

## Programme Specification for BA (Hons) Integrated Working with Children and Families (Top Up)

This document applies to Academic Year 2020/21 onwards

<b>1</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2</b>	<b>Teaching institution</b>	University of Worcester
<b>3</b>	<b>Programme accredited by</b>	Not applicable
<b>4</b>	<b>Final award</b>	BA (Hons)
<b>5</b>	<b>Programme title</b>	Integrated Working with Children and Families (Top Up)
<b>6</b>	<b>Pathways available:</b>	Single Honours
<b>7</b>	<b>Mode and/or site of delivery</b>	Flexible and Distributed Learning and Standard taught programme at University of Worcester, Halesowen College and Herefordshire & Ludlow College
<b>8</b>	<b>Mode of attendance</b>	Full time and part time study
<b>9</b>	<b>UCAS Code</b>	LX53 BA/IECS
<b>10</b>	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">Early Childhood Studies benchmarks (QAA, 2019)</a> <a href="#">Youth &amp; Community work benchmarks (QAA, 2019)</a> <a href="#">Social work benchmarks (QAA, 2019)</a>
<b>11</b>	<b>Date of Programme Specification preparation/revision</b>	December 2013 May 2014 - ARC approval of FDL route August 2014 - amendment to regulations September 2014; October 2014 – amendment to regulations July 2015 – ARC approval of Halesowen College provision July 2016 – Amendment to module title (IWCF3004) June 2017 – approval of H&LC provision August 2017 – AQU amendments November 2017 – General update August 2018 – AQU amendments February 2019 – AQU amendments August 2019 - AQU amendments to Section 19. August 2020 – AQU amendments to Section 19. September 2020 – Benchmark statements amended November 2020 – change to wording of placement requirements and remove reference to Early Years Teacher programme (no longer running)

### **12. Educational aims of the programme**

The aim of this programme is to support the student to an understanding of the principles and practice of integrated working; that is working together to meet the needs of individual children and to improve their lives. This will involve the continued development and

improvement of services for children and their families within the Early Years sector and across the children's workforce. The focus on integrated working therefore reflects the need for positive change and development required by all professionals and agencies, at every level of management and practice.

The student will critically engage with an ecological perspective of childhood, which means the child and his/her life is considered in relation to their family, culture, community and wider society. They will consider how an ecological approach can influence the continued development of empathic, reflective and responsive practitioners in the context of the child, their needs and their family. This will support the graduates who within their professional role who are critically aware of the need to avoid misinterpreting, misunderstanding or misjudging when working with children and families, supported by the key understanding of a child's history and context. This relates to the ethical principles and practice of working with children and families, as a professional and within integrated service provision.

The academic content of this course therefore relates to the holistic development of children. The programme aims to present multiple perspectives focusing on the integrated working model with children and their families; subsequently it draws from a range of significant disciplines, such as history, psychology, education, health, welfare, sociology and social policy, cultural studies, the law, and political and economic perspectives. The student will be supported to understand and analyse the experiences that shape childhood, while developing an understanding of the complexity of young children's lives.

This degree programme takes account of the Early Childhood Studies benchmarks (2019), Youth and Community Work benchmarks (2019) and Social Work benchmarks (2019) which influence the educational aims as listed below. The programme provides a graduate status pathway.

The professional context of the children and young people's workforce is changing and developing and therefore requires a suitable qualified professional; competent and skilled to meet the needs of integrated professional working.

This degree is offered to:

- A prospective student as a current practitioner working within the children, young people and families sector who wishes to advance their academic qualification towards improving their professional practice.
- A student practitioner who aspires to advance their expertise and skills in adapting to the diversity of the children and young people's workforce and its career opportunities for employment.
- Other professionals working with children, young people and families, seeking to improve their knowledge and professional skills base.

## **Aims**

The programme aims to:

1. Enable the student to contribute to the development of the children and young people's workforce, within the context of multi-professional and integrated service provision.
2. Equip the student from a range of academic and professional backgrounds to meet the demands of the children and young people's workforce, and to operate in a range of

roles, including frontline, supervisory, management, policy making and implementation focusing on excellent person-centred practice.

3. Enable the student to develop life-long learning skills and professional qualities that will support further study, research and future career development, including intellectual independence, initiative, personal responsibility and decision making.
4. Provide a flexible and open learning and teaching environment which encourages active participation, experiential learning, critical debate and reflection, informed by a range of different perspectives and experiences.
5. Encourage the student to draw on a range of resources; literature, theoretical perspectives, academic and professional disciplines and to critically engage with work-based learning, inquiry and research.
6. Provide the student with the skills and knowledge to enable them to critically engage with the academic discipline of child and family studies and the professional discipline of integrated working.
7. Effectively engage with different learning arenas and critically reflect on the implications for their study and practice.

### **13 Intended learning outcomes and learning, teaching and assessment methods**

On completion of a period of study for the **Single Honours** award, the student will be able to:

#### **Knowledge and understanding**

- a) Apply knowledge, understanding to contemporary issues related to children, young people and families and to devise a sustained and reasoned argument and propose solutions.
- b) Have a good understanding of professional roles and responsibilities in the context of welfare and child protection.
- c) Demonstrate facility and familiarity with research in childhood through their knowledge and understanding of research methodology.
- d) Appropriately apply knowledge relating to the study of child and adolescent development, including access to knowledge frameworks drawn from social and developmental psychology and the philosophy, sociology and history of childhood; pedagogical approaches and policy and provision for children and families. (Pedagogy is understood in this document as incorporating both upbringing and creative approaches to working with children).
- e) Appropriately apply knowledge relating to reflection and reflective professional practice appropriate for graduate leaders in the children and young people's workforce.

#### **Examples of learning, teaching and assessment methods used:**

##### ***Examples of a), b) c), d) and e)***

The student undertaking the Dissertation (IWCF 3001/3002), Professional Practice and Inquiry (IWCF 3003) and Safeguarding Learning and Development (IWCF 3004) will be able to demonstrate knowledge and understanding of their role and responsibilities in child protection and current socio-economic factors affecting families within an ecological context. This is in

addition to the significance of a professional inquiry-based approach to research towards improved understanding, in responding to the needs of children and families. Formative and Summative assessments will comprise a range of written assessments, presentations, case study on the developing child and their safeguarding role and the dissertation. Every student will be able to participate and contribute to their learning experiences as part of the FDL pedagogical community by means of online discussion fora initiated by their module tutor, including the student's reference to their online journal, the Professional Reflective Journal (PRJ) which is reviewed solely by the module tutor. The teaching and learning experiences will also provide a diverse range of opportunities to engage 'face to face' with their peers, including lectures, seminars, workshops and student led conferences organised during the academic year.

### **Cognitive and intellectual skills**

On completion of a period of study the student will be able to:

- f) Critically examine the developing self and the reflective stance needed to promote transformative learning.
- g) Interpret and critically engage with a range of perspectives and evaluate relevant resources such as literature, research, policy and perspectives to inform transformative learning.
- h) Engage in reflective thinking, learning and action to support their development as an advanced, critically reflective professional with a current and informed understanding of holistic childcare practices.

### **Examples of learning, teaching and assessment methods used:**

#### ***Examples of f), g) and h)***

The student will continue to develop their cognitive and intellectual abilities and skills through engagement with Professional Practice and Inquiry (IWCF 3003) and the Dissertation (IWCF 3002). Formative and Summative assessments will include components of a reflective journal, work based focus inquiry and the dissertation. The student who is studying on the FDL route or the standard taught route of the programme will be required to participate and engage with their peers and tutors online accessing the Blackboard facility. The teaching and learning experiences of the student emphasises the approach of Technologically Enhanced Learning (TEL) and the module IWCF3003 highlights the student as a developing professional. There will be continued emphasis on the use of the PRJ for tutor feedback with a focus on their professional development planning, the role of research in improving their practice and the relationship to the completion and impact of their Independent Study on the student.

### **Practical skills relevant to employment**

On completion of a period of study the student will be able to:

- i) Work with a range of ages and needs.
- j) Lead or model quality practice in a range of complex situations and contexts.
- k) Plan for and implement self-evaluation and improvement of creative learning and development opportunities.
- l) Lead, support and work collaboratively with others and have an understanding of working effectively in teams with parents, carers, families and other professionals.
- m) Meet and promote children and young people's health, welfare and safety needs and the conditions that enable them to flourish.

## **Examples of learning, teaching and assessment methods used:**

### ***Examples of i), j), k) and l)***

- The student who engages with the module Integrated Support for Children and Families: policy, practice and leadership (IWCF 3005) will continue to develop their skills base in professional leadership and in managing change as part of the quality enhancement of services for children, young people and families.
- Formative and Summative assessment will include appreciative inquiry and links to problem based practice and learning. The teaching and learning experiences will provide a diverse range of learning opportunities to engage online and 'face to face' with their peers. The teaching and learning offers a problem based approach to aspects of module content in critically examining the social issues and contexts of children and families; seminars, workshops and student led conferences organised during the academic year will support and develop critical thinking, debate and discussion with the pedagogical community of learners and practitioners.

### ***Examples of m)***

- The student undertaking Safeguarding Learning and Development (IWCF 3004) will be enabled to demonstrate a good skills base in the on-going developmental needs of children and young people.
- Formative and Summative assessments through essay and case study reporting.
- Creative learning developed through experiential methods.
- Presentation for IWCF 3004 in demonstrating learning and practice of leading and developing teams in services for children, young people and families.

### **Transferable/key skills**

- n) Develop competent and effective advocates for children, young people and families.
- o) Ensure that graduates are competent and skilled communicators.

## **Examples of learning, teaching and assessment methods used:**

### ***Examples of n) and o)***

- Undertaking the range of mandatory and optional modules offered on this programme, including the practice based focus, provide the students with a range of transferable skills applicable to a variety of work environments dedicated to children, young people and families.
- Formative and Summative assessments include aspect of critical reflection from professional development planning on their PRJ and with input from the Personal Academic Tutor. Essays, journal pieces, research activity, in class dialogue, online activity, presentations.

## **14. Assessment Strategy**

The programme's assessment strategy has been considered within the context of UW's Learning, Teaching and Assessment Strategy, Assessment Policy and Grade Descriptors. A broad range of formative and summative assessment strategies are used in the programme to support the development of knowledge, understanding, skills and student qualities. Assessment may include:

- essay
- journal
- display
- report
- poster presentation
- seminar presentation
- seminar paper
- an dissertation / research project

Modules are supported by formative assessment to develop thinking, analysis and presentation skills. Formative assessment consists of a variety of learning approaches to enable all students to participate and develop their knowledge and understanding of module content. Many formative assessments have direct correlation with the summative assessment in addition to an assessment brief, which offers guidance on how to meet the requirements of the assessment. Thus, the formative assessment should enable further progress for students in assessment preparation, including an emphasis on the academic support role of the allocated Personal Academic Tutor.

*Assessments:*

- are a maximum of 3,000 words (except the dissertation)
- include formative and summative elements
- are aligned with subject, course, module outcomes and learning and teaching methods to achieve the standard required for the programme award
- summative assessment of all module learning outcomes
- will be reliable, valid and authentic
- provide opportunity for achievement of all grades
- will be manageable for students in terms of schedule and demands
- provide opportunity for choice/negotiation where appropriate to the module content and learning outcomes and depth of study that reflects the appropriate level of study (FHEQ descriptor for a higher education qualification at level 6: Bachelor's degree with honours).
- include a range of assessment methods that enable students to demonstrate achievement of learning outcomes and the transferable skills inherent within them.
- will generate constructive and clear feedback and will be integral to the assessment process

The Taught Courses Regulatory Framework (TCRF) applies to all IWCF modules and is included in module specifications and outlines. The Department for Children and Families (DCF) team has developed subject specific criteria and descriptors benchmarked to the University generic descriptors in clear and positive language to enable the student to recognise areas for positive academic development.

**15 Programme structures and requirements**

**AWARD MAP FOR A SINGLE HONOURS AWARD**

**Title: Integrated Working with Children and Families BA (Hons) Top Up**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Single Hons</b>
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IWCF 3003	Professional Practice and Inquiry	30	M
IWCF 3002	Dissertation	30	M
IWCF 3004	Safeguarding Learning and Development.	30	M
IWCF 3005	Integrated Support for Children and Families: policy, practice and leadership.	30	M

### Single Honours Award

It is recommended that students who are not currently employed and working with children and families complete a professional placement within an Ofsted (or equivalent) registered setting. This is to ensure that the student has an opportunity to apply and critically reflect on the theoretical application to professional practice, and their learning and development as a student. The DCF has a Professional Practice Co-ordinator who can assist students who are not employed in a setting and who may need assistance or advice in acquiring a suitable placement for their practice experience learning. The DCF has a database of Ofsted registered settings which a student can access to assist with this process. Students will be required to provide the details of the setting to the Professional Practice Co-ordinator.

### 16 QAA and professional academic standards and quality

Subject benchmark standards for Early Childhood Studies (ECS), Youth and Community Studies (YCS) and Social Work studies (SWS) are consistent to the course and are more explicit within the course programme. The mapping of benchmarks can be seen as an appendix document within the course handbook, and provide an effective framework to demonstrate how the programme's modules relate to and address the generic and specific skills, and subject knowledge equip graduates effectively to work within integrated services for children, young people and families.

The BA (Hons) Integrated Working with Children and Families Flexible and Distributed Learning is consistent with the UK Quality Code for Higher Education. There is particular emphasis on Section A of the UK Quality Code as part of the construction and design of the programme development to ensure that academic standards are set and maintained as quality assurance measures for graduate awards.

Early Childhood Studies benchmarks (QAA, 2019)

<https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-early-childhood-studies.pdf>

Youth & Community work benchmarks (QAA, 2019)

[https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-youth-and-community-work.pdf?sfvrsn=5e35c881\\_4](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-youth-and-community-work.pdf?sfvrsn=5e35c881_4)

Social work benchmarks (QAA, 2019)

[https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-work.pdf?sfvrsn=5c35c881\\_6](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-work.pdf?sfvrsn=5c35c881_6)

### 17 Support for students

At course level, face to face, group tutorial and online support is provided by a Personal Academic Tutor, Module Tutors, Independent Study Tutor and the Course Leader, who has a

student welfare role and provides further support for students. A Practice Experience Co-ordinator and [Disability and Dyslexia Service](#) provide additional support as required.

Students also benefit from:

- Information literacy sessions and support from a subject specific liaison librarian and UW Writer in Residence.
- Self-study materials to support transition and additional workshops facilitated by the CCF team.
- Subject specific induction.
- A Record of Personal Development Planning with the Personal Academic Tutor.
- Section 1 of the Course Handbook, the CCF subject notice board for students' easy access on campus, in addition to online notice board on the VLE, and information and module outlines.
- Study skills support.
- Independent study support.
- Careers advice.
- Professional work based experience, locally, nationally or abroad.
- Earn as You Learn schemes to provide additional financial support for students.

A range of support services can also be accessed through the links below:

<http://www.worcester.ac.uk/student-services/index.htm>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

## **18 Admissions policy, criteria and procedures**

### **Admissions policy**

The Centre for Children and Families (CCF) complies fully with UW policies with regard to inclusion and widening participation. We welcome applications from males, ethnic minority groups and disabled people who are currently under represented within the profession, specifically within the Early Years sector.

The course seeks to recruit students from a range of related academic and professional backgrounds. The programme now provides a Flexible and Distributed Learning (FDL) route for students in keeping with the widening participation agenda of the University, in addition to the standard taught route for students which also comprises TEL approaches for student teaching and learning experiences

The CCF team are committed to increasing access to a diverse range of student need and request and also provides evening delivery of the programme for students in full time employment or with other commitments which may make access to the stand taught provision of regular day attendance problematic. The student will also have the option of selecting a module on the FDL route.

### **Entry requirements**

- Foundation degree, DipHE, HND or equivalent qualification in Early Childhood Studies, Learning Support, Health & Social Care, or a related subject.
- GCSE English at grade C/4 or equivalent evidence of standard written English, and GCSE Maths at grade C/4 are desirable. The University offers equivalency tests to support applicants in meeting this requirement as a course entry.
- Experience of working with young children and families.



- Complete an IT skills audit by emailed activities with course tutor/s before course entry. The audit is not a test but is a means of identifying any support needs you may have to help you with your course of study.

The current requirements for entry to this course are also published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>.

See [Admissions Policy](#) for other acceptable qualifications.

### **Disclosure and Barring Service (DBS) requirements**

An Enhanced Disclosure and Barring Services (DBS) check is required for students undertaking a voluntary placement. This will be at a cost to the student and it is recommended that the student registers with the DBS update service.

### **Recognition of Prior Learning**

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University [webpages](#) or from the Registry Admissions Office (01905 855111).

### **Admissions Procedures**

Full-time applicants apply through UCAS (Course code LX53 BAIECS)

For more information, contact Registry on 01905 855111  
Part-time apply directly to University of Worcester (UW).

### **Admissions/selection criteria**

1. Each application will be considered by UW Registry Admissions and the Course Leader.
2. Evidence of qualifications will be checked.
3. Enhanced Disclosure and Barring Services (DBS) check.
4. References and personal statements will inform the selection of candidates with:
  - the academic ability and commitment necessary to Honours(H) level of study;
  - an appropriate academic foundation and genuine interest in childhood, children and families.
5. Evidence of written English may be required in some instances.
6. Interviews are held where confirmation of evidence or clarification of any of the admissions criteria is required.
7. Please contact the Registry Admissions Office for further information or guidance.

## **19 Regulation of assessment**

The course operates under the University's Taught Courses Regulatory Framework.

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Taught Courses Regulatory Framework](#).

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

This course is subject to the University's fitness to practice procedures.

### Requirements for Awards

Award	Requirement
Top up Degree (non-honours)	Passed a minimum of 60 credits at Level 6, as specified on the award map.
Top up Degree with honours	Passed a minimum of 120 credits at Level 6, as specified on the award map.

## **Classification**

The honours classification will be determined on the profile of the best grades with 120 credits grades attained at Level 6 only.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

## **20 Graduate Destinations, employability and links with employers**

### **Graduate Destinations**

A BA (Hons) in Integrated Working with Children and Families will enable graduates to pursue careers within these areas:

- Social care
- Children's charities e.g. Barnados
- Day Care Nurseries, pre-schools and playwork
- Supervisory and management roles within Early Childhood settings
- Teaching assistants
- Health and welfare services
- Local Authority Children's Services
- Post-graduate qualifications in Social Work, Teaching and Research degrees
- Early Years Consultant
- Family support worker

### **Student Employability**

The Centre for Children and Families at the University of Worcester places great importance on student employability. The commitment to this programme of study should enable graduates to meet their career potential and to compete for the most desirable graduate jobs. As a graduate of the Integrated Working with Children and Families Top Up degree, working with children and families in the Children and Families sector, the degree offers the opportunity to advance academic qualifications towards improving professional practice.

The degree may be significant to a practitioner who aspires to advance their expertise and skills, in adapting to the diversity of the children's workforce and its career opportunities for employment.

### **Links with Employers**

Members of the course team are involved in local networks where employer feedback can inform continual reflection on delivery and content of the programme and advice given to students with regard to the qualities and skills needed in the workplace. Personal Development Planning and review opportunities with the Personal Academic Tutor provide scope and focus for a revision on student career aspirations and employability skills. Forums such as the Early Years Development and Childcare Service provide a similar link, also enabling students to access employment in holiday schemes.

**Please note:** This 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 s/he takes full advantage of the learning opportunities that are

provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.