Course Specification

Course Summary Information		
1	**Course Title**	BA (Hons) Working with Children, Young People and Families
2	**Course Code**	US1486
3	**Awarding Institution**	Birmingham City University
4	**Teaching Institution(s)** (If different from point 3)	
5	**Professional Statutory or Regulatory Body (PSRB) accreditation** (if applicable)	N/A

6	**Course Description**
	BA (Hons) Working with Children, Young People, and Families is a course with social justice and equality at its heart. It is an exciting, contemporary degree which will equip you with the knowledge, skills, and competencies to work effectively with children, young people and families in a range of professional settings. The ethos of social justice is woven throughout the theoretical and practical aspects of the course. We will provide you with a range of teaching and learning experiences to build on your motivations and existing skills so that you can contribute positively to a changing society, particularly with services who work with, or for, vulnerable children, young people, and their families.

We recognise the importance of giving you the autonomy to shape your academic path. Alongside essential core components which will ensure you explore the breadth of this subject, you will have choices in your placement settings and optional modules, which will enable you to tailor your degree to your career aspirations as they evolve.

Practical placements are an important part of the course, in each year of the programme you will gain valuable hands-on experience working in a professional setting. This will allow you to apply the theoretical knowledge you have gained in classes to real-life situations, developing the practical skills and competencies essential for you to work in the field. You will have the opportunity to observe and learn from experienced professionals, gaining insight into best practices, techniques, and approaches used in the field. Your time in practice will also give you the chance to build professional networks and make connections that may prove beneficial when you are looking to move into employment after graduation.

Overall, this course will provide you with a rich and rewarding learning experience that will be invaluable to a range of potential future careers in areas of work with young people, community development and education, youth engagement and inclusion, community cohesion, as well as postgraduate study. Whatever path you choose to pursue on completion of the course, you will take with you a professional practice grounded in the theory and practice of community-based, informal education.

What's covered in the course?

With a focus on personal and professional development, our course will support you to understand the complexities of working with children, young people, and their families, in theory and in practice. We want to support you so that you can develop into an effective agent of change, making a difference to vulnerable children and young people, and providing family support. |

Many people who choose to undertake this degree do so because they want to make a difference. The rights of children and young people, and a commitment to social justice, equity, sustainability, anti-discrimination, community empowerment and collective action are at the centre of what we believe, teach and research. As you progress through the course you will work and learn together with experienced tutors and professionals to become a confident and competent advocate of children and young people, developing your own personal and professional skills so that you can be influential in developing sustainable practice, provision, and policy in your future career.

We will encourage you to develop your communication skills in a supportive and nurturing learning environment. Drawing on our close interaction and partnerships with the sector, as well as digital technologies, case studies and practical experiences, we will help you to take calculated risks as you deepen your knowledge of yourself, alongside your skills and understanding of working with children, young people, and families.

Tutors on the course come from a wide range of professional backgrounds and are research active, understanding the demands of study, work, and family life. They are committed to the agenda of social justice, equity, anti-discrimination, community empowerment, sustainability and collective action that underpins the course.

7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
	Bachelor of Arts with Honours Working with Children, Young People and Families	6	360
7b	Exit Awards and Credits Awarded		
	Certificate of Higher Education Working with Children, Young People and Families	4	120
	Diploma of Higher Education Working with Children, Young People and Families	5	240
	Bachelor of Arts Working with Children, Young People and Families	6	300

8	Variation from the University Regulations
	Not applicable

9	Delivery Patterns		
Mode(s) of Study	Location(s) of Study	Duration of Study	Code(s)
Full Time	City Centre	3 years	US1486

10	Entry Requirements
	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk, or may be found by searching for the course entry profile located on the UCAS website.
11	Course Aims

	1.	To enable you through excellence in academic achievement to be effective problem solvers, creative and resourceful planners, able to offer and implement solutions.
	2.	To become knowledgeable and understanding of the development and needs of vulnerable children, young people and their families and the impact of current policy and legislation
	3.	To be advocates of the rights of children and young people and confidently place them at the heart of policy and practice decision, through a commitment to diversity, inclusion and equality.
	4.	To develop graduates with the capacity and breadth of professional skills to work in a range of children services, adopting an integrated attitude and approach.
	5.	To promote an outward looking awareness of global issues that impact on the well-being and protection of vulnerable children, young people and their families.

12	**Course Learning Outcomes**
By the end of your course, you will:	
Knowledge and understanding	
1	Recognise and articulate how a range of factors and issues can influence the lives children, young people and their families.
2	Critically reflect and evaluate on how different agencies work together in an interdisciplinary manner to support children, young people and families.
3	Critically analyse and apply relevant policies and theories that guide practice with children, young people and their families.
4	Appraise the underlying professional value base and ethical principles surrounding youth and community work and use these to conduct practice.
5	Identify and reflect upon the range of perspectives attaining to contemporary debates and contested issues surrounding work with children, young people and families.
Skills and Other Attributes	
6	Cultivate a professional commitment to being an advocate for social justice who promotes equality, diversity, human rights, autonomy, freedom, responsibility and justice for children and young people.
7	Develop as an independent reflective thinker, who can seek out, use, and evaluate information from a range of sources and communicate the findings effectively.
8	Develop a range of transferable professional skills reinforced through a reflexive approach to one's own practice in response to context, service users and professional development needs.
9	Understand the concept of sustainability and ensure your practice aligns with the sustainable development goals across environmental, social and economic contexts.
10	Develop the necessary skills to communicate effectively in academic and professional settings, demonstrating a high level of competence and professionalism in your verbal and written communication.

13	**Level Learning Outcomes**
	Upon completion of Level 4 / the Certificate of Higher Education, students will be able to:
1	Build an awareness of the key factors and issues that can influence the lives of children, young people and their families.
2	Develop an awareness of personal, professional and academic skills, attributes and values and reflect upon how they can influence practice.
3	Reflect upon and evaluate how different agencies work together in an interdisciplinary manner to support children, young people and families.

4	Demonstrate relevant study skills, including reflective thinking, independent learning and research, information searching and collection, group work skills, IT skills, written and oral communication, problem solving and time planning and management.
	Upon completion of Level 5 / the Diploma of Higher Education, students will be able to:
5	Evaluate their own placement and practice experiences and use this reflection to enhance their skills in working with children, young people, and families.
6	Understand and apply the safeguarding policy and legislative framework that underpins work with children, young people and families.
7	Recognise how social and cultural contexts can influence outcomes and life chances of children, young people and families and develop strategies to support them in practice.
8	Evaluate a range of research methods and assess the appropriateness of their use and be able to communicate information, ideas and arguments in a range of academic formats.
	Upon completion of 60 credits at Level 6 / the Bachelor's degree, students will be able to:
9	Conduct independent research to investigate a specific topic and be able to communicate findings, information, ideas, problems and solutions to both specialist and non-specialist audiences.
10	Critically discuss ethical issues such as social justice, equity and children's rights that require an awareness of the current trends.
11	Be able to engage in reflective practice to enhance their ongoing learning and development, both professionally and academically.

14	**Course Learning, Teaching and Assessment Strategy**
	This learning, teaching and assessment strategy reflects the commitment of the course team to deliver high quality teaching and learning experiences that will change lives and empower students to be both independent learners and advocates for change. Teaching sessions are interactive and multifaceted to ensure all types of learners are supported through a range of learning and teaching approaches, activities, and experiences. Learning approaches that students may engage with include: - Lectures - Workshops - Tutorials - Seminars - Self-directed group work and projects - Visits and exchanges - Peer-to-peer learning and discussion - Online tools - Collective problem-solving and participative enquiry-action learning - Practice simulations - Practice learning opportunities in lectures - Conferences Attention is given to the effective use of information and communications technology to facilitate learning and teaching and the development of students' digital literacies. Therefore, we offer a blended learning approach, whereby we offer both face-to-face and online teaching, which meets the needs of students' diverse lifestyles. We expect students to be active learners which means we will often ask you to read materials or undertake specific tasks before taught sessions and to work on case studies and other tasks in classes. As many of the academic staff have utilised 'direct work' activities (role play, art, 'games' etc.) with children, young people, and their families in practice settings, we often use these in teaching settings as this helps you to learn techniques you can use with service users, but also helps us to learn about ourselves. We believe in a collaborative approach to learning,

whereby students are part of the learning experience, and not 'taught at', facilitating interesting teaching sessions and effective learning offering a transformational and collaborative classroom. Our aim is to work with our students so they may develop into confident, enquiring, reflective and resilient individuals, who are able to critically apply their knowledge in an innovative way, to problem-solve, and make a positive contribution within their personal and professional lives. Teaching staff and practice learning staff are culturally sensitive and follow professional values and standards, possessing substantial practice experience, drawn from a broad mix of specialist areas.

Assessment is sustainable and aligned to practice. This recognises that students learn more deeply when the planned learning is constructively aligned with the assessment process. Planned learning is designed in accordance with the learning outcomes, then the assessment is constructively aligned to evaluate students' attainment of the learning outcomes, so students can see how the learning enables them to do or know key information at the end of the module and the assessment will demonstrate their attainment of this. Sustainable assessment methods are fit to assess knowledge and understanding of the subject area. They also strengthen graduate attributes in their use of assessments or in their capacity to make professional judgements across a range of future practice contexts. Assessment is thus formative, summative and sustainable in its alignment to professional practice and involves an appropriate range of methods of gathering evidence about student achievement and progress. It includes using data from both higher education providers and practice agencies in which the student is undertaking her/his professional education. The assessment draws upon a diversity of methods which reflect the range of practical, academic, and digital skills required by practitioners in the field.

Throughout this course, we will offer a range of interactive and contemporary assessment types, which may include:

- self-negotiated assessments

- campaign portfolios

- simulations such as multiagency meetings, funding applications and needs assessments presentations

- patchwork assessments

- work-based portfolio

- reflective logs and journals

- posters

- development of practice resources

- essays

- reports

- podcasts

There are no exams on this course, as it is not a valuable assessment method for youth and community students. We ensure there are multiple opportunities on every module for formal and informal formative feedback. In the formal formative submissions, students will receive verbal

'feedforward' (which is recorded) or written, to identify strengths and areas of improvement before their final submission. Students will be supported by module leads throughout each module to ensure they understand the assessment, and we will work collaboratively to design a 'fit to submit' document with each group, outlining what every assessment needs to pass. After each formative assessment, students will receive written, detailed, and individual 'feedback' to enable them to understand the grade they achieved on the work submitted and 'feedforward' which will provide key points to improve upon for their next submission.

Most assignments will be submitted electronically, although presentations will occur in real time. All assignments are to be submitted at the end of the semester in which the module was taught. We make every effort to spread the assignments across the assessment period so that students do not have multiple assessments in one given week. Regarding digital literacies, we have built up considerable expertise in supporting students in creating and using e-portfolios. We use this approach particularly when the assignment is directly linked to placement or professional development experiences.

Feedback, students' marks and markers' comments are provided twenty working days after submission (this does not include weekends). Students will have their marks explained to them, and there will be a clear indication of what they need to do to improve their marks in the future. Students will be able to seek further advice as to how they can improve from their Personal Development tutors, who will meet with them regularly to review their progress and support them in planning how to improve so they can reach their full potential.

All information about the assignments, including the marking criteria, is made available to students at the programme's start. Tutors refer to this throughout teaching sessions and will plan for formative teaching opportunities when, for example, students may be asked to peer review other students' work or projects, complete self-assessment tasks against learning outcomes, demonstrate current learning and thinking about a particular concept through preparing a short presentation or piece of writing.

Reasonable adjustments are made for students with disabilities as identified by the Student Disability team. This may mean that individual students work to different time frames and may have additional support in teaching sessions.

15	**Course Requirements**
15a	**Level 4:** *In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):*

Module Code	Module Name	Credit Value
EDUXXX	Self-Awareness for Personal and Professional Growth	20
EDUXXX	Preparing to Study in Higher Education	20
EDUXXX	Social Justice: Diversity, Equity and Inclusion	20
EDUXXX	Effective Early Intervention	20
EDUXXX	Preparing for Placement	20
EDUXXX	Professional Placement	20

Level 5:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 100 credits):

Module Code	Module Name	Credit Value
EDUXXX	Reflecting on Placement	20
EDUXXX	Reflecting on Personal and Professional Development	20
EDUXXX	Preparing to Research	20
EDUXXX	Children and Young People's Rights and Identities	20
EDUXXX	Safeguarding and Child Protection	20

In order to complete this course a student must successfully complete at least 20 credits from the following indicative list of OPTIONAL modules.

Module Code	Module Name	Credit Value
EDUXXX	Mental Health and Wellbeing	20
EDUXXX	Empowering Youth and Communities through Social Pedagogy	20
EDUXXX	Contemporary Perspectives	20
EDUXXX	Introduction to Special Educational Needs	20

Level 6:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 100 credits):

Module Code	Module Name	Credit Value
EDU6XXX	Individual Research Project	40
EDUXXX	Advocacy, Activism and Social Change	20
EDU6XXX	Family-Centred Practice in Diverse Contexts	20
EDUXXX	Employability in Interdisciplinary Contexts	20

In order to complete this course a student must successfully complete at least 20 credits from the following indicative list of OPTIONAL modules.

Module Code	Module Name	Credit Value
EDUXXX	Decolonising Children, Young People, and Family Work: Reclaiming Voices and Empowering Communities	20
EDUXXX	Promoting Mental Health and Wellbeing: Effective Support Skills for Children, Young People and Families	20
EDUXXX	Anti-Racist Practice	20
EDUXXX	Reflective Practice in an Interprofessional Context (Placement)	20

15b	Structure Diagram

Please note list of optional modules is indicative only. Students' choice will not be guaranteed for optional modules, but a fair and transparent process will be adopted and shared with students.

Include a structure diagram for each mode of study. Level 4 is completed as an example including modules which extend the whole year.

Level 4

SEMESTER ONE	SEMESTER TWO
Core EDU4XXX Preparing to Study in Higher Education EDU4XXX Self-Awareness for Personal and Professional Growth EDU4XXX Preparing for Placement	**Core** EDU4XXX Social Justice: Diversity, Equity and Inclusion EDU4XXX Effective Early Intervention EDU4XXX Professional Placement

Level 5

SEMESTER ONE	SEMESTER TWO
Core EDU5141 Safeguarding and Child Protection EDU5XXX Reflecting on Placement	**Core** EDU5142 Preparing to Research EDU5XXX Children and Young People's Rights and Identities EDU5XXX Reflecting on Personal and Professional Development
Optional EDUXXX Mental Health and Wellbeing EDUXXX Empowering Youth and Communities through Social Pedagogy EDUXXX Contemporary Perspectives EDUXXX Introduction to Special Educational Needs	

Level 6

SEMESTER ONE	SEMESTER TWO
Core: (all year) EDU6301: Individual Research Project (40 credits)	
Core	**Core**

| EDU6 XXX Employability in Interdisciplinary Contexts | EDU 6270 Family Centred Practice in Diverse Contexts |
| | EDU6XXX Advocacy, Activism and Social Change |

Optional
EDU6XXX Promoting Mental Health and Wellbeing: Effective Support Skills for Children, Young People and Families
EDU6XXX Decolonising Children, Young People, and Family Work: Reclaiming Voices and Empowering Communities
EDU6XXX Anti-Racist Practice
EDU6XXX Reflective Practice in an Interprofessional Context (Placement)

16	**Overall Student Workload and Balance of Assessment**

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable.
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+ and peer learning.
- *Private Study* includes preparation for exams.

The *balance of assessment* by mode of assessment (e.g., coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 4

Workload

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	196
Directed Learning	295
Private Study	709
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	100%
Exam	0%

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In-Person	0%

Level 5

Workload

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	204
Directed Learning	256
Private Study	740
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	87.5%
Exam	0%
In-Person	12.5%

Level 6

Workload

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	191
Directed Learning	190
Private Study	819
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	100%
Exam	0%
In-Person	0%