

Nottingham Trent University Course Specification

Basic Course Information

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| 1. | Awarding Institution: | Nottingham Trent University |
| 2. | School/Campus: | Social Sciences; West Notts University Centre |
| 3. | Final Award, Course Title and Modes of Study: | FdA Working with Children, Young People and Families
Full-Time |
| 4. | Normal Duration: | 2 Years |
| 5. | UCAS Code: | |

6. Overview and general educational aims of the course

The course is designed to provide a high-quality learning experience, which examines contemporary theory and issues pertinent to social care, youth and community work.

The curriculum aims to provide students with the knowledge, skills and values base to equip them for a career in a in an associated sector (e.g children's residential social care; behaviour/ pastoral support in mainstream or alternative education; children's secure estate; youth work; family / children's support worker).

This will provide the insights and critique of policy and practice which are a prerequisite of reflective practice. The course will equip students with the academic credentials, work experience, employer contacts and confidence needed to build their career in an associated discipline.

Meaningful work experience opportunities for students to apply their learning in practice. Through an extended work placement with a local employer, students will gain an understanding of roles within the sector and first-hand experience of the skills, qualities and abilities that form the foundations of professional practice. It offers opportunities to undertake meaningful work experience alongside academic content that develops an understanding of contemporary professional practice in a range of roles.

In order to facilitate students' transition into Higher Education, learning is scaffolded within levels through sequential module delivery and across levels via thematic pillars which support academic skill development; application of theory to practice and professional skills development

The course is taught by multi-disciplinary academics from the field of social sciences with input from those with direct practice experience of working in the criminal justice sector. The teaching team are therefore, ideally placed to engage with the applied nature of the course.

The course aims to:

1. Provide students with the knowledge and skills required for a career or further study in related to working with children, young people or families.
2. Provide meaningful work experience opportunities for students to apply their learning in practice.
3. Respond to the needs of local employers by providing a cohort of individuals with the specific knowledge and skills needed for success in the industry.
4. Instil the professional values required for progression in the social care, youth and community sector, including reflective practice and continued professional development.

The course draws upon the current QAA subject benchmarks for Social Work (2019); Social Policy (2019); Youth and Community Work (2019); Early Childhood Studies (2019). Elements of these have been integrated and adapted into the course's aims and learning outcomes. The course is informed by the Institute for Apprenticeships occupational map L4 Children, Young People and Families practitioner and NYA Guidelines for progression onto Qualifying Youth Work (JNC) degrees. Ethics are informed by the guidelines from the General Social Work Council (GSWC) Code of Conduct.

7. **Course outcomes**

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

Knowledge and understanding

By the end of the course you should be able to:

K1 Review values and principles, which promote equality, diversity, rights and responsibilities in organisational contexts.

K2 Demonstrate an understanding of the range of potential safeguarding risk factors; types of harm and thresholds for safeguarding.

K3 Identify key concepts, theories, and research methods and explain how these influence contemporary approaches to working with children, young people and families.

K4 Explain and reflect upon the application of effective and evidence-based interventions to assess and meet the needs of individuals and to affect change.

K5 Demonstrate analytical knowledge of networks, systems, policy and regulatory frameworks and how these are applied within a range of contexts.

K6 Explore and evaluate the principles of effective team, multi-agency and partnership working and utilise an understanding of how this affects information sharing and communication with others.

K7 Examine legal, cultural, social and political factors and explain how the application of these influence operational responses to working with children, young people and families.

Skills, qualities and attributes

By the end of the course you should be able to:

S1 Construct reasoned arguments by selecting and evaluating relevant information and demonstrate an aptitude for independent, critical thought and problem solving.

S2. Examine and reflect upon evidence-based approaches, professional standards and organisational contexts to evaluate the delivery of high

quality effective practice and offer insight into own perspectives and performance of others.

S3 Demonstrate the ability to work effectively with others on group projects, utilising effective communication, planning, organisation and teamwork skills.

S4 Plan for your own career development

8. **Teaching and learning methods**

Learning and teaching will take place in the NTU Mansfield Campus and on work placement with a local employer.

Sessions will take place in either a seminar room or collaborative learning room setting. These sessions are designed to be interactive and engaging with the emphasis on students taking an active role in the learning process.

Activities include:

- Group discussion
- Problem-based learning
- Research tasks
- Interactive digital resources
- Practical demonstrations
- Role play

The course is designed to encourage students to become independent, life-long learners. As the course progresses, learners will be expected to take a more active role in their own learning. At level 4, tutors will support students to develop the academic skills needed for life-long learning by directing study and providing activities which guide learning. At level 5, students will be expected to use the skills developed at level 4 to enable them to become more independent and guide their own learning to meet their individual needs. Critical thinking and problem-solving skills will be embedded into all modules to ensure students are prepared for study at level 6 on completion of the course.

Resources for independent study will be provided throughout the course and it is expected that students will engage in wider reading to deepen their understanding of the topics covered in scheduled sessions.

9. **Assessment methods**

A wide range of assessment methods are used throughout the course. Assessment methods are chosen to acknowledge the wide range of skills, abilities and learning styles of our students. Whilst designed to test achievement of the module learning outcomes, the assessments are also designed to showcase a range of transferable skills which will be useful in your professional practice.

Your practical skills and ability to apply your knowledge in the workplace will be assessed via a reflective portfolio at L5 in which you will evidence skills and feedback from the workplace.

Throughout the course, you will be given regular formative assessment tasks to complete. These tasks will be designed to help you to prepare for the summative assessment, reflect upon your strengths and weaknesses in relation to the learning outcomes for each module and give you the opportunity to receive feedback on your progress.

You will be given developmental feedback on all summative assessments from your tutor which will help you to identify your strengths and weaknesses. This feedback aims to help you to improve and to guide your ongoing personal development. Your personal tutor will discuss your feedback with you and help with forming action plans for improvement.

Assessment methods include:

- Reflective accounts
- Essays
- Case-studies
- Presentations
- Independent and group based projects
- An online portfolio of evidence incorporating digital artefacts such as videos, blogs etc showing your development through work placement.
- Practical simulations such as interviews or professional discussions

You will be given full briefing for each assignment and will have the opportunity to discuss each assignment with your tutor. To ensure consistency of grades, moderation of assignment marks is carried out routinely and in certain cases for many assignments double marking will occur.

In the first year, at level 4, you will be provided with clear, structured guidance for the completion of your assignments. These assignments will expect you to demonstrate your knowledge and make connections between theory and practice. In the second year, having progressed to level 5, your assignments will be less structured and allow you to pursue areas of particular interest, fostering independent learning. You will also be required

to adopt a more critical stance when reviewing knowledge and its application to practice.

10. **Course structure and curriculum**

In the first year of study, you will complete 120 credits at level 4, comprising 6 core modules. In the second year you will complete 120 credits at level 5, again comprising 6 modules. During this two-year programme, you will also gain a minimum of 180 hours of work experience in a relevant setting.

Students who have successfully passed all Level 4 modules are eligible for a fall back award of a Certificate in Higher Education if they do not progress to Level 5

Level 4 Core Modules

Child & Adolescent Development (20 credits)

Social Policy (20 credits)

Rights, Ethics & Safeguarding (20 credits)

Informal Education, Youth and Community (20 credits)

Reflection, Assessment and Intervention Strategies in Social Work 1(20 credits)

Preparing for Professional Practice (20 credits)

Level 5 Core Modules

Social Inclusion (20 credits)

Parenting Theory and Practice (20 credits)

Working with SEN and Vulnerable Individuals (20 credits)

Residential Care and Social Pedagogy (20 credits)

Reflection Assessment and Intervention Strategies in Social Work 2(20 credits)

Skills Development for Professional Practice (20 credits)

Modules will be taught sequentially so that you have ample time to prepare assignments and, where necessary, complete referred work within the academic year. This provides you with a clear picture of your progress throughout the year. Each module will generally be taught over two full days for four weeks, allowing space for you to complete paid or voluntary work experience as you are studying.

<p>11. Admission to the course</p>
<p>Entry requirements.</p> <p>For current information regarding all entry requirements for this course, please see the NTU website.</p>
<p>12. Support for learning</p>
<p>Before starting the course, you will attend a comprehensive induction programme which will prepare you for the course and be invited to participate in NTU’s Welcome Week on the City Campus. During induction you will be given guidance on how to access the wide range of support available to you throughout the course. You will also be given your student handbook. This is an invaluable document containing a wealth of information about your course, the services available to you as a student of NTU, and lots of other information which will help you throughout your time as a student.</p> <p>Support available to students includes:</p> <ul style="list-style-type: none"> - Access to a Study Skills coach who can provide both 1:1 and group sessions to help with a wide range of study-related topics. - A personal tutor who will hold regular 1:1 or small group tutorials to monitor progress, set personal targets for success and provide guidance as needed. Personal tutors will also be available via email to answer any course-related queries. - Module tutors provide support for module related issues. This support could take the form of informal 1:1 discussion, email contact or additional group tutorials. - Employability and Vocational Experience at School and NTU level along with a placement coordinator will provide support with securing a placement as well as ongoing support to ensure that the placement is meaningful and productive. - Support from our careers team at NTU who provide a wide range of services to support your journey into employment or further study with a focus on progression discussions taking place at L4 and L5. They can provide CV support, help with job applications and interview skills coaching. - NTU Mansfield provides access to a wide range of resources to support your studies. Resources are regularly updated to ensure our students have access to the most current sources of information. - Our virtual learning environment, NOW, provides students with 24-hour remote access to all their learning materials and a wide range of useful resources. - Students will have access to NTU’s libraries, online journal repositories and other sources of information and support. - Our Student Support Services team provides specialist learning support to students with additional needs. -
<p>13. Graduate destinations/employability</p>
<p>The FdA Working with Children, Young People and Families has been designed to meet the needs of local employers and furnish students with the experience, skills and knowledge needed to gain employment upon graduating.</p>

At the core of the programme is a meaningful, extended placement with a local employer. This placement allows students to apply knowledge and understanding to work-based scenarios.

Throughout the course, you will be encouraged to explore the wide range of careers within the industry and to form a plan for progression after the course. The level 5 Skills for Professional Development module will support students to analyse their strengths and weaknesses in relation to employability and to create a long-term plan for career progression. Upon completion of the course, you will have an in-depth understanding of the many different career pathways in the associated sectors and possess the key skills and qualities needed for employment in this industry. Your tutors will give you up-to-date information about changes within the industry which may affect your future career to help you to prepare for life in the modern health and social care system.

Upon completion, students' may wish to continue their studies by progressing to

- A one-year top-up course to achieve a full BA (hons) undergraduate degree in Working with Children, Young People and Families.
- Transfer to a course to achieve a full undergraduate degree in a related subject (e.g. BA (Hons) Youth Work or BA (Hons) Social Work)

Alternatively, students may wish to enter employment in an associated role within the sector (e.g. children's residential social care; behaviour/ pastoral support in mainstream or alternative education; children's secure estate; youth work; family / children's support worker).

14. Course standards and quality

The quality management processes of the FdA Working with Children, Young People and Families course follow University regulations and guidelines in all matters related to quality and standards.

Termly course committee meetings ensure that all stakeholders are provided with the opportunity to feedback about the course and shape its development. The committee will include local employers, student representatives, teaching staff and management staff involved with the course.

Student feedback is highly valued with regular opportunities for students to express their views about the course. Student representatives from each year of the course are invited to attend termly course committee meetings and to comment on the content, delivery and other issues related to the course. Student evaluations also take place at the end of each module.

15. Assessment regulations

This course is subject to the University's Common Assessment Regulations (located in Section 16 of the Quality Handbook). Any course specific assessment features are described below:

NA

16. Additional Information

Collaborative partner(s): N/A

Course referenced to Quality Assurance Agency for Higher Education (QAA) Benchmark Statements:

Foundation Degree Characteristic Statement (2020); QAA Subject Benchmark Statements in Social Work (2019), Social Policy (2019), Youth and Community Work (2019), Early Childhood Studies (2019)

Course recognised by:

NA

Date this course specification approved:

June 2020

Any additional information: