



Faculty of Health, Social Care and Education

## Programme Specification

Title of Course:	BA (Hons) Working with Children and Young People
Date Specification Produced:	February 2013
Date Specification Last Revised:	May 2016

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Title:</b>	BA (Hons) Working with Children and Young People
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Kingston University
<b>Location:</b>	Kingston Hill Campus
<b>Programme Accredited by:</b>	Kingston University

## SECTION 2: THE PROGRAMME

### A. Programme Introduction

The BA (Hons) Working with Children and Young People is a full time 3 year undergraduate degree that offers students a unique opportunity to learn different approaches to work creatively and positively with children, young people, families and carers. The course is one of a suite of courses offered by Kingston University's Institute for Child Centred Interprofessional Practice (ICCIP) within the Faculty of Health, Social Care and Education and is managed by the School of Social Work.

The course falls within the remit of the ICCIP. ICCIP was established in 2008 to provide the lead for all Kingston University's activities feeding into the global, national and local agendas of improving the health, welfare, and potential of children, young people and families and carers. ICCIP's other provisions include award-bearing courses in child centred interprofessional practice from Foundation to Masters Degree level for work based learners enabling them to earn as they learn; short courses in leadership and management for interprofessional working; community outreach activities; opportunities for volunteering; and a programme of conferences, seminars and research.

This innovative degree, delivered by a multidisciplinary Faculty team modeling sound interprofessional practice is ideal for those who want to work with children, young people and their families but who are not yet sure which career pathway to choose for example; social work, early years, nursing, youth justice, social pedagogy or teaching. The course is equally ideal for sixth form and further education college students with A-levels or relevant qualifications, and those looking for a career change. The course offers opportunities for experiential learning through the innovative Practice Learning Suite using simulation and recording facilities; and opportunities to contribute to society through constructive challenge such as volunteering, undertaking practical field trips and a placement which can be taken either locally, nationally or internationally. Opportunities to develop international perspectives of work with children, young people, families and carers are an integral part of the programme which is informed by clear strands of research evidence and practice-led teaching delivered by a cross disciplinary team. Students will also learn about the diverse range of professional groups who work with children and young people across the Private, Voluntary and Independent (PVI) sectors as well as the state maintained sector and how they work together inter-professionally.

This ground breaking course will enable and encourage students to use the knowledge and skills gained on the programme to engage in a range of activities with children, young people and carers. In the first year, students will study two modules with students on the BA (Hons) Social Work thus setting precedence for interprofessional practice at the outset of any chosen career. The focus is on developing knowledge and transferable practice skills relevant for future career development. Students will learn the theories and concepts of human growth, development and learning and life transitions; and how they affect children and young people's worlds. Students will be introduced to the relevant legal and statutory requirements that underpin the provision of services. They will go on to study ethics and diversity, learning how to recognise and challenge discrimination and oppression and how to work within ethical frameworks. As part of the first year, students will undertake voluntary work with non statutory agencies working with children, young people and carers. In the second year, delivered as a joint collaboration across the disciplines of social work, education, health, and early years, students pursue a multidisciplinary programme aimed at enabling them to develop in-depth social pedagogic knowledge and

practice in relevant settings both locally and internationally. Students will gain awareness of the issues affecting children and young people, their families and their carers, and of the range of interventions and service provisions; and understanding of and responding to risk, across the children and young people's workforce embodying legal and statutory requirements. There will be opportunities offered to visit and undertake a placement in a range of settings locally and across Europe that demonstrate excellent innovative and cutting edge practice.

The final year is specifically designed to help prepare students for future employment or undertaking professional training at post-graduate level. Students will take a careers and employability module including work shadowing. They will also gain confidence, skills and knowledge to respond to critical issues creatively, practically and through enhanced technology that will support independent learning. Students will also complete an extended study project on a relevant topic which will support their career progression.

Upon successful completion of the course, graduates will be well equipped to make informed career choices about professional work with children and young people. They may elect to pursue a professional qualification by undertaking a master's level professional qualifying programmes within the faculty. The range of options includes professional studies in social work, education, interprofessional practice, children's nursing and early years programmes.

#### **B. Aims of the Programme are to:**

- enable students to develop and use relevant skills and knowledge for working with children and young people; including knowledge of relevant theory, research, social policy, regulatory and legislative frameworks; and ethics and values
- understand the perspectives, remit and cultures of different professions working with children and young people;
- develop and implement theoretical knowledge and skills for working effectively in interprofessional teams, and able to explore the dynamics of interprofessional practice and consider the contributions of each profession
- develop autonomy, self awareness, reflective ability, resilience, organisational skills, ability to work inter-professionally and the appreciation of the perspectives and voice of children and young people;
- understand and apply the principles of evidence based practice, information and theoretical perspectives relevant to interprofessional practice with children and young people;
- produce capable honours graduates who have a sound knowledge of the principles and practice of interprofessional practice with children and young people and a suitable basis of transferable skills necessary for employment in interprofessional contexts and possible progression to a professional qualification.

#### **C. Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following area. Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual skills – able to:		Subject Practical skills
	On completion of the course students will have knowledge and understanding of:		On completion of the course students will be able to:		On completion of the course students will be able to:
A1	The social and human sciences relating to working with children and young people, including law and policy	B1	Gather information, critically evaluate and synthesise it and form coherent plans based on that evaluation	C1	Communicate with and establish effective working relationships with children and young people
A2	The role and remit of a range of professionals who work with children and young people and what promotes effective interprofessional work	B2	Apply knowledge to problem-solve and to develop coherent and creative plans to work with children and young people in complex situations	C2	Assess complex situations, make decisions, form plans and develop creative responses
A3	Effective intervention with children and young people	B3	Use knowledge to address ethical problems and dilemmas	C3	Evaluate risk and need and act to create increased safety and wellbeing
A4	Ethical theory and concepts and principles governing equality and anti-oppressive practices	B4	Use knowledge to address ethical problems and dilemmas and use reflection to learn from their practice experiences and to manage their personal responses	C4	Collaborate and negotiate with relevant professionals and advocate effectively and appropriately for children and young people
Key Skills					
	Self Awareness Skills		Communication Skills		Interpersonal Skills
AK1	Take responsibility for own learning and plan for and record own personal development	BK1	Express ideas clearly and unambiguously in writing and the spoken word	CK1	Work well with others in a group or team
AK2	Recognise their own academic strengths and weaknesses, reflect on performance and progress and respond to feedback	BK2	Present, challenge and defend ideas and results effectively orally and in writing	CK2	Work flexibly and respond to change
AK3	Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	BK3	Actively listen and respond appropriately to the ideas of others	CK3	Discuss and debate with others and make concessions to reach agreement
AK4	Work effectively with limited supervision in unfamiliar contexts			CK4	Give, accept and respond to constructive feedback
				CK5	Show sensitivity and respect for diverse values and beliefs

	<b>Research and information Literacy Skills</b>		<b>Numeracy Skills</b>		<b>Management &amp; Leadership Skills</b>
DK1	Search for and select relevant sources of information	EK1	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data	FK1	Determine the scope of a task (or project)
DK2	Critically evaluate information and use it appropriately	EK2	Present and record data in appropriate formats	FK2	Identify resources needed to undertake the task (or project) and to schedule and manage the resources
DK3	Apply the ethical and legal requirements in both the access and use of information	EK3	Interpret and evaluate data to inform and justify arguments	FK3	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary
DK4	Accurately cite and reference information sources	EK4	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data	FK4	Motivate and direct others to enable an effective contribution from all participants
DK5	Use software and IT technology as appropriate				
<b>Creativity and Problem Solving Skills</b>					
GK1	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems				
GK2	Work with complex ideas and justify judgements made through effective use of evidence				
<b>Teaching/learning methods and strategies</b>					
<p>The range of learning and teaching strategies includes:</p> <p>Formal lectures with questions and discussion, Workshops and seminars (staff and student led); Personal and professional development planning; Simulation activities in the Practice Learning Suite; On-line activity; Case Studies; Group work activities and Tutorials. Work experience including an international option</p>					
<b>Assessment strategies</b>					
<p>The assessment strategies employed in the Fields include the following:</p> <p>Essays; Poster presentation; Capstone project; Reports; Self-assessment; Peer assessment</p>					

## D. Entry Requirements

The minimum entry qualifications for the programme are:

<b>From A levels:</b>	280 points from three A-levels (or equivalent)
<b>BTEC:</b>	BTEC National Diploma in Health and Social Care or other relevant National Diplomas (Distinction, Merit, Merit)
<b>Access Diploma:</b>	Access Diploma (30 credits at merit at Level 3), including Key Skills 2 equivalent in English and Maths
<b>Plus:</b>	GCSE A-C in five subjects, including English Language and Mathematics equivalent qualification e.g. Key skills level 2 in numeracy and literacy All applicants must confirm prior to interview that they have the ability to use basic IT facilities, including word processing, internet browsing and use of email.  A minimum IELTS score of 7 (Reading, Writing, Listening), TOEFL 88 (with a minimum of 22 in all areas) or equivalent is required for those for whom English is not their first language.

A Home Office Disclosure and Barring Check at enhanced level and a Self-Declaration of Health Status to confirm that the applicant does not have a health condition that would affect their ability to work with children and young people are also required.

## E. Programme Structure

This programme is offered in full-time mode, and leads to the award of BA (Hons) Working with Children and Young People. Intake is normally in September.

### E3. Outline Programme Structure

Levels 4 and 5 are made up of four modules each worth 30 credit points. Level 6 comprises a module carrying 60 credits and two others of 30 credits each. A student must complete 120 credits at each level.

Progression to level 5 requires 120 credits at Level 4 including passes in all Level 4 modules and both DBS and OH clearance.'

'Progression to level 6 requires 120 credits at Level 5 including passes in all Level 5 modules and both DBS and OH clearance.'

All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides. The programme of study has been tailored to enable students both to learn about diverse approaches to working with children and young people, and focus, in their final year of study, in an area of practice which is of particular interest to them personally in their capstone project.

## Outline Programme Structure

Level 4 (all core)							
Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block
Working with Children and Young People: Roles and Professional Contexts	SW4005	30	4			100	1&2
Human Development within Different Relationships and Social Contexts	SW4002	30	4			100	1 & 2
Working with Ethics and Diversity in Professional Practice	SW4003	30	4			100	1&2
Developing the personal and professional self	SW4006	30	4			100	1&2

Level 5 (at least 60 credits = core)							
Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block
Children and Young People: Rights and responsibilities	SW5005	30	5			100	1
Inter-professional perspectives: safeguarding and critical decision making for children and young people	SW5006	30	5			100	1
Social Pedagogy	SW5007	30	5			100	1
Practice Experience: Local and international contexts	SW5008	30	5		40	60	2

Level 6 (at least 60 credits = core)							
Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% Course work	Teaching Block
Working with children and young people in context: research, systems, and professional practice	SW6004	30	6			100	2
Practice experience 2: planning for your future career	SW6005	30	6			100	1 & 2
Working with Children and Young People: Capstone project	SW6010	30	6		30	70	1 & 2
Developing creative approaches to working with children and young people	SW6009	30	6		40	60	1 & 2

## **F. Principles of Teaching Learning and Assessment**

This field has been designed to take account of Kingston University Curriculum Design Principles. The course contains a wide range of teaching and learning approaches that will enable all students to be actively engaged throughout the programme, and designed to support and extend students' transferable knowledge and skills in order for them to graduate as independent learners and thinkers. Teaching and learning sessions, delivered by a multidisciplinary, multiprofessional team of Faculty academics who have practical, professional and research experience are carefully planned offering an integrated set of opportunities for students to learn through engagement with concepts and research findings in classroom, group workshops, problem solving activities seminars, library and on-line environments, and practice experience in the workplace and simulation in the Practice Learning Suite. Learning in each setting is informed and reinforced by learning in the others. This variety of learning opportunities enables different learning styles whilst also reflecting the sorts of learning needed for effective interprofessional practice.

Preparation for teaching sessions and consolidation afterwards take place generally through e-learning and guided private study whilst concepts may be introduced most often through formal lecture. Knowledge of research methods is fostered incrementally and critical thinking is supported along with debate and the exploration of diverse views. A strong emphasis is placed on equal opportunities, valuing diversity and challenging discrimination. Through volunteering and field placements students provide an important practical contribution to local communities.

The Virtual Learning Environment (Studyspace) will be used in various ways in all modules and students will be introduced to and share new technologies to enhance learning as these become available. Internet, web-based and personal technologies will be used to develop students' skills, foster learning communities and personalise the curriculum.

A virtual café will be used where students and staff provide discussion threads around critical issues in relation to a seminar paper or current dilemmas. This will also provide opportunities for staff to take part in formative feed forward discussions to enable students to consider aspects from different perspectives. Emphasis is placed throughout the programme on developing group work skills, written and oral communication and presentation skills, analysis skills, and independent learning skills giving the basis for students to enhance their personal objectives after graduation whether these relate to further research and/or training, careers, lifelong learning or personal and professional development plans.

Flexibility and choice is built into the assessment programme so that wherever possible student's individual interests can be reflected in the assessments. Methods include course work, oral presentations, group workshops, reports, posters and presentations. The assessment regime for each module has been designed to provide formative opportunities that allow students to practice and to receive feed forward on their performance in preparation for the summative assessment. Quality is assured through careful moderation processes, external examination, student feedback and systematic module review at School and Faculty level whilst assessment processes are open to appeal.

Students are supported in their learning by personal tutor, who will help them to draw together the themes of the curriculum. The development of academic research skills is threaded throughout the course and assessed on a formative and summative basis. An initial needs analysis will support tutors and students to show progress in the development of skills. However, additional support may come via the Academic Skills Centre or other tailored support. Employability skills are embedded throughout the course and designed in such a way as to enable students to relate the knowledge and skills they are learning to the reality of practice in the contexts in which they may work in their future career choice.

## **G. Support for Students and their Learning**

On this programme there is a strong emphasis placed on student support whilst encouraging self-directed



learning. Students are supported to develop skills that reflect professional values and tradition of supervision key to inter-professional practice. Students are supported by:

- Regular meetings with a personal tutor to assist them in planning their course of study, consider career development options and support them in developing and achieving their personal and professional development plans. Wherever possible, students will retain their personal tutor as they progress through the course, building up a supportive working relationship. Tutors help students to trace and to enhance their personal and professional development over the three years and are a resource when the learning process is challenging.
- Group tutorials whereby the experience and contributions of fellow students enhance learning and support.
- Members of Staff acting as Year Leads in each year and coordinating the dialogue with and support of the larger group.
- A Student Academic Mentor allocated to each tutor group. This unusual and much appreciated facility gives each student access to a student in the year above them who can offer advice and encouragement on the basis of personal experience. In this way, Student Academic Mentors add to the variety, quality and richness of support for students on this course.
- VLE StudySpace – a versatile on-line interactive intranet and enhanced learning environment for example; podcasts of interviews with current practitioners from a variety disciplines
- Student staff consultative committee and opportunities to undertake a range of representative roles to put forward student views.
- The student union
- Kingston University offers a wide range of student services which can be accessed through the Student Hub. Services include KUSU, Counselling Service, Chaplaincy, Disability and Dyslexia Support Service, Learning Resources Centre Support Staff Details can be found on <https://mykingston.kingston.ac.uk/mysupport/Pages/StudentHUB.aspx>

## H. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of Study (BoS) with student representation
- Annual review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation processes

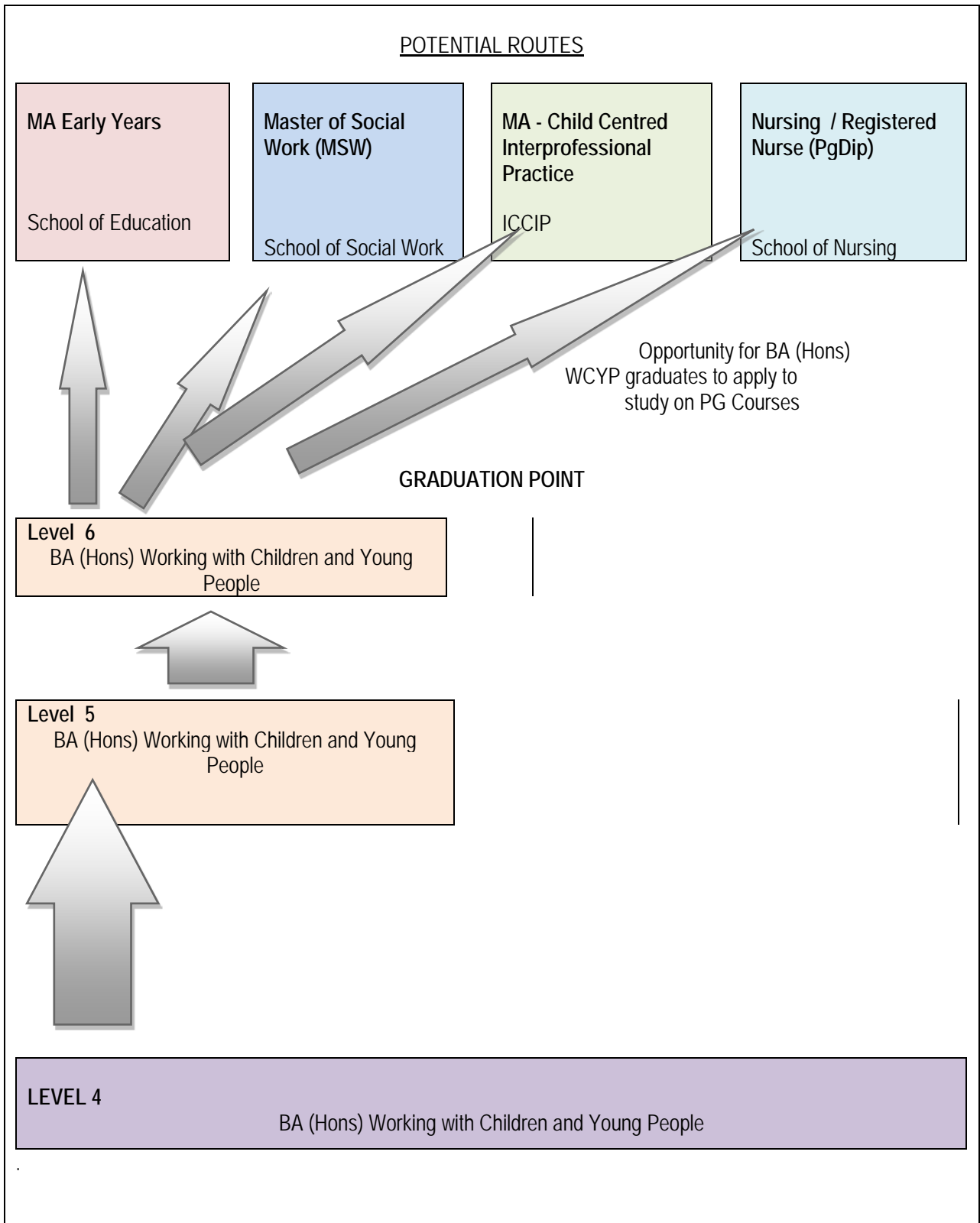
## I. Employability Statement

Students graduating with this BA (Hons) degree will be well equipped with knowledge and skills to work creatively and positively with children, young people, families and carers in a range of roles within the social care sector. They will have gained a more detailed understanding of the knowledge, skills and experience of interprofessional practice from a variety of perspectives, making them attractive to a wide range of employers. Additionally, those who choose to pursue a professional career will be able to progress to undertake professional qualification at post-graduate level in a variety of careers working with children and young people. These include social work, teaching, child nursing, early years practice and youth justice. See also diagram on page 11. The module 'Practice experience 2: preparing for your future' will provide opportunities for reflection on their career choices and give practical experience of a possible career choice. The course also fosters a range of more broadly transferable skills that graduates could take to any workplace or further study.

## J. Approved Variants from the UMS/PCF

There are no variants to the UMS.

K. Other sources of information that you may wish to consult



## Development of Programme Learning Outcomes in Modules

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

		Level 4				Level 5				Level 6				
Module Code		SW4005	SW4002	SW4003	SW4006	SW5005	SW5006	SW5007	SW5008	SW6004	SW6005	SW6010	SW6009	
Programme Learning Outcomes	Knowledge & Understanding	A1		F/S							F/S	F/S	F/S	
		A2	F				F/S	F/S			F/S	F/S	F/S	
		A3				F/S			F/S	F/S		F/S	F/S	F/S
		A4	F		F/S		F/S		F/S	F/S	F/S	F/S	F/S	F/S
	Intellectual Skills	B1	F	F/S			F/S	F/S	F/S	F/S	F/S		F/S	F/S
		B2	F				F/S	F/S	F/S	F/S	F/S		F/S	F/S
		B3			F/S	F/S	F/S	F	F/S	F/S	F/S	F/S	F/S	F/S
		B4	F				F/S	F/S			F/S	F/S		F/S
	Practical Skills	C1	F/S				F/S				F/S	F/S		F/S
		C2	F/S				F/S		F/S	F/S	F/S		F/S	F/S
		C3	F				F/S		F/S	F/S	F/S			F/S
		C4	F				F/S	F/S			F/S			
	Transferable Skills	D1								F				
		D2								F				
		D3								F				
		D4								F				

S indicates where a summative assessment occurs.  
 F where formative assessment/feedback occurs

### Indicative Module Assessment Map

Module					Coursework 1				Coursework 2				Examination			
Level	Module Name	Module code	Credit value	Core/option	Type of coursework	Word Length	Weighting %	S/F*	Type of coursework	Word Length	Weighting %	S/F*	Written/practical	Duration	Weighting %	S/F*
4	Working with Children and Young People: Roles and Professional Contexts	SW4005	30	Core	Portfolio	2,500	100	S								
4	Human Development, Relationships and Social Contexts	SW4002	30	Core	Essay	1,500	50	S	Case Analysis	1000	50	S				
4	Working with Ethics and Diversity in Professional Practice	SW4003	30	Core	Reflective Commentary	1000	50	S	Case Study-based Essay	1500	50	S				
4	Developing the Personal and Professional Self	SW4006	30	Core	Essay	2000	70	S	Poster Presentation	500	30	S				
5	CYP: Rights and Responsibilities	SW5005	30	Core	Essay and case study	2500	100	S								
5	IP Perspectives: Safeguarding and critical decision making for children and young people	SW5006	30	Core	Essay	2500	100	S								
5	Social pedagogy	SW5007	30	Core	Essay	2500	100	S								
5	Practice experience: local and international contexts	SW5008	30	Core	Presentation		40	S	Portfolio	2000	60	S				

6	Working with Children and Young people in Context: research, systems and professional practice	SW6004	30	Core	Essay	3000	100	S								
6	Practice experience 2: planning for your future career	SW6005	30	Core	Portfolio	3000	70	S	Presentation	500	30	S				
6	Capstone project	SW6010	30	Core	Poster		30	S	Report	4000	70	S				
6	Developing creative approaches to working with children and young people	SW6009	30	Core	Group presentation and written statement	1,000	40	S	Reflection	1,500	60	S				

#### Technical Annex

**Final Award(s):**

*BA (Hons) Working with Children and Young People*

**Intermediate Award(s):**

*Certificate of Higher Education in Working with Children and Young People  
Diploma of Higher Education in Working with Children and Young People*

**Minimum period of registration:**

*Three years*

**Maximum period of registration:**

*Seven years*

**FHEQ Level for the Final Award:**

*Level 6*

**QAA Subject Benchmarks:**

*Early Childhood Studies; Youth and Community Work;*

**Modes of Delivery:**

*Taught*

**Language of Delivery:**

*English*

**Faculty:**

*Health, Social Care and Education*

**School:**

*Social Work*

JACS code:

UCAS Code:

Course Code:

Route Code:

*L593*