

<b>Programme Title and Name of Award</b>	BA (Hons) Working with Children and Families		
<b>Academic Level</b>	6	<b>Total Credits</b>	360
<b>Professional Body Accreditation / Qualification</b>	Not applicable		
<b>Date of Professional Body Accreditation</b>	Not applicable	<b>Accreditation Period</b>	Not applicable
<b>UCAS Code</b>	L502		
<b>JACS Code</b>	L490		
<b>HECoS Code</b>	100455		
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:  <a href="https://www.cumbria.ac.uk/study/courses/undergraduate/working-with-children-and-families/">https://www.cumbria.ac.uk/study/courses/undergraduate/working-with-children-and-families/</a></p> <p>The following additional requirements apply for entry to this programme:</p> <p>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 <a href="#">here</a>.</p>		
<b>Teaching Institution</b>	University of Cumbria		
<b>Owning Department</b>	Health, Psychology and Social Studies (HPSS)		
<b>Programme delivered in conjunction with</b>	N/A		
<b>Principal Mode of Delivery</b>	Face to Face with elements of Work-Based Learning		

<b>Pattern of Delivery</b>	Full Time and Part Time
<b>Delivery Site(s)</b>	University of Cumbria Carlisle, University of Cumbria Lancaster
<b>Programme Length</b>	Full Time: 3 years standard, 7 years maximum Part Time: 5 years standard, 7 years maximum
<b>Higher Education Achievement Report (HEAR)</b>	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
<b>Exit Awards</b>	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.  BA Working with Children and Families (300 credits)  Diploma of Higher Education in Working with Children and Families (240 credits)  Certificate of Higher Education in Working with Children and Families (120 credits)
<b>Period of Approval</b>	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 graduates 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. This programme

has a number of distinguishing features including: an emphasis on interdisciplinary working; employability; internationalisation; research skills and social justice.

**Interdisciplinary working:** Each module explores how different professions would approach the area under study –supported by an interdisciplinary programme team including child care professionals; psychologists, youth workers, 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 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. There are modules dedicated to professional skill development and opportunities to engage with the real world of work ensuring that you are confident in your career choice at the end of the degree. The programme is tailored to maximise your employability. As such the module content, activities and assessment tasks reflect real world of work contexts. In addition, as part of this programme you will have the opportunity to complete Safeguarding and First Aid Certificates. Employability skills are mapped into each module, and the programme culminates with a career progression planning module to ensure you are secure in your next steps.

**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 will be represented across the curriculum at all levels.

**Social Justice:** Consistent with the core values underpinning health and social care practice this programme promotes the social justice agenda and works from a strengths based or salutogenic approach valuing who people are, what resources they have and what they can do.

**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 practice with bespoke research challenges at each level of study, culminating in an independent project.

**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).

**Work experience:** To complement the learning in the university work experience at level 5 will equip you with the opportunity to integrate the knowledge, understanding and skills into tangible practice. The work experience will also support you to make an informed career choice at the end of the programme. This is an invaluable learning experience.

**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 in level 6 (optional). All figures listed are approximate as at January 2018 and may be subject to change/inflationary increases.

**Induction and support:** The start of the programme has been carefully tailored to support your gradual induction into study at university level, and the programme has also been validated with an integrated foundation year for anyone who feels they would benefit from a gentler start to study (please see separate programme page). Our welcome week 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 three exit options, ensuring that you get the maximum award possible. The exit routes are; Certificate of Higher Education, Diploma of Higher Education and final Ordinary degree or Honours degree.

**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 graduates 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 Masters programme.

## Aims of the Programme

The overall aims of the Programme are to support students to:

1. Provide a supportive and responsive learning environment that will enable students with different experiences to develop a flexible and transferable skill set
2. Engage students with a variety of learning experiences that build on skills and knowledge at each of the three levels of the programme to facilitate the development of a critical understanding of the children's workforce and social care settings
3. Develop the skills, knowledge and understanding to work in integrated practice settings across the children's workforce and social care settings
4. Confidently engage with and support the development of children, young people, families and communities
5. Plan, deliver and evaluate projects and interventions that support social action and social justice
6. Understand and locate themselves within the local, national and global children's workforce and social care settings
7. Engage students in traditional and contemporary debates in the children's workforce and social care settings with an emphasis on developing analytical skills that enable robust evidenced based theoretical challenge
8. Prepare students for Level 7 (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 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

## **Programme Outcomes – Knowledge and Understanding**

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

### **After 120 credits of study (CertHE) you will be able to demonstrate:**

K1. A detailed multi-disciplinary knowledge of models and stages of human development and their application to a range of practices

K2. comprehension of professional values and ethics for university study and work in the wider world and means for communicating and building relationships with children, young people and families

K3. A detailed knowledge of key psychological, sociological, cultural and political frameworks and theories relevant to work with children, young people and families and the ways in which these inform understanding of the contemporary issues

### **After 240 credits of study (DipHE) you will be able to demonstrate:**

K4. A detailed knowledge of research methodology, including; paradigms, methods, sampling, analysis, ethics, use of literature

K5. A detailed knowledge of the definitions and scope of equality and diversity inclusion and anti-oppressive practice

K6. comprehension of the key contemporary challenges including the use and impact of commercial and digital media, crime, conflict and justice and identity and personality development.

**After 360 credits of study (BA Hons) you will be able to demonstrate:**

K7. a detailed knowledge of appropriate research methods for defined projects and through critical analysis be able to articulate their strengths and limitations

K8. a critical approach to the practice of enabling and empowerment from a range of perspectives and practices

K9. a detailed knowledge of historical and cultural perspectives on work with people across a range of contexts

K10. A detailed knowledge of professional skills and tools for project, people, change and performance management.

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

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

**After 120 credits of study (CertHE) you will be able to demonstrate the ability to:**

S1. assess developmental stages and propose appropriate interventions

S2. read academic sources and write academically and use a wide range of ICT

S3. apply ethical and professional values within their appropriate associated legal frameworks

S4. communicate with children, young people, families, communities and colleagues

S5. evaluate social, cultural and political impacts on practice with children, young people or families

**After 240 credits of study (DipHE) you will be able to demonstrate the ability to:**

S6. plan research methods and conduct research, synthesise literature and critically analyse data, report findings in professional documents

S7. work in an inclusive anti-oppressive style

S8. plan and critique integrated practices from multiple perspectives

**After 360 credits of study (BA Hons) you will be able to demonstrate the ability to:**

S9. design and carry out research in an ethical manner overcoming barriers and reporting in an appropriate professional manner.

S10. plan, implement and evaluate work with children, young people, families and communities safely through a range of practices

S11. plan for your own career progression with the knowledge and skills required to project manage, supervise staff, manage change, and manage performance.

## 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 \(2017\)](#)
- [University of Cumbria Vision, Mission and Values](#)
- [University of Cumbria Corporate Strategy](#)
- [UoC Strategic Plan](#)
- [University of Cumbria Learning, Teaching and Assessment Strategy](#)
- University of Cumbria HPSS Departmental Business Plan
- [University of Cumbria Academic Regulations and Academic Procedures and Processes](#)
- [University of Cumbria Collaborative Provision Strategy](#)

## 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.

We also know that many students wish to progress into an accredited professional route after qualifying. Students have progressed on to masters study in social work, youth work, teaching, counselling and psychology. This creates the need for the programme to support a high level of academic study to ensure students are secure enough points to progress.

The complexity of progression routes and options has led to the creation of a bespoke module in semester two of level 6 where students will review and plan their career options.

## 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 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 from level 4 to 6
- Embed principles of employability and entrepreneurial skills development within every module at each level, and with the inclusion of a mental health first aid (lite) and safeguarding certificate at levels 4 and 5
- Foster aspiration and career readiness through work-based, experiential and inter-professional learning opportunities at each level
- Are relevant to the needs of the workplace, emphasising problem-solving and the interaction of theory and practice both in the classroom and on placement
- Ensure effective management and quality assurance of placement activity through the Placement Learning Units, Professional Practice Leader Role, placement supervisors, university supervisors and an External Examiner for placements
- Use research-informed teaching, drawing on industry-based knowledge and expertise
- Have links to the UoC graduate attributes in every module.
- Contain processes for the practical management and quality assurance of placement activity refer to Placement Handbook and note that there is a separate handbook for each level.

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 University 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 level 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**

Students are inducted into the programme through 'welcome week'. During this week the students access university wide support from a range of departments. In addition, the programme team facilitate a range of group and social activities to enable the students to get to know one another, and introduce the structure and expectations of the students from a programme perspective. The roles of key staff are outlined and the wide range of support mechanisms at the university signposted. A range of taster activities are provided to enable the students to get to grips with university systems and to enable the team to quickly pick up on any emergent issues. There are 'recall' days at the start of every semester and at the end of the academic year where students across the Child and Family Studies Group come together to induct students back into the year, review progress, regroup and plan ahead.

### **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.

### **Personal Development Planning**

Personal development planning commences in the first module of the programme and is a regular activity from then on. Pebblepad is used as the online personal development plan (PDP) enabling you to access your portfolio and plans even after you have graduated. Your reference information and personal development plans are revisited annually at 'recall' days ensuring you keep on track. The last module in the programme is focussed on personal development planning to ensure you know what your next step is after graduating.

### **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're not confident about your IT skills, we're 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:

#### **Headstart**

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your programme, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

#### **Head Start Plus**

Head Start Plus is also an online skills development programme, designed to support students who are about or who have just started study at level 5 or 6 (2<sup>nd</sup> and 3<sup>rd</sup> year undergraduate). This programme is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The programme provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This programme is free and available via the Open Education Platform powered by Blackboard. To access the programme, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the programme free of charge 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.

### **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](mailto:careerahead@cumbria.ac.uk).

<b>Programme Curriculum Map</b>					
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>
4	HLLY4006	Perspectives in Human Development	20	Compulsory	K1, K2, K3 S1
4	HLLY4007	Professional Skills with Children, Young People, Families and Communities	20	Compulsory	K1, K2, K3 S2, S3, S4
4	HMFA4002	Social and Political Influences on Policy and Practice	20	Compulsory	K1, K2, K3 S4, S5
4	HMFA4004	Play and Creative Development in diverse contexts	20	Compulsory	K1, K2, K3 S4, S5
4	HMFA4001	Cultural and Historical Influences on Children, Young people and Families	20	Compulsory	K1, K2, K3 S4, S5
4	HMFA4003	An Introduction to practitioner research	20	Compulsory	K1, K2, K3 S6
5	HLLY5009	Researching and Evaluating practice	20	Compulsory	K4 S6
5	HMFA5003	Equality, Diversity, Inclusion and Anti-oppressive practice through (with work based learning)	20	Compulsory	K5 S1, S2, S6
5	HLLY5006	The Internet, Media & Society	20	Compulsory	K6 S8

5	HMFA5002	Crime and Conflict	20	Compulsory	K6 S8
5	HMFA5004	Identity, Personality and Social justice	20	Compulsory	K6 S8
5	HMFA5005	Innovative Approaches to Working with Children and Families	20	Compulsory	K6 S8
6	HLLY6009	Extended Professional Practice Report: Dissertation	40	Compulsory	K7 S9
6	HLLY6011	Enabling Practice and Empowerment for Communities	20	Compulsory	K8, K9 S10
6	HLLY6012	Outdoor Environments and Experiential Learning	20	Compulsory	K8, K9 S10
6	HMFA6001	Supporting Health and Wellbeing	20	Compulsory	K8, K9 S10
6	HMFA6003	Employability, Progression and Leadership	20	Compulsory	K10 S11

### 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.

<b>* Key to Module Statuses</b>	
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

<b>Programme Delivery Structure: Full Time</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Full time</b>		
HLLY4006	Perspectives in Human Development	Year 1 Semester 1	Proposal and project work	January
HLLY4007	Professional Skills with Children, Young People, Families and Communities	Year 1 Semester 1	Reflective account and Project work	January
HMFA4002	Social and Political Influences on Policy and Practice	Year 1 Semester 1	Group presentation and Essay	January
HMFA4004	Play and Creative Development in diverse contexts	Year 1 Semester 2	Plan, Portfolio, Project work	May
HMFA4001	Cultural and Historical Influences on Children, Young people and Families	Year 1 Semester 2	Blog, Essay	May
HMFA4003	An Introduction to Practitioner Research	Year 1 Semester 2	Presentation, MCQ, Essay	May
<b>Students exiting at this point with 120 credits would receive a CertHE Working with Children and Families</b>				
HLLY5009	Researching and Evaluating practice	Year 2 Semester 1	Proposal, MCQ, presentation, portfolio	January
HMFA5003	Equality, Diversity, Inclusion and Anti-oppressive practice through (with work based learning)	Year 2	Reflective account, portfolio, essay	January

		Semester 1		
HMFA5002	Crime and Conflict	Year 2 Semester 1	Analysis of a group discussion, Written Assignment	January
HLLY5006	The Internet, Media & Society	Year 2 Semester 2	Literature table, project work, assignment	May
HMFA5004	Identity, Personality and Social justice	Year 2 Semester 2	Group presentation, assignment	May
HMFA5005	Innovative Approaches to Working with Children and Families	Year 2 Semester 2	Poster, written assignment	May
<b>Students exiting at this point with 240 credits would receive a DipHE Working with Children and Families</b>				
HLLY6011	Enabling Practice and Empowerment for Communities	Year 3 Semester 1	Community plan and presentation	January
HLLY6012	Outdoor Environments and Experiential Learning	Year 3 Semester 1	Session plan and portfolio	January
HMFA6001	Supporting Health and Wellbeing	Year 3 Semester 2	Project plan and project work	May
HMFA6003	Employability, Progression and Leadership	Year 3 Semester 2	Career interview and set exercises.	May
HLLY6009	Extended Professional Practice Report: Dissertation	Year 3 Year Long	Ethics, presentation and Professional report	May
<b>Students exiting at this point with 360 credits would receive an BA (Hons) Working with Children and Families</b>				



**Students exiting at this point with any combination of 300 credits would receive an BA Working with Children 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: National Student Survey, UK Engagement Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners

**Date of Programme Specification Production:**

28/10/17

**Date Programme Specification was last updated:**

12/02/2018

**For further information about this programme, refer to the programme page on the University website:-**

<https://www.cumbria.ac.uk/study/courses/undergraduate/working-with-children-and-families/>