

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

**This document applies to students who commence the programme in or after September 2017**

<b>1</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2</b>	<b>Teaching institution</b>	University of Worcester
<b>3</b>	<b>Programme accredited by</b>	Not applicable
<b>4</b>	<b>Final award</b>	BA (Hons)
<b>5</b>	<b>Programme title</b>	Integrated Working with Children and Families (Top Up)
<b>6</b>	<b>Pathways available:</b>	Single Honours
<b>7</b>	<b>Mode and/or site of delivery</b>	Flexible and Distributed Learning and Standard taught programme at University of Worcester or Halesowen College
<b>8</b>	<b>Mode of attendance</b>	Full time and part time study
<b>9</b>	<b>UCAS Code</b>	LX53 BA/IECS
<b>10</b>	<b>Subject Benchmark statement</b>	Early Childhood Studies Benchmarks (QAA, 2014)
<b>11</b>	<b>Date of Programme Specification preparation/revision</b>	December 2013; May 2014 - ARC approval of FDL route; August 2014 - amendment to regulations; September 2014; October 2014 – amendment to regulations; July 2015 – ARC approval of Halesowen College provision; August 2017 - AQU amendments.

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

The aim of this programme is to support the student to an understanding of the principles and practice of integrated working; that is working together to meet the needs of individual children and to improve their lives. This will involve the continued development and improvement of services for children and their families within the Early Years sector and across the children's workforce. The focus on integrated working therefore reflects the need for positive change and development required by all professionals and agencies, at every level of management and practice.

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

The academic content of this course therefore relates to the holistic development of children. The programme aims to present multiple perspectives focusing on the integrated working model with children and their families; subsequently it draws from a range of significant

disciplines, such as history, psychology, education, health, welfare, sociology and social policy, cultural studies, the law, and political and economic perspectives. The student will be supported to understand and analyse the experiences that shape childhood, while developing an understanding of the complexity of young children's lives.

This degree programme takes account of the Early Childhood Studies Benchmarks (2007) which influence the educational aims as listed below.

The programme also provides a graduate status pathway for the student who wants to acquire Early Years Teacher Status on completion of the degree.

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

This degree is offered to:

- A prospective student as a current practitioner working within the Early Years sector who wishes to advance their academic qualification towards improving their professional practice.
- A student practitioner who aspires to advance their expertise and skills in adapting to the diversity of the children's workforce and its career opportunities for employment.
- The student pursuing their Early Years Teacher Status in providing the academic pathway towards the graduate status award.
- Other professionals working with children and families, seeking to improve their knowledge and professional skills base.

### **Aims**

The programme aims to:

1. Enable the student to contribute to the development of Early Childhood Studies within the context of multi-professional and integrated service provision.
2. Equip the student from a range of academic and professional backgrounds to meet the demands of the children's workforce, and to operate in a range of roles, including frontline, supervisory, management, policy making and implementation focusing on excellent child-centred practice.
3. Enable the student to develop life-long learning skills and professional qualities that will support further study, research and future career development, including intellectual independence, initiative, personal responsibility and decision making.
4. Provide a flexible and open learning and teaching environment which encourages active participation, experiential learning, critical debate and reflection, informed by a range of different perspectives and experiences.
5. Encourage the student to draw on a range of resources; literature, theoretical perspectives, academic and professional disciplines and to critically engage with work based learning, inquiry and research.

6. Provide the student with the skills and knowledge to enable them to critically engage with the academic discipline of Early Childhood Studies and the professional discipline of integrated working.
7. Effectively engage with different learning arenas and critically reflect on the implications for their study and practice.

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

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

#### **Knowledge and understanding**

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

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

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

The student undertaking the Independent Study (IWCF 3001/3002), Professional Practice and Inquiry (IWCF 3003) and Advanced Studies on an Ecological Approach to Child Development and Safeguarding (IWCF 3004) will be able to demonstrate knowledge and understanding of their role and responsibilities in child protection and current socio-economic factors affecting families within an ecological context. This is in addition to the significance of a professional inquiry-based approach to research towards improved understanding, in responding to the needs of children and families. Formative and Summative assessments will comprise a range of written assessments, presentations, case study on the developing child and their safeguarding role and the dissertation. Every student will be able to participate and contribute to their learning experiences as part of the FDL pedagogical community by means of online discussion fora initiated by their module tutor, including the student's reference to their online journal, the Professional Reflective Journal (PRJ) which is reviewed solely by the module tutor. The teaching and learning experiences will also provide a diverse range of opportunities to engage 'face to face' with their peers, including lectures, seminars, workshops and student led conferences organised during the academic year.

#### **Cognitive and intellectual skills**

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

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

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

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

The student will continue to develop their cognitive and intellectual abilities and skills through engagement with Professional Practice and Inquiry (IWCF 3003) and the Independent Study (IWCF 3001/2). Formative and Summative assessments will include components of a reflective journal, work based focus inquiry and the dissertation. The student who is studying on the FDL route or the standard taught route of the programme will be required to participate and engage with their peers and tutors online accessing the Blackboard facility. The teaching and learning experiences of the student emphasises the approach of Technologically Enhanced Learning (TEL) and the module IWCF3003 highlights the student as a developing professional. There will be continued emphasis on the use of the PRJ for tutor feedback with a focus on their professional development planning, the role of research in improving their practice and the relationship to the completion and impact of their Independent Study on the student.

**Practical skills relevant to employment**

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

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

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

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

- The student who engages with the module Integrated Support for Children and Families: policy, practice and leadership (IWCF 3005) will continue to develop their skills base in professional leadership and in managing change as part of the quality enhancement of services for children and families.
- Formative and Summative assessment will include appreciative inquiry and links to problem based practice and learning. The teaching and learning experiences will provide a diverse range of learning opportunities to engage online and 'face to face' with their peers. The teaching and learning offers a problem based approach to

aspects of module content in critically examining the social issues and contexts of children and families ; seminars, workshops and student led conferences organised during the academic year will support and develop critical thinking , debate and discussion with the pedagogical community of learners and practitioners.

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

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

### **Transferable/key skills**

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

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

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

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

## **14. Assessment Strategy**

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

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

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

**Assessments:**

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

The Taught Courses Regulatory Framework (TCRF) and Early Childhood assessment criteria apply to all IWCF modules and are included in module specifications and outlines. The Centre for Children & Families (CCF) team has developed subject specific criteria and descriptors benchmarked to the University generic descriptors in clear and positive language to enable the student to recognise areas for positive academic development.

**15 Programme structures and requirements**

**AWARD MAP FOR A SINGLE HONOURS AWARD**

**Title: Integrated Working with Children and Families BA (Hons) Top Up  
Year: 2014 - 2015 onwards**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Single Hons</b>
IWCF 3003	Professional Practice and Inquiry	30	M
IWCF 3001/3002	Independent Study	30	M
IWCF 3004	Advanced Studies in an Ecological Approach to Child Development and Safeguarding.	30	M

IWCF 3005	Integrated Support for Children and Families: policy, practice and leadership.	30	M
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### Single Honours Award

There is a requirement that during the academic semesters of the programme, the student will complete a professional placement/s within an appropriate setting or an Ofsted registered setting. This is to ensure that the student has an opportunity to apply and critically reflect on the theoretical application to professional practice, and their learning and development as a student. The CCF has a Professional Practice Co-ordinator who can assist students who are not employed in a setting and who may need assistance or advice in acquiring a suitable placement for their practice experience learning. The CCF has a database of Ofsted regulated settings which a student can access to assist with this process, and students will be required to provide the details of the setting to the Professional Practice Co-ordinator, and be able to demonstrate their active engagement within the placement as part to their teaching and learning experiences and assessments.

## 16 QAA and professional academic standards and quality

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

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

## 17 Support for students

At course level, face to face, group tutorial and online support is provided by a Personal Academic Tutor, Module Tutors, Independent Study Tutor and the Course Leader, who has a student welfare role and provides further support for students. A Practice Experience Co-ordinator and Disability and Dyslexia Service provide additional support as required.

Students also benefit from:

- Information literacy sessions and support from a subject specific liaison librarian and UW Writer in Residence.
- Self-study materials to support transition and additional workshops facilitated by the CCF team.
- Subject specific induction.
- A Record of Personal Development Planning with the Personal Academic Tutor.
- Section 1 of the Course Handbook, the CCF subject notice board for students' easy access on campus, in addition to online notice board on the VLE, and information and module outlines.

- Study skills support.
- Independent study support.
- Careers advice.
- Professional work based experience, locally, nationally or abroad.
- Earn as You Learn schemes to provide additional financial support for students.

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

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

<http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

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

### **Admissions policy**

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

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

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

### **Entry requirements**

- Foundation degree, Early Years Sector Endorsed FdA, DipHE, HND or equivalent qualification in Early Childhood Studies or related subject.
- GCSE English at grade C/4 or equivalent evidence of standard written English, and GCSE Maths at grade C/4 is desirable. The University offers equivalency tests to support applicants in meeting this requirement as a course entry.
- Experience of working with young children and families.
- Complete an IT skills audit by emailed activities with course tutor/s before course entry. The audit is not a test but is a means of identifying any support needs you may have to help you with your course of study.

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

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

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



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

An Enhanced Disclosure and Barring Services (DBS) check is required.

### **Recognition of Prior Learning**

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

### **Admissions Procedures**

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

Part-time students apply directly to the University of Worcester (UW).

For more information, contact Registry on 01905 855111.

### **Admissions/selection criteria**

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

## **19 Methods for evaluating and improving the quality and standards of teaching and learning**

- Annual review of the quality of the course (Annual Evaluation Reports – AER).
- External Examiner reports.
- Each module provides opportunities for student evaluation.
- Cross moderation of assessment with other module tutors.
- Course Management Committee including student feedback in the Course Representative role.
- New staff mentoring system.
- Institute of Education Learning and Teaching Committee (with students and Partner College representatives), University of Worcester Learning and Teaching Committee and the Academic Development and Practice Unit promote learning and teaching across the institution.
- Peer observation of teaching by staff.
- A Postgraduate Certificate in Learning and Teaching in HE for new staff and Higher Education Academy membership.

## **20 Regulation of assessment**

The course operates under the University's [Taught Courses Regulatory Framework](#).

**Requirements to pass modules:**

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

**Online Submission of assessment items:**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Taught Courses Regulatory Framework](#).

**Retrieval of failure:**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.

The following awards will be available to students who meet the following requirements:

Award	Requirement
Degree (non-honours)	Passed 60 credits at level 6.
Degree with honours	Passed 120 credits at level 6, including Independent Study.

**Classification**

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

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

**21 Indicators of quality and standards**

At the recent periodic review (2011) the panel noted the following features of good practice and innovation across the programme which was worthy of dissemination across the University:

1. Research informed teaching resulting in stimulating, innovative and comprehensive programmes;
2. Reflective and forward thinking course teams;
3. Confident and articulate students;
4. Embedding of international perspectives throughout the programme, and based on tutors' personal experiences;
5. The attention paid by course teams to the development of transferable skills across both courses;
6. The functioning and involvement of StARs (student representatives);
7. The support provided to students by the course teams across both programmes.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement and the inclusive approach to working with its collaborative partners.

The role and input of StAR student feedback student retention and course completion rates, External Examiner scrutiny reports, Annual Evaluation Reports (AERs), Module Evaluation and Module Moderating Groups and Standardisation meetings are critical to assurance of quality provision and course enhancement.

#### **Learning and teaching projects:**

- Excellence in Inclusive Learning and Teaching project;
- Early Childhood Studies Learning and Teaching Research Project: Flexible and Distributed Learning;
- Learning and Teaching Fellowship research: developing students' academic writing;
- Module Moderating Groups and Standardisation meetings and
- Staff publications, qualifications and research.

#### **Student feedback:**

- Internal module evaluation data;
- Course Management Committee;
- Course Representative clinics
- Exam Boards.

#### **High percentage of graduates in:**

- Their preferred job, and feeling that their degree supported this achievement;
- A range of careers associated with Early Childhood;
- A good percentage of graduates involved in further study.

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

### **Graduate Destinations**

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

- Social care
- Children's charities e.g. Barnados
- Day Care Nurseries, pre-schools and playwork
- Supervisory roles within Early Childhood settings
- Early education: teaching assistants
- Health and welfare services
- Local Authority Children's Services
- Post-graduate qualifications in Social Work, teaching and research degrees
- Early Years Teacher Status (EYTS)
- Early Year's Consultant
- Family support workers

### **Student Employability**

The Centre for Children & Families at the University of Worcester places great importance on student employability. The commitment to this programme of study should enable graduates to meet their career potential and to compete for the most desirable graduate jobs. As a graduate of the Integrated Working with Children and Families Top Up (FDL) degree, working with children and families in the Children and Families sector, the degree offers the opportunity to advance academic qualifications towards improving professional practice. The Top Up can offer the academic pathway for an EY practitioner pursuing their Early Years Teacher Status, on completion of the academic qualification.

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

### **Links with Employers**

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

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.