

University of Plymouth
Academic Partnerships
CORNWALL COLLEGE
Programme Specification
BA (Hons) Children, Schools and
Families (Top-Up)
Academic Year 2021-2022



If you require any part of this document in larger print, or an alternative format, please contact:

HE Operations

E-mail: *(CCHEA@cornwall.ac.uk)*

Please note:

All the information in this document is correct at the time of printing.

The Cornwall College Group is proud of its teaching and research and it undertakes all reasonable steps to provide educational services in the manner set out in this document and in any documents referred to within it. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the College interfere with its ability to provide educational services, the University undertakes to use all reasonable steps to minimise the resultant disruption to those services.

PROGRAMME SPECIFICATION

Programme Title: BA (Hons) Children, Schools and Families (Top-Up)

Internal Programme Code: 5843 (Full Time), 5844 (Part Time)

Partner Delivering Institution: Cornwall College, St Austell

State Date: September 2021

First Award Date: (FT) July 2022, (PT) July 2023

Date(s) of Revision(s) to this Document: 21st November 2017, May 2019, May 2020/4 August 2021/21 Oct 2021

Contents

| | |
|---------------------------------------------------------------------------------------------|----|
| PS1. Programme Details..... | 4 |
| PS2. Brief Description of the Programme | 4 |
| PS3. Details of Accreditation by a Professional/Statutory Body (If Appropriate) | 5 |
| PS4. Exceptions to the University of Plymouth Regulations | 5 |
| PS5. Programme Aims..... | 5 |
| PS6. Programme Intended Learning Outcomes (ILO) | 5 |
| PS7. Distinctive Feature..... | 6 |
| PS8. Student Numbers..... | 6 |
| PS9. Progression Route(s) | 7 |
| PS10. Admissions Criteria | 8 |
| PS11. Academic Standards and Quality Enhancement..... | 9 |
| PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment..... | 13 |
| PS14. Work Based/ Related Learning | 19 |

PS1. Programme Details

| | |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Awarding Institution: | University of Plymouth |
| Partner Institution and delivery site (s): | Cornwall College, St Austell and Duchy College, Stoke Climsland |
| Accrediting Body: | N/A |
| Language of Study: | English |
| Mode of Study: | Full Time / Part Time |
| Final Award: | BA (Hons) |
| Intermediate Award: | N/A |
| Programme Title: | BA (Hons) Children, Schools and Families |
| UCAS Code: | 678L |
| HECOS Code: | 100654, 100456, 100457 |
| Benchmarks: | The Programme has been designed utilising with QAA Benchmark for Education Studies. (2019) The FHEQ has also been utilised and the programme aligns to it. |
| Date of Programme Approval: | April 2016 |

PS2. Brief Description of the Programme

The BA (Hons) Children, Schools and Families top-up builds on knowledge of working with children and young people across the workforce and will further develop understanding of the broad range of provision available in the UK and elsewhere. Students on the course will examine a range of services, systems, working practices and policies relating to children, schools and families and will cover subject areas such as sociology, psychology, philosophy and education. The course prepares students for working with children and young people by integrating theory and practice in preparation for a rewarding career. The optional modules embedded within the programme provide the ability for students to shape their own programme of study to meet their individual interests. The programme has been developed following several years of consultation with students, who have stated that they are interested in pursuing a career in the field of education, but not teaching and that they have not identified a suitable course that will allow them to develop the skills that they believe will benefit them in pursuing their goals. The BA (Hons) Children Schools and Families programme offers modules that have been carefully chosen to provide students with the necessary knowledge, understanding and skills to help develop their careers in their chosen areas. The course is offered either on a full time basis over one year or as a part time course over two years. This provides the choice for students to focus full time on their studies or to continue to work and study by taking advantage of the flexibility of part time provision. The degree provides the opportunity to not only up skill to degree level, but also to develop existing knowledge in areas of professional and personal interest. The course is suited to existing/recent practitioners in the children and young people's work force, along with new foundation degree graduates just beginning their career in this sector.

PS3. Details of Accreditation by a Professional/Statutory Body (If Appropriate)

N/A

PS4. Exceptions to the University of Plymouth Regulations

None

PS5. Programme Aims

This programme will deliver:

- A1. An ability to identify and evaluate a range of policy, practice, social and community issues in the context of children, schools and families.
- A2. An understanding of skills required to carry out independent research into policy and practice.
- A3. An understanding of the factors involved in the socio-economic, cultural and political drivers of service provision for children, young people and families
- A4. The opportunity to explore and identify individual learning needs and develop and manage learning in the context of underpinning values within the children, schools and families sector.
- A5. The skills required for professional reflection on and investigation into professional practice.

PS6. Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

- LO1. Evaluate practice of wider issues in the context of children, schools and families.
- LO2. Use research methods to develop practice relating to service provision.
- LO3. Identify and critically analyse a range of issues relating to service provision for children and Families in a range of different contexts.
- LO4. Undertake effective independent research within a relevant context.
- LO5. Engage in critical professional reflection on practice.

PS7. Distinctive Feature

- The BA (Hons) Children, Schools and Families top-up is for those who want to work in a range of vocations with children and families such as Children’s Centre Manager, Community Care Worker, Family Centre Manager, Intervention Service worker, Early Years Teaching, Youth work, Social Work, Family liaison. In addition, the Charity, Voluntary and Community Sector – locally and nationally - with the trend of local authorities to commission out services. Associated careers in the media, marketing, journalism, fundraising, finance and strategic posts such as those in Equality and Diversity and Human Resources can also be considered.
- The programme has been designed to provide the academically-minded reflective professional practitioner with an opportunity to culminate their studies with a degree that offers a chance to explore the options of working in service provision that aims to meet the needs of children, schools and families in a broad sense.
- In-depth research opportunities into areas of professional interest.
- All core modules to be delivered at Cornwall College, St Austell site
- Option modules to be delivered at Camborne (Language Learning) and Stoke Climsland (Outdoor Experiential Learning) and St Austell sites (ISM and Disability modules) for greater convenience and flexibility
- Opportunities to study with a range of professionals working with children, schools and families.
- High levels of autonomy and choice in shaping own programme of learning.
- Sharing of learning and professional experiences with others working with services relating to children, schools and families.
- Studying that has direct relevance to professional practice.
- Application of own professional practice and experience to personalise learning depending on career direction.
- Continued personal and professional development that enhances employability.

PS8. Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:

Minimum student numbers per stage = 12

Target student numbers per stage = 15

Maximum student numbers per stage = 25

PS9. Progression Route(s)

Approved “progression route(s)” are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to “top-up” to complete a Bachelor degree, but may be employed for other award types.

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3 years.

Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

Upon successful completion of the BA (Hons) Children Schools and Families programme students will be able to progress to other programmes subject to the relevant awarding bodies’ admissions criteria. Further teacher education study opportunities are available such as PGCE incorporating the Diploma in Education and Training (Cornwall College Camborne and St Austell).

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

PS10. Admissions Criteria

| Entry Criteria (Qualifications) | Details |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Functional Skills | L2 Literacy and L2 Numeracy |
| GCSE (or equivalent) | Minimum of Grade C/grade 4 in Maths, English Language and Science (if science-/'::;/@:based programme) |
| AS/A Levels | BA/BSc (non-Science based) – 64 UCAS tariff points to include at least 48 points from A2 level in appropriate subjects |
| BTEC National Diploma/Extended Diploma | BA/BSc (non-Science based) – 64 UCAS tariff points – MPP grades in an appropriate subject |
| BTEC L3 Diploma | BA/BSc (non-Science based) – 64 UCAS tariff points – MM grades in an appropriate subject |
| BTEC 90 Credit Diploma/Subsidiary Diploma | BA/BSc (non-Science based) – 64 UCAS tariff points – in an appropriate subject and considered only with combination of other relevant level 3 qualifications |
| City & Guilds (land based) L3 Diploma | BA/BSc (non-Science based) – 64 UCAS tariff points – M grades in an appropriate subject |
| City & Guilds (land based) Extended Diploma | BA/BSc (non-Science based) – 64 UCAS tariff points – M grades in an appropriate subject |
| City & Guilds (land based) Advanced Technical Extended Diploma | BA/BSc (non-Science based) – 64 UCAS tariff points – MPP grades in an appropriate subject |
| City & Guilds (land based) Subsidiary Diploma | BA/BSc (non-Science based) – 64 UCAS tariff points – accepted in combination with other relevant L3 qualifications |
| City & Guilds (land based) 90 Credit Diploma | BA/BSc (non-Science based) – 64 UCAS tariff points – D grades in an appropriate subject |
| Access to HE Diploma | Successful completion of Access to HE Diploma with at least 45 credits at level 3 in an appropriate subject |
| International Baccalaureate | 24 points |
| Irish/Scottish Highers | BA/BSc (non-Science based) – 64 UCAS tariff points to include at least 48 points from Scottish Advanced Highers/Irish Highers |
| Other Level 3 qualifications | Will be taken into consideration and dependent upon subject area and number of units studied |
| Mature Applicants (over 21) | Mature applicants with relevant experience but without the stated entry qualifications will be considered individually at interview |

| | |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------|
| Accreditation of Prior Learning | www.plymouth.ac.uk |
| Independent Safeguarding Agency (ISA)/Disclosure and Barring Service (DBS) clearance required | Yes (if undertaking CORC377 Outdoor Experiential Services) |
| Capability statement | |

PS11. Academic Standards and Quality Enhancement

The Programme Leader/Manager (or the descriptor) leads the Programme Committee in the Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed changes to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

Subject External Examiner(s):

An Interim visit by External Examiner (EE) (usually between January and February) will review work that has been marked, consult students and feed back to the programme manager and module leaders and course team.

Subject Assessment Panel (SAP) reviews the assessment marking and is scrutinised by the subject EE. Representatives of the team review and present their module marks for each student on the programme.

The annual Award Assessment Board (AAB) takes place with Programme Manager, the awarding body's partnership member and the External to receive the students work and confer progression or award.

Subject External Examiner(s): All of the programme's modules will be covered by a single External Examiner: The EE for the BA (Hons) Children, Schools and Families will be shared with the EE for BA (Hons) Education and Curriculum Development.

Additional stakeholders specific to this programme: Konnect Cornwall and Cornwall Neighbourhood for Change (CN4C) have been involved with the development of the programme through consultation; Students of the HNC/FdA Children and Young People's Workforce (past and present) have been engaged with the development of the course since 2014.

Additional stakeholders specific to this programme:

Students have the opportunity to discuss the programme independently, twice a year in the Student Review. This forms part of the discussion for the annual programme monitoring in the autumn and spring of each academic year.

The Student Perception Questionnaire (SPQ) is administered during the year and feeds into the programme review.

Updated 21 Oct 2021

Students Representatives attend Annual Programme Monitoring (APM) to contribute student views alongside Module Leaders, the Programme Manager and the Assistant Registrar to monitor module delivery and the course provision.

Curriculum meetings take place once a month to review progression, department provision, resources and staffing.

PS12. Programme Structure

| | | | |
|--------------------------------|------------------|---------------------------------------------|------------------------------------------|
| College | Cornwall College | Programme Title | BA (Hons) Children, Schools and Families |
| Academic Year | 2021-2022 | Mode of Attendance / Course Duration | Full Time (1 Year) |
| Plymouth Programme Code | 5843 | Total Credits | 120 |

| FHEQ level: Level 6 For: BA (Hons) Children, Schools and Families (Full Time - 5843) | | | | |
|--------------------------------------------------------------------------------------|------------------------------------------|-----------------------|---------|-------------------------------------------------|
| F/T Route Year | When in Year? (i.e. Autumn, Spring etc.) | Core or Option Module | Credits | Module |
| FT | All Year | Core | 40 | CORC353*- Dissertation |
| FT | All Year | Core | 20 | CORC384*- Research Methods |
| FT | All Year | Core | 20 | CORC3006 - Childrens Services |
| FT | All Year | Core | 20 | CORC379 - Health Inequalities and Interventions |
| FT | All Year | Option | 20 | CORC355* - Disability: Approaches to Inclusion |
| FT | All Year | Option | 20 | CORC376 - Language Learning |
| FT | All Year | Option | 20 | CORC377 - Outdoor Experiential Services |
| FT | All Year | Option | 20 | CORC350* - Independent Study Module |

*Module Shared with BA (Hons) Education and Curriculum Studies

| | | | |
|--------------------------------|------------------|---------------------------------------------|------------------------------------------|
| College | Cornwall College | Programme Title | BA (Hons) Children, Schools and Families |
| Academic Year | 2021-2022 | Mode of Attendance / Course Duration | Part Time (2 Years Indicative) |
| Plymouth Programme Code | 5844 | Total Credits | 120 (60 credits Per Academic Year) |

| FHEQ level: Level 6 For: BA (Hons) Children, Schools and Families (Part Time – 5844) | | | | |
|---------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------|----------------|-------------------------------------------------|
| P/T Route Year | When in Year? (i.e. Autumn, Spring etc.) | Core or Option Module | Credits | Module |
| Year 1 Level 6 (Part Time indicative) 60 credits | | | | |
| 2019/20 | All Year | Core (PT1) | 20 | CORC384* - Research Methods |
| 2019/20 | All Year | Core (PT1) | 20 | CORC3006 - Childrens Services |
| 2019/20 | All Year | Option (PT1) | 20 | CORC355* - Disability: Approaches to Inclusion |
| 2019/20 | All Year | Option (PT1) | 20 | CORC376 - Language Learning |
| 2019/20 | All Year | Option (PT1) | 20 | CORC377 - Outdoor Experiential Services |
| 2019/20 | All Year | Option (PT1) | 20 | CORC350* - Independent Study Module |
| Year 2 Level 6 (Part Time indicative) 60 credits | | | | |
| 2019/20 | All Year | Core (PT2) | 20 | CORC379 - Health Inequalities and Interventions |
| 2019/20 | All Year | Core (PT2) | 40 | CORC353* - Dissertation |

PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributed and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalised. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

| FHEQ level: 6 BA (Hons) Children, Schools and Families | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Definitions of Graduate Attributes and Skills Relevant to this Programme | Teaching and Learning Strategy / Methods | Prog Aims | Prog intended Learning Outcomes | Range of Assessments | Related Core Modules |
| <p>Knowledge / Understanding:</p> <p>The degree programme has been designed with the Subject benchmark statements education studies:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • The underlying values and principles relevant to education studies • Developing personal stance which draws on individual knowledge and understanding • The complexity of the interaction between learning and contexts, and the range of ways in which participants (including | <p>Primary:</p> <ul style="list-style-type: none"> • Lectures and tutorials • Directed independent study • Learning from work experience <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises | 1, 3, 4 | 1, 3 and 5 | Key knowledge and understanding are assessed via a combination of practice portfolios, essays, presentations and reports and research projects. | CORC384 CORC353 |

| | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| <p>learners and teachers) can influence the learning process</p> <ul style="list-style-type: none"> • The structures of organisations that provide services for children and their families and the purposes of such systems | | | | | |
| <p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Learners will have demonstrated an ability to apply knowledge and understanding developed within the course to industry related scenarios and will be required to complete a range of vocationally based assessment.</p> | | | | | |
| <p>Cognitive and Intellectual Skills:</p> <p>Students will be able to demonstrate an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will also be able to demonstrate the ability to evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work.</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • The ability to reflect on their own and others' value systems • The ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject • An understanding of the significance and limitations of theory and research. • Be able to process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives. | <p>Primary:</p> <ul style="list-style-type: none"> • Class exercises • Tutorial/seminar discussions • Feedback via coursework assessment process (seminar etc.) • Research activities <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> • Policy and practice analysis in surgeries • Computer-based practical's on data and measurement problems | <p>1, 2, 3 and 5</p> | <p>1, 2, 3, 4 and 5</p> | <ul style="list-style-type: none"> • Essays/projects/dissertations • Coursework • Seminar • Research development. Assessed discussions | <p>CORC3006 CORC384 CORC353 CORC379</p> |

| | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Learners will have demonstrated an ability to apply cognitive and intellectual skills developed within the course to industry related scenarios and will be required to complete a range of vocationally based assessment.</p> | | | | | |
| <p>Key Transferable Skills:</p> <p>Students will be able to demonstrate an ability to plan, manage and evaluate own skills, understanding, needs and knowledge and that of others, while providing suitable provision. Ability to develop lines of argument and make sound judgements in different situations in various areas of work with children, young people and families. Students will be orientated towards vocational application for their interest and skills, while delivering an underpinning theoretical understanding of dealing with all aspects of working with children, schools and families. Students will develop and refine employment related skills e.g. communication, reflection that they can use in a wide range of services.</p> | | | | | |
| <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • Ability to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary. • Analyse a range of concepts, theories and issues of policy in a systematic way • Identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in policy and within suitable contexts | <p>Primary: Library and other research exercises Group work awareness and practice Computer-based learning and assessment Autonomous research Independent learning.</p> <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> • Class and seminar interactions and feedback | 1, 2, 3, 4 and 5. | 1, 2, 3, 4 and 5. | <ul style="list-style-type: none"> • Coursework of all types • Research preparation and presentation. Assessed discussions • Seminar | CORC3006 CORC384 CORC353 CORC379 |

| | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <ul style="list-style-type: none"> Accommodate new principles and understanding of working with children, schools and families Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice | <ul style="list-style-type: none"> Completion of work-related tasks Integration of work-related tasks into module assessments. Completion of coursework assessment in work-based module. | | | | |
| <p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Learners will have demonstrated an ability to apply skills developed within the course to industry related scenarios and will be required to complete a range of vocationally based assessment.</p> | | | | | |
| <p>Employment Related Skills: <i>The interrelationship between the day-to-day work of those working with children and families, be they in schools, social care, health or any other field of employment, and the vital principles and practices found within these fields will be developed e.g. communication, reflective practice, ICT, analysing data, presenting information.</i></p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> On graduating with this degree, students should have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities. Be able to use ICT in their study and other appropriate situations. | <p>Primary: Library and other research exercises Group work awareness and practice Computer-based learning and assessment</p> <p>Secondary/Supplementary: Class and seminar interactions and feedback</p> | 1,2,3, 4 and 5 | 1,2,3 and 5 | <ul style="list-style-type: none"> Project work Competence in a range of practice related tasks. Practice portfolio | CORC379 CORC384 CORC353 |

| | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <ul style="list-style-type: none"> • Be able to research and use the data generated from this, adapted to the range of assessments in the modules • Collect and apply numerical data, as appropriate • Present data in a variety of formats including graphical and tabular analyse and interpret both qualitative and quantitative data. | | | | | |
| <p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Learners will have demonstrated an ability to apply practical skills developed within the course to industry related scenarios and will be required to complete a range of practical based skills assessments.</p> | | | | | |
| <p>Practical Skills: Students will gather, analyse and interpret skills used in working with children, young people and their families and associated services, which includes the facilitation of interdisciplinary working practice across a range of services within the sector with the voluntary, community and private sectors.</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • Analyse a range of concepts, theories and issues of policy in a systematic way • Identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in policy and within suitable contexts • Accommodate new principles and understandings • Select a range of relevant primary and secondary sources, including theoretical • And research-based evidence, to extend their knowledge and understanding | <p>Primary:</p> <ul style="list-style-type: none"> • Projects and research activities. • Designated tasks • Lectures and tutorials • Learning from work • Practical activities <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> • Presentations | <p>1, 2, 4 and 5</p> | <p>1, 2, 3, 4 and 5</p> | <ul style="list-style-type: none"> • Practical coursework • Assessed discussions • Peer assessment • Seminar | <p>CORC353 CORC3006</p> |

Updated 21 Oct 2021

- Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice.

An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:

Learners will have demonstrated an ability to apply practical skills developed within the course to industry related scenarios and will be required to complete a range of practical based skills assessments.

PS14. Work Based/ Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE Programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

| FHEQ level: 6 BA (Hons) Children, Schools and Families | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------------|-----------------------------------------------------------------|------------------------|
| WBL/WRL Activity: | Logistics | Prog Aim | Prog Intended LO | Range of Assessments | Related Core Module(s) |
| Dissertation Research Methods | Managing ethics in relation to use of vocational practice to support children and young people in a range of service provision. Planning and delivering outdoor activities for children and young people | 2, 3, 4 and 5 | 1, 3 and 4 | Evaluative report; Portfolio presentation Research report | CORC353 CORC384 |
| <p>An explanation of this map: A range of approaches to service provision for children and families are in use within this programme. The programme, alongside the academic expectations of a degree, has an emphasis on developing practical skills; therefore it involves scheduled sessions to allow students to learn via demonstration and practice. Employability skills are embedded throughout the programme, including the development of practical skills in taught sessions.</p> | | | | | |