

Programme Specification

CYPF-2022: Children, Young People and Families

LU Certificate of Higher Education awarded by Lancaster University (FHEQ Level 4)

LU Foundation Degree in Arts awarded by Lancaster University (FHEQ Level 5)

LU Bachelor of Arts with Honours (Top-up) awarded by Lancaster University (FHEQ Level 6)

Programme Status: Approved | Version: 1

Introduction

This programme specification provides a summary of the main features of the Children, Young People and Families programme and includes the learning outcomes that you as a student are expected to have achieved on successful completion of the programme.

Further detailed information related to this programme and the College can be found in the following resources:

- Programme Handbook
- B&FC Admissions Policy
- Work based and placement learning handbook (for foundation degrees)
- Student guide to assessment and feedback

Key Programme Information

Programme Code	CYPF-2022
Programme Title	Children, Young People and Families
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	TBC
Language of Study	English
Version	1
Approval Status	Approved
Approval Date	23 June 2022
JACS Code	Other: Other
Programme Leader	Parvonay Amirkhani

Programme Awards

Award	Award Type	Level	Awarding Body
LU Certificate of Higher Education	Level 4 Target Award	Level 4	Lancaster University
LU Foundation Degree in Arts	Foundation Degree (240 credits)	Level 5	Lancaster University
LU Bachelor of Arts with Honours (Top-up)	Honours Top-up Degree (120 credits)	Level 6	Lancaster University

Programme Overview

The Cert HE in Children, Young People and Families will be of interest to you if you are wishing to develop or advance your career in various setting with children, young people and/ or families. The course content matches that of the first year of the FD Children, Young People and Families, and has been designed with the intention of providing you with the opportunity to develop your knowledge and skills, applying your learning to practice. The Foundation Degree in Children, Young People and Families is a holistic qualification validated by Lancaster University which is aimed specifically at individuals who wish to work in a variety of settings with children, young people and/ or families. The Foundation Degree develops your knowledge of the theoretical principles which underpin child development, youth work and family studies in a variety of contexts. You will examine a range of subjects which relate to working with individuals in children, youth and family services. This includes topics such as safeguarding, risk and resilience, services and interventions, and managing teams. Such knowledge will provide you

with the opportunity to develop holistically as a practitioner and to explore the range of settings and services which benefit from understanding such a wide ranging yet comprehensive subject. The skills and knowledge that is obtained within the first year of the Foundation Degree and further developed in the second year is utilised and applied to practice through sector relevant placements which all students must source and maintain prior to enrolling on the Foundation Degree. Practical experience of working in various settings is a highly sought after attribute by many employers, along with a thorough understanding of the inter-relation between children, young people and family support work.

On completion of this programme of study it is envisaged that you will have the skills, knowledge, confidence and creativity required to be successful in this highly challenging and rewarding field of work. The programme incorporates themes of communication and interpersonal skills; working with children, young people and families; management, leadership, adaptation and collaboration; and safeguarding and risk management along with the development of key academic and digital skills. This degree intends to support your development of key skills and attributes that will enhance your professional practice in children, youth and family support roles in settings such as youth organisations, childcare settings, family support organisations, children's centres, charities, therapeutic services, education and pastoral services (non-teaching support roles).

Completion of the Foundation Degree provides the opportunity to progress onto the BA (Hons) Children, Young People and Families validated by Lancaster University. The diverse services available to children, young people and families has created a wide range of career progression opportunities in a variety of sectors such as children and youth settings, pastoral education roles, community support and therapeutic practices. The Foundation Degree intends to provide you with the necessary skill sets to support your entry into these sectors or further progression within your chosen career. There are also opportunities to progress into professional roles such as Social Work, Nursing, Teaching or accredited Youth Work through post-graduate study (some pathways are not available at B&FC) or Government bursary funded traineeships/ apprenticeships.

Admission Criteria

For a successful offer onto this programme of study all students will need **GCSE English at grade 4 or C or functional skills at level 2**, it is also desirable that students have achieved a grade C or 4 in GCSE Maths or functional skills level 2. In addition a minimum of 48 UCAS points from a relevant level 3 qualification relating to work with children, young people and/ or families such as:

BTEC Extended Diploma in Children and Young People's Workforce, or Early Year's Workforce, or Health and Social Care, or Supporting Teaching and Learning, or related subject

A Level or NVQ level 3 qualifications in a related subject

Access to HE in Health, Nursing or Social Science

You will be required to have a professional discussion with one of the delivery team prior to an offer, this is assessed against prescribed criteria available on request, and secure an enhanced DBS for voluntary work if you are not in paid employment within the sector (this will be the responsibility of the student to pay for unless provided by the employing organisation). All students are expected to undertake a minimum of 4 hours per week in either paid or voluntary employment, working with children, young people or families and must have been in practice at least 6 weeks prior to the programme commencing. This is to ensure that you have had sufficient opportunity to complete any relevant employer induction including safeguarding prior to the programme starting. If you have not received safeguarding training as part of your placement, there will be opportunity during the initial Information, Advice and Guidance stage to

be signposted towards a Level 2 Safeguarding and Prevent course to be completed prior to enrolment. Employment hours must be maintained throughout the duration of the course as requirement and prospective students will be required to provide written evidence of their employment prior to enrolment onto the course.

If you are a non-standard student, who has not followed the traditional routes to higher education, we can consider your application on a case by case basis. Applicants who are able to demonstrate relevant work/life skills or knowledge will also be considered on an individual basis with a minimum level 2 equivalent qualification in a related subject.

Career Options and Progression Opportunities

The key benefit of completing the Foundation Degree is the opportunity to enhance your professional practice, apply your learning to practice, and to achieve a graduate level qualification, which can lead to a variety of further graduate career and study pathways. A robust understanding of working with children, young people and families is a highly sought after attribute by employers, and will enable you to develop confidence as a practitioner.

There are several employment prospects that students can transition into upon achievement of the Foundation Degree, these include:

- Family Practitioners and Senior Family Support Workers
- Assistant Childcare Practitioners
- Youth Residential Team Leader
- Community Connectors

Progression Routes

The BA (Hons) in Children, Young People and Families is validated by Lancaster University. The top-up is available to students on successful completion of their Foundation Degree in Children, Young People and Families (validated by Lancaster University). Upon successful completion of the BA (Hons) in Children, Young People and Families, there are a wide range of further study and career opportunities.

Students may wish to consider further study opportunities:

- MA Family Support
- MA Social Sciences (International Childhood)
- MA Children's Nursing and Social Work
- MA Social Work
- MA Contemporary Practice with Children and Young People
- MA Childhood and Youth Studies
- MA Youth and Community Development
- Step up to Social Work funded scheme
- NHS traineeships
- Post Graduate Certificate in Education (PGCE) or SCITT training scheme

Students who hold a BA (Hons) degree at a 2:1 or above will be eligible to progress into a variety of graduate career opportunities such as Social Work, Nursing and Teaching through either postgraduate study programmes or traineeships/ internships (2:2s may be considered by the enrolling institution). Another opportunity for career progression is in a range of management and leadership roles within children, youth and family services.

Programme Aims

Cert of HE (Level 4)

- Develop students theoretical understanding of the social constructs of youth, childhood and

families and its relation to practice.

- Explore the importance of practitioner skills such as reflective practice to enable competent and effective practice with children, young people and families.
- Support students to develop their academic and digital skills in collaboration with research practices appropriate to the subject discipline and level of study.
- Introduce students to the concepts of risk and resilience along with the importance of safeguarding children, young people and families.

Foundation Degree (Level 5)

- Extend students theoretical understanding of the social constructs of youth, childhood and families alongside related principles and concepts of risk, resilience, safeguarding and practitioner competencies.
- Provide students with the opportunity to examine the requirements of work with children, young people and families with consideration for ethical issues, statutory requirements, reflective practice and personal skill development.
- Enable students to enhance their academic and digital skills in collaboration with undergraduate research practices appropriate to the subject discipline and level of study.
- Provide the opportunity for students to examine policy and legislative frameworks, identifying the influence on service provision and the delivery of interventions.

BA (Hons) Top-up (Level 6)

- Develop students' exploration of leadership and management theories in conjunction with the sustainability of projects aimed at supporting children, young people and families.
- Enable students to critically examine theoretical perspectives of risk and safeguarding in relation to children, young people and families.
- Provide students with the opportunity to further develop their evidencing of criticality and research skills relevant to the subject discipline.
- Enable students to research approaches to children, young people and families, considering ethical, social, cultural, global and professional implications.

Programme Learning Outcomes

Level 4

Upon successful completion of this level, students will be able to:

1. Discuss theoretical underpinnings of childhood, youth and family studies, with reference to historical origins, development and limitations.
2. Reflect on expected skills, behaviours, values and practices for effective and adaptive work with children, young people or families.
3. Demonstrate systematic knowledge of service provisions and interventions aimed at supporting children, young people or families.
4. Acknowledge influences on the efficacy of policies, legislations, and practices, commensurate with working with children, young people and families, such as safeguarding whilst considering opportunities to enhance client experiences.

Level 5

Upon successful completion of this level, students will be able to:

5. Utilise conceptual understanding to devise, develop and sustain debates, inclusive of a range of digital and academic research sources appropriate to the wider subject discipline.
6. Examine underpinning frameworks which inform sector developments relating to legislation, policy, services, interventions, and/ or practices.
7. Evaluate theoretical models applicable to the subject discipline and practices of children, youth and/ or family services.

8. Reflect on the desired graduate attributes required for further study and/ or career progression, specifying strategies for future personal and professional development.

Level 6

Upon successful completion of this level, students will be able to:

9. Apply research and inquiry skills to investigate practices associated with children, young people, or families in order to make recommendations.
10. Examine and evaluate local, national and international influences on the theoretical approaches to working with children, young people and families.
11. Critically analyse concepts of risk, harm and safeguarding through the examination of child protection systems aimed at children, young people and families.
12. Critically reflect on the development of own graduate practitioner skills when managing teams or working with diverse client groups.

Programme Structure

Module	Level	Credits	%	Category	Description	Length/Word Count	Grading Method
Stage 1							
B4SHACCYF: Introduction to Academic Study (Mandatory)	4	20	60%	Coursework: Other	Written piece	2000	Letter Grade
			40%	Practical: Other	Case study, analysis, interpretation (1500 words) and poster presentation (15 minutes)	15	Letter Grade
CYF402: Constructions of Childhood, Youth and Families (Mandatory)	4	20	50%	Coursework: Report	Family structures	2000	Letter Grade
			50%	Practical: Presentation	Transitions throughout the lifespan	10	Letter Grade
CYF403: Creativity and Adaptation (Mandatory)	4	20	50%	Coursework: Other	Reflective essay proposing a solution	1500	Letter Grade
			50%	Practical: Group Presentation	Presentation of limitations and peer review discussion	10	Letter Grade
CYF404: Services and Interventions (Mandatory)	4	20	30%	Coursework: Other	Service Booklet (Promoting participation)	1250	Letter Grade
			70%	Coursework: Report	Review of interventions	2250	Letter Grade
CYF405: Safeguarding (Mandatory)	4	20	50%	Coursework: Case Study	Case study essay (legislations and policies)	2000	Letter Grade
			50%	Practical: Group Presentation	Professional discussion with support paper (Critical events and failings)	1500	Letter Grade
CYF406: Risk and Resilience (Mandatory)	4	20	100%	Coursework: Essay	Theoretical concepts of risk and resilience	3000	Letter Grade
Stage 2							
B5CYF-16: Work Based Learning (Mandatory)	5	20	70%	Coursework: Report	Project	3000	Letter Grade
			30%	Practical: Presentation	Academic poster - Critical Reflection	1000	Letter Grade
CYF502: Policy and Legislation (Mandatory)	5	20	40%	Practical: Presentation	Critical review of legislation and policy framework	15	Letter Grade
			60%	Coursework: Report	Rights based and consultation	2000	Letter Grade
CYF503: Statutory Children's Services (Mandatory)	5	20	100%	Coursework: Report	Critical examination of a statutory service	3500	Letter Grade

CYF504: Inclusive Family Practices (Mandatory)	5	20	60%	Coursework: Essay	Family structures, sociological perspectives and services	2500	Letter Grade
			40%	Coursework: Case Study	Essay on values, ethical dilemmas and proposed resolutions	1500	Letter Grade
CYF505: Practitioner Skill Development (Mandatory)	5	20	50%	Coursework: Portfolio / e-Portfolio	Graduate skills audit and practitioner attainment	2000	Letter Grade
			50%	Coursework: Portfolio / e-Portfolio	Reflective essay and action plan	2000	Letter Grade
CYF506: Leading and Managing Teams (Mandatory)	5	20	60%	Coursework: Essay	Critical assessment of effective teamwork, leadership, and management	2500	Letter Grade
			40%	Practical: Group Presentation	Group role play and evaluation	1000	Letter Grade
Stage 3							
CYF601: Dissertation (Mandatory)	6	40	80%	Coursework: Dissertation	Project report	7500	Letter Grade
			20%	Practical: Presentation	Academic poster presentation	10	Letter Grade
CYF602: Risk, Harm and Protection (Mandatory)	6	20	60%	Coursework: Report	National and international approaches to risk, harm and protection	2500	Letter Grade
			40%	Practical: Presentation	Safeguarding of a contemporary issue	15	Letter Grade
CYF603: Children, Young People and Families' Rights (Mandatory)	6	20	70%	Coursework: Critical Review	Legislation, policy and global treaties.	3000	Letter Grade
			30%	Practical: Group Presentation	Case study group seminar response	10	Letter Grade
CYF604: Project Development for Children, Young People and Families (Mandatory)	6	20	85%	Coursework: Report	Business plan and report	3500	Letter Grade
			15%	Practical: Presentation	Recorded piece to camera and Peer evaluation	10	Letter Grade
CYF605: Cultural Competency in Practice (Mandatory)	6	20	50%	Coursework: Essay	Practitioner perspectives of culturally diverse clients	2000	Letter Grade
			50%	Coursework: Report	Managing and leading culturally diverse teams	2000	Letter Grade

Study Workload

You are required to attend the University Centre for one day per week throughout the Foundation Degree where you will complete 3 modules per semester (6 in total for each academic year). During the BA (Hons) programme, attendance is required 1 day per week at the University Centre, studying 2 modules per semester with a double award module which runs across both semesters.

Further independent study is a necessity throughout the duration of the programmes where you are expected to engage in additional reading, research and the completion of assessments for approximately 10 hours per week per module.

Programme Delivery: Learning and Teaching

The teaching methods used within this programme will include traditional lectures, seminars and practical workshops. Role plays and case studies are an essential and enjoyable aspect of the course being used to forge the links between theory and practice. A strong feature of the programme will be the use of alternative methods of teaching and learning, particularly the use of online options, audio recorded PowerPoint presentations, hyper-linked learning resources, role play analysis and case study work. You will be expected to actively participate in a wide range of learning activities including: live and online projects, presentations and discussion, which are completed either on an individual or group basis. Additional support is available to all students in the form of specific one-to-one support sessions built in periodically to each module.

A holistic framework will be available to support you with your studies. Higher Education Learning Mentors (HELMS) provide a support service for students who require support with enhancing their academic writing skills whilst Learning Resource Centre staff (LRC) can support students to develop research skills which are essential for successful study. Both HELMS and LRC staff will be available through collaborative sessions where additional academic skills support can be sought. There is a strong emphasis on independent self-paced study during Progress sessions where an online support package will be available to compliment your subject specific learning.

Programme Delivery: Assessment

You will be assessed in a variety of ways on the programme, which is intended to develop key skills that are beneficial to further study and employment within children, youth and family services. Assessment methods which you can expect to engage with include reports, essays, case study responses, business plan, presentations, and a research project report. The mixture of practical and written methods of assessing your progress on the course will offer you the opportunity to develop skills essential to practice and further expand your confidence in working within the sector. Both practical and academic assessments provide you with the opportunity to apply theoretical research to practical contexts. The use of formative assessments which are ungraded and provide you with feedback will be used to support your development in preparation for final assessments.

Written essays will provide evidence of your knowledge and academic report writing skills and will enable you to hone the skills needed within the workplace; particularly in support settings where emphasis is placed on your ability to record information fully and relay it thoroughly to others to serve client needs. Presentations are used as an assessment method on this programme and provide you with the opportunity to research a topic and then deliver a small scale presentation to your peers. In this way, oral communication skills are assessed and these presentations enable you through sustained practice to build your confidence when delivering to wider audiences such as managers, local authority personnel and to develop your interview skills. A requisite skill for many professionals who work in children, youth or family services is reflection which will be developed through reflective account assessments, predominantly within a portfolio and will showcase your ability to work as a reflective practitioner, with a focus on continuously enhancing your practice. The final year research project is an opportunity to explore a subject relevant topic in extensive depth which can be linked to your desired career or further study progression within the sector.

Programme Delivery: Work Based and Placement Learning

The Foundation Degree has a mandatory work experience element throughout the both years of study and in the final year of the BA (Hons) programme. The work experience element can be achieved through either paid or voluntary employment however, should a DBS be required for employment, this will be the responsibility of the student to obtain. The work experience element provides you with the opportunity to learn and apply the skills and knowledge that you have acquired from your academic studies. You must be in paid or voluntary employment for a minimum of 4 hours per week throughout the duration of each academic year, however concessions will be made to accommodate special circumstances on a case-by-case basis. Your paid or voluntary employment should have commenced at least 6 weeks to the course commencing and you are required to provide evidence of your employer supporting your attendance on the course.

Paid or voluntary employment is an essential component of the programme due to the requirement of the completion of a Work-Based Learning module in the second year where you are required to undertake a small scale task or project which is relevant to your practice. Significant emphasis is placed in this module and the Practitioner Skill Development module on the development of your professional graduate skills and attributes which you will hone during your work experience. In addition, the placement provides you with the opportunity to have established a role for yourself, gain necessary sector experience and engage with external stakeholders. Throughout the duration of the course, there will be opportunities to expand your employment experiences through the advertisement of available paid and voluntary posts as they become available, along with guest speakers meeting with cohorts to discuss career progression opportunities. The B&FC Careers Team are also available to support students with CV writing, job applications and interviewing techniques should they wish to pursue alternative paid or volunteering opportunities.

A commitment to lifelong learning and career development

The development of essential skills to support lifelong learning and career development is embedded throughout the FdA and BA programmes. In particular the Introduction to Academic Study module at level 4 offers an opportunity to develop vital skills associated with higher education study. Students are required to be in paid or voluntary work experience with children, young people and/ or families before enrolling onto the programme, which must also be maintained throughout the duration of the course. Alongside the work based experience, students will complete a Practitioner Skill Development module where they will develop their reflective practice and identify opportunities for career progression. Students will also complete the Work Based Learning module whereby they will plan, design and implement a small scale piece of research which directly links to their professional practice. Throughout level 6 students will further develop their skills and knowledge utilising a self-managed and independent approach to the Dissertation module and the Project Development module.

Collaborative teamwork and leadership skills

Within several modules, the teaching, learning and assessment strategy will focus on collaborative teamwork with students encouraged to undertake group work, team presentations and their development of leadership and management skills, particularly in the level 4 module of Creativity and Adaptation. At level 4, students will consider the therapeutic alliance, teamwork and multi-agency practice within the Services and Interventions module. These elements will be further developed within the level 5 modules Statutory Children's Services and Inclusive Family Practices. Also, at level 5 students will further develop their collaborative skills within the Practitioner Skills Development module through reflection on their practice and in group work throughout the programme. Students will explore theories of leadership and reflect on their development of leadership skills and qualities aimed at enhancing their employability and career progression. Leadership and management skills will be explored at level 5 within the Leading and Managing Teams module through the analysis of leadership skills and more specifically at level 6 within the Developing Projects for Children, Young People, and Families module.

Personal and intellectual autonomy

Research opportunities are embedded throughout the programmes with some modules aimed at enabling the students to develop their personal and intellectual autonomy through the opportunity to select topics of interest. Modules such as Statutory Children's Services and Inclusive Family Practices will offer the opportunity for students to explore topics of interest through wider research. The modules have been created using a scaffolded approach, supporting students to move from directed study at level 4 to a more independent approach through level 5 and 6.

Ethical, social and professional understanding

Ethical, social and professional practice embedded into research modules – Work Based Learning and Dissertation. Professional understanding is further embedded into the Creativity and Adaptation, Inclusive Family Practices, Practitioner Skills Development modules and Cultural competency in practice at level 6. Social understanding is further explored in the Constructs of Childhood, Youth and Families; Services and Interventions; Policy and Legislation; Statutory Children's Services; Project Development for Children, Young People and Families. Children, young people and family services sit at the centre of the community, which allows this graduate theme to be explored throughout the duration of the programme.

Communication, information and digital literacies

Communication and information skills are a vital and essential element of working in social care and health settings and therefore are embedded into several modules throughout the FdA and

BA programmes, however will be specifically focussed on within the Creativity and Adaptation module at level 4 and Inclusive Family Practices module at level 5. Students will be encouraged to reflect on their development of communication skills throughout the Practitioners Skills Development module at level 5 and to enhance their practice, explore the role of communication with the Cultural Competency in Practice module at level 6.

Students are supported to develop their digital literacies skills throughout the FdA and Ba programmes, namely in the Introduction to Academic Study at level 4 where students explore research using digital sources. Students will refine their digital literacy skills throughout various formative and summative assessments which will require them to familiarise themselves with different digital technologies. All teaching, learning and assessments will be made available via the Canvas VLE with some use of Teams to support student progress.

Global citizenship

Global citizenship is explored within modules at FdA and BA level of study with the level 5 module Statutory Children's Services and at level 6 through the Cultural Competency in Practice module. Within modules at levels 4, 5 and 6 students will be encouraged to consider elements relevant to global citizenship such as societal and cultural norms relevant to children, young people and families. It is necessary that students develop their knowledge and skills within this topic due to the potential implications on their practice.

Research, scholarship and enquiry skills

The skills of research, scholarship and enquiry are fully embedded throughout the level 4, 5 and 6 modules intended to develop students' skills and knowledge informed by credible and valid research. Throughout the Introduction to Academic Study module at level 4, Work Based Learning module at level 5 and Dissertation at level 6, students will be supported to evaluate the credibility, reliability and validity of secondary research with primary research at levels 5 and 6.

Enterprise and entrepreneurial awareness and capabilities

The work experience element undertaken throughout the duration of the programme compliments modules such as Work Based Learning and Practitioner Skills Development, allowing students to explore work-based gaps and identify enterprise and entrepreneurial skills. Guest speakers from industry will play an integral role within the curriculum. At level 6, the Project Development for Children, Young People and Families module will encourage students to examine the sustainability of services, considering external influences which could affect the viability of projects.

The ability to solve complex and unforeseen problems with creativity and imagination

The Introduction to Academic Study module, Work Based Learning module, and Dissertation module include elements which require the students to problem solve and make recommendations informed by research. Students will be encouraged to utilise creativity and imagination to apply theoretical perspectives to case studies relevant to the sector.

Study Costs: Equipment Requirements

No special equipment is required as a full range of IT is available within the Learning Resource Centre for enrolled students. Students may wish to purchase a computer (desktop or laptop) as all assessments are submitted electronically and the relevant software can be provided by the College free of charge.

Study Costs: Additional Costs

There are no additional costs associated with the programme.

Related Courses

At B&FC there are several alternative degree programmes available which include the FdA in Early Childhood Studies for individuals wishing to progress their careers, working with children from birth to age 5 years; the FdA in Teaching and Learning Support for individuals wishing to progress their careers in educational support roles; the FdA in Mental Health and Resilience for individuals wishing to progress their careers in non-medical mental health support roles; or the FdA in Health and Social Care for individuals wishing to progress their careers in health and social care settings.

Post graduate opportunities

There are currently several qualifications that students would be qualified to apply for following on from the degree including the Post Graduate Certificate in Education (PGCE), MA qualifications or a range of traineeships and internships. You are advised to check the entry criteria to ensure that the BA (Hons) in Children, Young People and Families is the most appropriate pathway.