Programme Specification

University of Cumbria

Programme Title and Name of Award	MA Working with Children, Adolescents and Families		
Academic Level	7	**Total Credits**	180
Professional Body Accreditation / Qualification	Not applicable		
Date of Professional Body Accreditation	Not applicable	**Accreditation Period**	Not applicable
UCAS Code			
JACS Code	L490		
HECoS Code	100455		
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/postgraduate/working-with-children-adolescents-and-families-ma/ The following additional requirements apply for entry to this programme: If you are offered a place, we require you to comply with an Enhanced Disclosure and Barring Service (DBS) background clearance check. Details on the policy can be found here.		
Teaching Institution	University of Cumbria		
Owning Department	Health, Psychology & Social Studies		
Programme delivered in conjunction with			
Principal Mode of Delivery	Face to Face with elements of Work-Based Learning.		

Pattern of Delivery	Full Time and Part Time.
Delivery Site(s)	University of Cumbria Carlisle, University of Cumbria Lancaster
Programme Length	Full Time: 1 calendar year, 5 calendar years maximum. Part Time 2 calendar years, 5 calendar years maximum.
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. Postgraduate Certificate Working with Children, Adolescents and Families (60 credits) Postgraduate Diploma Working with Children, Adolescents and Families (120 credits)
Period of Approval	Sep 2018 – Aug 2024

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful postgraduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

This programme is ideal for anyone who wants to make a difference to the lives of children, young people and families. The programme will develop the knowledge and skills you need for a career across a range of professional areas, or for entry into further postgraduate study. The MA Working with Children, Adolescents and Families has been designed to build on existing learning experiences and offers flexible learning opportunities that will enhance the academic and professional knowledge and skills of learners with a view to improving career prospects. Children, Adolescents and Families aims to

provide a stimulating and challenging academic and scholarly environment for learners who wish to advance their academic and professional development beyond undergraduate level, through developing specialised knowledge and a critical awareness of issues at the forefront of research and practice within the field. The MA Working with Children, Adolescents and Families may be studied on a full or part time basis. Programme Modules that students on the MA will study are: • Professional values and ethics • Research skills and methods • Multi-disciplinary perspectives on children, adolescents and families •Interpersonal violence and abuse • Theories of contemporary society • Leading the transformation of services • Dissertation

In addition to the flexible and specialist nature of the provision the programme has a number of distinguishing features including: a commitment to prepare our postgraduates with a knowledge and experience of interdisciplinary working, a focus on employability and postgraduate level research skills, an appreciation of the social justice and action agenda and its relevance and application to the field nationally and internationally.

Interdisciplinary working: the emphasis on interdisciplinary working is supported by an interdisciplinary programme team including childcare professionals, psychologists, youth workers and teachers. Wherever possible you are provided with opportunities to learn alongside students on other professional programmes enabling interprofessional learning. These features equip you with the knowledge, understanding, skills and experience to work in contemporary integrated practice settings.

Employability: The programme offers an excellent introduction to the wider children's workforce and social care arena, the types of work within it and career routes that lie ahead. This keeps your career options open throughout the postgraduate degree. You will gain a firm understanding of human development, issues of social justice, interdisciplinary professional practice and global perspectives. This provides a strong foundation to pursue careers across the workforce and supporting people at all ages and stages of their lives. The programme is tailored to maximise your employability. As such the module content, activities and assessment tasks reflect real world of work contexts.

Internationalisation: The programme places considerable emphasis on an international curriculum, in the knowledge that this will strengthen your position as a practitioner potentially preparing you for work across the globe. Moreover, it prepares you for work in contemporary society. Global perspectives are embedded across the curriculum.

Social Justice: Consistent with the core values underpinning health and social care practice this programme promotes the social justice agenda.

Research skills in preparation for practice: Practitioners and academics within the wider children's workforce and social care services need to be equipped to reflect, evaluate and gather evidence to demonstrate the efficacy of their provision. This programme prepares you for evidence based practice by presenting you with a range of research challenges at different stages of your study culminating in a final independent research project (dissertation).

Programme enrichment: The programme is further enriched with a wide range of additional learning opportunities. These include: attendance at departmental seminars and events, research internships over the summer, co-research with staff, voluntary roles leading to certificates such as year representative, international placement (subject to suitability and funding).

Additional costs: Most of your expenses are included in the programme, however, we do recommend that you have some additional resources for the following options: £10- £20 per year for stationery, £40 for a programme sweatshirt / hoodie (optional), £100 for trips (optional), £250 for a residential (optional), and £190 for an ILM leadership certificate (optional), all figures listed are approximate as at January 2018 and may be subject to change/inflationary increases.

Induction and support: Our welcome day allows you to find your feet. From then on peer support, personal tutor support, wider university support systems and the online learning platform will keep you motivated and achieving on track. If for any reason you find you are unable to continue to study, there are also two exit options, ensuring that you get the maximum award possible. The exit routes are:

Postgraduate Certificate or Postgraduate Diploma in Working with Children, Adolescents and Families.

Progression: The children's workforce and social care services include: early years, education, social care, health and wellbeing, sport and culture, youth work, community work, crime and justice. Within each of these sectors there are employers who provide statutory services, voluntary and charitable services and private services. This provides you with a wide range of employment options. Our recent postgraduates have gone on to work in a wide variety of these organisations as front line staff and project managers.

As a result of studying this programme you may also want to progress onto a PhD by research or a professional doctorate.

Aims of the Programme

The overall aims of the Programme are to:

1. provide a motivating and challenging academic and scholarly environment for learners who wish to progress their academic and professional development beyond undergraduate level

2. facilitate your acquisition and understanding of complex and specialised knowledge and a critical awareness of academic and practioner issues at the forefront of working with Children, Adolescents and Families

3. develop your conceptual knowledge and understanding of how research and reflective practice enables the critical analysis, interpretation, synthesis and application of evidence within the field of working with Children, Adolescents and Families.

4. complete an empirical dissertation and through this, to contest existing knowledge and facilitate the development of new ideas and new ways of thinking for professionals and researchers working with children, adolescents and families.

5. Prepare you for Level 8 (postgraduate) study in an allied field; or for employment.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Master's level), you will be able to demonstrate that you have the ability to:

- Display a systematic understanding of knowledge, and a critical awareness of

  current problems and/or new insights, much of which is at, or informed by, the

  forefront of your academic discipline, field of study or area of professional practice.

- Employ advanced subject-specific and cognitive skills to enable decision-making in

  complex and unpredictable situations.

- Generate new ideas and support the achievement of desired outcomes

- Accept accountability for decision making including the use of supervision

- Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

K1. a mastery of specialist knowledge of contemporary theory and research in the domain of Working with Children, Adolescents and Families

K2. a critical and expert understanding of professional, ethical and legal perspectives relating to research and practice when Working with Children, Adolescents and Families

K3. a critical and specialist knowledge of factors that influence research, policy and practice within the field of Working with Children, Adolescents and Families

K4. the ability to synthesize, compare, contrast and critically evaluate a range of issues at national and international that impact upon research with children and families

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

S1. competence and expertise in planning, undertaking and completing a critically engaged, coherent, substantial and advanced piece of empirical research

S2. the ability to produce work to a professional standard in readiness for publication/professional practice

S3. the ability to clearly, concisely and professionally communicate ideas, findings and conclusions (orally or through a range of written media e.g. formal reports, posters, literature reviews)

 S4. the ability to work independently and to manage your own learning.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

- QAA Subject Benchmark Statement: Early Childhood Studies (2014)
- QAA Subject Benchmark Statement: Youth and Community (2017)
- National Occupational Standards for Youth Work LSI YW00 (2012)
- National Occupational Standards for Community Work JETSCD00 (2015)
- UoC Vision, Mission and Values
- UoC Corporate Strategy
- UoC Strategic Plan
- UoC Learning, Teaching and Assessment Strategy

- [UoC HPSS Departmental Business Plan](#)

- [UoC Academic Regulations and Academic Procedures and Processes](#)

Post Graduate Prospects

The children's workforce is a wide sector including: early years, education, social care, health and wellbeing, sport and culture, youth work, community work, crime and justice. Within each of these sectors there are employers who provide statutory services, voluntary and charitable services and private services. This provides you with a wide range of employment options for graduates. We know from conversations with alumni that our recent graduates have gone on to work in a wide variety of these organisations as front line staff and project managers. As a result, the programme design, content, teaching and learning activities and assessments need to be broad enough to encompass this breadth of progression opportunities and highly applied in nature in order to advantage our students in recruitment processes.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises and celebrates diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Learning and Teaching

In line with the UoC Learning, Teaching and Assessment Strategy 2017-22 our learning and teaching methods:

- Promote the development of inclusive practice and address a range of learner types through a varied curriculum that balances knowledge, skills and practical application in practice

- Use learning technology to promote student learning and achievement through the use of PebblePad, Blackboard, social media, online survey technology, and other ICT applications

- Provide active learning and social learning opportunities through a range of individual and group learning experiences, placement activities and programme enrichment events

- Embed principles of internationalisation and draw on global perspectives into all relevant modules

- Embed principles of employability and entrepreneurial skills development within every module

- Foster aspiration and career readiness through work-based, experiential and inter-professional learning opportunities

- Are relevant to the needs of the workplace, emphasising problem-solving and the interaction of theory and practice

- Use research-informed teaching, drawing on industry-based knowledge and expertise

- Contain links to the UoC postgraduate attributes in every module.

Range of teaching and learning strategies at the University of Cumbria include: Meetings, Gamification, Role play, Case study, Online tasks, Formative assessments, Presentations, Investigations, Creative work, Critical reading and Debates.

A range of online technologies are available at the Unversity of Cumbria include:Blackboard,Pebblepad, Kahoots, Go formative and Turnitin.

Summative and Formative Assessment

In line with the UoC Learning, Teaching and Assessment Strategy 2017-22 and the HPSS Assessment Strategy 2016-2020, our assessment methods:

- Are designed to provide a creative and balanced strategy across the programme enabling students to evidence excellence in knowledge, skills and application to practice

- Provide a range of engaging and challenging opportunities

- Enable the valid testing of the programme learning outcomes

- Enable progression in each style of assessment task from one module to the next

- Are matched to specific module contents and outcomes

- Are designed as to avoid the 'bunching' of submission deadlines

- Promote the concept of 'assessment for learning' to enable the development of independent and autonomous thinkers

- Provide a relevant and practicable workload for both students and staff which enables anonymous marking and timely feedback with attention to type, volume and frequency of assessment tasks

- Are relevant to the needs of the workplace, allowing for authentic assessment and effective feedback to enable student success.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

On joining the programme you will be invited to attend our masters induction sessions. During these sessions you will be introduced to the programme team and representatives from other services within the university. You will also have opportunities to engage in social activities to enable you to get to know the team and your peer group. The induction sessions will also introduce you to the structure of your programme. The roles of key staff will be outlined and the wide range of support mechanisms at the university signposted. A range of taster activities will be provided to enable you to get to grips with

university systems and to enable the team to quickly pick up on any emergent issues.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. You will meet your personal tutor in the first two weeks at University and at regular intervals from then on. We endeavour to keep your personal tutor consistent throughout your time at university, but this may not be possible for a range of reasons. Meetings with your personal tutor may be face to face; via telephone or via skype.

Personal Development Planning

Personal development planning is an ongoing process throughout the programme and is supported by the Personal Tutor (PT). Pebblepad is used as the online personal development plan (PDP) enabling you to access your portfolio and plans even after you have graduated.

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, eBooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading lists will be made available to you electronically using the university's online reading list system.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your programme and by different means such as face to face, email or virtual. Visit skills@cumbria for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent facilities we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The Student Hub is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you are not confident about your IT skills, we are always around to ensure you get the level of support you need. We have a wealth of information and support available on the website and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Staff and Student Services

Staff and Student Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best

use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

Preparing for Postgraduate Study

This free online pre-entry Master's level programme is available through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the programme simply follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the programme and work through it at your own pace.

Peer Mentoring @ Cumbria

You will be allocated a student mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

Mature Students' Events

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

Help is at Hand Events

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and gives you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc. For those living at a distance you can access information about the help available via mycumbria on the student hub https://my.cumbria.ac.uk/Student-Life/Support/Contact-Us/

Career Ahead

Career Ahead is the University's Employability Award, which gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set, reflect on their experiences and develop further skills. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email careerahead@cumbria.ac.uk.

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
7	HLLP7010	Professional Values and Ethics	20	Compulsory	K1-3; S2-4
7	HMFA7011	Multi-disciplinary Perspectives on Children, Adolescents and Families	20	Compulsory	K1-3; S2-4
7	HLLP7034	Theories of Contemporary Society	20	Compulsory	K1-3; S2-4
7	HLLP7008	Research Skills and Methods	20	Compulsory	K2-3; S2-4
7	HLLP7038	Independent Study	20	Compulsory	K1-2; S2-4
7	HMFA7013	Leading the Transformation of Services	20	Compulsory	K1-3; S2-4
7	HLLP7006	Dissertation	60	Compulsory	K1-4; S1-4

Notes
This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.
A failed student will / will not be permitted to re-register on the same programme.

Key to Module Statuses	
Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to carry as a marginal fail (within the limits set out in the Academic Regulations)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, unless indicated otherwise

	in the table above, an optional module carries the same rules as a compulsory module as per the Academic Regulations
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Delivery structure in Lancaster

Programme Delivery Structure: Full Time				
Module Code	**Module Title**	**Delivery Pattern** **Full time**	**Method(s) of Assessment**	**Approximate Assessment Deadline**
HLLP7010	Professional Values and Ethics	Semester 1	Portfolio	Semester 1
HMFA7011	Multi-disciplinary Perspectives on Children, Adolescents and Families	Semester 1	Debate and multi agency meeting with commentary	Semester 1
HLLP7034	Theories of Contemporary Society	Semester 1	Portfolio	Semester 1
HLLP7008	Research Skills and Methods	Semester 2	Portfolio	Semester 2
HLLP7038	Independent Study	Semester 2	Portfolio	Semester 2
HMFA7013	Leading the Transformation of Services	Semester 2	Written Assignment	Semester 2
HLLP7006	Dissertation	Semester 3	Report and Presentation	Semester 3
Students exiting with 60 credits would receive a PGCert Working with Children, Adolescents and Families **Students exiting with 120 credits would receive a PGDip with Children, Adolescents and Families** **Students exiting with 180 credits would receive a MA with Children, Adolescents and Families**				

Delivery Structure in Carlisle:

Programme Delivery Structure: Full Time				
Module Code	**Module Title**	**Delivery Pattern** **Full time**	**Method(s) of Assessment**	**Approximate Assessment Deadline**
HLLP7010	Professional Values and Ethics	Block One (Oct – Nov)	Portfolio	End of Block
HMFA7011	Multi-disciplinary Perspectives on Children, Adolescents and Families	Block One (Oct – Nov)	Debate and multi agency meeting with commentary	End of Block
HLLP7034	Theories of Contemporary Society	Block Two (Nov – Jan)	Portfolio	End of Block
HLLP7008	Research Skills and Methods	Block Three (Feb – March)	Portfolio	End of Block
HLLP7038	Independent Study	Block Three (Feb – March)	Portfolio	End of Block
HMFA7013	Leading the Transformation of Services	Block Two (Nov – Jan)	Written Assignment	End of Block
HLLP7006	Dissertation	Block Four – Six (March to Aug)	Report and Presentation	End of Final Block
Students exiting with 60 credits would receive a PGCert Working with Children, Adolescents and Families **Students exiting with 120 credits would receive a PGDip with Children, Adolescents and Families** **Students exiting with 180 credits would receive a MA with Children, Adolescents and Families**				

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	- Module Evaluation - Programme Validation and Periodic Review - Annual Monitoring - Peer Review of Teaching, Learning and Assessment - External Examiner Reports - Student Success and Quality Assurance Committee
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	- Staff Student Forum - Module Evaluation Forms - Programme Evaluation: PTES - Module/Programme/Personal tutorials - Meetings with External Examiners

Date of Programme Specification Production:	28/10/17
Date Programme Specification was last updated:	28/10/17
For further information about this programme, refer to the programme page on the University website **https://www.cumbria.ac.uk/study/courses/postgraduate/working-with-children-adolescents-and-families-ma/**	