

## Programme specification

### BA (Hons) Children, Young People & Families

<i>School:</i>	School of Education		
<i>Entry in:</i>	2018	<i>In:</i>	September
<i>Awarding Institution:</i>	York St John University		
<i>Teaching Institution:</i>	York St John University		
<i>Delivery Location:</i>	York St John University		
<i>Programme/s Accredited by:</i>	York St John University		
<i>Exit Awards:</i>	Certificate of Higher Education <b>Children, Young People &amp; Families</b> Diploma of Higher Education <b>Children, Young People &amp; Families</b> BA (Ord) <b>Children, Young People &amp; Families</b>		
<i>UCAS Code / GTTR / Other:</i>	L541		
<i>Joint Honours Combinations:</i>	Education Studies		
<i>QAA Benchmark Group(s):</i>	Early Childhood Studies (2014)		
<i>Mode/s of Study:</i>	Full-time for 3 years Part-time for 6 years		
<i>Language of Study:</i>	English		

#### Introduction and Special Features

Children and young people grow and develop in a complex range of conditions, locations and family situations. We are still learning about the influences that can have an effect on children's and young people's life chances due to the ever-changing nature of the social, cultural and political worlds in which they live. However, research findings do suggest that they are more likely to reach their full potential if:

- They experience positive relationships within their family and have a supportive home environment;
- They receive high quality support and provision from services;
- Professionals are well qualified and committed to their own personal development;
- Settings employ members of staff who are qualified to Foundation Degree level and above (DfE, 2012a).

In this respect, BA (Hons) Children, Young People and Families provides a pertinent programme that offers a strong theoretical approach to this area of study based on a wide variety of disciplinary and ideological perspectives, presented in such a way as to be relevant to 'real world contexts' rather than the abstract. The degree is challenging and intellectually stimulating as well as enabling you to be critical and reflective on your own understandings of childhood, youth and the family. It is through encouraging you to reflect on your own and others' values, beliefs and perceptions that will enable you to have a much better understanding of wider societal issues that affect children, young people and families on a day-to-day basis, thus contributing to your personal transformation not only as a learner, but as a future forward-thinking professional who 'thinks' rather than just 'does'.

## Learning Opportunities

The key features of the programme are to enable you to develop:

- An understanding of the principles of equality, inclusion and social justice;
- An awareness of how political and cultural values, including your own, have an impact on perceptions of childhood, youth and the family;
- An understanding of the dimensions of social divisions and social diversity in relation to children, young people and families;
- Values commensurate with those of responsible global citizens;
- The ability to apply a range of relevant theoretical perspectives towards contemporary concerns and issues on both a national and international scale;
- A greater capacity to appreciate issues of difference and diversity through the exploration of an anti-oppressive stance to the lives of children, young people and families;
- The ability to reflect critically about issues of categorisation and stereotyping;
- A reflective approach and a critical awareness towards the complex and multi-faceted problems surrounding children, young people and families in the world today.

We aim to produce graduates who have the confidence and knowledge to adapt to new learning situations and a variety of employment roles. We enjoy strong links with a number of Local Authorities including York and Doncaster as well as a wide range of voluntary agencies within the surrounding area. For example a number of students, who are already studying on Children, Young People & Families, work/volunteer for organisations such as the Children's Society, York Traveller's Trust, MIND and Barnardo's. The modules 'Community Development' and 'Vision & Change' in Year 3 provide additional opportunities whereby you can engage with ideas such as community profiling and social enterprise, which provide the potential to further enhance your employability.

Throughout the degree you will learn about different theories as well as gaining an understanding of relevant research findings that can be used to help you think about how to improve quality services for children, young people and families. Consequently as a Children, Young People & Families student, alongside the primary focus on the theoretical knowledge that is essential for professional entry into the broad range of roles related to the subject area, you will also engage in work-related learning activities that run through all levels of study. The module 'Learning in Practice' at Level 5 contains a work placement component for a minimum of 15 days (DBS clearance will be managed in accordance with the University's current procedures). This will include an element of reflective practice, which involves learning through and from experience so as to be able to challenge your own values as well as enabling you to become more self-aware. Furthermore, the ability to analyse the observational material gained on placement using research, theory and your own experiences is integral to your development as a future reflective practitioner as well as being important to the promotion of excellent provision for children, young people and their families.

In Year 1, there is the opportunity for you to study a Modern Foreign Language (MFL) module including British Sign Language, Spanish, French and German, which can be undertaken instead of 1CY205: Counselling & Communication. MFL modules can also be followed as an extra-curricular subject (please note that this would incur an additional fee per module).

There is an underlying focus throughout the programme on the rapidly changing and developing policy and practice in the UK and we will encourage you to be critical of the ideas that underpin these developments, particularly in recognising the intercultural nature of Britain today. There is also a strong international thread running through the modules as it is essential in an increasingly globalised, multi-racial, multi-cultural world that issues of childhood, youth and families are seen in the widest of contexts. Comparisons will be drawn between policy, practice, theory and trends in other countries and attention will be drawn to global practice including situations where different cultures bring diverse perspectives to fundamental issues associated with the development, welfare and education of children, young people and families. In Year 2 (Semester 1) you will have the chance to study abroad at the University of Agder in

Norway whereby you would undertake the Norwegian Society & Education (NORSEC) half-year programme. NORSEC is a comparative route of study. Its starting point is Norwegian society, the Norwegian school system and Norwegian culture. You are, however, invited to make comparisons with your home country during the semester. It is also envisaged that there will be the opportunity for study abroad provision in the United States.

**(N.B. eligibility to study abroad will be subject to the University's current selection criteria)**

The course is designed to enhance the career prospects of all students. As a Children, Young People & Families graduate you will be in a strong position from which to explore employment options within local authorities, health authorities, charities, housing and welfare associations, support services, and education. Jobs might include project managers, family support workers, residential care workers, classroom assistants, learning mentors and disability co-ordinators. It will also prepare you to undertake postgraduate study through which professional qualifications such as primary teaching or social work might be attained or, for those of you who are interested in working in research and/or lecturing, it provides an initial step towards a diverse range of related MA/PhD academic pathways.

Inherent within the vision of the BA (Hons) Children, Young People & Families degree is the notion that everybody can learn and that everyone should be encouraged to learn to the best of their ability. The diversity of the assessment strategies, together with the provision for student support, help to ensure that all learners, whatever their interests, backgrounds and aptitudes, have the best possible chance to achieve their potential within the programme and beyond.

### Admissions Criteria

The BA (Hons) Children, Young People & Families programme adheres to the University's general entry criteria for [undergraduate](#) study. Any specific entry attainment will be made available to you through the University website and reviewed on a regular basis.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorks.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#). We also consider applications for entry with advanced standing. In addition, applications from students who have completed a Foundation Degree in a relevant subject may be considered on an individual basis for entry onto Level 6 of the programme.

All applicants will be treated as set out in the York St John University Admissions Policy in line with the University's standard entrance requirements.

### Programme Aims

The Programme Aims have been adapted from the Quality Assurance Agency (QAA) for Higher Education Subject benchmarks for Early Childhood Studies 2014 since this degree does not have its own specific subject benchmarks due to the diverse nature of the content. The aims of the degree have also been informed by the QAA Higher Education Subject benchmarks for Youth & Community Work (2009) and Education Studies (2015).

In designing the programme, we have utilised the following subject benchmarks as they are an important external source of reference. In addition, however, we have also taken the opportunity to underpin these aims further to offer you a degree that is contemporary as well as being highly pertinent to the ever-changing children, young people and families sector. In order

to achieve this aim, we place a primary focus on the theoretical nature of the field, which mirrors the success of our well-established BA (Hons) Education Studies and BA (Hons) Early Childhood Studies programmes in terms of not only producing conscientious and employable graduates, but also professionals who will take a key role in raising the status and academic standing of this area of expertise. Children, Young people & Families is a distinct, vibrant, challenging and exciting subject, which is recognised throughout the aims of the programme as a whole.

The aims of the BA (Hons) Children, Young People & Families degree are to:

1. reflect upon a range of theoretical, philosophical, historical, psychological, sociological and international perspectives and consider how these underpin different understandings of children, young people and families;
2. apply multiple perspectives to issues associated with children, young people and families, recognising that this area involves a range of research methods, theories, evidence, contexts and applications;
3. demonstrate the ability to evaluate competing theoretical positions in relation to the construction of children and young people by different subject disciplines, societal agents and time, place and culture;
4. demonstrate the ability to constructively critique theories and research in the area of children's and young people's development;
5. demonstrate the knowledge and awareness of the skills needed for approaches, including:
  - a. the formation and promotion of mutually respectful relationships with families, colleagues and other professionals;
  - b. the necessary depth and strength of relationships with individual children and young people, and the facilitation of the building of relationships with and between children and young people in groups;
6. demonstrate the ability to critically explore, examine and evaluate the significance of the cultural and historical features of various agencies and institutions in regard to children, young people and families;
7. demonstrate an understanding of working effectively with parents, carers and other professionals;
8. demonstrate an understanding of how to promote children's, young people's and families' health, welfare and safety needs and the conditions that enable them to flourish;
9. demonstrate knowledge of safeguarding practices and the legal context of working with children, young people and families;
10. demonstrate the ability to engage in critical arguments regarding multi-professional practices for children, young people and families;
11. reflect upon the ethics of studying children and young people;
12. analyse data relating to children, young people and families;
13. present and evaluate research findings in the area of children, young people and families and related fields;
14. demonstrate the ability to recognise and challenge inequalities in society;
15. demonstrate a critical understanding of the links between theory, ethics, politics, culture and ideology in the lives of children, young people and their families.

### **Programme Learning Outcomes**

These Learning Outcomes are described in relation to the Quality Assurance Agency's 'Framework for Higher Education Qualifications in England, Wales and Northern Ireland', August 2008.

#### **Year 1 / FHEQ L4**

**For the award of Certificate of Higher Education you will have demonstrated the following learning outcomes:**

1. Demonstrate an understanding of the underlying values and principles relevant to the broad field of children, young people and families.
2. Analyse basic concepts, theories and issues of policy that impact upon the lives of children, young people and families in a systematic way.
3. Apply, at a basic level, their developing value system to their work.
4. Demonstrate a broad-based knowledge and understanding of a range of underlying concepts, content and theoretical perspectives associated with studying children, young people and families.
5. Appropriately apply perspectives, skills and knowledge towards an understanding of children, young people and families.
6. Present, evaluate and interpret different forms of information, evidence, data, artefacts and performances appropriate to the study of children, young people and families
7. Communicate effectively using a range of basic skills appropriate for the audience and purpose.
8. Demonstrate a range of basic key transferable skills (including those for lifelong learning) appropriate for further study and future employment in the area of children, young people and families.

### **Year 2 / FHEQ L5**

**For the award of Diploma of Higher Education you will have demonstrated the following learning outcomes:**

1. Demonstrate an understanding of the underlying values and principles relevant to the study of children, young people and families and a developing personal stance towards the subject which draws on their increasing knowledge.
2. Critically analyse more complex concepts, theories and issues of policy that impact upon the lives of children, young people and families in a systematic way.
3. Apply a more developed value system to their work and reflect on their own value system at a basic level.
4. Apply theoretical perspectives and concepts to a range of situations and issues relevant to the field of children, young people and families, including those associated with work-based settings.
5. Demonstrate a critical awareness of research strategies particular to the area of children, young people and families.
6. Critically analyse data and information relevant to the study of children, young people and families.
7. Communicate subject-relevant information, ideas and arguments effectively to specialist and non-specialist audiences.
8. Demonstrate an ability to apply knowledge and skills effectively in decision-making in the context of growing maturity as an independent learner.

### **Year 3 / FHEQ L6**

**For the award of Ordinary Degree you will have demonstrated the following learning outcomes:**

1. Demonstrate a proficient understanding of the underlying values and principles relevant to the field of children, young people and families and a developing personal stance which draws on their increasing knowledge of the field.
2. Critically analyse complex concepts, theories and issues of policy that impact upon the lives of children, young people and families in a systematic way.
3. Apply their value system to the area of children, young people and families and reflect on their own value system. Show proficiency in combining the theories and principles regarding children, young people and families in the analysis and solution of complex problems.
4. Demonstrate proficiency in evaluating the appropriateness of research strategies associated with children, young people and families.

5. Proficiently use and communicate approaches to the evaluation of qualitative and quantitative data relevant to the study of children, young people and families.
6. Acquire, organise and communicate information, ideas and arguments, showing an understanding of the significance and limitations of knowledge in the field of children, young people and families.
7. Demonstrate theoretical understanding to help sustain an argument and proficiently apply learned theory and principles from the area of children, young people and families.

**For the award of Honours Degree you will have demonstrated the following learning outcomes:**

1. Demonstrate a complex understanding of the underlying values and principles relevant to children, young people and families and a developing personal stance which draws on their increasing knowledge.
2. Critically evaluate complex concepts, theories and issues of policy that impact upon the lives of children, young people and families in a systematic way.
3. Critically reflect on the application of their own value system to their work.
4. Demonstrate an understanding of the relationship between theoretical and empirical knowledge at the forefront of ideas regarding children, young people and families.
5. Devise and sustain critical commentary on advanced studies in the field of children, young people and families.
6. Manage and reflect critically upon own learning.
7. Demonstrate an appreciation of the uncertainty and ambiguity of much knowledge in the area of children, young people and families.
8. Apply skills, concepts, theoretical and empirical knowledge, and methods appropriate to the study of children, young people and families to initiate, design, plan and execute research.
9. Demonstrate an ability to reach reasoned judgements about arguments and evidence based upon sound critical analysis and an understanding of different value positions.
10. Exercise initiative and personal responsibility in a range of decision-making contexts related to their studies.

### **Programme Structure**

The BA (Hons) Children, Young People & Families programme is based on 360 credits. You will take 120 credits at each level, with a 40 credit Special Study module in Year 3. The modules will be taught on a semester basis with 3 modules each semester. Part time students will normally take 60 credits each year.

#### **Year One**

Students have the opportunity to undertake the option module 1CY205 Counselling & Communication or a Modern Foreign Language (MFL) module.

#### **Year Two**

2CY201 Learning in Practice requires you to undertake a work placement (15 days minimum) in a setting related to children, young people and families.

#### **Year Three**

Students must pass 3CY206 Special Study to receive the full BA (Hons) award.

## Modules for the Programme

Code	Level	Semester	Title	Credits	Status of Module*
1CY201	4	1	Children's & Young People's Development	20	C
1CY202	4	1	Constructions of Childhood & Youth	20	C
1CY203	4	1	Study for Success	20	C
1CY204	4	2	Nature & Role of the Family	20	C
1CY205	4	2	Counselling & Communication	20	O <sup>1</sup>
XXXXX	4	2	A modern foreign language modules	20	O <sup>1</sup>
1CY206	4	2	Social Policy in Action	20	C
2CY201	5	1	Learning in Practice	20	C
2CY202	5	1	Risk, Trust & Safeguarding	20	C
2CY203	5	1	Special Needs & Inclusion	20	O
2CY204	5	1	Mental Health	20	O
2CY205	5	2	Transitions: Key Moments of Change	20	C
2CY206	5	2	Researching Children, Young People & Families	20	C
2CY207	5	2	Virtual Realities	20	O
2CY208	5	2	Bereavement & Loss	20	O
3CY201	6	1	Crime, Deviance & Youth Justice	20	C
3CY202	6	1	Global Perspectives	20	O
3CY207	6	1	Community Development	20	O
3CY203	6	2	Gender & Sexualisation	20	O
3CY204	6	2	Vision & Change	20	O
3CY205	6	2	Whose Values? Whose Voice?	20	O
3CY208	6	2	State Intervention & Family Life	20	O
3CY206	6	1/2	Special Study (40 credits)	40	CA

\***C**: Compulsory, **CP**: Compulsory for progression to the next level, **CA**: Compulsory for award, **O**: option or **E**: elective.

O<sup>1</sup> only one of these modules can be studied

**All optional modules are subject to staffing and timetable availability each year.**

### Teaching, Learning and Assessment

To maximise the full potential of all students studying on BA (Hons) Children, Young People & Families, the programme will focus on:

- The process of transition to ensure that you are able to benefit from a full and rewarding undergraduate experience.
- The development of lifelong learning skills, particularly in relation to developing your ability to be able to reflect upon your own learning.
- The development of skills that will help to effectively involve you in critical reflection and analysis of research, policy and practice.
- Prioritising teaching that will support learning experiences that are stimulating, appropriate and effective.
- Fostering partnerships which will help to ensure inclusive and appropriate assessment, learning & teaching practices.

Our intention is to provide a secure foundation upon which you can build, explore and conceptualise the broader implications of the discipline, thus challenging you to develop your critical thinking skills and engagement in analytical discussion. We aim to foster a strong and supportive relationship with our students in remaining aware of each individual's learning needs across the programme. Beyond the classroom environment, we will provide you with individual academic support both via electronic communication and in face-to-face tutorials.

Learning and teaching methods are designed to enable you to attain and demonstrate achievement of the outcomes contained in the module specifications. The BA (Hons) Children, Young People & Families programme uses a diverse range of teaching and learning strategies, which will focus on equipping you with the skills and knowledge required to be effective and successful students. Children, Young People & Families is designed so that there is a progressive shift in the overall balance of time you spend in independent compared to tutor-supported learning. Year 1 has increased contact time to ensure that you have a sound grounding in the subject area, which is then gradually reduced through Years 2 and 3 in order to develop autonomy and independence, whilst still providing a supportive environment.

The teaching and learning approaches include lectures, seminars, case studies, group work, VLE (Moodle) tasks, skills workshops, and aims to be accessible to a mixture of learning styles. A series of key lectures for each module will provide you with an introduction to the main themes, theoretical concepts and debates. Seminars aim to provide you with the opportunity to debate and discuss the themes raised by lectures and self-directed study. This will provide you with opportunities to have a deeper understanding of the issues covered in the modules and encourages an environment in which you can communicate and discuss the subject matter with other students.

You will also be encouraged to take the initiative and work towards a self-directed approach under the negotiation, facilitation and guidance of the Module Director. Guest speakers from appropriate organisations also enhance the lecture sessions.

The following learning, teaching and assessment approaches will provide opportunities for engagement, development and critical enquiry:

- Web-based study materials
- Virtual Learning Environment (Moodle) tasks
- Individual/group tutorials
- Web-based mediated discussion groups
- Learning journals
- Simulation exercises
- Project work (tutor-set and student-initiated)
- Field trips and course visits

Assessment opportunities include:

- Essays and written debates
- Group and individual presentations
- Evaluative and critical incident reports
- Case studies
- Portfolios and reflective writing
- Research proposal and empirical study

There is an appropriate blend of formative and summative assessments across the individual modules. This is emphasised in Year 1 whereby the activities are split between both a formative and summative assessment in order to ease the transition into academic study within Higher Education. In this respect, formative feedback will be provided prior to submission of the final summative assessment, which potentially maximises the potential for you to engage in productive dialogue throughout the module. Formal and informal feedback including reviews and discussion will also be used to inform you of your progress and facilitate learning and

personal development planning. Assessment criteria are directly related to the specified learning outcomes for the programme of study.

We believe that good feedback practice:

1. Facilitates the development of self-assessment (reflection) in learning.
2. Encourages dialogue around learning.
3. Helps clarify what good performance is (goals, criteria, expected standards).
4. Provides opportunities to close the gap between current and desired performance.
5. Delivers high quality information to students about their learning.
6. Encourages positive motivational beliefs and self-esteem.
7. Provides information to the teaching team that can be used to help shape the delivery and content of the programme.

### **Progression and Graduation Requirements**

The University's [general regulations for undergraduate awards](#) apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section.

### **Internal and External Reference Points**

This programme specification was formulated with reference to:

- [University Mission Statement](#) [see page two]
- [Strategic Plan 2015-20](#) [see page four]
- [QAA subject benchmark statement](#)
- [Framework for Higher Education Qualifications](#)

### **Further Information**

Further information on the programme of study may be obtained from:

- Admissions entry profile (Admissions)
- Programme validation document (Registry – Academic Quality Support)
- Regulations (Registry – Academic Quality Support)
- Student programme handbook (school)
- Module handbooks (school)