UNDERGRADUATE MODULAR PROGRAMME

FOUNDATION ART DEGREE WORKING WITH CHILDREN, YOUNG PEOPLE AND THEIR FAMILIES

PROGRAMME SPECIFICATION

Validation June 2007

University of the West of England

 University of the
West of England

BRISTOL

Programme Specification

Section 1: Basic Data   4

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Faculty responsible for programme	Health and Life Sciences
	School of Health and Social Care
Programme accredited by	UWE
Highest award title	Foundation Arts Degree Working with Children, Young People and their Families
Default award title	N/A
Interim award title	Certificate Children, Young People and their Families (60 credits)
	Certificate HE Children Young People and their Families (120 credits)
Modular Scheme title (if different)	
UCAS code (or other coding system if relevant)	L590
Relevant QAA subject benchmarking group(s)	Education / Foundation Degree
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	September 2011
Authorised by…Validation Panel	**Date:**
Version Code	

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

This programme has been developed in partnership: colleagues from the Faculty of Health and Social Care and the Faculty of Education together with practitioners working with children and young people in the southwest region. The overall aims for the programme are to:

- Enhance knowledge, understanding and skills in working with children, young people and families through a critical engagement with the Every Child Matters Agenda for Change (2004) and addressing the Common Core Skills and Knowledge for the Children's Workforce(2005)

- Operate a work based approach to learning and teaching, that encourages critical reflection upon practice, making full use of the opportunities and experiences of the workplace

- Facilitate integrated, interdisciplinary working practice across health, social care, education and the voluntary and community sector

- Locate study and professional practice within an understanding of the significance of professional values and ethics, alongside a commitment to social justice

- Provide access to opportunities and awards for a group of learners who may hitherto have not been able to access higher education.
.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: …

A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and understanding: As a result of this programme, students will have knowledge and understanding of: 1. the Every Child Matters agenda for change (2004) and the Common Core knowledge and skills for the children's workforce (2005) together with an awareness of the way in which such policy is developed and implemented 2. Children's Services, interprofessional, multi agency communication and collaboration 3. ethical and legal principles and perspectives in relation to work with children, young people and families 4. different models of childhood through a range of different perspectives in relation to work with children and young people, including sociological, psychological, physiological and environmental; 5. their own value positions alongside those of other professionals and organisations working with children, young people and families 6. issues of culture, equality, diversity, inclusion and social justice related to policy and practice of working with children, young people and their families; 7. assessment, communication and observation processes when working with children, young people and their families	**Teaching/learning methods and strategies:** A variety of teaching and learning approaches will be employed designed to encourage participants to take responsibility for their own learning. In keeping with the focus of Foundation Degrees all the learning outcomes will be addressed through work-based and work related tasks and approaches together with discussions of scenarios and case studies drawn from practice in the field. Acquisition of 1 additionally will be addressed through lectures, seminars and tutorials enhancing professional reflection. Acquisition of 2 additionally input during university learning. Acquisition of 3, 5, 6 and 7 are through lectures, seminars and workshops and in particular through the emphasis on values in professional work. Acquisition of 4 will permeate modules emphasising the multi disciplinary nature of work with children and young people Support for learning is provided through the UWE Online. Throughout, the learner is encouraged to undertake independent reflection on practice together with independent reading both to supplement and consolidate what is being taught/learnt and to broaden his or her individual knowledge and understanding of the subject they are investigating **Assessment:** The programme models good practice and promotes a personal and intellectual understanding of assessment processes. Assessment is diagnostic, formative and summative, as appropriate. Strategies deployed include tutor-assessed group and individual written and oral assignments together with self-assessment and peer-assessment. Achievement of credit is gained through written assignments based on professional work - reports, essays, portfolios of directed tasks, evaluations or reflective accounts and through oral or poster presentations.

B Intellectual Skills

B Intellectual Skills	**Teaching/learning methods and strategies**
As a result of this programme, students will be able to: 1. use and organise coherently, relevant ideas and perspectives to interpret and/or explore the area of study; 2. compare and contrast some methods and techniques for obtaining data and solving problems; 3. show an awareness of research methods 4. select appropriate techniques to critically evaluate the relevance and significance of data collected in identifying and resolving problems; 5. apply underlying concepts and principles in a range of contexts; 6. use reflection in the learning process to develop personal theories and refine professional practice; 7. discuss how ethical issues can be addressed in their area of study.	Intellectual skills 1, 2 and 4 are developed through engagement in learning and teaching about professional and pedagogical knowledge. Strategies deployed cater for a variety of preferred learning styles and include: lectures; seminars; tutorials; directed study tasks including use of literature and reflective activities; use of videos, case-studies, role-play, games and simulations; use of VLE and on-line materials; project work; group work and individual activity. Students will be encouraged to reflect upon their own professional practice to meet 5, 3 and 6 through a work based learning approach. **Assessment** A variety of assessment methods are employed. All test the student's ability to demonstrate reflective skills and refine professional practice (5). These cover compilation of portfolios of directed tasks conducted within the workplace, evaluative reports on interventions initiated in the workplace together with library based research study to combine insights that relate theory and practice. (1, 2, 3 and 6) Assessment is diagnostic, formative and summative, as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process. The matching of specific domains for assessment is defined within module specifications where appropriate. Assessment criteria, where choice is available, are decided upon in relation to the approach taken by the participant in reaching the intended learning outcomes of the module which are mapped against the intended learning outcomes for the programme.

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
As a result of this programme, students will be able to demonstrate effective practice in the following areas: 1. effective communication and engagement with children, young people, their families and carers 2. professional understanding of child and young person development 3. safeguarding and promoting the welfare of the child 4. supporting transitions for children, young people and their families 5. engaging in multi-agency working 6. handling and sharing information 7. identifying overall important aspects of work-based experience and comparing, contrasting and discriminating between aspects of that experience; 8. articulating a reflective understanding of their role in practice	Professional and practical skills will be developed and enhanced within the work place and throughout the programme. Participants will be encouraged to reflect on professional practice during lectures, seminars, tutorials and workshops. **Assessment** There are two practice modules within the programme one at level 1(20 credits) and one at level 2 (40 credits). These modules are designed to ensure that participants meet the Common Core Skills and Knowledge for the Children's Workforce (2005). The level 1 module will run throughout the year with assessment taking the form of a personal development plan. The level 2 module will verify that the Common Core is fully met through a portfolio of evidence collected and assessed in the workplace setting plus a personal development plan for future progression.

D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
As a result of this programme, students will be able to 1. interact effectively within a group, giving and receiving information and ideas, modifying responses where appropriate and developing effective working relationships; 2. locate and use effectively the full range of learning resources, including ICT across a range of contexts; 3. evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement; 4. organise and present ideas, concepts and numerical information using a variety of presentational modes; 5. take responsibility for own learning, accommodating new principles and understandings; 6. communicate effectively in a manner appropriate to the area of study and report on procedures in a clear and concise manner in a variety of formats; 7. identify key elements of problems, applying appropriate methods to address them	These skills will be gained through the experiential nature of learning and teaching. Groupwork and debate is encouraged in seminars, workshops and tutorials to refine professional knowledge (1, 3 and 7). Participants are encouraged to make full use of the ICT facilities available to them in learning and teaching sessions alongside work-based use of ICT strategies and presentations. **Assessment** These skills and attributes will be assessed through written assignments, professional practice, oral and poster presentations, group discussion and debate supported by prepared papers.

Section 4: Programme structure

Applicants will need to have identified that they have relevant and appropriate work opportunities with children, young people and their families to enable them to meet the learning outcomes of the programme. This will equate to 600 hours of practice with children and young people over the 2 year programme e.g. 1 day per week year 1, 2 days per week year 2 or equivalent **minimum**.

Core modules	Optional modules	Interim Awards:
• Developing Practice with Children, Young People and their Families 1 UZVS98-20-1 • Introduction to Safeguarding Children and Young People UZVS97-20-1 • The Developing Child and Young Person UZVS96-20-1 • Constructions of Childhood and Youth UTLGKT-20-1 • Participatory Communication with Children, Young People and their Families UZVS95-20-1 • Reflexive Practice with Children, Young People and their Families UZVS94-20-1	Students on the programme will be required to undertake a further 20 credits from the generic pool of modules available (subject to availability) and in negotiation with the programme leader to achieve the credit requirements for the programme.	Certificate Children, Young People and their Families **Credit requirements:** 60 credits at level 1
Core modules • Developing Practice with Children, Young People and their Families 2 UTVGKS-40-2 • Supporting Transitions UZVS99-20-2 • Multi Agency Working UTLGKR-20-2 • Living and Working in a Diverse World UZVS68 -20-2		**Interim Awards:** Certificate HE Children, Young People and their Families **Credit requirements:** 120 credits level 1 or above

Progression from the Foundation Degree into the following degree programmes can take place once the participant has achieved 240 credits (at least 120 of which are level 2). A further 120 credits at level 3 is required to attain an honours degree and 60 credits to gain a pass degree.

Section 5: Entry requirements

Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at levels 1 and 2 and are likely to achieve the required standard.

Applicants will need to have identified that they have relevant and appropriate work opportunities with children, young people and their families to enable them to meet the learning outcomes of the programme

Applicants will need to pass an enhanced Criminal Record Bureau check before starting on the programme

Applicants will have achieved a qualification in English/literacy equivalent to at least Level 2 of the National Qualifications Framework (NQF).
OR
Applicants whose first language is not English must have a minimum IELTS score of 7.0 overall with 6.5 in each section or level 2 skills in Literacy of the NQF.

This evidence will normally take the form of one of the following:

- three subjects at GCSE grade C or above, or the equivalent, PLUS tariff points as appropriate for the year of entry (refer to UWE website)
- BTEC National Diploma
- GNVQ Level III
- Validated Access Course
- European or International Baccalaureate
- Evidence of experiential learning not previously assessed by or contributing to the awards of other institutions or bodies which is open to scrutiny and where necessary assessment. Such evidence may take the form of reports which the candidate has prepared as part of their employment.

We welcome applications from non-standard entry applicants and those who do not have the entry requirements outlined. The University will consider applications on the basis of evidence of personal, professional and educational experience which indicate an applicant's ability to meet the demands of a Foundation Degree

We like to give such applicants every opportunity to show that they have the motivation and ability to succeed in their chosen programme of study.

Section 6: Assessment Regulations

In accordance with Academic Regulations and Procedures

Section 7: Student learning: distinctive features and support

The programme of study will be taught and assessed in partnership with settings where participants are working with children and young people. On entry to the programme all participants will have identified and agreed with the programme leader their relevant and appropriate work opportunities. Thus the programme provides opportunities for learning for work, learning at work and learning from work. Such work based learning takes every opportunity to draw out the experience of the

workplace by enhancing participants' skills in evaluation and enquiry, underpinned by the knowledge required to work with children, young people and their families.

Effective relationships between work based settings and the University of the West of England will be required. Such relationships will be individually negotiated between the participant, the workplace and the university. This work based approach to student learning is mindful of the UWE Bristol Policy on Work-Based Learning (2003) and as such there will be a flexible and negotiated approach to contact time for such work based learning

The programme offers all students access to the student support framework of the wider university in terms of UWE online, library facilities, student union facilities and to support workplace learning.

Participants may wish to gain credit for previous achievements through the process of AEL (Accreditation of Experiential Learning) and Accredited Learning (AL) in line with the university procedures.   The programme of study is intended to be responsive to individual training needs and this is offered through a range of strategies. On entry to the programme details are sought of individual accreditable experience. Students are encouraged to discuss their individual learning needs with their module leader and/or programme leader to ensure they are able to access appropriate support for their study needs.

Students have access to a Student Adviser, Study Skills Support tutors, a University central Career Development Unit and the University Student Handbook provides details of available financial support and of Student Welfare Services.

Students on the programme are supported by a dedicated Programme Leader and a team of skilled tutors. The Programme Leader will provide advice about module choice and study pathways.

Assessors in work-based settings will engage in negotiation with the university to devise a suitable understanding of the support required for participants in this work based programme. This will be clarified on a one to one basis in relation to the type and nature of the work based setting.

Section 8 Reference points/benchmarks

- **Subject benchmarks**

The programme is designed to meet the requirements of the new Government initiative of a Foundation degree and fully meets the requirements set out in the Higher Education Funding Council for England (HEFCE Foundation degree prospectus, 2000).

In the Foreword to this prospectus the Minister for Higher Education states that the Foundation degree:

- has the potential to raise the skill level of our workforce, particularly in the new industries
- will forge new alliances between universities, colleges and employers
- will bring more people into higher education with a richer mix of backgrounds than ever before
- will fuse the academic and vocational paths to high-level qualifications.

Recommendations in the Green Paper, *Every Child Matters (2003),* indicated that those undergoing training for working in children's services should possess a common core of skills and knowledge and competence, which would help lead to more integrated and effective services for children and young people.

The six common core skills areas are as follows:

- Child and young person development
- Safeguarding children and promoting welfare of children
- Effective communication and engagement
- Supporting transitions
- Multi-agency working
- Sharing information

All Foundation degrees are placed within FE Level 4 of the National Qualifications Framework (NQF) established by the Qualifications and Curriculum Authority (QCA) and must meet the descriptors set out for higher education qualifications published by the Quality Assurance Agency (QAA) in the Framework for Higher Education Qualifications (FHEQ).

This programme is explicitly designed to meet the Every Child Matters agenda and the QAA QAA descriptors for a foundation degree have been mapped and incorporated within the programme and module learning outcomes. Both are demonstrated in Section 3 of this specification.

Other UWE (Bristol) policies for example the Racial Equality Action Plan (REAP) and the implications of the Disability Discrimination Act (1995) and the Special Education Needs and Disability Act (2001)   are taken into account through the design of this programme and may serve to encourage a wide range of students to apply for inclusion on the programme.

The programme has been developed in the context of the University Learning and Teaching policies and explicitly meets the requirements set out therein. The focus on an approach to pedagogy, underpinned by values and based on evidence is commensurate with the approach to learning and teaching set out in the Faculty of Education Statement of Pedagogic Principle.

The programme design and development has taken place with colleagues across the region working with children young people and their families in education, health and social care settings together with those working in the voluntary and community sector. Through a brief questionnaire and a stakeholder event a wide range of viewpoints on the development of the programme were gathered and this evidence taken into account in the design and development of this Foundation Degree. Following the stakeholder event an Educational Development Unit was set up to address the programme development and a task group meeting also took place. It is the intention that the southwest regional professional involvement will ensure that the programme meets the professional needs of present and future practitioners in and for the children's workforce.

The programme aims to provide participants with the opportunity to progress and gain a degree in a range of areas of professional practice with children and young people.

- **Research**

UWE (Bristol) staff are involved in research related to both substantive and methodological issues of relevance to the programme (see contextual documentation pages 29 – 37).

Examples of staff research include:
- Interprofessional and interagency working practice;
- Community contributions to educational processes
- Education of excluded and disaffected young people;
- Excellence Challenge and the experience of widening participation co-ordinators;
- The representation of mature students' experiences;
- middle class educational choices and identity;
- developing partnerships with parents
- policy and practice in inclusion and special educational needs;

- **Employer interaction/feedback**

Partnership with local directorates for children's services is integral to the design and implementation of this programme. It is intended that such colleagues will be encouraged to stand on relevant advisory committees and provide evaluative feedback to inform the monitoring and review process of programme development. Dialogue with employers is essential to support the learning experiences of the student and to maintain good working relationships.

In all cases work-based experience will be subject to an agreed learning agreement between the student and the university which will be endorsed by the employer/agency where relevant. Assessors in work-based settings will engage in negotiation with the university to devise a suitable understanding of the support required for participants in this work based programme. This will be clarified on a one to one basis in relation to the type and nature of the work based setting. Effective relationships between work based settings and the University of the West of England will be required. Such relationships will be individually negotiated between the participant, the workplace and the university. A list of 'desirable' competencies will be provided but these will not be definitive. A service area can add to this list. This work based approach to student learning is mindful of the UWE Bristol Policy on Work-Based Learning (2003) and as such there will be a flexible and negotiated approach to contact time for such work based learning.