

Programme Specification

BA (Hons) Children and Integrated Professional Care

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found in the Student Course Handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

1	Awarding Institution / Body:	Birmingham City University
2	Teaching Institution:	Birmingham City University
3	Programme accredited by:	N/A
4	Final Award:	BA (Hons)
5	Programme Title:	BA (Hons) Children and Integrated Professional Care
6	UCAS Code:	N/A
7	QAA Benchmarking Group:	Education Studies, Health, Social Care, Law

8 Aims of the programme

The programme aims to enable students to:

- develop an understanding of the working practices of children's services across the four strands of study;
- develop a sound understanding of the rights and entitlements of children;
- study legislation, policies and integrated practice relating to children's services;
- understand the roles, rights and responsibilities of those working with children;
- engage with professional practice in children's services across the four strands of study;
- work within teams in order to demonstrate teamwork, initiative and leadership;
- develop your critical and analytical thinking skills to become an independent, reflective learner;
- communicate effectively in written and spoken English.

9 Intended learning outcomes and the means by which they are achieved and demonstrated: the programme provides learners with opportunities to develop and demonstrate knowledge and understanding, skills and other attributes as follows:

Knowledge and understanding

Knowledge and understanding

Students will study:

- the roles, rights and responsibilities of the children's workforce.
- the impact of child development theory ;
- the central concepts and principles associated with integrated practice from across the strands of education, health, law and social care;
- influences of the family, community and society on children's well-being and development;
- the interaction between learning, development, societal; health and environmental factors;
- the interrelationship between theory, policy and practice;
- how to access and critically review literature that underpins evidence-based practice and
- the application of relevant knowledge to own practice;
- the statutory, regulatory documents, policies and initiatives related to children's services and their influence on integrated practice;
- the role of different professionals within children's services and the importance of an integrated approach;
- the significance and variety of interprofessional relationships within settings and organisations;

Teaching, learning and assessment methods used:

- Knowledge and understanding is acquired through lectures by tutors and guest expert speakers, seminars, workshops, tutorials, presentations, directed study, independent reading and research. Moodle and VLE are used as tools to support learning and teaching.
- Assessment is formative and summative. Knowledge and understanding is assessed through the production of written essays, action plans, reports, and a reflective study. There are also assessments made through practical presentations with supporting documentation.
- Grades are awarded for knowledge and understanding. Specific assessment criteria for each module are provided.

Skills and other attributes

<p>Intellectual / cognitive skills</p> <p>Students will learn to:</p> <ul style="list-style-type: none"> • systematically analyse concepts, theory, policy and practice in relation to children's services; • use strategies to select relevant information from a variety of sources and an informed knowledge base; • analyse, evaluate and interpret evidence to formulate coherent arguments and to suggest change as appropriate; • synthesise information from a number of sources to gain a coherent understanding of the working practices of children's services; • reflect, develop and articulate personal and professional opinions in relation to effective policy and practice within children's services; • apply skills needed for academic study and enquiry. 	<p>Teaching, learning and assessment methods used:</p> <ul style="list-style-type: none"> • Intellectual and cognitive skills are acquired through lectures, seminars, workshops, tutorials, presentations, analysis of problem based learning scenarios, reflection on case studies, discussion with children's services professionals, directed study, independent reading and research. Moodle and VLE are used as tools to support learning and teaching. • Assessment: written essays, reflective study, oral presentations with supporting documentation, scrutiny of case studies. • Grades are awarded for intellectual skills. Specific assessment criteria for each module are provided.
<p>Practical, research and independent learning skills</p> <p>Students will be able to develop a range of practical, research and independent skills so that they will be able to:</p> <ul style="list-style-type: none"> • communicate with peers, colleagues, staff and children (as appropriate) in a professional and responsible manner; • be aware of and comply with research ethics when undertaking research based on/with children and adults; • participate in and contribute to discussions and peer review during taught sessions and presentations; • collect, interpret and present data appropriately; • manage time and resources, demonstrating the ability to meet deadlines; • recognise the significance and limitations of theory and research in the development of children's services; • demonstrate knowledge and critical awareness of current issues and initiatives relating to children's services and to reflect on these to draw informed, independent conclusions and enhance practice; • develop action plans to address the needs of children and their families; • critically evaluate the effectiveness of integrated practice. 	<p>Teaching, learning and assessment methods used:</p> <ul style="list-style-type: none"> • Practical, research and independent learning skills are developed through lectures, seminars, workshops, tutorials, presentations, analysis of problem-based learning scenarios, preparation for and participation in work based learning, reflection on work based experiences, discussion with children's services professionals, directed study, independent reading and research. Moodle and VLE are used as tools to support learning and teaching. • Assessments: reflective study, written essays, reports, action plans, practical presentations and the production of supporting documentation.

Transferable / key skills

Students will be able to:

- work effectively as a member of a team and independently;
- communicate effectively with a range of individuals;
- share responsibility for tasks;
- take responsibility for, critically reflect on and evaluate personal and professional development, supported by a Personal Development Tutor (PDT);
- effectively manage change and respond appropriately to developing demands;
- display an appropriate repertoire of research and ICT skills;
- display confidence, self awareness and self reliance;
- employ academic and technical skills necessary for work within children's services;
- demonstrate a professional approach in work based environments.

Teaching, learning and assessment methods used:

- Transferable/key skills are generally incorporated within modules and related to relevant assessments as appropriate. Strategies include: lectures, seminars, workshops, tutorials, student-led presentations, analysis of problem-based learning scenarios, interaction and discussion with children's workforce professionals, directed study, independent reading and research. Moodle and VLE are used as tools to support learning and teaching.
- Assessment will be through reflective journals, written essays, action plans, student-led presentations, reports, portfolios and resource packs.

10 Programme structure and requirements, levels, modules, credits and awards

The maximum registration period for the course is 10 years. The structure of the course, the modules, levels and credit ratings, and the awards which can be gained are shown below. The BA Honours Children and Integrated Professional Care course meets the relevant points in the benchmarks for education studies, health, social care and law as detailed in the QAA for Higher Education benchmark statements. Specific benchmarks, applicable to individual modules, are identified in the course documentation. Optional modules at level 6 are marked *.

Level 4

Module number	Module name	Credit
EDU4034	Child Development and Managing Transitions	30
EDU4035	Children and Education	15
EDU4036	Inclusive Practice	15
EDU4037	English Law and the Legal System	15
EDU4038	Family Law	15
EDU4039	Health of the Child and Young Person	15
EDU4040	Children in Need	15
	Award: Cert HE	120 credits

Level 5

Module number	Module name	Credit
EDU5035	Working with Families to Safeguard Children	30
EDU5036	Schools and Communities	15
EDU5037	Children and the Law	15
EDU5038	The National Service Framework	15
EDU5039	The Diversity of Healthcare Needs	15
EDU5040	Child Protection	15
EDU5041	Looked After Children	15
	Award: Dip HE	240 credits

Level 6

Module number	Module name	Credit
EDU6081	Work Based Reflective Study	60
EDU6083	Perceptions of Childhood *	15
EDU6084	Contemporary Issues	15
EDU6085	Education and the Law*	15
EDU6086	Youth Crime*	15
EDU6087	Management and the NHS*	15
EDU6088	Introduction to Common Childhood Conditions*	15
EDU6089	Social Work Skills*	15
EDU6115	The Impact of Social Policy on Practice*	15
	Award: BA Honours	360 credits

* Optional modules

11 Support for Learning

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and will receive the following support as appropriate to those needs:

- a Student Handbook and module guides;
- extensive library resources – digital library, texts, journals, audio-visual, CD Rom and Internet access;
- a Learning Resources Centre with support from Learning Resources Centre technician;
- access to networked computer rooms with a range of software, Internet and email facilities;
- support from IT Support Unit staff;
- student email addresses and access to course tutors and other students via email;
- access to course information and relevant, related resources through the BCU virtual learning environment (Moodle);
- the support of a Course Director and module leaders throughout the course;
- a PDT to support, advise and guide the student as s/he progresses through the course;
- access to teaching and learning support services including assistance and guidance;
- tailored individual support for those needing help with academic writing;
- a range of services including careers advice, counselling, financial and legal advice, and health care;
- childcare facility on site.

To support students in managing their studies and career development:

- i) Students are assigned a personal tutor at the beginning of the course with whom they will meet on a termly basis. This tutor is responsible for monitoring academic progress on the course; address pastoral issues and write references for students as they make the transition into their chosen career.
- ii) Detailed marking feedback from assignments and directed tasks will support student's academic development.
- iii) Students are encouraged to develop skills in action planning.
- iv) Through tasks and projects, students have the opportunity to further their generic skills in teamwork, leadership and interpersonal skills.
- v) Students will be able to develop their expertise in a range of skills needed by

professionals within children's services.

- vi) To support students in evaluating their career prospects in the children's services sector, regular updates on new initiatives are included in the course programme.

Moodle

Moodle is an integral part of the programme. Moodle is the University's Course Management System and Virtual Learning Environment. All modules on this programme are supported by Moodle. This support will vary between modules but may include some of the following features:

- provision of flexible access to resources;
- links to key resources and websites;
- instant messaging forums;
- provision of online learning activities.

The Faculty has adopted a Student Charter which identifies the entitlement and responsibilities of registered students. This is published in the Student Handbook.

Equal Opportunities Policy:

The course operates within the Faculty's Equal Opportunities policy and a copy of the Equal Opportunities Statement is included in the Student Handbook. The admissions policy to the course is guided by SENDA legislation and candidates are encouraged to discuss any individual needs they may have. The course team, supported by appropriate university departments and other agencies, strive to ensure that there is equality of opportunity for all applicants and entrants to the course.

12 Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

13 Evaluation and improvement of quality and standards

Committees:

- Board of Studies
- Examination Board
- Annual Monitoring Panel
- Faculty Academic Standards and Quality Enhancement Committee (FASQEC)
- Faculty Board
- Senate
- Learning and Teaching Committee
- Student Experience Committee

Mechanisms for review and evaluation:

- Individual module evaluation by students, staff and, where appropriate, stakeholders
- Review of module evaluation by module leaders and course directors
- Annual course evaluation reports
- Annual monitoring panels
- Appraisal of teaching
- Individual performance reviews
- External examiners' comments and formal reports
- Student representatives' feedback to Boards of Studies
- Consideration of the minutes of Boards of Studies by FASQEC and Faculty Board
- Approval and re-approval events
- Student satisfaction survey
- QAA inspections
- Annual course development days

14 Regulation of assessment

Details of the mechanisms and criteria for assessment in individual modules, and the means of determining final degree classifications, are published widely. Students are issued with copies of the University's Standard Undergraduate Assessment Regulations on commencing the course, and individual and collective guidance is given by academic staff on their operation at appropriate times throughout the course.

To qualify for an Honours degree a student must successfully complete all required assessments and obtain 360 credits. The pass mark in all modules is 40%.

The degree classifications are as follows:

First class honours	average mark of 70% or above
Upper second class honours	average mark of 60% or above but below 70%
Lower second class honours	average mark of 50% or above but below 60%
Third class honours	average mark of 40% or above but below 50%

External Examiners are appointed. Their work includes:

- approving coursework assignments and assessment criteria;
- participating in the approval and re-approval processes;
- monitoring standards through moderation of completed assessments;
- attending Examination Boards;
- advising on course development.