

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

<https://www.brad.ac.uk/courses/ug/working-with-children-young-people-and-families-ba>

<b>Academic Year:</b>	2024/25
<b>Degree Awarding Body:</b>	The University of Bradford
<b>Target Degree Award:</b>	Bachelor of Arts with Honours (BA Hons) Working with Children, Young People and Families [Framework for Higher Education Qualifications (FHEQ) Level 6]
<b>Interim/exit Awards:</b>	Degree of Bachelor of Arts (BA) [FHEQ Level 6]; Diploma of Higher Education (DipHE) [FHEQ Level 5]; Certificate of Higher Education (CertHE) [FHEQ Level 4]
<b>Programme Admission:</b>	September
<b>Programme Modes of Study:</b>	3 years full time ( <a href="#">UCAS L590</a> ); 4 years full time with 'sandwich' placement year ( <a href="#">UCAS L591</a> )
<b>Subject Benchmark Statement:</b>	Youth and Community Work (QAA 2015); Social Work (QAA 2016); Early Childhood Studies (QAA 2014)

**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.

### Minor Modification Schedule

1. March 2020: Removed Core module stage 2
2. November 2020: Specification made accessible.
3. April 2021: Specification reformatted. Expanded study abroad section
4. June 2021: Annual changes for 2021 academic year. Reframed curriculum themes and language use
5. July 2022: Annual changes for 2022 academic year
6. April 2024: Annual changes for 2024 academic year

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### Introduction

Work with children, young people and families is high on the political agenda. Whether this involves supporting children at home, in schools, or in other settings, this degree will provide you with the theoretical knowledge and practical skills to work 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 on the programme often talk about wanting to work with some of the most vulnerable children and families in order to support them to build better futures.

Throughout the programme, you will develop skills which will enable you to undertake assessments and work directly with children and families to offer support. You will acquire theoretical knowledge on subjects such as attachment, positive parenting and interagency

working, to name a few examples. You will also develop skills to help you work in ways which empower and enable others. We believe that it is important for you to have both the knowledge and skills to help you be successful in your future career, and therefore many of our 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. We want you to be excited, challenged, enthused, and through your studies develop an inquisitive approach which allows you to develop your critical thinking skills and creativity.

Teaching sessions are interactive and further details on our approach can be found below under our learning, teaching and assessment strategy. Module assessments are varied, including group work, essays, exams, presentations and portfolios. In Year One you will develop your skills in communication and also have the opportunity to explore your value base. In Year Two you may complete an optional module on 'Learning from Practice', which offers the opportunity to work in a setting relevant to the degree and gain a Level 3 vocational qualification. Whilst in Year Three, the optional module on 'Managing Projects in Social Care', will support you with developing your skills in management. The programme therefore incorporates teaching and learning on a range of subjects and levels to support your development.

We offer a rights-based approach to social justice and have a Social Justice Society which students can become part of, which encompasses a focus on collective responsibility and a respect for diversities. At Bradford we are proud to be part of a diverse city which is reflected by our staff and student's population and in how we have been named as the Times University for Social Inclusion in 2020. We recognize the diversity of learning styles, and our range of teaching and assessment strategies aim to be inclusive and supportive. 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 therefore provide a highly supportive learning environment with an outstanding Disability Service which works very closely with students to offer support.

The theory-practice link is evident throughout the programme, and the staff team have a range of relevant academic and professional experiences which provide a basis for the teaching and learning which takes place. All our teaching is research-informed and our academic staff team have a range of expertise in social work and social care related fields. Our research areas of interest include: adult protection, adoption, child abuse and child protection, criminal justice, community arts, family support, fostering, mental health, residential child care, international social work and much more.

## **Programme Aims**

The programme is intended to:

- A1. Support students in developing their understanding of values and ethics with a view to enhance ethical decision making in practice.
- A2. Develop student knowledge of practice methods in relation to working with children, young people and families.
- A3. Enable students to consider diverse cultural, economic and socio-political perspectives when working with children, young people and families.

- A4. Enhance student knowledge and understanding of theory and research relevant to this field of practice.
- A5. Advance the level of understanding, knowledge and proficiency of students who will work with children, young people and families within education and social care contexts.
- A6. Provide students with the opportunity to develop their critical thinking, reflective practice and professional competence.
- A7. Demonstrate relevant academic skills which include the ability to: critically reflect, undertake independent study, work in groups, use IT, communicate in both oral and written formats, plan, problem solve and manage time effectively.

## **Programme Learning Outcomes**

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

- 1. Demonstrate knowledge and understanding of factors that shape a child's identity and development.
- 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.
- 3. Understand the ethical implications of work with children, young people and families.
- 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 FHEQ Level 5 Diploma of Higher Education award, students will be able to:**

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

**Additionally, to be eligible for the FHEQ Level 6 Degree award of Bachelor, students will be able to:**

9. Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
10. Analyse and assess empirical information, conduct first level research enquiries, and undertake and present scholarly work.
11. Apply methods and skills that have been learnt to review, consolidate, extend and apply knowledge and understanding.

## **Learning, 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. Instead our LTA strategy is transformational and collaborative. 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.

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 SWE.

## **Curriculum**

The BA Working with Children, Young People and Families curriculum is organised into modular units, studied across the "Academic Year" of September to May or discretely in a single Semester. Students study 120 credits in each stage/year, some of which are "core"

to the programme and required to be studied, and some of which are "optional" from a list or "elective" from the University as a whole.

All Stage 1 modules are core. The 'Academic, Personal and Professional Development' module will equip students with the skills required to successfully complete their studies within higher education. The module on 'Values and Ethics' will offer students an opportunity to begin to reflect on their value base and consider ethical dilemmas in practice contexts, whilst 'Engaging and Communicating with Children, Young People and Families' will provide an introduction to facilitating effective interactions. 'Transition and Development in Children and Young People', 'Ideology, Politics and Social Policy' and 'Attachment Theory in Practice' will allow students to begin to engage with key theoretical perspectives within the field, which underpin learning which takes place during Stage 2.

#### Stage 1 Modules (FHEQ Level 4/CertHE)

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

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.

During Stage 2 students will further develop their theoretical knowledge and practice-based skills in relation to working with children, young people and families. 'Effective Interventions with Families' and 'Direct Work with Children' will enable students to expand their knowledge and skills in terms of direct practice, whilst 'Children and Interagency Work' allows students to consider the importance of collaborative working. The module on 'Working with Children in Educational Contexts', offers key insights for students to better understand support work within school settings. 'Research in Practice' introduces students to research methods within the social sciences; learning from this module underpins the 'Final Year Project' during Stage 3.

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. The optional 'Learning from Practice' module provides the opportunity for students to develop their practical experience of working with children or families whilst also achieving a Level 3 vocational qualification in either Educational Support or Children's Social Care. And the optional 'Sociology of the Family' module explores the changing nature of families and family dynamics. The 'Elective' can be chosen from any division within the Faculty subject to timetabling and availability.

### Stage 2 Modules (FHEQ Level 5/DipHE)

Study Period	Code	Title	Credit	Level	Type
Semester 1	SOW5017-B	Direct Work with Children	20	FHEQ 5	Core
Semester 1	SOW5012-B	Effective Interventions with Families	20	FHEQ 5	Core
Semester 1	SOW5013-B	Research in Practice	20	FHEQ 5	Core
Semester 2	SOW5006-B	Children and Interagency Work	20	FHEQ 5	Core
Semester 2	SOW5016-B	Working with Children in Educational Contexts	20	FHEQ 5	Core
Semester 2	SOW5009-B	Learning from Practice	20	FHEQ 5	Option
Semester 2	SOW5015-B	Sociology of the Family	20	FHEQ 5	Option
Semester 2	*-B	University Semester 2 Elective	20	4/5/6	Elective

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 (including at least 100 at FHEQ Level 5) and achieved the award learning outcomes.

Students will study a final 100 core credits within Stage 3. Throughout the Stage, students will complete a 'Final Year Project' (of 8000 words), by working independently with guidance from their allocated supervisor. This will enable students to undertake independent study and provide an opportunity for them to develop specialist subject knowledge. Students will also complete core modules in 'Childcare Law', 'Disability and Inclusive Practice, and 'Mental Distress, Recovery, Resilience and Wellbeing'. There is the option available in Semester 1 for students to either undertake a module on the perspectives of carers and people who use services in Social Work and Social Care or 'Managing Projects in Social Care' depending on their interests.

### Stage 3 Modules (FHEQ Level 6/BA)

Study Period	Code	Title	Credit	Level	Type
Academic Year	SOW6012-D	Final Year Project	40	FHEQ 6	Core
Semester 1	SOW6005-B	Childcare Law	20	FHEQ 6	Core
Semester 1	SAC6019-B	Health in Society	20	FHEQ 6	Core
Semester 1	SOW6009-B	Managing Projects in Social Care	20	FHEQ 6	Option
Semester 1	SOW6007-B	Service Users' and Carers' Perspectives in Social Work and Social Care	20	FHEQ 6	Option
Semester 2	SOW6010-B	Children, Disability and Inclusive Practice	20	FHEQ 6	Core
Semester 2	SOW6011-B	Mental distress, recovery, resilience and wellbeing	20	FHEQ 6	Core

Students will be eligible to exit with the award of Ordinary Degree of Bachelor if they have successfully completed at 120 credits in both of Stages 1 and 2 and achieved at least 60 credits at FHEQ Level 6.

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.

Please note: The curriculum may change, subject to the University's programme approval, monitoring and review processes.

## Placement and/or Study Abroad

This programme provides the option for students to undertake a work placement in the UK or overseas, or period of study abroad between Stages 2 and 3. This is possible after successful completion of year two.

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).

For further information about study abroad opportunities, such as the Study Abroad Semester, please refer to <https://www.bradford.ac.uk/exchanges/>.

## Placement or Study Abroad Year

This element of the four-year BA programme is student-centred and student-led, and thus the initiative for identifying and applying for placements is driven by the students. Planning for the placement/internship year starts several months in advance, usually in the first semester of Stage 2 and at the latest by the end of Semester 2. The Division will provide information sessions. The process may involve several steps including:

- Identifying and searching for voluntary placement/internship opportunities;
- Preparing applications, covering letters, supporting letters of reference;
- Contacting relevant organisations, arranging for and agreeing specifics such as location, domain of work, start and end dates, focal point, terms of reference of placement and what the student is expected to do and the days and hours;
- Sorting out financial planning issues, visas, travel risk assessments and permissions;
- Discussing with the relevant contact person in the host organisation about aims and reviewing arrangements.

Students wishing to take this option will be registered for the 4 year programme and complete a diary during the year followed by a short presentation on their experience when they return to the University.

After the placement or study abroad year is completed, students taking this four-year BA Programme return to the programme at the University of Bradford at the beginning of the next academic year to proceed with their final year on the programme, with the same requirements and academic supervision as for students on the three-year programme.

Students who successfully complete the full year Placement module (PES5001-Z) will be eligible for the additional award of University Diploma in Industrial Experience.

## Other Study Abroad

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 (1-7 weeks).

Students are welcome to explore available opportunities for a Study Abroad Semester that may be viable for them via our International Opportunities team.

A Study Abroad Semester can be available **ONLY** if the modules offered by the host institution allow the student to meet the learning outcomes of the Bradford Programme during Semester 1 **OR** Semester 2.

Any student wishing to study abroad for a semester should first contact the International Opportunities Team to explore the opportunities and funding in place and, secondly, the Faculty Exchange Coordinator to check if the available options and relevant modules are in line with the University requirements. Following these checks, the International Opportunities Team and the Faculty Exchange Coordinator will liaise with the relevant Programme Leader to validate the modules and the semester exchange.

The semester exchange requires students to study only modules suitable to the Bradford programme when abroad. Therefore, all modules selected for the exchange will have to be mapped to the Bradford programme learning outcomes and be approved by the Programme Leader and the Director of Studies in Bradford in advance of the exchange. During the exchange, if the student needs to change the modules, this can only be done after approval of the Programme Leader and Director of Programmes.

If the student fails a module abroad, the student must:

- a) Immediately inform the International Opportunities Team and the Faculty Exchange Coordinator.
- b) explore the possibility of re-taking any exams at the host institution.

During the exchange, students will have support from the relevant University services. All credit successfully obtained whilst on study abroad semester will count towards the student's final degree. Our International Opportunities team can advise students about the available funding to support their study or work experience abroad.

The list of exchange partners and network of Universities available for Study Abroad Semester, as well as further information about international opportunities can be found online at: <https://www.bradford.ac.uk/exchanges/current-students/>

**Please note:** Some institutions are only available to undergraduate or postgraduate students. Any potential exchange is dependent on student eligibility, student finance, and the appropriate modules required to fulfil the requirements of the programme being available at either institution.



## Assessment Regulations

This Programme conforms to the standard University Undergraduate Assessment Regulations which are available at the following link: [www.bradford.ac.uk/regulations](http://www.bradford.ac.uk/regulations)

## 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.

## Minimum Requirements

All applicants are required to have English at GCSE Grade 4/C or above or equivalent. Other RQF Level 2 qualifications such as Key Skills are acceptable.

Students whose first language is not English should check the standard University language requirements, and to look up any equivalent qualifications from other countries, at: <https://www.bradford.ac.uk/international/entry-requirements/>

A typical offer to someone seeking entry through the UCAS scheme would be 112 points:

- A-Level: BBC (including 2 full A-levels, no subject restrictions)
- Other RQF Level 3 qualifications as specified on the course website or upon application

On completion of a UCAS form students will be invited to the Faculty for an Open Day where they will have the opportunity to meet staff, view the facilities and discuss “the Bradford experience” with current students. Students will be made aware of the range of programmes available within the Faculty, including the additional Foundation Year stage (<https://www.bradford.ac.uk/courses/ug/foundation-year/>) permitting entry to this programme or others with 72 UCAS points.

## Access and Recognition of Prior Learning

Applications are welcome from students with non-traditional qualifications and experiences. For such applicants, evidence of their interests and any work experience would be required and this would likely take the form of a portfolio of work and/or an interview with the programme.

The University of Bradford has always welcomed applications from disabled students. To discuss adjustments or to find out more about support and access, you may wish to contact Disability Services before you apply online: [www.bradford.ac.uk/disability/before](http://www.bradford.ac.uk/disability/before)

Applications are particularly welcomed from adult learners (those aged 21+ at the start of the programme), armed forces families, carers and care leavers, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller families. To find out more

about the University of Bradford Progression Scheme, visit the webpage:

<https://www.bradford.ac.uk/applicants/progression-scheme/>

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. For more details on RPL, visit the webpage:

<https://www.bradford.ac.uk/teaching-quality/prior-learning/>

**Please note:** This admission information is relevant to the contemporary recruitment cycle and therefore may now be different to when this document was originally published. The UCAS tariff applicable may vary and is published here: <https://www.brad.ac.uk/courses/ug/working-with-children-young-people-and-families-ba>

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