

<b>Programme Title and Name of Award</b>	BA (Hons) Working with Children and Families (Top Up)		
<b>Academic Level</b>	6	<b>Total Credits</b>	120
<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>	L598		
<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-top-up/">https://www.cumbria.ac.uk/study/courses/undergraduate/working-with-children-and-families-top-up/</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 Institute</b>	Health		
<b>Programme delivered in conjunction with</b>	N/A		
<b>Principal Mode of Delivery</b>	Distance Learning		
<b>Pattern of Delivery</b>	<p>Full Time</p> <p>This programme may also be made available on an infill part-time basis at the discretion of the academic programme leader. In such</p>		

	cases, you will study modules alongside the full-time cohort(s) that are running at the time.
<b>Delivery Site(s)</b>	University of Cumbria Carlisle, University of Cumbria Lancaster,
<b>Programme Length</b>	Full Time: 1 years standard, 4 years maximum Part Time: 2 years standard, 4 years maximum
<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 in Working with Children and Families (300 credits)
<b>Period of Approval</b>	August 2022

### 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 suitable for anyone looking to top up from an FdA or HND (level 5) in a relevant subject who aims to work with children and 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. This course is planned to offer a unique and creative mode of learning where the resources are available to access at all times with sessions being recorded so you can work towards your own learning pace to set module assessments. The assessments are planned so you can organise your time to engage in level 6 study. The modules run over a set period and this means you can see your progress and manage how and when you learn, you will however be working to set deadlines.

**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 courses 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, 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. 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 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).

**Induction:** The start of the programme has been carefully tailored to support your gradual induction into study at university level. 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.

**Progression:** 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. 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 course you may also want to progress onto a Masters courses to gain an accredited professional status.

## 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 sector
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 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 (BA Hons) you will be able to demonstrate:

K1. a detailed knowledge of appropriate research methods for defined projects and through critical analysis be able to articulate their strengths and limitations

- K2. a critical approach to the practice of enabling and empowerment from a range of perspectives and practices
- K3. a detailed knowledge of historical and cultural perspectives on work with people across a range of contexts
- K4. 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 (BA Hons) you will be able to demonstrate:**

- S1. design and carry out research in an ethical manner overcoming barriers and reporting in an appropriate professional manner.
- S2. plan, implement and evaluate work with children, young people, families and communities safely through a range of practices
- S3. 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. 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 via on our fulfilling online learning route. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

We seek to create a stimulating and innovative community of learning via our fulfilling online learning route. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating. The programme provides flexibility to develop and engage in your learning while being an independent learner.

You will use your own personal computer to access our Virtual Learning Environment (VLE) suite of tools to engage with this programme. You will therefore need an Internet connection, an email address and suitable IT equipment. You will be advised of the minimum computer specifications and recommended software

There will be a tutor presence to support you throughout the programme. You will be introduced to the module leader and you will also be allocated a personal tutor. You will have full access to a bespoke Blackboard site (VLE) for the duration of your programme. This will allow you to access appropriate module content such as videos, images, podcasts and the opportunity to engage in webinars and discussion forums. The experienced programme team will encourage you to become an active member of the online learning community. The bespoke Blackboard site (VLE) will be easy to access and navigate.

The modelling of effective online learning, teaching and assessment strategies is embedded throughout the programme. The programme uses a variety of assessment methods and you will be assessed through a range of different types of academic writing, literature reviews, annotated reading lists, written evaluations of practice and also through online engagement with the reflective practitioner focus. The programme team will support a range of different learning styles in a fully inclusive manner. Formative and summative assessments are mapped carefully across the programme. Formative assessment methods are perceived to be a valuable part of the whole assessment process and you will be expected to engage with these. You will receive constructive feedback on your formative work and this will support you through the process to your final summative assessment. The final summative assessments are marked according to Level 6 criteria and you will be given access to these criteria at the start of the programme.

### **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 Services and Academic Skills**

The Library home page can be accessed here: <https://my.cumbria.ac.uk/Student-Life/Learning>.

Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current and items are available via the library discovery tool OneSearch. 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 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 and resource lists will be made available to you electronically on Blackboard using the University's [online reading and resource list system](#).

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site.

The [Student Enquiry Point](#) is a simple way to contact Library and [Skills@Cumbria](#) Services. Additional skills support for students is offered via:

- [Workshops](#)
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

[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 your transition into university and to start to develop the academic skills that will help them become successful students. library, academic and digital skills that will help you become successful students. Learning at university, academic writing and referencing are key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

The module is accessible via Blackboard on a self-enrol basis, where you receive badges and certificate of completion, or there is a non-certificated open access version available via the [Head Start webpage](#).

[Head Start Plus](#) : Head Start Plus is also an online skills development course, 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 course 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 course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

The module is accessible via Blackboard on a self-enrol basis, where you receive badges and certificate of completion, or there is a non-certificated open access version available via the [Head Start webpage](#).

### **Student Support Services**

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)

- [Library](#)
- [Money Matters](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

**Further support and guidance, including EDI and Safeguarding:** We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

### **Student Voice**

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at [www.ucsu.me](http://www.ucsu.me).

You can email at any time on [studentvoice@cumbria.ac.uk](mailto:studentvoice@cumbria.ac.uk).

### **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 [IT 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 [IT Services 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.

### **University Cumbria Students' Union (UCSU) Student Support**

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at [www.ucsu.me/support](http://www.ucsu.me/support).

<b>Programme Curriculum Map (Distance Learning)</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>
6	HMFA6013	Extended Professional Practice Report: Dissertation	40	Compulsory	K1-K4 S1,S2
6	HMFA6014	Enabling Practice and Empowerment for Communities	20	Compulsory	K2, K3 S2
6	HMFA6015	Outdoor Environments and Experiential Learning	20	Compulsory	K2, K3 S2
6	HMFA6016	Supporting Health and Wellbeing	20	Compulsory	K2, K3 S2
6	HMFA6017	Employability, Progression and Leadership	20	Compulsory	K4 S3
<b>Notes</b>					
<p>This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.</p> <p>A failed student will / will not be permitted to re-register on the same programme.</p>					

<b>* Key to Module Statuses</b>	
Compulsory Modules	Must be taken although it may be possible to carry as a marginal fail (within the limits set out in the Academic Regulations)

**Programme Delivery Structure: Full Time (Distance Learning)**

<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
HMFA6014	Enabling Practice and Empowerment for Communities	Year 3 Semester 1	Community plan and presentation	January
HMFA6015	Outdoor Environments and Experiential Learning	Year 3 Semester 1	Session plan and portfolio	January
HMFA6016	Supporting Health and Wellbeing	Year 3 Semester 2	Project plan and project work	May
HMFA6017	Employability, Progression and Leadership	Year 3 Semester 2	Career interview and set exercises.	May
HMFA6013	Extended Professional Practice Report: Dissertation	Year 3 Year Long	Ethics, presentation and Professional report	May

**Students exiting at this point with 120 credits would receive a BA (Hons) Working with Children and Families**

<b>Methods for Evaluating and Improving the Quality and Standards of Learning</b>	
<b>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</b>	<ul style="list-style-type: none"> <li>• Module Evaluation</li> <li>• Programme Validation and Periodic Review</li> <li>• Annual Monitoring &amp; Learning and Assessment</li> <li>• Peer Review of Teaching</li> <li>• External Examiner Reports</li> <li>• Student Success and Quality Assurance Committee</li> </ul>
<b>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.</b>	<ul style="list-style-type: none"> <li>• Staff Student Forum</li> <li>• Module Evaluation Forms</li> <li>• Programme Evaluation: National Student Survey, UK Engagement Survey</li> <li>• Module/Programme/Personal tutorials</li> <li>• Meetings with External Examiners</li> </ul>

<b>Date of Programme Specification Production:</b>	April 2022
<b>Date Programme Specification was last updated:</b>	June 2022
<p><b>For further information about this programme, refer to the programme page on the University website</b></p> <p><a href="https://www.cumbria.ac.uk/study/courses/undergraduate/working-with-children-and-families-top-up/">https://www.cumbria.ac.uk/study/courses/undergraduate/working-with-children-and-families-top-up/</a></p>	