Programme Specification – BA (Hons) Working with Children and Families [Child Young People and Family Studies] /[Early Childhood Studies]	University of Cumbria

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 can be found in the programme and module handbooks.
This document is reviewed by the University and may be checked by the QAA.

Key sources of information about this programme and its development can be found in the following:
Programme Handbook, Programme Briefing Document, Work Experience Handbook and on Blackboard

Brief Descriptive Summary	A programme suitable for students aiming to work with children and young people from birth to nineteen. The programme contains generic modules which provide a secure grounding in issues for all professionals working in multi-agency contexts with children and their carers. There are two named pathways: **Children, Young People and Family Studies** Suitable for students who know they want to work with children and young people and/or families but are unsure which career route to take, focusing on children and young people up to the age of nineteen and covering issues such as family support. A good stepping stone to a range of professions. **Early Childhood Studies** Focusing on working with individual and groups of children ranging in age from birth to seven years. Suitable for students who plan to work in a variety of contexts with young children, such as baby rooms, nurseries, children's centres and schools. It covers issues such as setting up stimulating learning environments and features of inclusive practice in the early years. The final year to be offered as a top up for students with relevant previous awards
Final Award and Title	• BA[Hons] Working with Children and Families [Child Young People and Family Studies] • BA[Hons] Working with Children and Families [Early Childhood Studies]
Exit Award(s) and Title(s)	• DipHE Working with Children and Families • CertHE Working with Children and Families

JACS code	
Programme code (CRS)	UB-WCFCYP UB-WCFECS
UCAS code	L502
Quality Groups	• Maternal, Child and Family • Undergraduate Early Years and Primary Partnerships
Faculty	• Health and Wellbeing and Education • Faculty of Education
Teaching Institution	University of Cumbria
Work Based Learning	Schools, nurseries, childrens centres, social services, police etc
Relevant Qualification Benchmarks	**For the Early Childhood Studies Pathway** QAA Early Childhood Studies benchmarks 2008
Modes of Study	Full-time, Part-time, Flexible and Distributed Learning
Delivery Sites	Lancaster and Carlisle Bury College (Child Young People and Family Studies pathway)
Programme Length	3 years full time, 6 years part time
Date of (i) Programme Specification written	November 2011 Update July 2016
Validated period of programme (*)	Five years (Sep 2012 to Jul 2017)

	The overall aims of the programme are:
1. Educational Aims of the Programme	❖ To provide a distinctive degree course that will welcome students from a variety of backgrounds and provide them with the opportunity to explore a range of roles/employment opportunities for working with children and families in a variety of settings ❖ To provide a course fully grounded in multi-professional collaboration and learning to empower, through knowledge, the future workforces of any agency that works with children and families in line with Every Child Matters [2003] and the Children Act [2004]. ❖ To provide a range of modules which revolve around families, with an analytical study of social, behavioural, political and philosophical factors which affect the people who live within them ❖ To facilitate extensive opportunities for students critical thinking enabling them to develop current knowledge, understanding and attitudes which will prepare them to respond to the requirements of their chosen area of work with children and families ❖ To develop the intellectual and practical skills of the student in analysis of the main academic disciplines relevant to the study of children and their families ❖ To provide a coherent scheme in which the progression routes and choice of modules enable students to take increasing responsibility for their own learning, thus developing into sound independent learners ❖ To develop graduates' key skills for employment and future learning within the lifelong learning context

2. Programme Outcomes
This programme provides opportunities for students to develop and demonstrate:
2(i) Knowledge and Understanding
On graduation students will demonstrate a critical understanding of: 1. factual and conceptual knowledge bases underpinning their understanding of children and families 2. a variety of definitions and models of childhood and family 3. the complexity of debates and influencing factors that surround the study of children, parents and families as separate or collective entities 4. the main descriptors of sociology, social policy[including education], ethics, psychology, biology, developmental processes and research as they apply to childhood and family structures.

5. the dilemmas arising from the legal, ethical, cultural and social debates, which present when studying children and families in the multi-cultural society found in contemporary Britain
6. the scope and character of current Government policy and current initiatives in the area of childhood and family studies.
7. approaches to working with children and families using the concepts of advocacy, empowerment, autonomy and anti-discriminatory working
8. the needs for and constraints of developing practice, managing change and of multi-professional working
9. responding to individual children's needs
10. on the Early Childhood Studies pathway all areas of Knowledge and understanding as outlined in the Early Childhood Studies Benchmarks are delivered through the course modules

Learning/Teaching Methods and Strategies

Knowledge and understanding are obtained through lectures, seminars, group discussions and tutorials. The application of cognitive skills to children's and family issues is learnt via case studies, group work and independent study.

Types/Methods of Assessment

The methods of assessment used on the programme are many and various. This is to facilitate the different learning styles and preferences that students have as well as encouraging their learning and development and ensure that we are flexible and distributive throughout the process. All modules are assessed using both formative and summative assessment methods which vary from module to module and from year to year.

A range of summative assessment methods are adopted throughout the programme including research projects, portfolios, presentations, examinations, case studies, essays, reports, poster presentations, critical debate and reflective analyses.

In addition each module has an element of formative assessment which allows students to gain feedback on their academic skills and knowledge that is relevant for each module. The formative assessment process is a key part of the teaching and learning process.

The programme uses coursework tasks to allow students the scope to demonstrate their cognitive abilities. Coursework tasks vary so that students are able to develop different skills throughout the programme and in some modules have scope to explore particular areas that interest them. The production of a dissertation at level 6 offers students the opportunity to demonstrate their engagement in this process as the work shows their cognitive skills at the highest level as well as indicating their own abilities as self directed learners.

2(ii) Qualities, Skills and other attributes

Intellectual skills
- Contribute actively to the process of learning in the classroom
- Assemble data from a variety of sources and discern and establish connections
- Synthesise and evaluate primary and secondary data related to the study of children and families.
- Plan, conduct and report an individual research project
- Collect and categorise ideas and information in a predictable and standard format
- Work with autonomy within defined guidelines eg. ethical/ legal

- Be aware of ethical issues in this field
- Discuss these ethical issues in relation to personal beliefs and values
- Be aware of the social, environmental issues that impact on children and families
- Evaluate own strengths and limitations
- Reflect on action with confidence
- Begin to develop own criteria for self-appraisal and skills in making informed judgements
- Analyze new and/or abstract data and situations without guidance, using strategies appropriate to the subject area
- Design novel solutions to emerging and/or problematic issues
- On the Early Childhood Studies pathway all areas of Generic skills as outlined in the Early Childhood Studies Benchmarks are delivered through the course modules See Appendix 1

Practical Skills
- Build valuing relationships with others, which promote self-esteem, autonomy and anti-discrimination
- Design, carry out and report appropriate research and evaluation using appropriate techniques such as questionnaires, interviews or library-based research
- Interpret qualitative and quantitative data and the evidence base for working with children and families.
- Operate in complex and unpredictable contexts
- Engage effectively in debates in a professional manner
- Manage own learning with minimal guidance using the full range of resources
- Produce detailed and coherent reports/papers/posters.
- On the Early Childhood Studies pathway all areas of practitioner skills as outlined in the Early Childhood Studies Benchmarks are delivered through the course modules See Appendix 1

Key Skills
- Communicate effectively in a form appropriate to the task/situation
- Be competent in the use of IT and in accessing web-based resources
- Work independently and cooperatively and effectively as part of a team.
- Be competent in basic numeracy
- On the Early Childhood Studies pathway all areas of practitioner skills as outlined in the Early Childhood Studies Benchmarks are delivered through the course modules See Appendix 1

Learning/Teaching Methods and Strategies

Practical skills are acquired through practical class based activities including work experience which occurs at each of the three levels

At level 4 and 5 students receive guidance which offers them strong foundations in these skills and also raises awareness of the ethical and value base related to these activities.

At level 6 students have the opportunity to develop and test these skills independently via their dissertation with the support of a dissertation supervisor.

Key skills are promoted throughout the Working with Children and Families programme via the Personal Tutor scheme. Modules at all levels incorporate key skills.

All modules are supported by an online learning site which not only houses all relevant information about the course and modules but also is used as an interactive tool to allow online submission of assessments. In addition the inclusion of live discussions and work tasks means that the site is an important strand of our flexible and distributed learning

and teaching methods.

At each level key skills are incorporated into all modules and one module is particularly planned to incorporate aspects of personal development which build on each other throughout the course. These modules are the only modules that are not available through stand alone CPD because of the progressive personal development aspect.

Types/Methods of Assessment

To assess practical skills the students will take part in presentations that are formative assessment of communication, collaborative working, research and production of feedback to colleagues. Coursework develops the students IT skills, communication and independent working.

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3. Learning Teaching and Assessment Strategy

Programme Teaching and Learning Philosophy
The teaching and learning philosophy is based on social constructivism and recognises the students as individuals who are required to take increasing responsibility for their own learning over the 3 year Working with Children and Families Programme. Therefore methods of teaching and learning will be varied to reflect the content of each module, its delivery style and so, optimising their potential learning. They will be encouraged to reflect upon reasoning processes in discussions, tutorials and through use of a Professional and Academic Development Record [PADR]. The flexibility of teaching and learning strategies will allow them to demonstrate their abilities and maximise their potential for success.

Every module has a module guide detailing the intended learning outcomes, course content and suggested reading.

Intellectual and Personal Learning
The BA (Hons) Working with Children and Families promotes student-centred learning; students are encouraged from the outset of the course to take responsibility for their own learning and development. In valuing them as a learner, individual experiences and differences will be considered. We recognise the contribution made by the range of students' backgrounds, skills and ages and the need to have a variety of approaches to teaching and learning which will optimise opportunities for all. The programmes commitment to work experience also links to this desire to allow them as many learning opportunities as possible and the programme is designed so that they are able to use experiences from work settings to enhance your learning in classroom as well as applying theories to practical situations. The variety of approaches will provide opportunities to perform optimally using preferred learning styles as well as encouraging development in other areas and a wide variety of teaching methods will be used to facilitate this process

Flexible and Distributed Learning

The University Blackboard site and PebblePad software are used as key learning tools within this programme. Students will have the opportunity to engage in discussion boards related to problem based modules and submit formative and summative elements of their assessments via these electronic tools. This is particularly useful for those students who are accessing the course on a part time basis as much of this engagement can be done from a distance as it allows for flexible working times.

Programme Assessment Strategy
The assessment strategy ensures that use will be made of an appropriate range of

assessment methods and designs to enable students to demonstrate the extent to which they have achieved the learning outcomes of individual modules and the programme of study overall.

Assessments:

- will relate directly to the intended learning outcomes of the modules. How these are linked is identified on the Module Descriptors in each module guide.

- are an integral part of the learning process. They are also an essential quality assurance mechanism that protects academic integrity and quality of service delivery. It is rooted and grounded in the academic regulations of the University.

- are designed to reflect the content and style of each of the modules. Working with Children and Families can be in a variety of settings and professions which are underpinned by strong theoretical models and evidence based practice and this will be reflected in the assessment methods used.   A wide variety of assessment methods will provide the student with opportunities that both match their preferred learning style and promote the development of other learning styles e.g. portfolios , presentations, case studies, poster presentations, reflective diaries, learning logs, resources and small scale research. Learning outcomes have been written so that students are able to develop across a range of areas.

- will ensure graded and monitored progress through the course. Assessments at level 5 and 6 will require a more complex range of abilities than at level 4.

- formative assessments are a key aspect of modules which allow them to gage how they are performing in the module at mid points so that they can improve their assignment grades.

- modules at level 5 and 6 will determine the classification of degree students are awarded. The modules completed in these two levels will contribute to the final degree award.

- self and peer-assessed work is designed to develop reflection and critical analysis through the personal addressing of criteria, the development of objectivity and the justification of conclusion through reasoned argument; through these processes, which are qualified by tutors supervision, students will develop the skills of professional practice within the subject area.

- all assessment of student work is criterion referenced.

Further details of the range of assessments used and marking criteria will be in the Programme handbook, the indicative assessment calendar, in Section 8 gives some indication of the range of assessments.

4. Level Descriptors
At HE Level 4: (Year 1 undergraduate), students will be able to demonstrate that they have the ability: to apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills; evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner; identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.
At HE Level 5: (Year 2 undergraduate), students will be able to demonstrate that they have the ability: to apply & evaluate key concepts and theories within and outside

the context in which they were first studied; select appropriately from and deploy a range of subject-specific, cognitive & transferable skills & problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms; accept responsibility for determining & achieving personal outcomes; reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At HE Level 6: (Year 3 undergraduate), students will be able to demonstrate that they have the ability: to critically review, consolidate and extend a systematic and coherent body of knowledge; critically evaluate concepts & evidence from a range of resources; transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems; communicate solutions, arguments and ideas clearly and in a variety of forms; exercise considerable judgement in a range of situations; accept accountability for determining and achieving personal and group outcomes; reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

5. Programme Features and Requirements

The programme encourages retention as the decision about which pathway to follow is made after the first semester. The students will have studied three generic modules and been inducted altogether for the first semester and will have been given additional information about the differences in the pathways by the time they make the decision. This process will mean that students receive a great deal of guidance so that they are clear about each pathway and are able to make an informed decision, and therefore supports student retention.

A key feature of the programme is that employability is focussed on throughout. There are separate timetabled sessions with the careers department in each academic year as well tasks linked to various modules and the planned hours of work experience sourced by the students. All three elements are designed specifically for students to find out about services and job roles so that they are aware of job opportunities that are available and thus enhance employability.

| | **6. Curriculum Maps** |
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3 years - Child Young People and Family Studies Pathway

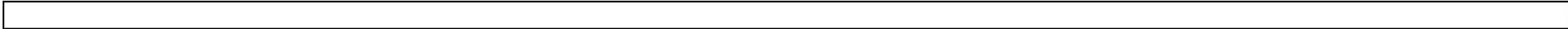| Level	Module Code	JACS Code	Module Title and Aim	Credit Points	Compulsory/ Optional/	Additional Information
4	HMFA4010		**Personal and Professional Development: Study Skills** To encourage you to develop a range of skills necessary to engage in academic study and information management and to develop your awareness and understanding of issues related to your own role as an emerging professional	20	Compulsory	
4	ECEC4011		**Child Development: Birth to Eighteen** To develop your knowledge and understanding of child development (0-18). To explore factors that affect development, and provide an introduction to physical, cognitive, language, moral and social aspects of child development.	20	Compulsory	
4	ECEC4012		**Childhood, Family and Society** To study the influences of family, society and the local community on the development, well being and learning of children and young people.	20	Compulsory	
4	HMFA4020		**Child Protection** To introduce you to issues relating to the protection and welfare of children, allowing an exploration of responses to child abuse and neglect in a secure environment, whilst introducing you to definitions of, policies pertaining to, and methods of investigation	20	Compulsory	
4	HMFA4030		**Historical Construction of Childhood** The aim of this module is for you to explore the construct of childhood from an historical and sociological perspective whilst investigating the role of the family in respect of responsibility and power through history	20	Compulsory	
4	HMFA4040		**Young Person in Focus** For you to explore and analyse the challenges facing young people within society and to facilitate a critical review of policies and practices which impact upon young people	20	Compulsory	
Students exiting at this point with 120 credits at Level 4 would receive a Cert HE						

5	HMFA5010		**Personal and Professional Development: The Wider World** This module will build on your previously learnt range of skills necessary to engage in academic study by broadening your knowledge of the social construction and impact of the wider world and how it affects children	20	Compulsory	
5	HMFA5020		**Family and the Law** The aims of this module is to develop your understanding of the process of government and law and explore the concepts and principles of human rights ethics and morals, analysing how the law impacts on the lives of children and their families	20	Compulsory	
5	HMFA5030		**Equality, Diversity and Inclusive Practice** To introduce you to the impact of diverse oppressions, and develop an understanding of anti-discriminatory practice	20	Compulsory	
5	HMFA5011		**Research with Children, Young People and Families** To develop an understanding of the research process by considering a variety of research methods and methodologies. To equip students with an ethical awareness of qualitative and quantitative approaches.	20	Compulsory	
5	HMFA5040		**Children and Young People with Complex Needs** To enable you to examine issues surrounding challenging behaviour, discussing how professionals respond to and support children, young people and families with complex needs and to examine how society perceives challenging behaviour and complex needs	20	Compulsory	
5	HMFA5050		**Challenges to Childhood** To explore the challenges facing children 0-13 years within the context of society by providing a forum for you to explore and debate issues pertaining to childhood, highlighting benefits or barriers to the holistic wellbeing of the child. The module will also facilitate a critical review of policies and practices which impact upon the child initiated at international, national and local levels thus examining the work of individual agencies together with multi-agency collaborative ventures aimed at working with the child	20	Compulsory	
Students exiting at this point with 120 credits at Level 4 and 120 at Level 5 would receive a Dip HE						
6	ECEC 6011		**Personal and Professional Development: Leadership and Management** To critically examine the skills knowledge and aptitudes required to	20	Compulsory	

			lead and manage in the Children's workforce. To develop a personal philosophy of leading and managing based on a critical analysis of the study of children in a range of contexts and to challenge assumptions. To explore the importance of being a reflective practitioner within a range of contexts and disciplines. To develop your professional knowledge and understanding of leadership and management within the childrens' workforce			
6	HMFA6010		**Multi-Agency Working in Safeguarding and Child Protection** The aim of this module is enable you to achieve an in depth awareness of the issues relating to the safeguarding of children and the importance of multi agency working to this area of expertise.	20	Core	
6	HMFA6020		**Youth Justice** To develop your understanding of known general precursors to different types of offending, particularly those relating to offences committed by young people. Child developmental factors are discussed, relating to innate and potentially learned features such as 'intelligence', 'personality' and criminogenic attitudes, coupled with research based information identifying risk (and protective) factors associated with family features and dynamics and the wider social environment	20	Compulsory	
6	HMFA6030		**Transitions in Children's Lives** The module will enable you to critically evaluate the role of professionals in the management of the changes brought about by transitions and critically analyse the common and disparate features of transitions for children and young people	20	Compulsory	
6	ECEC6012		**Dissertation** For you to demonstrate that you can consolidate your knowledge and understanding of investigative techniques and methods. By independent study, you are enabled to extend and develop a detailed exploration of a focused aspect of children's development and learning	40	Compulsory	Pathway specific subject

Progression / Award requirements

Module pass mark: 40% All assessment components must be passed

			3 years - Early Childhood Studies Pathway			
Level	Module Code	JACS Code	Module Title and Aim	Credit Points	Compulsory/ Optional/	Additional Information
4	HMFA4010		**Personal and Professional Development: Study Skills** To encourage you to develop a range of skills necessary to engage in academic study and information management and to develop your awareness and understanding of issues related to your own role as an emerging professional	20	Compulsory	
4	ECEC4011		**Child Development: Birth to Eighteen** To develop your knowledge and understanding of child development (0-18). To explore factors that affect development, and provide an introduction to physical, cognitive, language, moral and social aspects of child development.	20	Compulsory	
4	ECEC4012		**Childhood, Family and Society** To study the influences of family, society and the local community on the development, well being and learning of children and young people.	20	Compulsory	
4	ECEC4014		**Teamwork** To introduce you to a problem solving approach to a group investigation.. To introduce you to techniques of research, investigation and data analysis and to apply them in the context of a problem to resolve. To develop your ability to work in a team, assess, reflect on their own learning needs and identify areas to develop.	20	Compulsory	
4	ECEC4013		**Inclusive Early Years Settings** To encourage students to engage with fundamental questions concerning inclusion as a contested concept; developing their own values & perspectives to social justice & inclusion in Early Years settings	20	Compulsory	
4	EYRC4007		**Learning and Teaching for Children 3-5 years** To develop understanding of approaches to learning and teaching for children from birth to five, with a particular focus on the current curriculum for three to five year olds	20	Compulsory	

			Students exiting at this point with 120 credits at Level 4 would receive a Cert HE			
5	HMFA5010		**Personal and Professional Development: The Wider World** This module will build on your previously learnt range of skills necessary to engage in academic study by broadening your knowledge of the social construction and impact of the wider world and how it affects children	20	Compulsory	
5	HMFA5020		**Family and the Law** The aims of this module is to develop your understanding of the process of government and law and explore the concepts and principles of human rights ethics and morals, analysing how the law impacts on the lives of children and their families	20	Compulsory	
5	HMFA5030		**Equality, Diversity and Inclusive Practice** To introduce you to the impact of diverse oppressions, and develop an understanding of anti-discriminatory practice	20	Compulsory	
5	HMFA5011		**Research with Children, Young People and Families** To develop an understanding of the research process by considering a variety of research methods and methodologies. To equip students with an ethical awareness of qualitative and quantitative approaches.	20	Compulsory	
5	ECEC5012		**International Perspectives in the Early Years** To develop a comparative understanding of early years policy and practice in a range of countries and to reflect on practice in the light of international developments	20	Compulsory	
5	ECEC5013		**Creative Development** To encourage you to challenge yourself creatively and work with your peers in new and innovative ways	20	Compulsory	
			Students exiting at this point with 120 credits at Level 4 and 120 at Level 5 would receive a Dip HE			
6	ECEC6011		**Personal and Professional Development: Leadership and Management** To critically examine the skills knowledge and aptitudes required to lead and manage in the Children's workforce. To develop a personal philosophy of leading and managing based on a critical analysis of the study of children in a range of contexts and to challenge assumptions. To explore the importance of being a reflective practitioner within a range of contexts and disciplines. To develop your professional knowledge and understanding of leadership and	20	Compulsory	

			management within the childrens' workforce			
6	HMFA6010		**Multi-Agency Working in Safeguarding and Child Protection** The aim of this module is enable you to achieve an in depth awareness of the issues relating to the safeguarding of children and the importance of multi agency working to this area of expertise.	20	Core	
6	ECEC6013		**Current Issues in the Early Years** To encourage you to engage with fundamental questions concerning the aims and values of early years provision and its relationship to society and government. To draw on a range of theoretical perspectives to illuminate understanding of early years provision and the contexts within which it takes place	20	Compulsory	
6	ECEC6014		**Working in Partnerships in the Early Years** To critically examine the perspectives of a range of stakeholders involved in early Years provision and effective partnership working with a variety of groups and individuals	20	Compulsory	
6	ECEC6012		**Dissertation** For you to demonstrate that you can consolidate your knowledge and understanding of investigative techniques and methods. By independent study, you are enabled to extend and develop a detailed exploration of a focused aspect of children's development and learning	40	Compulsory	Pathway specific subject

Progression / Award requirements

Module pass mark: 40% All assessment components must be passed

7. Programme Assessment Map

This map charts the assessment of the programme outcomes across the different modules. It is designed to ensure that assessment tasks are focused on demonstrating achievement of the programme outcomes including knowledge, understanding, academic and vocational skills, and other qualities.

*D = programme outcome is **developed** in this module*

*F = programme outcome, or aspects of the programme outcome, are **formatively** assessed on this module*

*S = programme outcome, or aspects of the programme outcome, are **summatively** assessed on this module*

Module Code	Module Name	knowledge base	definitions and models	complexity of debates that surround the study of children, parents and families	sociology, social policy, ethics, psychology, biology, development processes and	legal, ethical, cultural and social debates	current government policy and current initiatives	advocacy, empowerment, autonomy and anti-discriminatory working	developing practice, managing change and of multi-professional working	responding to individual children's needs
HMFA4010	Personal and Professional Development: Study Skills	DFS		DFS				DFS		
ECEC4011	Child Development: Birth to eighteen	DS	D	DS	DFS	D	D			DS
ECEC4012	Childhood, Family and Society	DS	DS	DF	D	S	SF	S	D	
HMFA4020	Child Protection	DFS	DFS			DFS	S	DS		
HMFA4030	Historical Construction of Childhood	DS		DS	D	DFS		S		DS
HMFA4040	Young Person in Focus	DFS	D			D	DS	D	DS	DS
ECEC4014	Teamwork	DS	DFS	D	FS			DF		
ECEC4013	Inclusive Early Years Settings	DS	DS	DFS		D	FS		DS	D
EYRC4007	Learning and Teaching for Children 3-5 years	DFS	DFS		DFS		DFS		DFS	DF
HMFA5010	Personal and Professional Development: The Wider World	DS			DS			DF	DFS	
HMFA5020	Family and the Law	DFS	DS			DFS				
HMFA5030	Equality, Diversity and Inclusive Practice	DF		DS		DS		DFS	DS	
HMFA5011	Research with Children, Young People and Families	DS	DS		DF	D			S	

7. Programme Assessment Map
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*D = programme outcome is **developed** in this module*
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Module Code	Module Name	knowledge base	definitions and models	complexity of debates that surround the study of children, parents and families	sociology, social policy, ethics, psychology, biology, development processes and development	legal, ethical, cultural and social debates	current government policy and current initiatives	advocacy, empowerment, autonomy and anti-discriminatory working	developing practice, managing change and of multi-professional working	responding to individual children's needs
HMFA5040	Children and Young People with Complex Needs	DFS	DFS	D	DS	DS	DS		DS	DF
HMFA5050	Challenges to Childhood	DS			DS	DFS	DFS	DS	DFS	D
ECEC5012	International Perspectives in the Early Years	DS	DS		DS		DS			D
ECEC5013	Creative Development	DS			DS				DS	D
ECEC6011	Personal and Professional Development: Leadership and Management	DS	DS						DS	
HMFA6010	Multi-Agency Working in Safeguarding and Child Protection	DFS		DFS	DS	DS			DFS	
HMFA6020	Youth Justice	DS		DS	DFS	DS	DS			
HMFA6030	Transitions in Children's Lives	DS		DS	DS		DF	DS	DFS	DF
ECEC6013	Current Issues in the Early Years	DFS		DS				DS	DS	
ECEC6014	Working in Partnerships in the Early Years	DS		DS			DS	DS	DS	
ECEC6012	Dissertation	DS	DS	DS	DS	DS	DS	DS	DS	

8. Indicative Assessment Calendar

Module Code	Module Title	Method(s) of Assessment	Weigh ting	Approx assessment deadline (eg mid semester)
HMFA4010	Personal and Professional Development: Study Skills	Formative – Coursework 1000 words Summative Portfolio - 3500 words	 100%	Various points in semesters -final at end of semester 2
ECEC4011	Child Development: Birth to eighteen	Formative – Group presentation Summative – Coursework – 3500 words	 100%	Mid semester 1 End of semester 1
ECEC4012	Childhood, Family and Society	Formative – In class discussion, group tasks, peer and tutor feedback Portfolio – 5000 words	 100%	Various points in semester – final at end of semester 1
HMFA4020	Child Protection	Formative – Group presentation – 10 mins - Reflective essay – 1000 words Summative - Coursework – 2000 words	 100%	Mid semester 2 End of semester 2
HMFA4030	Historical Construction of Childhood	Formative – Small group seminars Summative – Coursework 1 - 2000 words Coursework 2 - 2000 words	 50% 50%	 Week 9/12 Sem 2 End of semester 2
HMFA4040	Young Person in Focus	Formative – Group Presentation Summative - Coursework – 3000 words	 100%	 End of semester 2
ECEC4013	Inclusive Early Years Settings	Formative – Poster Presentation 1500 words Summative – Coursework – 3500 words	 100%	 End of semester 2
ECEC4014	Teamwork	Formative – Team Meeting Exercise 1000 words		

			100%	End of semester 2
		Summative - Reflective Learning Journal – 4000 words		
EYRC4007	Learning and Teaching for Children 3-5 years	Formative – In class discussions, group tasks, peer /self and tutor feedback		Various points in semester – final submitted at the
		Summative -Portfolio – 5000 words	100%	end of semester 2
HMFA5010	Personal and Professional Development: The Wider World	Formative – Presentation Work Experience		Various points in semester– final submitted at the
		Summative Portfolio – 3500 words	100%	end of semester 2
HMFA5020	Family and the Law	Formative – Mock Trial/Debate		
		Summative –Coursework 1 – 2000 words, Coursework 2 – 2000 words	50% 50%	Mid semester End of semester
HMFA5030	Equality, Diversity and Inclusive Practice	Formative – Poster Presentation 1000 words		
			50%	Mid semester
		Summative – Coursework 1 – 2000 words Coursework 2 – 2000 words	50%	End of semester
HMFA5011	Research with Children, Young People and Families	Formative – Creating a theoretical abstract for a gap in knowledge		
			100%	End of semester
		Summative -Coursework– 4000 words		
HMFA5040	Children and Young People with Complex Needs	Formative - Group tasks, self/group and tutor feedback		
		Summative – Presentation 10 mins Coursework– 3000 words	30% 70%	Mid semester End of semester
HMFA5050	Challenges to Childhood	Formative – Presentation 10 mins		
		Summative – oral assessment/presentation 1500 words Written assignment 2500 words	40% 60%	End of semester
ECEC5012	International Perspectives in the Early Years	Formative – In class discussions, group tasks, peer/self and tutor feedback		

		Summative –Oral Assessment/Presentation 1500 words	30% 70%	Mid semester End of semester
ECEC5013	Creative Development	Formative – Group Tutorial Summative - Coursework – 5000 words	 100%	Various points in semester final submitted at the end of semester
ECEC6011	Personal and Professional Development: Leadership and Management	Formative – Personal Statement and interview practice Summative – Portfolio – 5000 word equiv	 100%	Various points in semester – final submitted at the end of semester 1
HMFA6010	Multi-Agency Working in Safeguarding and Child Protection	Formative – Multi Agency meeting Summative –Coursework – 3500 words	 100%	 End of semester
HMFA6020	Youth Justice	Formative – Group led tutorial Summative Coursework - 3500 words, Oral Presentation – 10mins	 50% 50%	 Mid semester End of semester
HMFA6030	Transitions in Children's Lives	Formative – Presentation 10 mins Summative -Coursework – 3500 words	 100%	 End of semester
ECEC6013	Current Issues in the Early Years	Formative – Reading Log – 1000 words Summative – Coursework – 4000 words	 100%	 End of semester
ECEC6014	Working in Partnerships in the Early Years	Formative – In class discussions, group tasks, peer/self and tutor feedback Summative - Coursework 1 - 3500 words Coursework 2 - 1500 words	 70% 30%	 End of Semester End of semester
ECEC6012	Dissertation	Formative – Dissertation Proposal – 1000 words Summative - Dissertation – 9000 words	 100%	 End of semester 2

Part Time Route Indicative Assessment Calendar

Year	Module Type
1	Generic
1	Generic
1	Generic
2	Pathway
2	Pathway
2	Pathway
Students exiting at this point with 120 credits at level 4 would receive a Cert HE	
3	Pathway
3	Generic
3	Generic
4	Pathway
4	Generic
4	Generic
Students exiting at this point with 120 credits at level 4 and 240 credits at level 5 would receive a Dip HE	
5	Generic
5	Pathway
5	Pathway
6	Generic
6	Dissertation

This table is not well populated because of our desire to remain as flexible as possible especially to those who are studying part time who usually have even more call on their time. We would aim to devise a programme that suited the individual within the normal constraints of the academic calendar. In addition whenever possible we would encourage part time students to integrate with those on the full time programme to ensure that those students will feel connected to the programme and to the rest of the student body.

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9. Support for Students and their Learning

The Working with Children and Families team tutors work closely with their groups of students, undertaking the role of personal and academic tutor, cohort leader and module tutor. This results in close relationships, where students feel supported and tutors are familiar with student's level of achievement, personal learning style and circumstances. In addition Working with Children and Families students access a wide range of university support services. Students will have embedded skills interventions from LISS as part of their induction experience and beyond.

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials and other support as outlined in the Personal Tutor Policy.

Library and Student Services (LiSS)

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your

programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via our help is at hand search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using OneSearch and you can find out more about key texts and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading lists will be made available to you electronically using the university's online reading list system.

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:

Headstart

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tab in the bottom right hand corner. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to https://openeducation.blackboard.com/cumbria

and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

PASS

PASS is a group mentoring scheme running in a number of programmes at the university. It matches first year students with second and third year PASS Leaders who are able to offer a unique source of support in helping new students through the transition into university study. PASS Leaders undergo specific training that gives them an excellent opportunity to widen their skill-set, whilst also allowing for student-led study sessions that are mutually beneficial to PASS participants and PASS Leaders alike.

Contact your course tutor to find out if PASS is available on your programme. If you are interested in setting-up PASS on your course or would like to become a PASS Leader then contact pass@cumbria.ac.uk

Cumbria Mentor Scheme

This is the university's one-to-one voluntary mentoring scheme, traditionally matching individual first year students with second and third year Cumbria Student Mentors; however, any student may request a mentor if needed. This scheme provides unique pastoral support to new students during their transition into university life. It is also a great opportunity for more experienced students to broaden their own skill-set through the specific training all new mentors undergo, and through the practices they will utilise throughout the mentoring process. If you would like to be put in touch with a mentor or are interested in becoming a mentor yourself, contact melanie.bakey@cumbria.ac.uk

Career Ahead

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk.

10. Criteria for Admission

The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website.

Detailed criteria for admission to this programme can be found on the programme

webpage:

http://www.cumbria.ac.uk/study/academic-departments/health-psychology-and-social-studies/

11. Methods for Evaluating and Improving the Quality and Standards of Learning & Teaching	
Mechanisms for review and evaluation of LTA, the curriculum and outcome standards	Modules are evaluated by both staff and students. Tutors consider the feedback in regular staff meetings and incorporate improvements in response. Feedback from Staff Student Forums feed into the Departmental Quality Committee, and External Examiner reports inform the various Annual Evaluatory Reports [AERs] also informs development. At the above committees the AER, student evaluations and tutor evaluations are discussed. Issues raised previously are revisited and progress reported. Minutes are circulated to students, tutors and Faculty committees.
Committees with responsibility for monitoring and evaluating quality and standards	Course Consultative Forums are held to review modules. Module Assessment Boards meet to ratify marks and External Examiners are involved in these. The Departmental Quality Committee reviews programme wide provision, Annual evaluatory reviews of the programme are undertaken and report to the Academic Quality and Standards Committee which has an overview of academic work.
Mechanisms for gaining student feedback on the quality of teaching and their learning experience	A student evaluation process ensures all modules are evaluated. All students are invited to the Student Forums and each group of students elects representatives to attend the Departmental Quality Committees. End of year and end of programme evaluations are specific to the programme but will obviously include general feedback on modules, structure, organisation and work experience. Feedback from the committees informs the AER. At the above committees the AER, student evaluations and tutor evaluations are discussed. Issues raised previously are revisited and progress reported. Minutes are circulated to students, tutors and Departmental committees. Responses from the national Student Survey are analysed annually and matters arising are taken up through the Annual Evaluatory review process.

Staff development priorities for staff teaching this programme	The staff teaching on this programme, are highly qualified and experienced in the areas of health, social work, youth and community, early education and care, and in teaching and learning in Key stage 1.The majority of staff teaching on this programme have achieved Master's level qualifications in a related field, others are currently in the process of completing a higher degree. Tutors are also well qualified and experienced in teaching in Higher Education. Staff are encouraged to pursue continuing professional development opportunities in relation to their areas of specialism. There is also a Faculty peer review and Appraisal system in relation to staff development in both Faculties.

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12. Examples of Employment Opportunities available to students upon completion of the programme.

Participants from previous child and family studies courses have found employment in schools, nurseries, liaison services as well as progressing through post graduate level studies to social work and teaching.

Early years students have found employment in nursery classes and schools, children's centres, as well as infant and primary schools and have gone on to apply for post graduate teaching programmes of achieve Early Years Professional Status. Increasingly students may also take up roles as leaders and managers in private, independent or voluntary run nursery provision, with some returning to the University to complete Master's degree study

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13. Additional Information

Students undertaking this programme will complete a 5 day or equivalent student negotiated work experience in each year.
Year one – semester 2 [or after DBS clearance is completed]
Year two – prior to beginning of semester 1
Year three – prior to beginning of semester 1
This will allow the student better access to work places [including completion in home town], allow them to choose the timing and prepare them for the module containing reflection on work experience in the subsequent semester. Work experience handbooks will be provided and the placement of the experience discussed prior to the end of the preceding seminar. Additionally students will be encouraged to complete further placements throughout the academic year [in all years] to supplement their experience and enhance employability after the course. This will be subject to DBS clearance being completed.

The University of Cumbria is registered under the Data Protection Act 1998 to collect and process your personal data. The University may be required to disclose student data, but will only do so within the terms of this Act. Please see the University of Cumbria website for more information.

Appendix 1

Full details of Early Childhood Studies benchmarks are available at :
http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Early-childhood-studies.pdf

Below are the typical standards expected of an early Childhood Studies Student – with modules covering the content noted in **bold**
Typical standard
Subject knowledge
7.11 On graduating with a bachelor's degree with honours in ECS, students would be expected to:

understand the conceptual underpinnings of ECS as a subject area, its historical origins, development and limitations
Personal and Professional Development, **Childhood**, **Family and Society**
demonstrate systematic knowledge and critical understanding of children and childhood nationally and globally from philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspectives
Childhood, Family and Society, Educational Thinkers and Research, International Perspectives

demonstrate systematic knowledge and critical understanding of the areas of interest contributing to ECS across the core subject-specific skills areas, and how they interrelate.

7.12 This includes:
a systematic knowledge and critical understanding of all aspects of significant policy and provision for children and families
Family and the Law, **Childhood, Family and Society**

a working knowledge of the importance of, but also the challenges and constraints of, multiprofessional, interprofessional, multi-agency and inter-agency working in order to meet the needs of children and families
Teamwork, **Evidence Based Learning**, **Working in Partnerships within the EYs**, **Multi-Agency Working**

a working knowledge and understanding of pedagogical approaches for working with young children and families
Inclusive Early Years Settings, **Early Years Curriculum**, **Creative Development**

a good knowledge of issues in relation to rights, diversity, equity and inclusion in relation to working with children and families
Inclusive Early Years Settings, **Equality**, **Diversity and Inclusive Practice**

a good working knowledge of the methods required for systematic study and research relative to children and childhood
Educational Thinkers and Research, Dissertation

a systematic knowledge of a range of research paradigms, research methods and measurement techniques, and awareness of their limitations
Educational Thinkers and Research, Dissertation

detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the subject area.
Personal and Professional Development: Leadership and Management,

Current Issues in the Early Years
Subject skills
7.13 On graduating with a bachelor's degree with honours in ECS, students would be expected to:

reason clearly, understand the role of evidence and make critical judgements about arguments relating to the subject area of ECS
Childhood, Family and Society, Current Issues in the Early Years

adopt multiple perspectives in relation to early childhood and systematically analyse the relationships between them
Childhood, Family and Society, International Perspectives, Multi-Agency Working

have a well-developed ability to reflect upon a range of philosophical, historical, psychological, sociological, cultural and health, welfare, legal, political and economic perspectives, and consider how these underpin different understandings of children and childhood nationally and globally
Childhood, Family and Society, International Perspectives. Personal and Professional Development: Wider World

analyse and evaluate competing positions in relation to the construction of children and childhood by different subject disciplines, societal agents and time, place and culture
Childhood, Family and Society, International Perspectives, Multi-Agency Working, Working in Partnerships within the EYs

analyse and constructively critique theories and research in the area of child Development
Child Development, Educational Thinkers and Research

detect meaningful patterns in behaviour and experience, and evaluate their significance
Child Development, Inclusive Early Years Settings, Early Years Curriculum

critically explore, examine and evaluate the significance of the cultural and historical features of various agencies and institutions in regard to children and childhood
Childhood, Family and Society, Multi-Agency Working, Working in Partnerships within the EYs

have a well-developed knowledge and awareness of the skills needed for different relational pedagogical approaches
Inclusive Early Years Settings, Early Years Curriculum, Creative Development

have a well-developed ability to plan for the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of young children's health and emotional well-being
Inclusive Early Years Settings, Early Years Curriculum, Creative Development

have a well-developed ability to plan for working effectively and in collaboration with parents, carers and other agencies
Multi-Agency Working, Working in Partnerships within the EYs

have a well-developed ability to lead, support and work collaboratively with others
Multi-Agency Working, Working in Partnerships within the EYs, Personal and Professional Development: Leadership and Management, Teamwork

have a well-developed ability to meet and promote children's health, welfare and safety needs, and the conditions which enable them to flourish
Child Development, Inclusive Early Years Settings, Early Years Curriculum

have a well-developed ability to produce critical arguments for improvements to multiprofessional and interprofessional practices for children
Inclusive Early Years Settings, Multi-Agency Working,

have a well-developed ability to explore critically the links between ethics, politics, culture and ideology in children's lives
Current Issues in the Early Years Equality, Diversity and Inclusive Practice, Family and the Law

pose, operationalise and critique research questions related to early childhood, and demonstrate competence in research skills through practical and theoretical activities
Educational Thinkers and Research, Dissertation

use developed skills of observation and analysis in relation to aspects of children's lives
Child Development, Early Years Curriculum

have a well-developed ability to reflect upon the ethics of studying children
Educational Thinkers and Research, Dissertation, Childhood, Family and Society

competently initiate, design, conduct and report an early-childhood research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations
Dissertation,

be aware of the complexity of ethical principles and issues, and demonstrate this in relation to personal study, particularly with regard to the research project
Educational Thinkers and Research, Dissertation

have a well-developed ability to act as an advocate for children and families
have a well-developed ability to recognise and challenge inequalities in society and to embrace an anti-bias curriculum
Inclusive Early Years Settings, Equality, Diversity and Inclusive Practice

demonstrate a well-developed critical understanding of the links between ethics, politics, culture and ideology in the lives of children and their families.
Inclusive Early Years Settings, Equality, Diversity and Inclusive Practice

7.14 For practitioner options, an ECS graduate would also be expected to demonstrate **(as above)**
a well-developed ability to:
plan for, assess, evaluate and consider how to improve creative learning opportunities, taking account of young children's health and emotional well-being
work effectively and in collaboration with parents, carers and other agencies
meet and promote children's health, welfare and safety needs, and the conditions that enable them to flourish.
Generic skills

7.15 On graduating with a bachelor's degree with honours in ECS, students would be expected to:

   communicate ideas and research findings both effectively and fluently by written, oral and visual means
Dissertation

   present a wide range of theoretical positions and offer a well-informed point of view
Educational Thinkers and Research, Equality, Diversity and Inclusive Practice

   interpret and use numerical, and other forms of data, critically and securely
   present information to others in a variety of appropriate forms
Dissertation

   solve problems by clarifying questions, considering alternative solutions and evaluating outcomes
Educational Thinkers and Research, Dissertation

   listen carefully to others and reflect critically upon one's own and others' skills and views
Personal and Professional Development Modules

   use a range of sources of information critically
Educational Thinkers and Research, Dissertation

   use the communication skills necessary to effectively converse, debate, negotiate, persuade and challenge the ideas of others
Throughout- Inclusive Early Years Settings, Equality, Diversity and Inclusive Practice

   be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams
Teamwork

   have critical insight and confidence in leading and working collaboratively with others
Personal and Professional Development: Leadership and Management

   have the ability to write for different purposes, which include persuasion, explanation, description, evaluation and judgment, recount, recap, hypothesis and summary
Throughout- see Assessment strategy

   have the ability to use ICT critically and appropriately as part of the learning process in a range of contexts, both at one's own level and to enhance provision for children
Early Years curriculum, Personal and Professional Modules

   undertake self-directed study and project management in order to meet desired Objectives
Throughout- including Dissertation

   be able to take charge of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.
Throughout- Personal and Professional Modules