Young People and Families Programme Specification

Academic Year:	2020/21
Degree Awarding Body:	University of Bradford
Final and interim award(s):	<p>BA (Honours) Working with Children, Young People and Families [Framework for Higher Education Qualifications (FHEQ) level 6]</p> <p>BA (Ordinary) Working with Children, Young People and Families [Framework for Higher Education Qualifications (FHEQ) level 6]</p> <p>Diploma of Higher Education Working with Children, Young People and Families [Framework for Higher Education Qualifications (FHEQ) level 5]</p> <p>Certificate of Higher Education Working with Children, Young People and Families [Framework for Higher Education Qualifications (FHEQ) level 4]</p>
Programme duration:	<p>3 years full-time</p> <p>4 years full-time with placement year</p>
UCAS code:	L590
QAA Subject benchmark statement(s):	Social Work (2016), Youth and Community Work (2017), Early Childhood Studies (2014)
Date last confirmed and/or minor modification approved by Faculty Board	April 2019; March 2020; September 2020

**Please note:** This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement

of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

## Introduction

Work with children, young people and families is high on the political agenda. Whether it's supporting children with additional support needs in schools, family support and children's centre work, community development work, mentoring, or play work, this degree will give you the theoretical knowledge and practical skills to undertake employment with children, young people and their families. Many people who choose to undertake this degree, do so because they want to make a difference. Students talk about wanting to work with some of the most vulnerable children and families in society and to have the skills and knowledge to support them to better futures.

You will learn skills in direct work techniques with children and families, using art, play and role play to learn how to assess and support children and their families. You will learn theories around parenting and attachment and effective ways of promoting positive parenting and attachments. You will develop skills in working in an empowering and enabling way with children and their families. In year two you have the optional module, 'Learning from Practice' which offers the opportunity to undertake paid or voluntary work in a setting relevant to the degree. The optional year three module, 'Managing Projects in Social Care' will teach you the theory and practical skills needed to undertake projects large and small: from (for example) developing a transition guide for children moving from Nursery to Reception class, or training materials on child protection to a strategy to tackle cyberbullying or developing facilities for young people at a local community centre. The theory-practice link is promoted throughout all of the teaching, and we have a dedicated Practice Learning team to promote your future career and employability.

Teaching sessions are interactive and further details can be found on page 8 in the section on our learning, teaching and assessment strategy. Module assessments are varied, including project work, portfolios, written assignments, group work and two exams (one in year two and one in year three). Many assessments have a practice-focus and might involve you developing (for example) a parenting programme or direct work materials to use with children and young people.

This is a great degree to combine with other interests such as art, sport, music, and so on. We have had graduates who have gone on to use dance, music and horse riding/care of horses to engage with disadvantaged children. Others have combined their love of football with skills learnt on the course; one student set up a football team for Muslim girls in a local primary school.

We want you to be excited, challenged, enthused, and through your studies develop an inquisitive approach that allows you to question your own assumptions and those of others. We will ask you to question taken-for-granted assumptions about childhood, family and parenting roles.

We offer you a rights-based approach to social justice which encompasses a focus on collective responsibility and a respect for diversities. At Bradford we are proud to be a part of a diverse city which is reflected in the staff and students. We also recognize the diversity of learning styles and our range of teaching and assessment strategies aim to be inclusive and supportive of all students. We welcome students with Specific Learning

Difficulties (SpLDs) or other support needs, recognizing that the children's workforce should reflect the children and families we are working with. We offer a highly supportive environment with an outstanding Disability Service which supports students with additional support needs.

Through the International Opportunities Team, students can apply for funding for opportunities abroad: Study Placements in Europe or Worldwide (Full Year – Sandwich year), Work placements in Europe (Full Year – Sandwich Year; Summer), Overseas Placements outside of Europe (Full Year – Sandwich Year; Summer) and Short International Opportunities (1-7 weeks during the Summer). There is the option to undertake a four-year programme, incorporating a study or work abroad year between years two and three. This is possible after successful completion of year two. Shorter-term options are also available including summer schools, field trips and other short programmes up to seven weeks. Students can also use the funding schemes available to undertake a work placement during the summer (2-4 months). Short term international programmes are an opportunity to study further afield, for example, applying to hundreds of summer schools or short international programmes (1-4 weeks).

Teaching is research-informed, and our research and practice interests include: child sexual exploitation, adult and child protection, criminal justice, family support, fostering and adoption, mental health, community arts, therapeutic social work, residential child care, international social work development, children with disabilities, direct work with children, families, and adults.

## **Programme Aims**

The programme is intended to:

- Equip students with the skills to employ social care values and ethics in work with children, young people and families
- Equip students with an understanding of a range of practice methods and skills in relation to working with children, young people and families
- Develop the ability to consider relevant issues from different perspectives including life stage development, social/societal influence and political, economic and cultural
- Ensure an understanding of issues relating to work with children, young people and families, theoretical perspectives and research relevant to this field of practice
- Create independent, autonomous and inquisitive graduates who can critically evaluate, interpret and undertake research studies in the area of children and families
- Produce an ability to apply knowledge and practical skills across a range of social care provision relating to children, young people and families
- Provide students with the confidence and ability to think laterally and creatively and apply skills and knowledge to other activities and disciplines
- Develop skills in self-reflective practice and professional competence and a commitment to life-long learning
- Apply principles of social justice, human rights and respect for diversities.

## Programme Learning Outcomes

To be eligible for the award of Certificate of Higher Education at FHEQ level 4, students will be able to:

- PLO 1 Demonstrate knowledge and understanding of factors that shape a child's identity and development.
- PLO 2 Identify key issues in relation to work with children, young people and families within the UK taking into account how politics and social policy influence practice with children and families
- PLO 3 Understand the ethical implications of work with children, young people and families
- PLO 4 Demonstrate relevant study skills; these could include:: reflective thinking, independent learning and research, information searching and collection, group work skills, IT skills, written and oral communication, problem solving and time planning and management

Additionally, to be eligible for the award of Diploma of Higher Education at FHEQ level 5, students will be able to:

- PLO 5 Understand, evaluate and apply key concepts and theoretical approaches involved in 'work with children, young people and families'
- PLO 6 Consider social policy and legislative framework underpinning work with children, young people and families
- PLO 7 Evaluate the social and cultural context in relation to childhood and youth, and the development of children and young people
- PLO 8 Critically evaluate the importance and complexities of inter professional and interagency work

Additionally, to be eligible for the award of Ordinary Degree of Bachelor at FHEQ level 6, students will be able to:

- PLO 9 Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

Additionally, to be eligible for the award of Honours Degree of Bachelor at FHEQ level 6, students will be able to:

- PLO 10 Analyse and assess empirical information, conduct first level research enquiries, and undertake and present scholarly work
- PLO 11 Apply methods and skills that have been learnt to review, consolidate, extend and apply knowledge and understanding

## Curriculum

### Stage 1

In Stage 1 students will develop knowledge and understanding of the learning strategies necessary for the successful completion of academic study in higher education. The

module ‘Values and Ethics’ will provide students with an overview of key concepts and approaches within the subject area and ‘Engaging and Communicating with Children, Young People and Families’ will provide an introduction to practice in working with children and families. ‘Transition and Development in Children and Young People’, ‘Ideology, Politics and Social Policy and ‘Attachment Theory in Practice’ will allow students to develop knowledge of the theory that underpins level 2 modules.

Stage 1: Students will study 120 credits as follows:

FHEQ Level	Module Title	Type	Credit	Study Period	Module Code
4	Academic, Personal and Professional Development	Core	20	1	SOW4006-B
4	Engaging and Communicating with Children, Young People and Families	Core	20	1	SOW4010-B
4	Transition and Development in Children and Young People	Core	20	1	SOW4007-B
4	Attachment theory in Practice	Core	20	2	SOW4011-B
4	Values and Ethics	Core	20	2	SOW4004-B
4	Ideology, Politics and Social Policy	Core	20	2	SOW4012-B

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education if they have successfully completed at least 120 credits and achieved the award learning outcomes.

## Stage 2

In Stage 2 students will take their skills further and develop an understanding of theoretical and practice approaches to the subject area. ‘Effective Interventions with Families’ and ‘Direct Work with Children’ develop knowledge and understanding with regard to practice with families and children.. ‘Research in Practice’ acts as an introduction to the skills required in relation to the Stage 3 project. The module on ‘Working with Children in Educational Contexts’, offers key insights for students to better understand support work within school settings. ‘Children and Interagency Work’ develops knowledge around the importance of collaborative working. The option ‘Learning from Practice’ offers the opportunity to develop practical experience of working with children or families. The option ‘Sociology of the Family’ helps us to understand family dynamics and the diversity of families. The ‘Elective’ can be chosen from any division within the Faculty subject to timetabling.

Stage 2: Students will study 120 credits, of which 100 are core modules, and they can choose a further 20 credits in semester 2 from the options listed, or an elective:

FHEQ Level	Module Title	Type	Credit	Study Period	Module Code
5	Direct Work with Children	Core	20	1	SOW5017-B
5	Effective Interventions with Families	Core	20	1	SOW5012-B
5	Research in Practice	Core	20	1	SOW5013-B
5	Children and Interagency Work	Core	20	2	SOW5006-B
5	Working with Children in Educational Contexts	Core	20	2	SOW5016-B
5	Learning from Practice	Option	20	2	SOW5009-B
5	Sociology of the Family	Option	20	2	SOW5015-B

FHEQ Level	Module Title	Type	Credit	Study Period	Module Code
	Elective	Elective	20	2	-

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education if they have successfully completed at least 240 credits and achieved the award learning outcomes.

### Stage 3

In Stage 3 students will complete a 'Final Year Project' (of 8,000 words), working on their own, but with supervision from a member of staff. This will give students the opportunity not only to increase their specialist subject knowledge, but also to demonstrate their ability to undertake independent study. Students will also undertake core modules in 'Childcare Law' and 'Mental Health: Personal Recovery, Resilience and Wellbeing' and 'Children, Disability and Inclusive Practice' and will have the option of studying either 'Service Users' and Carers' Perspectives in Social Work and Social care', Or 'Managing Projects in Social Care' Stage 3: Students will study 120 credits, of which 100 are core and a further 20 are chosen from a list of options as indicated below.

FHEQ Level	Module Title	Type	Credits	Study Period	Module Code
6	Childcare Law	Core	20	1	SOW6005-B
6	Service Users' and Carers' Perspectives in Social Work and Social Care	Option	20	1	SOW6007-B
6	Managing Projects in Social Care	Option	20	1	SOW6009-B
6	Final Year Project	Core	40	1 & 2	SOW6012-D
6	Mental distress, recovery, resilience and wellbeing	Core	20	2	SOW6011-B
6	Children, Disability and Inclusive Practice	Core	20	2	SOW6010-B

Students will be eligible to exit with the award of Ordinary Degree of Bachelor if they have successfully completed at 120 credits in both Level 4 and 5 and 60 credits at level 6 and achieved the award learning outcomes. Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed at least 360 credits and achieved the award learning outcomes.

### Placement and/or Study Abroad

This programme provides the option for students to undertake a work placement or period of study abroad between Stages 2 and 3. Students wishing to take this option will be registered for the 4 year programme.

For further information about study abroad opportunities please refer to <https://unibradfordac.sharepoint.com/sites/opportunities-abroad-intranet>

FHEQ Level	Module Title	Type	Credits	Study Period	Module Code
6	Placement	Core	20	1	PES5001-Z

## Learning and Teaching and Assessment Strategy

This learning, teaching and assessment (LTA) strategy reflects the commitment of the Division of Social Work and Social Care to deliver high quality teaching and learning experiences that will change lives. Teaching sessions are interactive. You will be taught in lectures (which tend to be larger groups of students), seminars (which involve smaller groups), group-work sessions (this is often when you are working on group presentations) and individual or group tutorials. We offer a blended learning approach and therefore our teaching and learning takes place both face to face and online. We expect students to be active learners which means we will often ask you to read materials or undertake specific tasks before taught sessions and to work on case studies and other tasks in classes. As many of the academic staff have utilised ‘direct work’ activities (role play, art, ‘games’ etc.) with children, young people and their families in practice settings, we often use these in teaching settings as this helps you to learn techniques you can use with service users, but also helps us to learn about ourselves (what sort of learner we are and how our lived experiences have made us who we are). There is very little of lecturers standing at the front and just talking at you- we don’t think this leads to interesting teaching or effective learning. Thus, our LTA strategy is transformational. As set out by the University (UoB 2018), the Curriculum Framework is the platform for learning, teaching and assessment.

Our strategy is collaborative, and our aim is to work with our students so they may develop into confident, enquiring, reflective and resilient individuals; who are able to critically apply their knowledge in an innovative way, to problem-solve, and make a positive contribution within their personal and professional lives.

Our LTA strategy is underpinned by the University’s six curriculum themes, and eight Curriculum Framework principles which are set out in the University’s Curriculum Framework (UoB 2018). This Framework is the ‘principal driver’ (UoB 2018:2) for our learning, teaching and assessment practices.

### University of Bradford Curriculum Themes

Inclusive	Research-led
Global perspectives & sustainability	Digitally rooted
Employability	Personalised

### Curriculum Framework Principles

Programme focussed approach	Enquiry based learning
Co-creation of curriculum	Programme-focussed assessment
University of Bradford academic themes	Real world & experiential learning
Active & collaborative learning	Transition to learner autonomy

In pedagogic terms, and reflecting the above themes and principles, our LTA strategy builds upon a synthesis of constructive alignment, evidence informed principles for

effective pedagogies and an aspiration to shift through an inclusive curriculum, towards a curriculum that is situated within a Universal Design for Learning.

## Context

The majority of teaching staff and practice learning staff have substantial practice experience, drawn from a broad mix of specialist areas. The majority are professionally qualified Social Workers, and currently registered with Social Work England (SWE). As registered Social Workers, staff are culturally sensitive and follow and engage the professional values and standards set out by the SWE.

### Theme 1: Inclusive

Gender bias is recognised within the caring profession and there are implications for BME students who, given the gendered nature of the caregiving, tend to be mature students with established caring roles. That said, younger students from BME backgrounds are overrepresented in our WCYPF programme. In addition, there are disproportionately greater numbers of students with learner support profiles on this programme of study. Following the introduction of the Equality Act (2010), and the contemporary growth of the Higher Education sector, there has been a notable rise in the numbers of students with disabilities attending HEIs within the UK.

The shifting focus within equality legislation from the duty to respond to requests for adjustments, to the duty of anticipating need, has necessitated a corresponding shift in service provision. The University supports the shift to a Universal Design for Learning (UDLL 2017) that is flexible to the needs of all learners; one that goes beyond an accessible environment to one that focuses upon making the curriculum accessible. Against this cultural backdrop:

As professional Social Workers, staff are required (under domain 3 of the PCF) to recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice. Staff are also required to 'be aware of the impact of culture, equality and diversity in practice' (HCPC 2017a: 8)

The Division of SW&SC is enthusiastic about its teaching and systematically appraises its pedagogic practices through a commitment to staff education and training opportunities that are monitored through mentorship, personal/professional development and Team/Divisional/Faculty meetings.

Students across all SW&SC programmes are routinely signposted and supported to access University resources designed to enhance the student experience and make a positive contribution to an accessible curriculum. This would include, but is not restricted to: academic help, language support, disability services, housing and money advice (for example).

Assessments are grounded in specified learning outcomes written into each course. Students are offered a range of teaching and learning opportunities that will demonstrate the intended learning outcomes. Learning outcomes are defined by a combination of factors; including conceptual and empirical work relevant to the field of study, collective and individual expertise from academic staff and practice learning staff, the expertise and insights from colleagues in professional practice (including inter and intra-professional

collaborations) and not least, the experience of those with lived experience (including the experience of carers and service users) and the experience of our students.

Our teaching will be grounded in subject-specific research and will draw upon practice-near experience where appropriate. Our activities offer a balanced delivery across all our programmes and will include, but not be limited by: traditional lectures, specialist lectures (from visiting individuals), seminars, tutorials, workshops, project work, case studies, audio-visual materials and group-work.

In addition to the above, we will make full use of a broad range of assessment practices including:

- Traditional academic essays and assignments, group and solo presentations, seen/unseen examinations and multiple-choice papers, analyses of practice, placement specific work, reflective accounts, dissertations and portfolios (traditional and electronic)
- Staggered assessment deadlines, so that ‘bunching’ of assessments is minimised
- The enhanced use of electronic resources, including: Canvas, PebblePad and Electronic holdings (library)

All our assessments will be supported by appropriate levels of guidance, and where appropriate, marking will be assisted by the use of rubrics.

### Theme 2: Research-led

A significant proportion of our teaching staff are research active and are published in their respective fields of expertise. Research activity is evident on local, national and international platforms. Grounded in professional practice, there is a clear commitment to engage evidence-based practice across all programmes of study within the division.

The emphasis upon research-led teaching means that our students are engaged in a cultural norm where insights from practice-near enquiry are routinely part of the Divisional discourse. Research-led teaching not only relates to the content of the research; the ‘findings’, but to its inception, design and execution. Students are socialised into a Divisional culture that values the role of the social scientist.

### Theme 3: Employability

We believe that the courses that make up our programmes have practice-near relevance and are grounded in contemporary research and thinking. Our LTA strategy emphasises:

- A commitment to effective time management, and a demonstrable sense of development toward ownership of the professional role.
- Clear liaison pathways between staff and students, including student representation across all years of all programmes and a commitment to liaison processes.
- Work-based learning opportunities are supported by appropriately experienced, trained, and registered educators.
- Continuity, and commitment to Continuing Professional Development (CPD) is reflected in the positioning of student performance in terms of their developing autonomy and independence.

The value invested in our students means that after they have graduated, and have gained practice experience, they often return to the Division and make a positive contribution to the teaching-learning process. This is one route that helps to bring theory and practice together.

#### Theme 4: Personalised curriculum

The focus of a personalised curriculum resides in the development of a sense of ownership, within the students, of their own learning experience. Our LTA strategy emphasises:

- A commitment to delivering and fostering the uptake of the Personal Academic Tutor role.
- The importance of supporting the transition to higher education, additional seminar work, so that smaller groups/focused formative feedback can be delivered effectively.
- Early opportunities for groupwork, that promotes a sense of collegiality.
- Bespoke induction programmes that aim to focus upon student need in context of the programme.
- Peer mentoring
- Wellbeing drop-in sessions

#### Theme 5: Digitally rooted

Our LTA strategy acknowledges the digital realities of contemporary practices. The idea of a Digitally Rooted Curriculum is clearly articulated in the University's Curriculum Framework (UoB 2018) and the notion of Digital Citizenship. Our LTA engages a range of digital technologies that are intended to make a positive contribution to the student experience on both a personal and professional level. Thus, our expectation is one of digital literacy which is achieved through:

- The development and maintenance of digital identities
- Familiarisation with personal and professional digital technologies in order to enhance corresponding competencies in the sphere of living and working in a digital society
- The development of a person-centred digital portfolio

An increasing utilisation of information and communication that can be manipulated to enhance asynchronous learning (for example the proliferation of e-literatures and the use of embedded links in student-facing materials, that in turn draw upon a rich array of media to support learning.

#### Theme 6: Global Perspectives & Sustainability

The Division of SW&SC has an established tradition of international relations that not only intersect its professional base, but its research orientation also.

### **Assessment Regulations**

This Programme conforms to the standard University Regulations which are available at the following link:

## Admission Requirements

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The minimum entry requirements for the programme are as follows:

- A typical offer to someone seeking entry through the UCAS scheme would be 112 points, to include 2 full GCE A levels or equivalent qualification GCSE English Language at grade 4 (old grade C) or above or equivalent. However, applications are welcome from mature students (those over 21 years of age on entry) and candidates with non-standard qualifications or who, lacking academic qualifications, have significant relevant experience. On completion of a UCAS form students will be invited to the Faculty for an Applicant Visitor Day when they will have the opportunity to meet staff, view the facilities and discuss “the Bradford experience” with current students.

The UCAS tariff applicable may vary and is published here:

<https://www.bradford.ac.uk/courses/ug/working-with-children-young-people-and-families-ba/?att=ft>

**Please note:** This link provides admission information relevant to the current recruitment cycle and therefore may be different to when this document was originally published.

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience.

## Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

## Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Removed Core module stage 2	March 2020
2	Specification reformatted and made accessible.	November 2020