

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

**This document applies to Academic Year 2023/24 onwards**

|            |   |   |
|------------|---|---|
| <b>1.</b>  | <b>Awarding institution/body</b>                                      | University of Worcester   |
| <b>2.</b>  | <b>Teaching institution</b>   | University of Worcester   |
| <b>3.</b>  | <b>Programme accredited by</b>  | N/A   |
| <b>4.</b>  | <b>Final award or awards</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>                                   | Three distinct routes for students to choose from: <ul style="list-style-type: none"> <li>• Standard taught programme at Halesowen College – two evenings per week</li> <li>• Standard taught programme at Herefordshire, Ludlow and North Shropshire (HLNS) College – delivery one day per week</li> <li>• Flexible and Distributed Learning (FDL) – asynchronous online delivery using VLE (Blackboard) &amp; attendance once a month on Saturday at University of Worcester</li> </ul> |
| <b>8.</b>  | <b>Mode of attendance and duration</b>                                | Full time (1 year) or part time (2 years) for both modes of delivery  |
| <b>9.</b>  | <b>UCAS Code</b>  | LX53 BA/IECS  |
| <b>10.</b> | <b>Subject Benchmark statement and/or professional body statement</b> | <a href="#">Early Childhood Studies benchmarks (QAA, 2022)</a><br><a href="#">Youth &amp; Community work benchmarks (QAA, 2019)</a><br><a href="#">Social work benchmarks (QAA, 2019)</a>   |
| <b>11.</b> | <b>Date of Programme Specification preparation/ revision</b>          | Reapproved March 2023<br>July 2023 – annual updates   |

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

The professional context of the children and young people's workforce is constantly changing and developing. It therefore requires qualified professionals who are competent and skilled to meet the needs of professional integrated working in a range of settings. The aim of this programme is to support the developing professional in developing principles and practices of integrated working, i.e. working together to meet the needs of children and families in order to improve their lives. This involves the continued development and improvement of services for children and their families within the Early Years, education and social care sectors and across the children and young people's workforce. The focus on integrated working reflects the need for positive change and development required by professionals and agencies at every level of management, leadership and practice.

The programme aims to present multiple perspectives and 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. Students will be supported in understanding and analysing the experiences that shape childhood, while developing an understanding of the complexity of young children's lives.

The programme recognises that working with children and their families is a privileged, challenging and rewarding experience. Students will be supported in developing their role as reflective practitioners and graduate leaders with a responsibility for implementing change and quality improvement practice within the context of integrated working with children, young people and families. Critical examination of the values and principles informing their theory for practice will enable exploration of the significance of their identity as researchers, reflective thinkers, learners and activists. They will explore their role in the creation of knowledge and theory for practice in collaboration with others and how this can be supported through professional inquiry and related professional dispositions and qualities.

Critical engagement with a bio-ecological perspective of childhood will focus on where the child and his/her life is considered in relation to their family, culture, community and wider society. Consideration of a bio-ecological approach can influence the continued development of empathic, reflective and responsive practitioners in the context of the child, their needs and their family.

Students will analyse key features, benefits and challenges of effective integrated working; in particular how best to support and empower families experiencing multiple adversity. An important aspect is critical appraisal of the role of leadership in joint working for children, young people, parents/carers and families.

Developing professionals will utilise the academic and professional skills that they have developed throughout their studies in order to investigate an area of interest that is pertinent to them as a developing professional. The programme recognises that on-going research is central to reflective practice and personal development. By carrying out their own small-scale piece of research, students will have the opportunity to consider the point that they have reached within their professional and personal development and to consider where and how they may like to progress. This degree programme takes account of the Subject Benchmarks for [Early Childhood Studies \(2022\)](#), [Youth and Community Work \(2019\)](#) [Social Work \(2019\)](#) which influence the educational aims listed below.

**This ‘top up’ degree is offered to:**

- Practitioners who are currently working within the children, young people and families’ sector who wish to advance their academic qualification towards improving their professional practice.
- Practitioners with previous experience of working in the children and families’ workforce who aspire to advance their expertise and skills in adapting to the diversity of the workforce and its career opportunities for employment.
- Other professionals working with children, young people and families, seeking to improve their knowledge and professional skills base.

**The course aims (underpinned by graduate outcomes) are to:**

1. Enable the developing professional to contribute to the development of the children and young people’s workforce, within the context of multi-professional and integrated service provision.
2. Equip professionals from a range of academic and professional backgrounds to meet the demands of an integrated children and young people’s workforce, and to operate in a range of roles, including frontline, supervisory, leadership and management, policy making and implementation focusing on excellent person-centred, strength-based practice.

3. Enable the developing professional to develop life-long learning skills and professional qualities that will support further study, research and future career development, within the context of multi-professional and integrated service provision including resilience, aspiration, intellectual curiosity and critical reflection.
4. Encourage the developing professional to draw on a range of resources; literature, theoretical perspectives and multi-professional teams, and to critically engage with lifelong learning, inquiry and research.
5. Provide the developing professional with the skills and knowledge to enable them to employ analytical, creative and evaluative skills to investigate problems and propose viable solutions, whilst being aware of the ethical impact of decisions.
6. Encourage and enable developing professionals to become independent researchers, through the completion of a dissertation in their chosen field.
7. Develop interpersonal communication skills, both in person and digitally, demonstrating social responsibility and cultural awareness

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

| <b>Knowledge and Understanding</b> |   |                      |
|------------------------------------|---|----------------------|
| <b>LO no.</b>                      | <b><i>On successful completion of the named award, students will be able to:</i></b>  | <b>Module Code/s</b> |
| 1.                                 | Apply knowledge and understanding to contemporary issues related to children, young people and families, to devise a sustained and reasoned argument and to propose solutions.  | IWCF3005             |
| 2.                                 | Evaluate the professional roles and responsibilities of integrated teams in the context of welfare, safeguarding and child protection.  | IWCF3004             |
| 3.                                 | Demonstrate knowledge and understanding of research methodology in the context of support for early childhood, young people or families   | IWCF3004             |
| 4.                                 | Apply knowledge relating to the study of child and adolescent development, including knowledge frameworks drawn from social and developmental psychology, philosophy, sociology and history of childhood, and pedagogical approaches, policy and provision for children and families. | IWCF3004             |
| 5.                                 | Apply knowledge relating to reflection and reflective professional practice in future work situations to improve practice and integrated working.   | IWCF3003             |

| <b>Cognitive and Intellectual skills</b> |   |                      |
|--|---|----------------------|
| <b>LO no.</b>                            | <b><i>On successful completion of the named award, students will be able to:</i></b>                        | <b>Module Code/s</b> |
| 1.                                       | Critically examine the developing self and the reflective stance needed to promote transformative learning. | IWCF3003             |

| <b>Cognitive and Intellectual skills</b> |  |          |
|--|--|----------|
| 2.                                       | Interpret and critically engage with a range of perspectives and evaluate relevant resources such as literature, research, policy and perspectives to inform transformative learning   | IWCF3002 |
| 3.                                       | Engage in reflective thinking, learning and action to support their development as advanced, critically reflective professionals with a current and informed understanding of holistic practices within the integrated children and families' workforce. | IWCF3003 |

| <b>Skills and Capabilities related to Employability</b> |   |                      |
|---|---|----------------------|
| <b>LO no.</b>   | <b><i>On successful completion of the named award, students will be able to:</i></b>  | <b>Module Code/s</b> |
| 1.  | Work within an integrated team with children, young people and families with a range of ages and needs.   | IWCF3005             |
| 2.  | Lead or model quality practice in a range of complex situations and contexts.   | IWCF3005             |
| 3.  | Plan for and implement self-evaluation and improvement of creative learning and development opportunities.  | IWCF3003             |
| 4.  | Lead, support and work collaboratively with others and have an understanding of working effectively in integrated teams with parents, carers, families and other professionals. | IWCF3005             |
| 5.  | Promote children and young people's health, welfare and safety needs, and the conditions that enable them to flourish.  | IWCF3004             |

| <b>Transferable/key skills</b> |   |                      |
|--------------------------------|---|----------------------|
| <b>LO no.</b>                  | <b><i>On successful completion of the named award, students will be able to:</i></b>  | <b>Module Code/s</b> |
| 1.                             | Develop as competent and effective advocates for children, young people and families.   | IWCF3004             |
| 2.                             | Devise and sustain arguments in speech and writing using relevant specialist vocabulary to communicate ideas to appropriate audiences.                            | IWCF3002             |
| 3.                             | Articulate independent approaches to learning and organise an effective work pattern, demonstrating personal initiative, decision making and critical reflection. | IWCF3002             |
| 4.                             | Demonstrate competency in information and digital literacy, i.e. retrieving, evaluating and communicating information.  | IWCF3002             |

### **Learning, teaching and assessment**

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services, Library Services, and the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help

them to flourish and be successful. Subject knowledge and understanding are acquired in all modules.

A professional inquiry-based approach in IWCF3002 (Dissertation) enables students to research an area of interest. Students learn about the role of research in improving their practice and the importance of conducting beneficial appreciative inquiry in collaboration with their setting.

Students will continue to develop their cognitive and intellectual abilities and skills through engagement with IWCF3003 (Professional Practice and Inquiry). The module highlights the student as a developing professional and encourages development of both professional and personal skills. Students learn about ethics, collaboration and their own role in quality improvement. They examine ways that their own values and beliefs influence their professional philosophy.

In IWCF3004 (Advanced Studies in Holistic Development), students will learn about the development of children and young people aged from birth to 19 years. A bio-ecological approach is taken to critically examine factors influencing children and young people's lives and students will learn how to advocate for children and families in need. Students will engage with a range of theoretical perspectives on development, life course and welfare.

Students engaging with IWCF3005 (Integrated Support for Children and Families: policy, practice and leadership) will continue to develop their skills base in professional leadership and in managing change as part of the quality enhancement of services for children, young people and families. The module utilises a scenario-based approach in critically examining the social issues and contexts of children and families. Students will be supported in developing critical thinking, debating and discussion skills with the pedagogical community on Blackboard and Yammer (a social media application used for group work in module IWCF3005), by means of online discussion forums initiated by their module tutors.

Formative and Summative assessments include aspect of critical reflection from professional development planning on their reflective journal and with input from the Personal Academic Tutor. In addition, meetings with Personal Academic Tutors are scheduled at least once in each semester.

## **Teaching**

Students on this course can study via standard weekly taught classes at Halesowen College, Herefordshire, Ludlow and North Shropshire College, or the FDL (Flexible and Distributed Learning) route.

For students studying standard weekly taught classes at a college, teaching consists of a combination of lectures, seminars and interactive workshops, supported by technology-enhanced learning through the VLE (Blackboard). Seminars and workshops take a variety of formats and are intended to enable the application of learning through discussion, debate and small group activities.

For students studying within the FDL cohort, interactive group seminars for each module will be held on one Saturday per month at the University of Worcester, the remainder of the learning hours comprising asynchronous interactive activities on the VLE (Blackboard), known as OLAs (Online Learning Activities) and independent study in students' own time. There are 8 Saturdays and 8 OLAs in total over the year.

Students are taught through a combination of lectures, seminars, interactive workshops and supported technology-enhanced learning through the VLE (Blackboard) (standard taught programme) or through asynchronous interactive activities on the VLE (Blackboard) supported by monthly seminars (FDL programme).

All students have access to the virtual learning environment (Blackboard) and other technologies (e.g., Yammer, Collaborate) to assist in their learning and assessment. Blackboard contains lecture presentations, further information and reading, reflective journals, discussion areas and other online resources. It also provides the opportunity for group interaction outside formal taught sessions.

### **Contact time**

For students on the standard taught programme, in a typical semester there will be 12 weeks of teaching for students attending lessons at either Halesowen College or Herefordshire, Ludlow and North Shropshire College. For these groups, there are 9 contact hours each week.

For students on the Flexible and Distributed Learning (FDL) programme, interactive group seminars for each module will be held on one Saturday per month at the University of Worcester (1½ hours per module). The remainder of the learning hours comprising Online Learning Activities (OLAs, 7 hours per OLA) and independent study in students' own time. There are 8 Saturdays and 8 OLAs in total over the year.

Dissertation support sessions are planned by the IWCF3002 module leader. There are 4 x 1 ½ hour sessions spread over the year, each focussing on an aspect of the dissertation. These are provided as live interactive sessions through Collaborate on a Saturday morning (not the same Saturdays that FDL students are attending classes) and repeated on the following Monday evening. They are also recorded and made available on Blackboard, for any students unable to attend the live sessions.

### **Independent self-study**

In addition to the contact time, full time students are expected to undertake around 25 hours of personal self-study per week. For FDL students, this is structured within OLAs, where individual and group activities and readings are outlined. All students are expected to work on group tasks with their peers outside class times and to engage with interactive discussion boards and reflective journals. Typically, self-study will also involve preparation of assignments and activities provided to consolidate and extend understanding. Independent learning is supported by a range of excellent learning facilities, including the Hive and online library resources, the virtual learning environment (Blackboard), our social media platform, Yammer and extensive electronic learning resources. Module teaching staff will monitor students' engagement with online learning regularly.

### **Teaching staff**

Students will be taught by a teaching team based within the Department for Children and Families at the University of Worcester, whose expertise and knowledge are closely matched to the content of the modules on the course. All members of the teaching team are experienced practitioners in related fields, for example teaching, early years practice, family support, SEN provision, playwork, counselling and local authority management. Teaching staff are all actively engaged in subject related research and professional development activities. Teaching is informed by research and

consultancy, and all lecturers have a higher education teaching qualification and Fellowship or Senior Fellowship of the Higher Education Academy.

## **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of 'formative' assignments. Formative assessments are always a small part of the final summative assessment, rather than additional tasks. Each module has one or more formal 'summative' assessments which are graded and count towards the overall module grade.

*Assessment types include:*

Dissertation/ small-scale research project

Reflective report

Group 'scenario-based learning' project

Essay

Presentation

Online portfolio, including a choice of:

- essays
- reflective journals
- reports
- poster presentations
- journal article critiques
- visual representations

There is an element of choice of assessment types within the online portfolio for module IWCF3003.

### **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. Although the course is not practice-based, practical and transferable skills are addressed implicitly in all modules and explicitly in some.

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. All 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.

Students receive detailed feedback on assessments, including advice that is intended to inform subsequent work and develop competency in successfully completing assessments. Students will receive formative feedback on in preparation for summative assessments. The criteria for each item of assessment will be posted on the relevant module outlines and on Blackboard. All assessments are subject to an internal moderation process including between the delivery modes.

Where there is more than one assessment item required to pass a module, submission dates will be set to allow feedback from early assignments to inform subsequent assessments where possible, particularly where the assessment of learning outcomes overlap. All marking guidance refers to academic skills and feedback provided is transferable across modules. Appropriate support in teaching, learning and assessment for students with disabilities is provided in conjunction with the [University Disability and Dyslexia Service](#).

**Assessments:**

- are a maximum of 3,000 words or equivalent in total for each module (except the dissertation)
- include formative and summative elements
- are aligned with subject, course, module outcomes and learning and teaching methods to achieve the standard required for the programme award
- provide summative assessment of all module learning outcomes
- provide opportunity for achievement of all grades
- are 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 (for example, there is a choice of assessment types to choose from in module IWCF3003)
- include a range of assessment methods that enable students to demonstrate achievement of learning outcomes and the transferable skills inherent within them.
- generate constructive and clear feedback and are integral to the assessment process

**Assessment types**

| Module Code | Module Title  | Formative assessment                              | Summative (graded) assessment   | Submission                           |
|-------------|---|---|---|--------------------------------------|
| IWCF 3002   | Dissertation  | Proposal form<br>Ethics application               | Dissertation report<br>9,000 words  | April                                |
| IWCF 3003   | Professional Practice and Inquiry   | 1 x 500 word 'element' in each semester           | Online portfolio – 6 x 500-word elements'   | 2 'elements' Jan<br>4 'elements' May |
| IWCF 3004   | Advanced Practice in Holistic Development                                   | Apply bio-ecological theory to a case study child | Essay<br>3,000 words  | April                                |
| IWCF 3005   | Integrated Support for Children and Families: policy, practice & leadership | Plan or draft of report                           | Group presentation<br>1,000-word equivalent<br><br>Reflective report<br>2,000 words | March<br><br>May                     |

The course operates under the University's [Taught Courses Regulatory Framework](#). The Department for Children and Families (DCF) team has developed subject specific criteria and descriptors benchmarked to the University generic descriptors in clear and positive language to enable the student to recognise areas for positive academic development.

## 15. Programme structures and requirements

AWARD MAP: BA (Hons) Integrated Working with Children and Families (Top Up)

Students can choose to study full time over one year (4 modules) or part time over 2 years (2 modules per year). Part time students must select IWCF3002 in year 2.

| Module Code | Module Title  | Credits | Status<br>Mandatory (M) or<br>Optional (O) | Pre-requisites | Co-requisites/<br>exclusions |
|-------------|---|---------|--|----------------|------------------------------|
| IWCF 3002   | Dissertation  | 30      | M  | none           | none                         |
| IWCF 3003   | Professional Practice and Inquiry   | 30      | M  | none           | none                         |
| IWCF 3004   | Advanced Practice in Holistic Development                                     | 30      | M  | none           | none                         |
| IWCF 3005   | Integrated Support for Children and Families: policy, practice and leadership | 30      | M  | none           | none                         |

Whilst there is no requirement for a placement on this course and no assessment or observation of students' workplaces, students who are not currently working in a setting with children and families may choose to self-arrange work experience for the duration of the course alongside their studies. In this case, students should be aware that they will be required by the setting to hold a recent DBS certificate.

## 16. QAA and professional academic standards and quality

This award is designed with reference to the OfS sector recognised standards and the UK Quality Code for Higher Education and in line with the Hons degree FHEQ qualification descriptor . The intended learning outcomes of the course are allied to the skills outlined in the University grade descriptors, Graduate Attributes and Learner Journey Toolkit. The content and delivery have been written considering these statements.

This award is located at Level 6 of the [OfS sector recognised standards](#), and is mapped against the Subject benchmark standards for [Early Childhood Studies \(ECS\)](#), [Youth and Community Studies \(YCS\)](#) and [Social Work](#) studies (SWS) . The mapping of benchmarks can be seen as an appendix document within the course handbook and provide an effective framework to demonstrate how the programme's modules relate to and address the generic and specific skills, and subject knowledge to equip graduates to work effectively within integrated services for children, young people and families.

The BA (Hons) Integrated Working with Children and Families Flexible and Distributed Learning is consistent with the UK Quality Code for Higher Education. There is particular emphasis on the Office for Students [Sector recognised standards](#) 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, Dissertation supervisor and the Course Leader, who has a student welfare

role and provides further support for students. Guidance and support is provided with regards to employment opportunities.

The University's Student Services offers a range of support and guidance opportunities, details of which can be accessed at:

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

<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>

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

## **Personal Academic Tutor System**

Each student will be allocated a Personal Academic Tutor (PAT) from within the Course Team, in accordance with University policy. Students will be given an opportunity to meet with their PAT during induction sessions and the intention is that students will develop a close working relationship, so that the tutor builds up a clear picture of progress throughout the course. The PAT will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

Structured face-to-face and online PAT support typically covers the following:

- Awareness of own strengths and weaknesses
- A clear vision of what students want to achieve through their studies.
- Greater understanding of how their studies can help towards personal and career goals.
- A reflective approach to feedback received on work.

## **18. Admissions**

### **Admissions policy**

The University aims to provide fair and equal access to a University education to all those who have the potential to succeed or benefit from it, through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief, or age. Admissions are made in line with the University's Admissions Policy.

The University is committed to widening participation to applicants from diverse backgrounds and therefore welcomes applications from young people leaving school or college, and from those entering through less traditional routes. Applications from mature applicants, particularly those with experience in working with children and families are encouraged. We welcome applications from males, ethnic minority groups and disabled people who are currently underrepresented within the profession, specifically within the children and families sector.

The course seeks to recruit students from a range of related academic and professional backgrounds in keeping with the University's commitment to inclusion, social mobility and equality. The programme provides a Flexible and Distributed Learning (FDL) route for working students in keeping with the widening participation agenda of the University, in addition to the standard taught route for students which also comprises Technology Enhanced Learning approaches for student teaching and learning experiences. These include interactive activities such as discussion boards, group work on Yammer (a social networking tool) and online reflective journaling.

The Department of Children and Families team are committed to increasing access to the course for a diverse range of student needs and provides 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.

### **Entry requirements**

- Foundation degree, DipHE, HND or equivalent qualification in Early Years / Early Childhood Studies, Learning Support, Health & Social Care, Birth and Beyond, Child & Adolescent Health Services (CAMHS) or a related subject.
- GCSE English at grade C/4 or equivalent evidence of standard written English, and GCSE Maths at grade C/4 are desirable. The University offers equivalency tests to support applicants who may need to progress to further study for which GCSEs in English and Maths are essential (for example, PGCE Primary, MA Social Work).
- Experience of working with children, young people and families.

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

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

### **Recognition of Prior Learning**

Details 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).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions Procedures**

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

Part-time applicants apply directly to 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. 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.
4. Evidence of written English may be required in some instances.
5. Interviews are held where confirmation of evidence or clarification of any of the admissions criteria is required.
6. Please contact the Registry Admissions Office for further information or guidance.

## 19. Regulation of assessment

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

### Requirements to pass modules

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

### Submission of assessment items

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

### Retrieval of failure

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

## Classification

Classification for the BA (Hons) is determined on the profile of the 120 credits attained at Level 6 only.

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

## 20. Graduate destinations, employability and links with employers

### Graduate Destinations and Further Study

The following table details examples of graduate destinations and further study from BA (Hons) Integrated Working with Children and Families students who have graduated over the past 5 years. The table shows the wide range of possibilities for graduate with this degree.

| <b>Examples of student employment following graduation with a BA (Hons) IWCF</b> | <b>Examples of further training undertaken following graduation with a BA (Hons) IWCF</b> |
|--|---|
| Community Health Care Worker   | MA Social Work  |
| Play Leader Early Years  | Step up to Social Work  |
| Early Years Practitioner   | PGCE Primary Education  |
| Early Years Teacher  | PGCE Primary Maths Specialist   |
| Extended Services Manager  | PGCE Primary PE Specialist  |
| Higher Level Teaching Assistant  | PGCE Further Education  |
| Learning Support Practitioner  | PGCE Schools Direct   |
| Youth Worker   | Apprenticeship in Teaching  |
| Nursery Manager  | PGCert Learning and Teaching in HE  |
| Nursery Officer  | Diploma in Education and Teaching FE  |
| Pre-school Supervisor  | Midwifery BSc   |
| Project Based Learning Tutor   | Leading Early Years Practice PGCert   |
| Specialist Teaching Assistant  | MA Education  |
| Teaching Assistant   | MA Outdoor Education  |
| Unqualified Teacher  | MA Child & Adolescent Mental Health   |
| Visual Impairment Co-ordinator   | PGCert Play Therapy   |
| Family Support Officer   | MA Play Specialist  |
| Project worker: homeless youth services  | PGCert Leading Culture Change in Safeguarding   |
| Project coordinator: refugee families  | Professional Qualification in Probation   |
| Charity worker   | Post Graduate Certificate in Cognitive Behavioural Skills                                 |
| Early years advisor  |   |
| Brain Injury Specialist Assistant  |   |
| College Lecturer   |   |
| College placement officer  |   |
| School mentor  |   |
| Designated Safeguarding Officer  |   |
| Special Educational Needs Coordinator  |   |
| Youth offender worker  |   |
| Inclusion mentor   |   |
| Health play specialist   |   |
| Children's hospice worker  |   |
| Children's Centre manager  |   |
| Youth and community worker   |   |
| Ofsted inspector   |   |
| NVQ / apprenticeship assessor  |   |
| Play development officer   |   |
| Residential care worker  |   |
| Breastfeeding supporter  |   |
| Baby massage leader  |   |
| School Social & Emotional development lead                                       |   |
| Clarks shoes – graduate manager  |   |
| Young carers support worker  |   |
| Asylum decision maker, Home Office   |   |

## **Student Employability**

The Department for Children and Families at the University of Worcester places great importance on student employability. As a graduate of the BA (Hons) Integrated Working with Children and Families degree, working with children and families, there are opportunities to advance academic qualifications towards improving professional practice. The degree is 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. In order to develop the employability of students undertaking this course, the following initiatives are in place:

- Course leaders from the PGCE Primary team and the Social Work teams are invited to talk to the students about routes into teaching and routes into social work, both at UW and beyond
- Student success stories are shared with students, to illustrate the wide range of employment opportunities
- Real world scenarios are used in all modules, giving students the opportunity to role play a 'team around the child/family' and discuss interventions and solutions for scenarios they may face as practitioners
- Employment opportunities are shared with the students: local, national and international

### **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. The Department for Children and Families' steering group, which comprises academic staff and a range of employers across the workforce, meet regularly to discuss the needs of the workforce and how these relate to the teaching we offer. Partnership with Stour Vale teaching provides a useful link for students wishing to progress to Schools Direct training. Forums such as the Early Years Development and Childcare Service and the Black Country training providers group provide a similar link, also enabling students to access employment. 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.

**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.