UEA

University of East Anglia

Learning, Teaching and Quality Committee

**PROGRAMME SPECIFICATION FOR
AWARDS MADE BY THE UNIVERSITY OF EAST ANGLIA**

SECTION A: SESSION: 2009 to 2010		
A1	**Course Name**	***Foundation Degree in Social Pedagogy and Integrated Childrens Services***
A2	**Final Award** (*e.g. BA/BSc(Hons)/ MA/MSc etc*)	Foundation Degree (FdA)
A3	**UEA Course Code(s)**	TBC
A4	**UCAS Course Code(s)**	TBC
A5	**Professional Award** (if any)	N/A
A6	**School of Studies**	School of Education & Lifelong Learning (EDU)

SECTION B: SUMMARY OF COURSE STRUCTURE AND FEATURES

B1 Summary

e.g. General statement about course structure, including special features such as placement opportunities, whether these are compulsory or optional; fieldwork; year abroad. Include any cross references to other relevant information such as Student Handbook and/or School/Faculty website.

There are currently 60,000 children in care in the UK. These are described as 'Looked after children' (LACs). Unfortunately the kind of 'care' which these children and young people experience is of a low standard and in some cases entirely inadequate. This is partly a reflection of the fact that, as a society, we have historically had very low expectations of the 'professionals' who we pay to 'care' for our most vulnerable children. Most 'carers' are unqualified and 'care staff' in residential homes are required only to train to NVQ level 3 – a requirement which is <u>not</u> uniformly enforced. NVQs are vocational work-based programmes with little, if any, theoretical underpinnings or content and there is rarely any attempt to examine the relationship between professional and child, or the role of 'parenting' as a corporate responsibility[1]. There is therefore, a clear and present need to address the training and qualifications 'gap' associated with professionals in the children's sector and this new Foundation Degree proposal constitutes an important

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[1] Colin Maginn, *The Untouchables* (2009) p.1

step towards doing so at regional level.

Foundation Degrees (Fds) are arguably one of the biggest success stories of the Higher Education sector in the last thirty years. Since their introduction in 2001, the number of Fd students has grown from 4,320 to nearly 90,000 in 2008/9. The Government's target of 100,000 Fd students by 2010 is now within 'touching distance' – if the increase of more than 15,000 Fd students seen between 2007/8 and 2008/9 is repeated in 2009/11, the target for 2010/11 will be achieved. Fds form an important element in the Government's strategy to develop a more demand-led system of higher education that will produce more and more employable graduates and which will raise the skills and capacity for innovation and enterprise of those already in the workplace. The vision for a HE system in which work-based learning is central rather than peripheral was set out in a DIUS consultative document in 2008. The number of pre-1992 universities engaging with Fds has risen dramatically. Between 2001/2 and 2005/6 the proportion grew from 26% to 44%. By 2007/8 further growth had occurred, with the figure for pre and post 92 universities at 58%. Pre '92 universities are therefore embracing Foundation Degrees as a means of meeting the needs of students and employers at regional level and as an effective means of widening participation in HE, especially in Low Participation Neighbourhoods (LPNs). As described in QAA's benchmark document (2004), Foundation Degrees "integrate academic and work-based learning through close collaboration between employers and programme providers". Although there is actually a huge variation in the format and design of Fds — distinctive elements of Foundation Degrees are:

➢ Employer engagement and involvement
➢ Flexibility
➢ Accessibility, especially to 'non-traditional' HE entrants
➢ Articulation and progression
➢ Partnership
➢ Work-based and work-focused learning

As will become evident, the proposed *Foundation Degree in Social Pedagogy and Integrated Childrens Services* integrates all these 'distinctive elements', and provides a new and innovative model for collaborative, partnership-focused curriculum development for the University of East Anglia which will help the University to meet the workforce development needs of its region now and in the future.

The proposed *Foundation Degree in Social Pedagogy and Integrated Childrens Services* is the result of extensive negotiations between senior staff in EDU and Norfolk Childrens Services (Norfolk County Council). Following recent EU legislation and guidelines relating to the qualifications of staff working in the Childrens Sector, the Govt, via the *Childrens Workforce Strategy* (DfES, 2005) has set out the workforce development requirements which will enable the high standards of integrated support envisaged by *Every Child Matters*, to be offered to children and young people. A key outcome of the *Childrens Workforce Strategy* was the recognition that it would be necessary to address

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[2] Quoted in http://icshe.escalate.ac.uk/downloads/1817.pdf
[3] Quoted in http://www.cypnow.co.uk/inDepth/ByDiscipline/Social-Care/895194/Social-Care---Social-pedagogy-demystified/
[4] HEA website:
http://www.heacademy.ac.uk/resources/detail/events/annualconference/2008/Ann_conf_2008_Hilary_Burgess
[5] For QAA benchmark Statement see:
http://www.qaa.ac.uk/reviews/foundationDegree/benchmark/FDQB.asp#append
[6] The manner in which Foundation Degrees articulate with other academic and vocational qualifications is explained clearly in the following:
http://www.actiononaccess.org/resources/files/Dickinson%20and%20Roodhouse%20Diagram.doc
[7] R.J. Cameron & C. Maginn, *Achieving Positive Outcomes for Children in Care* (Sage, 2009) p.29.

and develop 'common knowledge and skills' for all professionals engaged in supporting children whilst developing the Childrens workforce as a graduate-level workforce, qualified to Foundation Degree level (or Level 5 in the National Qualifications Framework). These aims were reinforced by the creation of a separate Govt department for children, schools and families (DCSF) in 2007, and the subsequent publication of two reports by the new department: *Children's Plan: Building Brighter Futures* (DCSF, 2007) and *Building Brighter Futures: Next Steps for the Children's Workforce* (DCSF, 2008). Again, considerable emphasis in these publications was placed on the development of the children's workforce. The government is clearly impressed by the use of the role of the Social Pedagogue across Europe, particularly in improving outcomes for children in care, and is keen to explore ways in which social pedagogy can be integrated into UK children's services. The government agenda embodied in these reports has transformed the 'professional landscape' within which those involved in Children's Services are operating and requires:

> "a step-change in the children's workforce, where the 'team around the child' works inter-professionally to ensure improved outcomes for children, young people and their families. Traditional organisational, professional and disciplinary boundaries must be overcome to ensure joined-up working. Higher Education can play a significant role in this process to appropriately align student learning with new ways of working"[2]

Chris Hoddy, Director the Norfolk charity BREAK has recently commented that

> "Social pedagogues have the potential to transform support for children, but only if widespread cultural change takes place across UK social care".[3]

The Higher Education Academy (HEA) has also stressed that

> "Government policy to create a children's workforce with a commitment to work together to improve outcomes for children, necessitates a positive response from HE".[4]

The Norfolk Childrens Services management team have consulted with a number of educational providers at regional level with a view to developing a high-quality, coherent and robust staff development strategy for all NCC staff working with children and young people and have identified UEA (and in particular the School of Education and Lifelong Learning) as their preferred 'partner' in developing HE-level staff training programmes and awards. Consequently, Norfolk Childrens Services have commissioned EDU to develop a tailor-made Foundation Degree which meets the personal, educational and professional development needs of staff working with children and young people. This initiative received the consent of the University's Executive Team late in 2009 and, if approved, this will be the <u>first</u> Foundation Degree to be offered direct by UEA, rather than delivered by on of its partner colleges. The extensive experience which EDU staff have in working with partner colleges, advising on Fd programmes, developing & delivering 'Top-Up' degrees (which provide am articulated progression route for FD students), professional development programmes (such as EYPS, Egyptian Educators Programme, PG Cert Continuing Professional Development, PGCE and MA HEP) and wider workforce development means it is well-equipped and strongly positioned to develop a Foundation Degree which is tailored to the specific needs of Norfolk Childrens Services and the wider Norfolk Childrens Trust.

The proposed foundation degree has been designed in relation to key sector guidelines and benchmarking statements, including the National Qualifications Framework, NQF,

National Occupational Standards (NOS), and the QAA Benchmark for Foundation Degrees[5]. It will equip participants to develop the skills, understanding and knowledge they need to support children, young people and their families via a critical engagement with policy, research and practice in the sector. A distinctive feature of the course, and each of the modules it comprises, is that it is informed by a holistic approach to working with children that widely referred to as '*Social Pedagogy*'. Influenced by progressive educational approaches pioneered in the mid 19th century in Germany, social pedagogy involves viewing the child's life and development as a whole, looking at a range of issues such as health, well-being, skills development, social care and education. The term has been used to describe a range of work straddling social work and education and is characterised by a more holistic and group-oriented approach. In the UK it has become synonymous with improving children's and young people's lives, especially those in 'looked after' (LAC) or 'care' contexts. In keeping with the aims of *Every Child Matters* it is increasingly viewed as being central to the development of truly integrated child services which are based on robust inter-professional and cross-sector collaboration, and sharing of information.

The course will be spread over <u>three</u> academic years of study, with participants undertaking 4 separate 20 credit modules in each year (amounting to 240 credits at HE levels 1 & 2 or Levels 4/5 in the National Qualifications Framework[6]). Participants on the award will normally be employees of Norfolk Childrens Services – their professional roles, heavy workloads and considerable responsibilities means that the School considers the term 'participant' to be more appropriate than the term 'student'. Participants will be nominated and sponsored by Norfolk Childrens Services. The professional commitments of participants mean that a part-time format is essential. The teaching team will draw on expertise within the School of Education and Lifelong Learning, but will also involve input from colleagues in other UEA Schools of Study, including NAM and SWP, as well as senior managers and practitioners in Norfolk Childrens Services, and key experts in voluntary sector organisations such as BREAK (a local charity providing care for young people). In this way, the Foundation Degree will build on the strengths that exist within the University and its key partners, ensuring both a robust academic component and a strong work-based and practice-focused element.

The award is therefore <u>distinctive</u> in a number of respects:
- Part-time.
- Commissioned by Norfolk County Council Childrens Services and developed in partnership between Childrens Services and staff from the School of Education & Lifelong Learning.
- Tailored to the needs of NCC Childrens Services staff.
- Placements in professional settings within the Childrens Trust feature in both Year 2 and Year 3 of the course – these ensure that participants are able to explore issues in different professional settings, experience different organisational cultures and practices and investigate ways of facilitating integrated working between agencies/organisations.
- Teaching draws on staff expertise of a partnership which includes UEA, Norfolk Childrens Services and the voluntary sector.
- Teaching, learning and assessment is predominantly work-related and practice-focused, ensuring that students have opportunities to APPLY their learning and relate it to practice throughout the course.
- Modules are designed to meet the needs of professionals working with children in a range of settings.
- The possibility of progression to the *BA (Hons) Professional Studies* – an

articulated honours-level 'Top-Up' award for Fd students already offered by EDU.

- Learning will be supported by VLE-based materials and resources, ensuring that participants can engage with the course from home and from the workplace.
- At the end of each Year (i.e. in early June) NCC and UEA staff will collaborate to design and run a high profile 'showcase' event focusing on current/topical themes and cutting-edge areas of research in social pedagogy and integrated children's services. This will take the form of a ***One-day Conference***, with presentations and workshops led by expert, specialist speakers from the UK and the EU. Course participants will be expected to attend this conference, but the conference will also be open to and attractive to members of the public (e.g. foster carers, school governors, children's charity staff) and professionals working in a wide range of settings, from Social Care, Schools to the Police service.

This new proposal for a *Foundation Degree (FdA) in Social Pedagogy and Integrated Childrens Services* is therefore well-aligned with emergent policy and practice in the development of Integrated Children's Services in the UK and will place UEA and its partners at the forefront of developments in this area.

Note for academic colleagues:

Social Pedagogy: A Definition
"Social pedagogy is an academic discipline that draws on core theories from various related disciplines, such as education, sociology, psychology and philosophy. Social pedagogic practice is concerned with human beings' learning, well-being and inclusion into society. The term pedagogy is derived from the Greek pais (child) and agein (to lead, to bring up). As a concept, social pedagogy is founded on humanistic values and an image of children as active agents and competent, resourceful human beings. Cameron (2005) translates pedagogy as 'education in its widest sense', a holistic approach towards children's experiential learning with head, heart, and hands. Social pedagogy [can be interpreted as] the provision of social welfare based on pedagogic principles". *Thempra Social Pedagogy* http://www.socialpedagogy.co.uk/concepts.htm

One can therefore summarise a Social Pedagogical approach as one characterised by:
- A holistic approach to working with children and young people, focusing on the 'whole child' and supporting their overall development.
- An emphasis on relationship-building with children and young people including the practical skills necessary to develop this, such as group therapy. Whilst Govt guidelines encourage social workers to get on with the job whilst maintaining a 'professional distance' from the 'client' (child), recent research indicates that it is psychologically, emotionally and physically damaging for a child to live in a world devoid of emotional closeness[7]. The social pedagogue places great importance on developing a positive emotional relationship with the child – taking on, to an extent, the role of corporate 'parent' and providing the parenting support that many children in care currently lack.
- An emphasis on developing the emotional health and well-being of children and young people.
- The importance of reflection and the ability/willingness to bring both theoretical understanding and self-knowledge to the process of working with young people.
- The centrality of children and young people's rights, participation and empowerment.
- The importance attached to team-working, and valuing the contributions of other people (both professionals and non-professionals) and wider communities in supporting children and young people to achieve positive outcomes.

SECTION C: EDUCATIONAL AIMS AND OUTCOMES

C1	**Educational Aims of the Programme** *(Include any distinctive/innovative features/route pathways)* ## Aims The course aims to: - To promote a flexible and reflective approach to professional practice which is founded on the principles, ethos and pedagogical approaches embodied in a social pedagogical approach to working with children, young people and their families. - To promote a greater awareness of the different functions and roles fulfilled by different statutory, non-governmental, and voluntary organisations within the children's sector, and the different constraints and environments within which they operate. - To encourage a greater capacity and willingness to collaborate and communicate with colleagues and organisations working in different parts of the childrens sector in order to deliver enhanced levels of care, enhanced outcomes and smooth 'transitions' for children, young people and their families within a properly 'integrated' service. - To provide multiple opportunities for participants to undertake short-term **placements** in organisations other than their own within the wider childrens sector as a means of widening their horizons, developing their understanding of the roles these organisations fulfil (and how they work with other organisations within the sector) and the means by and ways in which they deliver positive outcomes for children. - To develop participants' understanding of the origins, development and distinctive aspects of social pedagogy, the role of the social pedagogue, the differences between social pedagogy and traditional UK models of social care/social work and education, and the challenges that existing societal norms, legislative frameworks and organisation cultures present to the wider introduction of social pedagogy within professional and sector-related settings. - To develop participants awareness of and understanding of the central role of 'service-users' (i.e. children, young people and their families) in shaping the way in which care could be articulated, organised, delivered and evaluated in the future. - To encourage an approach to care which is founded on the active participation of children and young people, and a healthy respect for their rights. - To develop a greater awareness of Safeguarding legislation and a detailed knowledge and understanding of safeguarding practices. - To develop greater independence and autonomy – in particular the assumption of responsibility and the ability to make informed decisions. - To develop the key academic and professional knowledge and skills – including personal and inter-personal skills – that will facilitate an enhanced effectiveness in the execution of professional roles and responsibilities, whilst also enhancing opportunities for promotion and career progression. - To promote an enhanced awareness of the political, legislative and organisational frameworks within which childrens services and care for children and young people are delivered. - To examine the many kinds of 'transitions' which children and young people in care often undergo, the challenges these pose to practitioners and children alike, and ways in which, in future, these transitions can be facilitated with greater success and with improved outcomes for children and young people (and even young adults).

- To explore effective creative approaches and therapeutic interventions in relation to working with children and young people.
- To enhance participants' understanding of the physical, psychological and emotional development of children and adolescents and the effects this can have on behaviour, self-perception (i.e. body-image), learning, attitudes, moods, relationships with other children, family members and adults, communication skills, emotions, and decision-making processes and socialisation.
- To investigate the different roles and responsibilities of parents, carers, care-workers and wider society in the care and development of children and young people.
- To develop a greater awareness of cultural and ethnic diversity and to foster the kind of 'cultural competencies' that will enable practitioners to deliver a high quality service effectively and sensitively to all the members of our community, irrespective of ethnicity, colour, gender, sexual preference, age, marital status or political opinion.
- To develop the research and presentational skills required to enable participants to investigate themes, topics, and problems that relate to their professional role, their professional setting or organisational culture/environment and to present their evidence and findings orally and in written form in the shape of a research project.
- To develop participants' abilities to communicate information, arguments and analysis to specialist and non-specialist audiences.
- To build participants' capacity to undertake further training, develop existing skills, and acquire new competencies that will enable them to assume new responsibilities within their organisation.
- To promote the widening of participation in higher education and facilitate progression to foundation degree studies.
- To facilitate progression to an articulated honours degree 'top-up' programme.
- To create a strong foundation for continuing professional development and lifelong learning.

Learning outcomes

The learning outcomes of this Foundation Degree are heavily informed and influenced by the CWDC's *Common Core of Skills and Knowledge for the Childrens Workforce* (DfES, 2005). Learning outcomes are demonstrated via assessment. The relationship between learning outcomes and assessment is made explicit on page 15 of this Programme Specification. The Learning Outcomes listed below are divided into congnate areas and skills-specific areas of practice. The majority of outcomes will be demonstrated via summative assessments on each module, but some will be demonstrated via formative assessment (e.g. role play scenarios in class, class discussion/debates, work-based placements etc). The intention is that on each module, tutors will assess student progress against a list of key outcomes for that module, and tutors will use formative and summative assessments to do so.

By the conclusion of the proposed *FdA Social Pedagogy and Integrated Childrens Services*, participants should be better equipped to:

Listening, Relationship-building and Communication Skills
1) Establish a rapport with children and young people based on a foundation of respect, trust and a relaxed, open-minded, unprejudiced approach.
2) Employ effective means of communication both with professional colleagues, and with children and young people, their carers and family members.
3) Recognise the importance of non-verbal communication and adapt their own styles

and methods of communication to the needs and abilities of the child or young person.

4) Understand that people from different ethnic groups and cultures use non-verbal communication (e.g. body-language) in different ways, and be able to adapt their communication strategies accordingly.

5) Develop relationships with children, young people and their carers using whatever means of communication is most appropriate (e.g. spoken language, play, body language, sign language).

6) Build open and honest relationships with professional colleagues through a shared sense of endeavour, via mutual respect and by valuing colleagues as 'partners' in the provision of services to children, young people and their carers.

7) Record and share information in appropriate formats, whilst also recognising the importance of 'day-to-day' contact with professional colleagues and children/young people and their carers.

8) Employ effective listening skills, using questions to check understanding and acknowledging what has been said or agreed.

9) Understand and appreciate the role and value of families and carers as partners in supporting children and young people to achieve positive outcomes.

10) Summarise and explain situations effectively for individuals, taking into account variables such as age, cognitive capacity and language skills.

11) Explain to individuals what information may need to be shared with other professional colleagues, and what processes or steps may happen next, helping the child/young person to understand options and choices available to them and the consequences of making certain choices.

12) Make people feel valued and involved.

13) Recall the key features of the Common Assessment Framework for Children and Young People (CAF) and discuss its value in facilitating communication between professional agencies and between professional practitioners.

14) Recall key issues and guidelines relating to confidentiality and ethics and be able to seek support when appropriate from other agencies or practitioners in achieving the best possible outcomes for children and young people.

Children and Young Person Development

15) Recall the ways in which the physical development of children and young people impact on their emotional, psychological and behavioural development.

16) Recognise that 'development' includes emotional, physical, intellectual, social and moral growth and that all of these can affect one another.

17) Employ key theories in understanding child development and improving their own practice and professional development.

18) Recognise the different ways in which children and young people make attachments, and how these may change over time.

19) Recognise that creative activities led by adults and child-directed play initiated by children (or the child) are of equal importance in enabling children to make sense of themselves, others and the world around them.

20) Employ active listening skills and respond, where necessary, to concerns expressed about development or behaviour.

21) Observe a child or young person's behaviour and be able to identify any significant or unexpected changes.

22) Record observations in an appropriate manner, so that notes taken can subsequently inform understanding and be communicated to others.

23) Recognise that children and young people experience and see the world in different ways to adults.

24) Evaluate situations, taking into account complex factors and variables, such as environmental factors and development issues.
25) Recognise signs of a developmental delay.
26) Work with children with a range of mental and physical disabilities and be aware that their family and/or carers will need support, guidance and reassurance.
27) Make judgements about whether concerns can be addressed by sign-posting additional sources of advice/support, or, in cases where additional support is required, make decisions about when to take action personally, or refer problems to a senior manager/supervisor.
28) Communicate with children and young people effectively and demonstrate a commitment to achieving with children and their family/carers.
29) Support children and young people to value their own learning and knowledge and assist them to make their own decisions, whilst respecting health and safety and child safeguarding issues.
30) Demonstrate an awareness of the impact which 'transitions' can have on child development.
31) Understand and recognise the child/young person's position in relation to their family, community and carers, and the wider network involved in supporting and influencing the child's development (e.g. school teachers, social workers, friends, volunteer workers).
32) Understand the impact that different approaches to parenting/caring can have on a young person's development, whilst also recognising that delayed development or behavioural difficulties may stem from undiagnosed disabilities.
33) Recognise that parents and carers normally know their child best.
34) Motivate and encourage children to achieve their potential and empower and encourage parents/carers to do the same.

Safeguarding children and promoting their welfare and wellbeing
35) Understand what is meant by safeguarding and the nature of the both legislation relating to it, and the local guidance and procedures which apply within their organisation(s).
36) Recall the purpose, role and functions of the ISA, and the Local Safeguarding Children Board, and the roles of other pertinent agencies.
37) Recall their own role and responsibilities (within their organisation) in relation to safeguarding and promoting the wellbeing of children and young people, and the limitations of their knowledge/responsibilities and the 'boundaries of professional competency'.
38) Understand the importance of sharing of information which may promote safeguarding and wellbeing.
39) Recognise ways in which children and young people can be harmed (including by other children, via the internet, and by placing them in a 'care' context devoid of emotional closeness).
40) Make informed and considered judgements about how to safeguard or promote a child or young person's wellbeing/welfare by consulting the child and their parents/carers.
41) Understand the role of parents and carers in safeguarding and promoting the welfare and wellbeing of children and young people, be able to discuss safeguarding issues with them, whilst also recognising the factors that can increase the chances of abuse (e.g. domestic violence).
42) Demonstrate an awareness of the often subtle signs that abuse is happening (e.g. as expressed in play, conversations with other children, attitudes to relationships with other children and adults).

43) Recall ways in which the child/young person can be involved in decisions and issues associated with safeguarding and their welfare.

44) Use IT skills and writing skills to observe, record and report on safeguarding-related issues, making a distinction between fact, opinions, observations, and information gained from third parties etc.

45) Undertake informal or formal assessments, and be alert to concerns about a child's safety or welfare, including changes in behaviour or signs of abuse. Where it is evident that a child may be at risk of harm, participants should be ABLE TO TAKE ACTION TO PROTECT THEM.

46) Use their professional experience and judgement to challenge accepted orthodoxies (e.g. the current emphasis on social workers maintaining a professional 'distance' from their clients, and not forming 'relationships' with them at an emotional level) and the practice of other practitioners – especially when the latter could place a child at risk of harm.

47) Demonstrate an understanding of the issues relating to aggression, anger and violence and be able to respond to conflict, whether between children, between children and adults or between adults.

48) Discuss how assumptions, values, prejudice and ignorance can influence practice and prevent some children from enjoying equal protection from harm.

Supporting Transitions
49) Identify the range of 'transitions' experienced by children and young people and recall the impact that these may have on the child, their parents/carers, and the levels and kinds of support, guidance and advice available to them.

50) Empathise with both parties by communicating clear, reassuring messages about key transitions (e.g. entering or leaving care, admittance to hospital or long-term medical care) and explaining clearly what is happening, and what will happen next.

51) Ensure that pertinent information relating to the child/young person (e.g. the facts relating to their environment, disabilities, medical conditions, family, behaviour etc) is communicated to key professional colleagues ahead of the transition as part of an effective cross-agency referral process and procedure.

52) Identify the possible signs that a child/young person is going through a transition (e.g. a divorce, bereavement, family break-up, puberty, move from primary to secondary school, entering or leaving care etc), and be aware of the possible consequences and effects these might have on the child and their family/carers.

53) Employ the Common Assessment Framework to identify and communicate issues relating to problematic transitions to other practitioners.

54) Recognise that children with disabilities or special educational needs may need additional support to manage transitions, and know when to seek professional advice.

55) Recall organisational procedures, legislative frameworks and referral routes relating to transitions.

Multi-Agency Working
56) Demonstrate a good general knowledge of the range of organisations within the childrens sector, including statutory and voluntary bodies.

57) Recall the way that partner or external agencies work, their procedures, role and relationships, in order to work effectively alongside them.

58) Know their own role and responsibilities and be able to articulate them for others.

59) Know their own areas of expertise and those that exist within the wider organisational team.

60) Work within the established values, beliefs and culture of their own organisation,

whilst being sensitive to those that pertain to other bodies/agencies.

61) Recognise when the response from an external agency has been insufficient, and be able to take action accordingly to ensure that the best interests of the child are protected.

62) Develop their own knowledge continually as part of their own professional development and by doing so enhancing continuity of contact and reducing the likelihood of their having to refer children/families to specialist services.

63) Communicate effectively with other professional practitioners by listening and being sure that they are being listened to.

64) Understand that others may not share their understanding of professional terms and their use of acronyms.

65) Provide good quality, accessible and useful information to other practitioners and agencies in a timely fashion.

66) Be proactive, initiating actions when necessary and putting forward their own judgements in an objective fashion, to other professional colleagues, and referring practitioners to other sources of support/guidance (e.g. senior managers) when they have encountered the boundaries of their own professional competency.

67) Forge, manage and sustain professional working relationships with colleagues both within their own organisation and in other agencies.

68) Work with parents and carers.

Sharing Information

69) Describe some of the key legislation relating to data protection and how the latter can facilitate the sharing of information.

70) Recall key texts which can be used to arrive at a judgement as to whether a young person is able to give consent to their information being shared.

71) Describe and discuss the difference between permissive statutory gateways and mandatory statutory gateways, and the implications for the sharing of information.

72) Make good use of available information (e.g. Common Assessments), assess its value, and then identify what additional information is required, using research skills, organisational information resources, and investigative techniques to locate the information in question.

73) Bring together, collate and analyse information about clients from different sources using paperwork or IT skills/resources as necessary.

74) Use clear methods of communication (oral and written) to communicate information unambiguously to children and their carers/parents.

75) Foster an atmosphere of 'trust' with colleagues, and with clients, encouraging both to share information where appropriate, ensuring that they understand why it is important to do so.

76) Recall scenarios where 'consent' is not necessary to share information.

77) Find key information from key information resources (e.g. IT systems, other professionals) rather than expecting children/families to provide the same information several times.

78) Describe how information should be stored, and key categories of information (e.g. personal, confidential, sensitive).

79) Employ the Common Assessment Framework as a key mechanism for sharing information.

80) Involve children and their parents/carers in the decision-making process, and explain

as clearly as is possible how information they have provided will be shared.

81) Access and employ key professional resources – e.g. *CWDC's **Share**!* projects which provide practitioners with real-world scenarios and case studies which can inform practice and CPD[8].

82) Understand how central 'integrated working' and the role of the 'Lead Professional' is to the achievement of the ***Every Child Matters*** outcomes.

<u>Social Pedagogy</u>

83) Recall the origins, development and distinctive aspects of social pedagogy as an approach to working with children and young people.

84) Describe and discuss the role of the social pedagogue, the differences between social pedagogy and traditional UK models of social care/social work and education.

85) Comment critically on the challenges that existing societal norms, legislative frameworks and organisation cultures present to the wider introduction of social pedagogy within professional and sector-related settings.

86) Demonstrate an approach to practice which is flexible and reflective and informed by the principles and ethos of social pedagogy.

<u>Higher Education Study Skills & Lifelong Learning</u>

87) Plan, conduct and submit a group projects through close cooperation and collaboration with fellow students on the Foundation Degree.

88) Demonstrate skills in locating and evaluating information and relevant research sources and resources.

89) Reflect critically on their own roles, abilities and contributions as a member of a team, and demonstrate an awareness of the roles, contributions and impact of other team members in the achievement of shared goals.

90) Comment on their preferred learning styles and be aware of those of others.

91) Analyse and interpret complex data and present such data/information in the context of a coherent group project.

92) Demonstrate an awareness of, and an ability to apply, a range of research tools and methodologies commonly employed in the Social Sciences.

93) Employ a range of research skills/tools required to enable participants to investigate themes, topics, and problems that relate to their professional role, their professional setting or organisational culture/environment.

94) Learn effectively in a range of contexts, using a range of evidence and resources.

95) Develop insights into how HE learning can be empower professionals in the work environment.

96) Explain the importance of critical self-reflection and the ability to bring both theoretical understanding and self-knowledge to both their academic studies and professional role(s).

97) Present their evidence, arguments and findings orally and in written form.

98) Progress to an articulated honours degree 'top-up' programme.

99) Demonstrate a strong commitment to continuing professional development and lifelong learning.

<u>Participation Rights for Children and Young People</u>

100) Describe the legal frameworks and operational guidance underpinning the involvement of children and young people.

101) Discuss the value of the active involvement of children and young people.

102) Recall some of the key ethical issues associated with the active involvement of

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[8] CWDC, *Integrated Working Explained* (2008). See also CWDC, *Joining the Pieces: Integrated Working in Practice* (2009)

children and young people.
103) Contribute towards the development of a culture of 'participation'.
104) Employ effective communication within a participative context.
105) Demonstrate a grasp of the practical applications of assessment tools such as 'Hear by Right' and 'Your Welcome'.
106) Employ or promote a range of activities that could be used to enhance young people's understanding of active citizenship.

Creative Approaches and Therapeutic Strategies
107) Use, develop and incorporate games, physical activities and creative methods in pedagogical activities.
108) Organise structures activities which take into consideration physiological, health and social conditions.
109) Inspire and motivate participation in physical activities.
110) Inspire and motivate in the use of musical, dramatic and other forms of expression.
111) Promote health improvements based on knowledge of general health issues including implementing programs and campaigns regarding health and sports policies.
112) Understand the significance of physical and creative processes on people´s development and life choices.

Supporting Children with Special & Additional Needs
113) Recognise different forms of special need in terms of both indicative features and severity.
114) Adopt a holistic perspective to practice with children with special needs.
115) Design social pedagogical interventions focusing on inclusion and participation for children and young people with special needs.
116) Discuss theoretical perspectives pertinent to inclusion and models of inclusive practice from a national and international perspective.
117) Recognise and respond to the 'contextual' nature of special needs.
118) Recall and discuss relevant and contemporary policy developments in the field of special needs.
119) Demonstrate competencies and skills that contribute towards participative, inclusive practices in pedagogical contexts.

Developing Cultural Competencies
120) Identify and respect cultural differences among individuals and how they affect behaviour and perspectives.
121) Recognise the importance of their own cultural background and how that has shaped their attitudes, opinions and actions.
122) Recognise the complexity of socio-cultural and international diversity.
123) Demonstrate an awareness of the need to create different opportunities for diverse learners.
124) Employ the skills required for effective intercultural communication.
125) Value diversity within society and multiculturalism.
126) Demonstrate an ability to facilitate conflict resolution skills in diverse groups.
127) Recognise their responsibility to continue professional and personal development with an emphasis on developing cultural awareness, cultural competencies and responding to diversity.

Work-based Learning
128) Reflect on their professional roles and draw on their professional experience to

inform their learning and that of other members of the student group.

129) Locate and draw on (where appropriate and within ethical guidelines) work-based information, statistical data and case studies in the completion of coursework and research projects.

130) View their work environment as a positive working space and an important source of guidance in the same way that they might view the classroom or the University as a place of learning.

131) Engage proactively with work placement opportunities provided within the course, and be able to draw on the experience of working in new, unfamiliar working environments to inform their knowledge of the children's sector, their place within it, and the ways in which different agencies can and/or should relate to each other within a properly integrated childrens workforce.

132) Apply their learning as a means of enhancing their practice as professionals in the workplace.

Research Skills

133) Design, research and complete (in their 3rd year of study) an original investigation of a central topic/theme/issue in the form of a research project of 6,000 words, utilising a considerable capacity for independent study whilst working under the supervision of an expert/experienced tutor. The project should draw on a diverse range of primary and secondary evidence, demonstrate a sophisticated knowledge of key arguments, debates and subject-specific knowledge, and should reflect a good grasp of theoretical perspectives.

Contact Time and Study Commitments

As will be made clear in the module outlines that feature in Section C of this Specification, each module will involve **200** notional study hours – a figure which is common to most 20 credit modules at UEA. In addition to the 35 hrs of contact time in workshops, a further 8 hours of tutorial time will be allocated for each module, to be divided between the students - allowing at least one half-hour long tutorial per student on each module. Additional tutorial support will be provided by the Course Director, whose intention is to have a 20 minute tutorial with each student in each semester. In addition, each student will be allocated a student advisor – in this instance, the Assistant Course Director.

There is no doubt that the Fd will constitute a very challenging experience for the participants and juggling work and study (especially independent study) will not always be straight-forwards. However, the one-day a week block release will include both the 10 week semesters and a 4 week period following Easter, which means the students will be released for 24 days, rather than 20 in each academic year.

In order to undertake the necessary reading, class preparation and coursework student will be expected (both by their tutors and their line managers in Childrens Services) to utilise blocks of time outside of work hours, in the evenings and weekends, as is normal and expected on part-time undergraduate programmes of this kind.

Placements

Multi-agency collaboration and sharing of information is central to the new professional environment in Children's Services. It is essential, therefore, that professional practitioners in one agency develop an understanding and awareness of the roles, cultures, procedures and practices in other organisations with a role in caring for, safeguarding or educating children and young people. As part of their studies, participants will be required to undertake short-term placements in at least TWO organisations or settings outside of their

own. These may be in statutory bodies or voluntary organisations/charities. Each placement should be of at least TWO WEEKS (full-time) duration (or the equivalent spread over a longer period). This will normally equate to approximately 80 hours. In each placement, it is expected that participants will be allocated a **placement mentor** (for role descriptor, see below) who guides and supports them during their placement. Mentors will be provided with guidance relating to their role and how they can best and most effectively support the learning of their mentee(s).

All participants will be employed in a professional setting in an aspect of children's services <u>before</u> starting the Foundation Degree. All participants will have opportunities, therefore, to draw on their professional settings, to explore the implications of their learning for their professional practice, and to apply their learning in the workplace. Work-based and work-focused learning will be central to the course and this is reflected, in part, in the requirement for participants to undertake short-term (two-week) placements in Year 2 and Year 3 of the course. In the first placement, (in the *Supporting Transitions* module in Year 2) participants undertake to produce a Reflective Placement Learning Log in which they explore key issues/problems/themes relating to the placement setting and to the delivery of an integrated service to children and young people (and their carers/families). In the second (the *Applied Research in Childrens Services* module at the end of Year 3), participants research/investigate (within the context of a research project) a work-related issue or key theme/aspect of practice in the sector in the context of the three professional environments they have experience of working within. This research project is likely to draw on the experience of professional colleagues, data and information sources available and accessible in the work-setting, and may involve professional colleagues as 'research participants' in the social science research tradition.

All placements will be organised, monitored and overseen by the Course Director and Assistant Course Director.

<u>Role of Placement Mentors</u>
It is essential that participants are properly supported whilst in placement with an organisation other than the one they are formally employed by in their professional role. Each participant whilst in placement will be allocated a Placement Mentor. His/her role will be to:

Placement providers/placement hosts are expected to:
- Assist participants by helping them to understand the structure, role and activities of the organisation concerned, and its relationship to other agencies within the childrens sector or Childrens Trust.
- Ensure that participants know who is managing/mentoring them whilst in placement and are aware of who they can report any concerns/problems to during their placement.
- Ensure that participants are aware of Health and Safety issues that relate to the placement workplace/environment (including fire drill procedures).
- Provide a supportive and positive environment within which the participant can work to his/her potential.
- Protect the welfare and rights of participants whilst in placement by ensuring that they are not exposed to prejudice on the grounds of age, sexual orientation, gender, race, political views etc. or exposed to bullying behaviour or harassment.
- Provide an appropriate level of supervision so that participants are able to conduct and complete effectively whatever tasks/responsibilities they are given whilst in placement.

- Where possible/practicable to assist participants in the completion of their placement-focused coursework.
- Report any instances of misconduct or inappropriate behaviour to the Course Director, Adam Longcroft (01603) 592261, a.longcroft@uea.ac.uk. If a student is injured during the placement the Placement Mentor should inform the Course Director as soon as possible.

Placement Aims

1) To help participants to develop an understanding and awareness of the roles, cultures, procedures and practices that pertain in other organisations with a role in caring for, safeguarding or educating children and young people.

2) To provide participants with practical opportunities to reflect and draw on their experiences in different professional settings in order to investigate issues/themes central to the delivery of more positive outcomes for children, young people and their carers/families: e.g. the impact of organisational cultures, aspects of professional practice, barriers to inter-professional communication and working, equality of opportunity and cultural competencies etc.

3) To create concrete, tangible linkages between academic study (e.g. a grasp of theory) and work-based learning and provide participants with opportunities to demonstrate and apply their learning in practical, work-based contexts.

4) To provide participants with opportunities to explore the implications of their learning for their professional practice.

5) To develop participants research skills by requiring them to carry out placement-focused investigations and project.

6) To develop participants' self-awareness by providing opportunities to reflect on learning experiences in a new professional environments.

Assessment

The assessment strategy will reflect the particular demands of HE study, the nature of the participants, the purpose of the programme and in particular the common core of knowledge and skills set out in the non-statutory guidance provided in CWDC's *Common Core of Skills and Knowledge for the Childrens Workforce* (DfES, 2005). In this document, the CWDC sets out 6 key areas of expertise:

- Effective communication
- Child and young person development
- Safeguarding and promoting the welfare of the child
- Supporting transitions
- Multi-agency working
- Sharing information

Assessments on the proposed Foundation Degree have been designed to ensure that participants address all six areas and that we are able to 'capture' in a very tangible manner evidence of participants' learning. In particular there is a considerable (and very deliberate) emphasis on groupwork and collaborative group-based exercises which are intended to facilitate cross-sector inter-professional working, team-working (a central aspect of the professional workplace) and the effective sharing of information. In the new professional environment, cross-agency and inter-professional communication will be central to ensuring positive outcomes for and the protection of children and young people, so cross-sector collaboration and team-based activities feature prominently from the first module onwards. The emphasis throughout is on providing opportunities for participants to 'demonstrate' their knowledge and skills through a variety of assessment formats, including learning logs,

viva voce examinations, portfolios, role-play exercises, groupwork, group and individual research projects, team-working an team-leadership exercises, creative exercises, report-writing, essays, problem-solving exercises, themed cross-sector collaborative investigations, work-based projects and investigation, and critical reflections on practice and work-related processes.

Whilst most of the assignments have a prominent 'work-focused' or 'work-based' dimension, there are also some assignments (e.g. essays) which are of a more 'academic' format. At first these might seem ill-suited to a vocational programme of this kind, but they have been retained for three very good reasons:
1) They ensure that students are able to engage with and demonstrate an understanding of key theoretical dimensions of child development, psychology, education etc and explore how these can, have and should influence professional practice and organisational strategies.
2) They test students' capacity for reasoned thought, and their ability to construct focused arguments based on a diverse range of (often conflicting) evidence and viewpoints.
3) They test – perhaps more rigorously than any other kind of coursework – participants' skills in research, and their command of written English.

All three are qualities and/or key skills that participants will need to develop and apply in their future professional practice in order to work and communicate with others effectively, influence change, command the respect of colleagues and reflect critically and adapt their own practices to changed professional contexts.

It is the norm on Foundation Degrees offered by other HEI's for 1 and level 2 credits to contribute to the final mark/award for the degree. Hence all 3 years of this part-time Foundation Degree will contribute to the final award. Educationally it is crucial that the first 120 credits 'contributes' in order to facilitate student engagement right from the start. The intention is that all modules are 'core' (must be taken and must be passed). Participants will have to therefore pass <u>all</u> modules in order to pass the award.

Marking and marks

Marking of coursework will be by the Course Director, Assistant Director and by a small team of tutors appointed on Associate Tutor contracts (as is commonplace in Continuing Education). Appropriate tutor training will be provided by the School in order to ensure parity of marking practices and standards across the team. All coursework will be submitted anonymously (as per standard UEA practice), and will be returned to students with constructive written feedback within 20 working days (again, as per standard UEA practice).

Percentage marks will be awarded for all coursework and the module mark will be an <u>aggregate</u> mark, as is normal under CCS Regs. This means that students could fail one exercise but if they pass the larger exercise they could still pass the module.

The only <u>exception</u> to this is the final module (*Applied Research in Childrens Services*) in which students will have to pass BOTH elements of assessment in order to pass the module (i.e. the Project plus the Oral Examination). Again, CCS Regs allow for this.

The final <u>classification</u> of the award will be **Pass/Fail** (i.e. we will <u>not</u> be awarding Merits, Distinctions or 2(i), 2(iii) grades for the award itself).

Having completed the Foundation Degree, participants who progress to an articulated BA 'Top-Up' award (e.g. the *BA Professional Studies*), will 'start from scratch' in terms of assessment, and their honours degree classification (i.e. 2(i), 2(ii) etc) will be based <u>solely</u> on the marks gained on the 'Top-Up', as is normal practice.

Course Tests

Whilst there are no traditional written 'exams' as such (this is quite normal for Fds at national and regional level), *'course tests'* (of the kind frequently employed at UEA) will be employed. These will be conducted under exam-like conditions, but are not Exams as such, and will be administered and overseen by the Course Director and the School of Education rather than Exams Office. Course tests will feature in two modules:

Children and Adolescent Learning and Development (Year 2)
Developing Cultural Competencies (Year 3)
The weighting of assessment in each module will be as follows:
Children and Adolescent Learning and Development: - Essay of 2,500 words (40%), Cross-sector Collaborative Investigation (40%), Course Test (20%)
Developing Cultural Competencies: - Cross-sector Collaborative Investigation (80%), Course Test (20%)

Oral Examination

Childrens Services who felt strongly that successful candidates should be able to articulate ideas, recall knowledge, justify arguments and explore themes <u>verbally</u> in order to be effective in their professional roles. For this reason, in addition to the oral presentations which feature in many of the Fd modules, there will also be a 20-minute **Oral Examination** in the final module *Applied Research in Childrens Services*, which will have a 20% weighting. The Oral Examination will focus on the students' Research Projects and their placement experiences It is likely that the projects will build on learning across the three years and the Oral Examination will also, therefore, test students' knowledge of key areas of content and key work-related skills and competencies. The oral examination will be conducted by the Course Director and/or the Assistant Course Director and a senior (and properly briefed) member of Childrens Services management team.

Formative Assessment

The School of Education and Lifelong Learning believes in assessment *for* learning, as well as assessment of learning, and formative assessment will be employed on all modules as a way of developing participants' skills and knowledge. Participants will engage with a wide range of work and exercises that, whilst not formally assessed, enables them to demonstrate key skills and core knowledge. These experiences will include:

- role-play sessions focusing on key communication and behaviour management skills,
- VLE and class-based discussions focusing on case studies and video materials,
- group and individual tutorials,
- class-based debates with students acting a 'advocates' for particular stakeholders/viewpoints/agencies,
- informal team-working exercises in class,
- in-placement visits by the Course Director,
- review of individual learning logs,
- informal student presentations,
- small homework exercises set at end of each workshop. (The latter are likely to include students being allocated/given very precise topics to investigate and share

with the rest of the class).

Attendance

Since formative assessment will form a very important aspect of the learning process, non-attendance of sessions by participants will be treated very seriously indeed. Since Childrens Services are allowing their employees time off work to engage with the course, non-attendance will be reported immediately to Line Managers in Childrens Services for them to take-up with the participant in question. It will also be dealt with according to normal disciplinary procedures within the School/Faculty.

An Assessment Schedule for the Foundation Degree is provided below. A detailed rationale for the assessments employed on the course is provided as an Appendix to this Programme Specification *(See Appendix 1)*.

Assessment Schedule for Foundation Degree in Social Pedagogy and Integrated Childrens Services
(The learning outcomes addressed by each module are listed in Section C1
of the UEA Programme Specification)

Module (Credits)	Assessment Mode	Weight	Scope/Length	Submission	Associated Programme Learning Outcomes	Graduate Key Skills
YEAR 1						
Becoming a Student of Higher Education: Learning to Learn (20)	1) Collaborative Group Project	80%	4,000-4,500 words	6.12.2010	2, 6, 8, 10, 12, 14, 17, 20, 24, 56, 59, 63, 64, 65, 66, 67, 73, 75, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 128, 129, 130, 131.	C1, C2, C3, C4, N1, N2, N3, IT1, IT2, IT3, WWO1, WWO2
	2) Group Oral Presentation	20%	15 mins + Q&As	29.11.2010		
An Introduction to Social Pedagogy (20)	1) Essay	50%	2,500 words	22.11.2010	6, 8, 10, 12, 17, 23, 56, 83, 84, 85, 86, 87, 93, 99, 128, 129, 130, 131.	C1, C2, C3, N1, N3, IT1, IT2, WWO1, WWO2
	2) Group Case Study	50%	2,500 words	6.12.2010		
Participation Rights for Children and Young People (20)	1) Essay	50%	2,000 words	14.2.2011	6, 56, 87, 88, 89, 91, 92, 93, 95, 96, 99, 100, 101, 102, 103, 104, 105, 106, 128, 129, 130, 131.	C1, C2, C3, , N1, N3, IT1, IT2, WWO1, WWO2
	2) Collaborative Group Project	50%	2,500 words	21.3.2011		
Safeguarding Children and Young People (20)	1) Critical Analysis focusing on Safeguarding legislation, policies, procedures, practices and case studies.	80%	3,000 words	21.3.2011	35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 56, 87, 88, 89, 91, 92, 93, 95, 96, 97, 99, 128, 129, 130, 131.	C1, C2, C3, C4, , N1, N2, N3, IT1, IT2
	2) Oral Presentation based on Media Log	20%	15 mins + Q&As	28.3.2011		
YEAR 2						
Creative Approaches in Working with Children & Young People (20)	1) Mini-project employing key social science research tools/media	80%	3,500 words	Workshop 5	87, 88, 89, 91, 92, 93, 95, 96, 97, 99, 107, 108, 109, 110, 111, 112, 128, 129, 130, 131.	C1, C2, C3, C4,, N1, N3, IT1, IT2
	2) Oral presentation based on Mini-Project	20%	15 mins + Q&As	Workshop 5		
Childhood and Young People's Development (20)	1) Essay	40%	2,000 words	Workshop 3	2, 3, 6, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 90, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 98, 99, 128, 129, 130, 131.	C1, C2, C3, N1, N3, IT1, IT2, WWO1, WWO2
	2) Cross-sector Collaborative Investigation	40%	2,000 words	Workshop 5		
	3) Course Test	20%	1 hour			
The Role of Parents, Care Workers and Society (20)	1) Case Studies illustrating effective working with Parents/Carers	80%	3,000 words	Workshop 5	2, 5, 7, 8, 9, 10, 11, 12, 13, 14, 33, 49, 50, 88, 89, 92, 95, 97, 128, 129, 130, 131.	C1, C2, C3, C4, N1, N3, IT1, IT2
	2) Oral Presentation based on case Studies	20%	15 mins + Q&As	Workshop 5		
Supporting Transitions (20)	1)Placement Learning Log & Critical Reflections on Placement Experience	100%	4,500 words	Workshop 5	1, 2, 7, 8, 9, 10,11, 12, 13, 14, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 63, 64, 65, 66, 67, 68, 88, 89, 93, 96, 97, 128, 129, 130, 131, 132.	C1, C2, C3, N1, N3, IT1, IT2, PS2, PS3
YEAR 3						
Supporting Children and Young People with Special and Additional Needs (20)	1) Scenario-focused Problem-Solving Exercise	50%	2,500 words	Workshop 3	56, 57, 59, 60, 63, 65, 66, 73, 74, 75, 77, 79, 80, 81, 82, 86, 89, 91, 92, 95, 97, 106, 113, 114, 115, 116, 117, 118, 119, 128, 129, 130, 131.	C1, C2, C3, N1, N3, IT1, IT2, PS1
	2) Essay	50%	2,500 words	Workshop 5		
Developing Cultural Competencies (20)	1) Cross-sector Collaborative Group Investigation	80%	4,000 words	Workshop 5	1, 4, 12, 24, 31, 87, 88, 92, 93, 96, 97, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131.	C1, C2, C3, N1, N3, IT1, IT2, WWO1, WWO2
	2) Course Test	20%	1 hour			
Integrated Working with Systems and Assessment (20)	1) Critical Evaluation of CAF	50%	2,500 words	Workshop 3	2, 6, 7, 8, 9, 10, 11, 13, 14, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 128, 129, 130, 131.	C1, C2, C3, N1, N3, IT1, IT2, IT3, PS1, PS2
	2) Scenario-focused Problem Solving Exercise	50%	2,500 words	Workshop 5		
Applied Research in Childrens Services(20)	1) Individual Research Project	80%	6,000 words	Workshop 5	88, 91, 92, 93, 94, 95, 96, 97, 98, 99,128, 129, 130, 131, 132, 133.	C1, C2, C3, C4, N1, N2, N3, IT1, IT2, IT3, PS1, PS2, PS3
	2) Oral examination	20%	15 mins + Q&As	Follows Workshop 5		

C2 Course Outcomes		
C2(i) Knowledge and understanding **A** Recall the origins, development and distinctive aspects of social pedagogy, the role of the social pedagogue, the differences between social pedagogy and traditional UK models of social care/social work and education, and the challenges that existing societal norms, legislative frameworks and organisation cultures present to the wider introduction of social pedagogy within professional and sector-related settings. **B** Discuss the central role that 'service-users' (i.e. children, young people and their families) could play in shaping the way in which care is articulated, organised, delivered and evaluated. **C** Recall key safeguarding legislation and guidelines and demonstrate a detailed knowledge and understanding of safeguarding practices and best practice in promoting wellbeing of clients. **D** Demonstrate an enhanced awareness of the political, legislative and organisational frameworks within which childrens services and care for children and young people are delivered. **E** Demonstrate a sound understanding of the different functions and roles fulfilled by different statutory, non-governmental, and voluntary organisations within the children's sector, and the different constraints and environments within which they operate. **F** Describe the many kinds of 'transitions' which children and young people in care often undergo, the challenges these pose to practitioners and children alike, and ways in which, in future, these transitions can be facilitated with greater success and with improved outcomes for children and young people (and even young adults). **G** Understand and recall the physical, psychological and emotional development of children and adolescents and the effects this can have on behaviour, self-perception (i.e. body-image), learning, attitudes, moods, relationships with other children, family members and adults, communication skills, emotions, and decision-making processes and socialisation. **H** Appreciate the different roles and responsibilities of parents, carers, care-workers and wider society in the care and development of children and young people. **I** Demonstrate an enhanced sensitivity to and awareness of cultural and ethnic diversity and how their own professional practice and that of others should be informed and influenced by these factors. **J** Demonstrate an enhanced understanding of other organisations within the childrens sector, how they relate to other parts of the sector, and the means by and ways in which support children and how they they deliver positive outcomes for them.	→	**Teaching/learning methods and strategies** In all modules acquisition of knowledge and understanding is gained through a range of contact, including structured lectures, workshops and seminars. Blackboard (VLE) activities will be used to support student learning. Group exercises and presentations ensure that students gain both experience and an understanding of teamwork and cross-sector collaboration. Work-based learning placements enable students to apply theory to real, practical situations. Independent study is encouraged and is supported by formal lectures, seminars, workshops and tutorial sessions. Additional support is provided by self-access facilities for ICT in the library. **Assessment** Formal evaluation of knowledge and understanding is through assessed coursework including reports, essays, portfolios, individual and group presentations, case studies, reflective placement learning logs, projects based on individual and/or group research, cross-sector collaborative investigations, scenario-focused problem-solving exercises, critical evaluations of key organisational processes/tools/procedures and an oral examination.

| **C2(ii) Cognitive Skills**
A Analyse complex data and to present coherent reports.
B Construct reasoned evidence-based arguments.
C Apply critical analysis of both theories and practice. | | **Teaching/learning methods and strategies**
Cognitive skills area developed through the teaching and learning strategies described above. |

D Work independently and as part of a group. **E** Demonstrate well-developed kills in academic writing. **F** Think creatively and strategically in relation to complex issues and scenarios. **G** Engage in critical reflection on their own intellectual processes and development.	All modules emphasise an enquiry based approach to student learning with extensive discussion reflection and feedback. A key feature of the course is the focus on linking university-based teaching to 'real world' work scenarios and practical contexts and applications. → **Assessment** Cognitive skills are assessed throughout the programme. There is explicit assessment in oral presentations and essays. Projects provide an opportunity for students to draw together their learning across the course in the conduct of a sustained piece of individual research.

C2(iii) Subject Specific Practical Skills **A** Employ a flexible and reflective approach to professional practice which is founded on the principles, ethos and pedagogical approaches embodied in a social pedagogical approach to working with children, young people and their families. **B** Demonstrate confidence and competence when working with groups of people within a professional environment. **C** Employ an approach to care which is founded on the active participation of children and young people, and a healthy respect for their rights **D** Demonstrate greater independence and autonomy – in particular with regard to the assumption of responsibility and the ability to make informed decisions. **E** Collaborate and communicate more effectively with colleagues and organisations working in different parts of the childrens sector in order to deliver enhanced levels of care, enhanced outcomes and smooth 'transitions' for children, young people and their families. **F** Employ a greater variety of effective creative approaches and therapeutic interventions in relation to working with children and young people. **G** Employ 'cultural competencies' that will enable them to deliver a high quality service effectively and sensitively to all the members of our community, irrespective of ethnicity, colour, gender, sexual preference, age, marital status or political opinion. **H** Apply research and presentational skills to investigate themes, topics, and problems that relate to their professional role, their professional setting or organisational culture/environment and to present their evidence and findings orally and in written form in the shape of a research project. **I** Communicate information, arguments, scenarios, solutions, next steps and complex care packages to clients and fellow professionals.	→	**Teaching/Learning methods and strategies** The teaching of academic and practical skills associated with this programme include: formal presentations (e.g. how to employ academic referencing conventions) seminar discussions (e.g. where students can review and engage with complex ideas, theories and scenarios) practical group workshops (e.g. where the pros & cons of particular project design and writing techniques and approaches can be reviewed), tutorials (one-to-one supervisions), structured discussions, practical exercises in class (e.g. where theoretical knowledge can be applied , and where oral presentations as a means of sharing knowledge and testing communication skills can be given). **Assessment** • Written course work assignments (e.g. essays), testing academic referencing skills and skills associated with presentation and the interpretation of data. • Practical and reflective tasks leading to production of appropriate written, illustrated reports. • Practical class-based exercises (application of practical skills in class). • Oral presentations, (testing oral communication skills as well as time-management, response to questioning, and ability to explain, justify and summarise own research). • Individual projects (testing independent research ability, and skills associated with collection, presentation and interpretation of data, as well as skills of research design, implementation and use of original data, secondary data and academic referencing skills) • Group projects (testing collaborative, team-working, leadership, negotiation, research and problem-solving skills). • Work placement, allowing demonstration and application of practical and academic skills, and the application of knowledge to

		design, monitor and evaluate effective interventions. • Oral examination

C2(iv) Key Skills and Attributes		Teaching/Learning methods and strategies
A Development of study skills, including ICT proficiency. **B** Development of skills in locating and evaluating information sources. **C** Develop the ability to write in a range of registers for a range of audiences. **D** Develop the ability to work with others, plan programmes of work and meet deadlines. **E** Develop the ability to reflect on one's own abilities and progress. **F** Develop the ability to learn in a range of contexts. **G** Apply a range of ICT skills. **H** Undertake further training, develop existing skills, and acquire new competencies that will enable them to assume new responsibilities within their organisation. **I** Progress to further HE study at honours level. **J** Demonstrate a strong foundation for and commitment to continuing professional development and lifelong learning.	→	The programme adopts a carefully planned approach to supporting the development of transferable skills. All modules are Level three, thus, providing extensive support for independent enquiry, representing the final year of a degree. **Assessment** Study skills, information skills and academic writing skills are developed progressively, through assessment of students' written work throughout each module. The ability to work with others and to reflect on one's own learning is a key element throughout each module, as is the emphasis on students demonstrating the ability to learn in a range of contexts, dependent on their chosen pathway.

SECTION D1: COURSE PROFILE AND AWARD REQUIREMENTS

Please insert (i.e. cut and paste) the course profile here or complete the following boxes, as appropriate. If you insert the course profile, please ensure that the NOTICE below about changes to units is retained.

Each box relates to a year of study. If the programme is part-time or offers a part-time option, please extend the number of years as appropriate (maximum = 9).

NOTICE: Whilst the University will make every effort to offer the units listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment numbers or sabbatical leave. Where this is the case, the University will endeavour to inform students.

Note: The format proposed here is aligned with the structure and format of foundation degrees which are offered at City College Norwich (CCN) and Easton College – in particular the integration of Higher Learning Skills and the inclusion of a Project Module, where students have an opportunity to carry-out a work-based and work-focused project under supervision, whilst also demonstrating their project design and research skills. A Foundation Degree requires a minimum of 240 credits, at NQF Levels 4 & 5 (i.e. 120 credits at level 4 + 120 credits at level 5).

Year 1	**Core, Compulsory and Optional Units** Year 1 (80 credits) All modules are CORE. ***Becoming a Student of Higher Education: Learning to Learn (Higher Learning Skills)*** 20 credits at level 4 ***An Introduction to Social Pedagogy*** 20 credits at level 4 ***Participation and Rights for Children and Young People*** 20 credits at level 4 ***Safeguarding Children*** 20 credits at level 4	**List pre- and/or co-requisites and any professional body requirements** It is expected that participants will already have completed the *Diploma in Social Pedagogy* (NVQ Level 3), or the equivalent in terms of prior qualifications. **Progression Requirements or Award** Participants will be required to complete all Year 1 modules successfully before progressing to Year 2.

	Core, Compulsory and Optional Units	List pre- and/or co-requisites and any professional body requirements
Year 2	Year 2 (80 credits) All modules are CORE. ***Creative Approaches in Working with Children and Young People*** 20 credits at level 4 ***Child and Adolescent Learning and Development*** 20 credits at level 4 ***Bringing Up Children:*** ***The Roles of Parents, Care workers and Society*** 20 credits at level 5 ***Supporting Transitions*** ***(includes 2 week Placement)*** 20 credits at level 5	Participants will be required to complete Year 1 modules successfully before progressing to Year 2. **Progression Requirements or Award** Participants will be required to complete Year 2 modules successfully before progressing to Year 3.
Year 3	Year 3 (80 credits) All modules are CORE. ***Supporting Children and Young People with Special and Additional Needs*** 20 credits at level 5 ***Developing Cultural Competencies*** 20 credits at level 5 ***Integrated Working with Systems and Assessment:*** ***The New Professional Environment*** 20 credits at level 5 ***Applied Research in Children's Services*** ***(Includes 2 week Placement)*** 20 credits at level 5	Participants will be required to complete Year 2 modules successfully before progressing to Year 3. **Progression Requirements or Award** Participants will be required to complete <u>all</u> modules in Years 1, 2 and 3 in order to qualify for the award of the Foundation Degree.

Module Sequence and Year Structure

(Year 1) 80 credits
- ➤ *Becoming a Student of Higher Education: Learning to Learn (Higher Learning Skills)* (20 credits)
- ➤ *An Introduction to Social Pedagogy* (20 credits)
- ➤ *Participation and Rights for Children and Young People* (20 credits)
- ➤ *Safeguarding Children* (20 credits)

(Year 2) 80 credits
- ➢ *Creative Approaches in Working with Children and Young People* (20 credits)
- ➢ *Child & Adolescent Learning and Development*(20 credits)
- ➢ *Bringing Up Children: Parents, Care workers and Society* (20 credits)
- ➢ *Supporting Transitions (Includes 2 week Placement)* (20 credits)

(Year 3) 80 credits
- ➢ *Supporting Children and Young People with Special Needs* (20 credits)
- ➢ *Developing Cultural Competencies* (20 credits)
- ➢ *Integrated Working with Systems and Assessment: The New Professional Environment* (20 credits)
- ➢ *Applied Research in Children's Services (Includes 2 week Placement)* (20 credits)

SECTION D2: REGULATORY FRAMEWORK FOR AWARDS

D2a Regulatory Framework: *(please tick against the relevant framework)*	
Common Course Structure for Undergraduate Programmes (CCS)	✓
NAM Common Course Structure (NAM-CCS)	
Common Regulatory Framework for Postgraduate Programmes (CPG)	

It is expected that all new degree courses will conform to the common University regulations (either to CCS, NAM-CCS or CPG, and the associated Instructions to Examiners).

D2b Degree Classifications

For First degree programmes

i) Weighting (in percentage terms) which each year of the course contributes to the calculation of the degree classification.

(Part-time Programmes)

Year 1	33%		Year 5	N/A
Year 2	33%		Year 6	N/A
Year 3	34%		Year 7	N/A
Year 4	N/A		Year 8	N/A
			Year 9	N/A

ii) Please indicate whether an aggregate mark and/or the University marks profile is taken into consideration for the purpose of determining degree class. A final % mark for the Foundation Degree is calculated on basis of an aggregate mark across Years 1, 2 and 3.	

D2c Postgraduate Awards

i)	Are (any) units assessed on a pass/fail (instead of numerical) basis?	YES	
		NO	
	If so how many credits are assessed on a pass/fail basis	…………	
ii)	Can the award by conferred with distinction?	YES	
		NO	
iii)	On what criteria is the distinction awarded? (See also the Regulations for the Common Postgraduate Regulatory Framework.)		

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each unit can be found in the study unit guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

SECTION E: EQUAL OPPORTUNITIES (including students with disabilities and students from ethnic minority groups)

Please indicate

a)	How the admissions policy will aim to preserve and promote equality of opportunity for all applicants.
	No applicant will receive less favourable consideration on the grounds of gender, marital status, race, colour, nationality, ethnic origin, religious belief, age or sexual orientation. We will welcome participants with disabilities. Recruitment literature will make this clear to potential potential participants.
b)	How the course will aim to preserve and promote equality of opportunity for all students.
	The active promotion of equal opportunities is a priority for The School of Education and Lifelong Learning. The School is fully committed to implementing equal opportunities in all aspects of its programmes. A feature of the course is its focus on the 'inclusive' philosophy and ethos of *Social Pedagogy*, which places enormous emphasis on embracing the individual and celebrating diversity, whilst particular modules built into the course, such as *Participation and Rights for Children and Young People*, *Supporting Children and Young People with Special and Additional Needs* and *Developing Cultural Competencies* focus on raising awareness of diversity, multi-culturalism, and children and young people with disabilities and special educational needs.
c)	How teaching and learning and assessment methods will aim to preserve and promote equality of opportunity.
	Teaching approaches will be sensitive to the differences in prior experiences and expectations brought by participants (for example by varying the ways in which participants are given opportunities to participate in taught sessions). Assessment will be diverse and wide-ranging in terms of assessment strategies and formats employed, ensuring that the preferred learning styles and learning strengths of a wide range of learners are catered for and reflected in the course.
	Specialist support provided by the university's Dean of Students Office is accessed on an individual needs basis to support students whilst engaged in their studies at UEA.
	[For any resource implications, please see Section G4c).]

SECTION F: STRATEGY, MARKET DEMAND, ADMISSIONS AND COURSE MANAGEMENT DETAILS *(for all new course proposals)*

F1	**Academic Strategy**
a)	How does the course fit in with: • your School's academic plan? This represents a new venture for the School and one which constitutes an important addition to its role in promoting lifelong learning and professional workforce development at regional level. Its focus on engaging with mature learners who are already carrying professional roles and responsibilities in Norfolk Childrens Services means that it fits comfortably within the School's role within the University. The new course is non-HEFCE funded provision, and falls within the School's 'Third Stream' and 'Employer Engagement' activities. It will provide an important source of non-HEFCE income for EDU and has considerable scope for expansion in future years – Suffolk and Essex County Councils have already shown interest in the course and may fund additional student numbers from 2011 onwards. • the Faculty's academic plan? The faculty aims, especially within its professional Schools, to enhance its portfolio of professionally relevant courses. This course makes a substantial contribution to that aim and provides a valuable model for non-HEFCE funded, partnership-focused provision which the University and Faculty could build on in future years. • UEA's corporate plan? (*Please refer to the UEA intranet http://www.uea.ac.uk/ueanetwk/vco/welcome.html*) The course will contribute to UEA's mission to be a 'good regional citizen' which serves the educational, personal and professional development needs of those living and working within the East Anglian region. The award will help to promote the School of Education and Lifelong Learning and also the University's role in meeting the Professional Development and Workforce Development agenda at regional level. It will also expand our portfolio of specialist courses for the regional market in an area of academic strength within the School of Education & Lifelong Learning. (EDU already provides a very successful EYPS programme funded by CWDC).
b)	Does the course contain any overlap of material with existing courses at UEA? If so, please give details, naming the School of Studies concerned, identifying the course code and title, and summarising the outcome of prior consultations with that School(s) and the appropriate Faculty on the overlap issue. No
c)	Are there any related dormant course(s) that the School proposes permanently to discontinue? (Please give award, title of course, UEA course code and effective date of discontinuation and indicate Faculty support.) No

d)	Are there any related course(s) that the School wishes to make dormant? (Please give award, title of course, UEA course code and effective date of dormancy and indicate Faculty support.) No
e)	Are there existing students on any courses affected by actions in d) above? If so, please state how the School will manage the 'exit' strategy? No

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F2   Market Demand

a) *Are identical or similar courses offered elsewhere in the UK? If so, please give details of the number, title(s), institution(s) etc and indicate why you think your course has a comparative advantage over its competitors:*

Norfolk Childrens Services have agreed to fund 20 places in the first year (2010/11). It is possible that approximately 20 may follow in subsequent years (2011/12 and 2012/13). There is a very real possibility that Suffolk and Essex County Councils may view this new course as an attractive progression route for its staff, and they may fund additional student numbers in future years. Because Norfolk Childrens Services have agreed funded places, there is no immediate need to 'promote' the course or invest in costly 'market analysis' exercises. The School Director of Public and Employer Engagement will, however, continue to engage in negotiations with Cambridgeshire, Essex and Suffolk County Councils with a view to 'rolling-out' the programme on a regional level from 2011.

The nearest competitor FdA programme is located at the Institute of Education in London. (See http://www.ioe.ac.uk/study/PFD9_WWC9IM.html) titled *Working With Children: Education and Well-Being*. Slightly further afield, the University of Hull offers an FdA in *Early Childhood Policy and Practice*. Both are part-time and partly delivered in the workplace. The University of Portsmouth offers both a BA (Hons) *Childhood and Youth Studies* and a BA (Hons) *Early Childhood Studies* but these are both full-time courses and not suited to those already in work. Another part-time FdA programme, developed by the University of the West of England, is called *Working with Young People, Children and Their Families* (See. http://icshe.escalate.ac.uk/downloads/1539.ppt). None of these programmes is offered in direct competition to the proposed FdA at UEA since each is aimed at a purely regional market. The proposed FdA in Social Pedagogy and Integrated Childrens Services will recruit staff from Norfolk Childrens Services who are not in a position to engage with programmes offered outside the region. There are no 'distance learning' fcoused programmes (e.g. offered solely in an online format) which might provide competition with UEA.

b) i) *What is the evidence of current and future demand for the course from employers (industry, commerce, government agencies, the professions etc.), broadly defined national needs, students, developments in the subject area?*

Foundation Degrees (Fds) are very attractive to students already in work. Since 2001, the number of Fd students has grown from 4,320 to nearly 90,000 in 2008/9. Fds form an important element in the Government's strategy to develop a more demand-led system of higher education that will produce more and more employable graduates and which will raise the skills and capacity for innovation and enterprise of those already in the workplace. The vision for a HE system in which work-based learning is central rather than peripheral was set out in a DIUS consultative document in 2008. The number of pre-1992 universities engaging with Fds has risen dramatically. Between 2001/2 and 2005/6 the proportion grew from 26% to 44%. Pre '92 universities like UEA are rapidly embracing Foundation Degrees as a means of meeting the needs of students and employers at regional level and as an effective means of widening participation in HE. The UK Government, via the *Childrens Workforce Strategy* (DfES, 2005) has set out the workforce development requirements which will enable the high standards of integrated support envisaged by the DfES's *Every Child Matters*, to be offered to children and young people. A key outcome of the *Childrens Workforce Strategy* was the recognition that it would be necessary to address and develop 'common knowledge and skills' for all professionals engaged in supporting children whilst developing the Childrens workforce as a graduate-level workforce, qualified to Foundation Degree level (or Level 5 in the National Qualifications Framework). These aims were reinforced by the creation of a separate Govt department for children, schools and families (DCSF) in 2007, and the subsequent publication of two reports by the new department*: Children's Plan: Building Brighter Futures* (DCSF, 2007) and *Building Brighter Futures: Next Steps for the Children's Workforce* (DCSF, 2008). Again, considerable emphasis in these publications was placed on the development of the children's workforce. The government agenda embodied in these reports has transformed the 'professional landscape' within which those involved in Children's Services are operating and thus the need to Fd-level training and development is pressing.

The proposed Foundation Degree in Social Pedagogy and Integrated Childrens Services is the result of extensive negotiations between senior staff in EDU and Norfolk Childrens Services (Norfolk County Council). Childrens Services have identified a very real need for this new FdA programme and have already committed to funding 20 places in 2010/11 and are likely to fund an additional 20 places in each of the subsequent two years. The County Council is required by EU and UK legislation to train its children's workforce to Fd level (QCA Level 5) and its commitment is unlikely to be affected by wider local authority budget cuts prompted by the worldwide recession.

The Fd – whilst designed specifically for Childrens Services staff – has a much wider potential audience and will enable EDU to engage with entirely new constituencies in future. Professionals in many different roles across the childrens sector workforce are likely to view this award as an attractive route to a HE qualification. They include: Teaching Assistants; Family Support Workers; Play Workers; Carers and managers in Residential Homes; Sensory Support Workers; Social Work Assistants; Staff Development Coordinators in Children's Services; Guidance and advice staff in Connexions; Duty Workers; Drugs and Alcohol Service Workers; Youth WorkersEarly Years Workers (e.g. in Nursery settings); School Nurses; Leaving Care Support Workers; Foster Carers; Children's Workforce Developers; Occupational Therapists; Health Workers; School Support Workers; Faith Sector Workers; Police Officers; SENCOs in Schools (Primary and Secondary); Voluntary Sector Workers etc.

ii)   *What are the career opportunities for students successfully completing the course?*

Progression to EDU's honours level 'Top-Up' (BA Professional Studies) is a very real option for participants who complete the FdA. Once participants have an honours degree, this opens up the possibility of progression to Masters level programmes at UEA and elsewhere, or perhaps even a side-ways career transition into teaching via a PGCE. Participants who complete the FdA will have acquired the skills, knowledge and confidence to progress in their careers by pursuing higher-level (e.g. NVQ level 6) training programmes or by applying for senior managerial posts/roles within the childrens sector (e.g. in publicly funded bodes like NCC or in the privately-run services/agencies and care contexts).

c)   *(For UG proposals only): What is the annual number of applicants currently applying nationally for similar courses (details available from Access and Admissions Office, ext. 3728)?*

Not really relevant since NCC have agreed to fund a viable number of places for entry in Sept 2010.

d)   *Is there evidence that current and projected demand for such a course cannot be met from existing provision (a) nationally and (b) regionally? If so, please give details:*

The audience for this kind of course is purely regional. No courses exist within our region which might provide any form of competition, or which could meet the training needs of Norfolk County Council's Childrens Services team.

e) *What external bodies (e.g. professional associations and relevant employers or employers' groups) have been consulted about the course and what views have they expressed?*

The FdA course has been discussed with a number of bodies/groups and individuals outside UEA. Firstly, the programme has been developed in close collaboration with Norfolk Childrens Services (NCS). NCS have consulted widely on the development of the FdA and have received very positive feedback at national conferences and at meetings of the Norfolk Childrens Trust. Individuals and agencies/organisations in the voluntary sector have also welcomed the development and see it as a potentially valuable staff training opportunity for key staff. Details of the course have been shared with senior managers from Childrens Services in Suffolk and Cambridgeshire County Councils, all of whom have welcomed the development and demonstrated real interest in it as a 'model' for workforce development in their own organisations.

The FdA builds on and provides an articulated progression route from the recently developed NVQ level 3 *Diploma in Social Pedagogy* and thus is well integrated within a coherent ladder of progression developed for the childrens workforce within the county. Indeed, Norfolk is in the 'vanguard' of the development of such articulated progression and educational/training provision for the childrens workforce.

Details relating to the course have also been circulated to two leading professors of Social Pedagogy at the University of Stavanger in Norway (Professor Paul Stephens and Professor Reidar S. Osterhaug, both from the Department of Social Studies, Faculty of Social Sciences, University of Stavanger, Norway) and to Carsten Bunk, a Lecturer in Social Work & Social Pedagogy, University of Applied Social Sciences, Emden, Germany. Each has warmly welcomed the development, and has provided useful and constructive critical feedback on early drafts of the course proposal.

The School has also consulted with *Foundation Degree Forward* (FdF), the national agency which promotes and disseminates best practice in Foundation degree design and delivery. Senior colleagues at Fdf (including Sue Tatum) have provided useful and detailed constructive guidance and feedback and the School hopes to acquire FdF 'Endorsement' (a quality badge) in due course.

f)   *How will the School/Faculty ensure that the views and/or requirements of professional bodies and of employers are taken into account during the lifetime of the course?*

The FdA proposal is directly informed and influenced by several key publications and policy documents issued by the QAA, HEA, DfES, DCSF, Fdf and CWDC. These include:

a. *Functional Map of the Children and Young People's Workforce in England* (CWDC, 2009)
b. *The Common Core of Skills and Knowledge for the Children's Workforce* (DfES, 2005)
c. *Every Child Matters: Change for Children* (DfES, 2003)
d. *Childrens Workforce Strategy* (DfES, 2005)
e. *Children's Plan: Building Brighter Futures* (DCSF, 2007)
f. *Building Brighter Futures: Next Steps for the Children's Workforce* (DCSF, 2008).
g. The Higher Education Academy's (HEA) *Integrated Children's Services in Higher Education* Project.
h. *Foundation Degree Benchmark* (QAA, 2004)
i. *What is a Foundation Degree?* and other papers published by Foundation Degree Forwards (Fdf)

The Children's Workforce Development Council (CWDC) is developing a national common framework for the children and young people's workforce in England, and in due course (i.e. during 2011/12) some minor adjustments to the proposed FdA may be necessary to ensure that it is securely aligned with this new national framework. Since the proposal is already closely aligned with the 'common competencies' set out in documents a., b., e. and f. above, adjustments are likely to be very minor.

During the period of delivery, the School of Education will host an annual meeting each year with key Childrens Services staff in order to review delivery, progress, resource, issues, challenges and actions necessary to maintain the quality of the programme and to ensure it remains 'fit for purpose'.

In addition, the course will be subject to the periodic Course Review process, at which key stakeholders, including representatives from CWDC, FdF, and Norfolk Childrens Services department will be invited to participate.

g) *Does the course require/imply any external accreditation? If so, by whom and when might this occur?*

No.

However, we have liaised with *Foundation Degree Forward (FdF)* (in particular Dr Sue Tatum, Head of Work-based Learning at FdF) to seek their feedback on the development of the course proposal. FdF provide an 'Endorsement Service' for new Fds so that employers could have greater confidence that the courses they were working with HEIs to develop were 'fit for purpose'. We will be seeking FdF endorsement for this new award at the earliest opportunity.

The proposal has also been influenced and informed by research carried out by the Higher Education Academy's *Integrated Childrens Services in Higher Education Project (ICS-HE)*, in particular a paper titled 'Education and training for the integrated children's workforce: Implications for HE', published on the HEA website (See http://www.heacademy.ac.uk/assets/York/documents/events/annualconference/2008/Hilary_Burgess_Julie_Anderson_and_Helen_Bulpitt.doc)
This helped in identifying:
- effective ways of developing *interprofessional* curricula and pedagogy for professional practice in children's services.
- a robust alignment between the course content, educational policy and cutting-edge practice for professionals working in reconfigured children's services.
- Linkages with the Integrated Qualifications Framework (IQF) for the children's workforce across higher education.

F3	Admissions

a) <u>The Application and Admission Process</u>

Advice and guidance sessions for managers and staff in Norfolk Childrens Services (led by Adam Longcroft & Ariane Hoppler) will be provided at County Hall in May/June 2010. Potential participants are expected to discuss their possible involvement with the Fd with their line manager(s) prior to applying. Applications will be considered first by Vicky Lowry, the Organisational Development Manager, Norfolk Childrens Services, in order to ensure that basic admissions criteria have been met, and to ensure a practical spread of applications from across the Norfolk Childrens Trust.

The 25 strongest applications will be forwarded to the EDU Admissions Officer for the course, who will interview all 25 candidates and then select the final 20 successful applicants to be offered a place. Admission to the course will therefore be competitive – meeting the basic/minimal admission criteria will <u>not</u> necessarily ensure a place on the course. All participants on the course will need to have a valid CRB check prior to Admission in order to ensure that any possible risks to children are reduced and minimised. Since participants will already be employed by NCS, and should already have been CRB checked, this should not present any problems.

<u>Admissions Criteria</u>
It is envisaged that applicants will 'normally' have already acquired the following:

- 5 GCE or GCSE passes including Maths and English.

PLUS
- An NVQ Level 3 qualification (or the equivalent) <u>or</u> 2 A level passes

Or
- A HNC or HND qualification

Or
- A Pass in an Open University Foundation Course

Or
- A Pass in a recognised HE Access Course.

Or
- A prior degree-level award.

Or
- A professional qualification obtained by examination.

Or
- Passes in examinations which are deemed equivalent to those listed above (e.g. qualifications gained in other countries).

In some 'Special Cases' the Head of School may deem that applicants have satisfied the general admissions requirement if they are able to submit satisfactory evidence of the capacity and attainments requisite to enable them to pursue the course successfully. Previous professional training and experience, and references from professional colleagues/managers, may be taken into account by the Head of School in such cases.

All candidates will be <u>interviewed</u> prior to the offer of a place being made. The interview will normally be conducted by the Course Director (Longcroft) with support from the Assistant Course Director (Hoppler).

b)	Proposed student intake target
	FT Home/EU…………FT INTL………...PT(heads)…………...DL(heads)…………
	20 students in 2010 funded at agreed fee per student with NCC.
	These are non-HEFCE funded places and fall within the School's Employer Engagement (Third Stream) income stream.

c)	Minimum viable intake (FTEs) 20 fte over 3 years on p/t basis for first cohort. Additional cohort sizes and funding for 2011 and 2012 have yet to be agreed.

d)	Maximum viable intake (FTEs) Not applicable – numbers have been agreed with commissioning agency (Childrens Services)

e)	*(For UG proposals only)*: Are any particular Access programmes relevant to this course (and if so which)?
	NVQ Level 3 awards – in particular the newly developed *Diploma in Social Pedagogy.*

f)	**Student Targets**
i)	Are the intake targets given in Section E3 additional to the currently approved student targets of the sponsoring School(s) of Studies or will the course involve a redistribution of current targets between courses? Please give details:
	These are non-HEFCE funded student places, and represent <u>Third Stream</u> (Enterprise and Employer Engagement) funding.

ii)	If the intake targets are additional, have the additional numbers been authorised by the Planning Office (Deputy Academic Registrar)?	YES	
		NO	

F4	**Course Management Details**			
1.	Faculty SSF			
2.	i)	Teaching Institution UEA (UEA or elsewhere)		
	ii)	Placement(s)/Work-based Practice required	YES	**YES**
			NO	
	iii)	Please indicate type **Short-term (two week) placements in the second and** (*e.g. year in industry*) **third years of the programme.**		
3.	i)	Exit Awards below final award	YES	**YES**
			NO	
	ii)	If YES, please specify (*e.g. Diploma of Higher Education, Certificate of Higher Education* (120 credits) *Certificate of Higher Education*)		
4.	Length of Programme **3 Years (part-time)**			

5.	Mode(s) of Attendance		Full-time	
	(*Please tick as appropriate*)		Part-time	**YES**
			Distance Learning	
6.	Course Director(s)	Course Code	TBC	
		Course Code	TBC	
	Dr Adam Longcroft (EDU)	Course Code	TBC	
		Course Code	TBC	
		Course Code	TBC	
		Course Code	TBC	
		Course Code	TBC	
7.	Relevant Subject Benchmarking Statements				
8.	Start date (for new course proposals)	Course Code	TBC	Date	
		Course Code	TBC	Date	
	September 2010	Course Code	TBC	Date	
		Course Code	TBC	Date	
		Course Code	TBC	Date	
		Course Code	TBC	Date	
		Course Code	TBC	Date	
9.	i) Accreditation/Professional Body (where applicable)		N/A		
	ii) Date of original accreditation/recognition by Profession Body (if relevant)		N/A		
	iii) Most Recent Accreditation Date (if relevant)		N/A		
10.	**Board of Examiners**				
	i) Is a new Board of Examiners to be responsible for the programme(s)/course (*please tick*)		YES	
			NO	✓
	ii) If NO, please specify which Board of Examiners will be responsible for the programme(s)/course	Board of Examiners for Undergraduate Degrees		
	iii) Is (are) any additional external examiner(s) required?		YES	✓
			NO	
		If YES, how many?		
11.	**(For existing programmes)**				
	i) Date of most recent University periodic review	N/A			
	ii) Date of next University periodic review	2015.			

SECTION G: RESOURCES

Preamble

The introduction of new courses/programmes involves the commitment of additional resources and/or the redistribution of existing resources. The full resource implications of a new course are sometimes not immediately obvious: some costs (e.g. the additional demands on teaching accommodation) are "hidden" and are not always recognised by course proposers. This section of the approval form is therefore designed to address the full range of resource issues associated with a new course.

G1   Tuition Fees

Please specify whether the income to be generated by the course is to be from:

a) tuition fees at the standard home/EU rate plus any HEFCE recurrent grant for teaching that the student numbers may generate

b) some other source (e.g. full cost fees, teaching contract)

The student places are funded by Childrens Services department of Norfolk County Council. NCC **have agreed to fund 20 students (p/t) in 2010**, with the <u>possibility</u> of a further 20 each year thereafter (2011/12, 2012/13).

| **c) Has the Fees Officer in the Planning Office of the Academic Division (ext 2205) been consulted?** | Not applicable. A fee per student has been independently agreed with NCS | YES | |
| | | NO | X |

G2   Units of Teaching
a) Does the course require the provision of additional units of teaching not currently available (if so, please complete the section below)?

For new programmes involving new units:	
Please complete as far as possible the section below for each new unit	
Unit Code	
Unit Title	
Credit	
Semester (Autumn/Spring)	

Pre-requisite(s)	
Co-requisites(s)	
Convenor	
Date of Approval	
Brief description	
Method(s) of assessment	

b) Please specify which/whether any existing units are to be withdrawn from the Course Management System.

None

MODULE OUTLINES

Module 1: *Becoming a Student of Higher Education: Learning to Learn*
Module Code: EDU-FD01
Course Director: Adam Longcroft
Module Leader: Adam Longcroft
Semester: Autumn
Slots: Monday 9:00 am – 5:00 pm (with 1 hr lunch break 12:00-1:00 pm)
Credits: 20 at level 1

Aims

To introduce students to the essential study skills and techniques required for successful study at higher education level, in order to provide a foundation for future work on the FdA Social Pedagogy and Integrated Childrens Services, and to develop transferable skills that will be of value in employment. All aspects of academic writing are considered in some detail in this introductory modules - primarily in Workshops 2, 3 and 5 where there are sessions focusing on 'critiquing student essays and projects'. These include a detailed examination of language, sentence structure, paragraph composition, structuring arguments, using evidence etc, normally by examining real world examples and anonymised scripts from previous years. This module is very closely modelled on the first module of our BA Education which has been very effective in developing students writing and powers of expression as well as their research skills. The emphasis on the use of concrete examples and 'hands-on' group-based critiquing is particularly effective in engaging mature students who often value 'example-based' learning over the 'abstract' treatment of the writing process.

Intended Learning Outcomes:

By the end of this module you will be expected to be able:
- Plan, conduct and submit a group project through close cooperation and collaboration with fellow students on the Foundation Degree.
- Demonstrate skills in locating and evaluating information and relevant research sources and resources.
- Reflect critically on their own roles, abilities and contributions as a member of a team, and demonstrate an awareness of the roles, contributions and impact of other team members in the achievement of shared goals.
- Comment on their preferred learning styles and be aware of those of others.
- Analyse and interpret complex data and present such data/information in the context of a coherent group project.
- Demonstrate an awareness of, and an ability to apply, a range of research tools and methodologies commonly employed in the Social Sciences.
- Learn effectively in a range of contexts, using a range of evidence and resources.
- Develop insights into how HE learning can be empower professionals in the work environment.

Generic (wider) Learning Outcomes for the Module

By the time students have completed this module they should also be able to demonstrate the following transferable 'life skills' which will equip them not only for further study but prepare them for the challenges of employment in the future:
 a) work with confidence both independently and as a member or leader of a group or team;
 b) demonstrate a capacity for systematic, conceptual and critical thinking;
 c) show flexible and creative approaches to problem-solving;
 d) communicate clearly and appropriately, demonstrating a sense of audience;
 e) manage information effectively in a range of media;
 f) act in an ethical manner, demonstrating political, social and cultural awareness;
 g) produce output that is literate, numerate and coherent

Module Content:

The modules focuses on:
- What makes higher education distinctive? How could and should it differ to prior learning experiences? Exploring and managing expectations and responsibilities.
- Introducing students to key data/information sources and resources – both conventional and on-line.
- Enhancing study skills, including critical reading and writing strategies, essay-writing techniques, oral presentational techniques, group-working skills and project design.

- Introducing key theories relating to learning styles & and team roles, as a preparation for the group project and professional collaboration in workplace settings.
- Monitoring and reflecting on personal learning goals and achievements.
- Introducing the 'mechanics of scholarship' at university level, including the proper use of academic citation practice and plagiarism-avoidance strategies.
- The development of oral/verbal presentational skills and the importance of the spoken word and body-language as means of communication.
- Developing insights into quantitative and qualitative research tools, methods and data.
- Enhancing students' awareness of the limitations and frequent misrepresentation of social science-related research as reported in the media.
- Inducting students to the HE learning environment at UEA and the processes associated with its operation including student support resources and services, managerial structures, decision-making processes, QA mechanisms and the characteristics of the university as a large, complex educational setting.
- Developing students awareness of how they can continue to develop their skills whilst studying on the Foundation Degree at UEA.
- Finally it is intended that students will develop an ability to design, develop and execute a group project via positive and constructive collaboration with fellow students.

Module Assessment

Assessment 1 (Weighting 80%)
The first assessed element for this module is a **collaborative group project**. The group project topic will ideally be one which is suggested by the students, though the precise focus and title should be negotiated with and agreed by the tutor. Project groups will each consist of 4-5 students and will require the members of each group to work closely together in the project design, data collection, analysis and writing-up phases. All members of project groups will be expected to play a full role in the work of the group and to contribute towards its successful and timely completion. The project will be 4,000-4,500 words. Flagrant disregard of this word range limit will result in penalties. A single mark will be given for each group project submitted and the students in each group will share this mark (as per UEA regulations). It is crucial, therefore, that each group ensures that the writing-up of the project into a 'polished' piece, is a shared process and that each member of the group is happy with the finished product at the point of submission.

All project will be submitted by **on Monday 6 December 2010.** Projects submitted after this deadline will incur penalties (unless an extension has been formally agreed in advance by the Course Director). The project should include a compulsory section (*c.*500 words long), ideally located at the rear, which includes a reflective account of how the group actually operated, allocated tasks/roles, overcame obstacles or problems, facilitated communication and managed the writing-up process. Apart from this requirement, groups may structure and present their projects in the manner/style which they believe to be most appropriate to the topic in question.

Assessment 2 (Weighting 20%)
The second element of assessment on this module is a **group oral presentation** focusing on the results of the group projects. Students will work closely together in both the development of the presentation, and in its delivery. Each member of the group is expected to make a contribution to the delivery of the presentation in class. Presentations will be strictly limited to 15 mins, and it is expected that each will be accompanied by brief synopsis on a single sheet of A4 paper. The latter can be circulated to peers and the tutor in class. A period of 5 mins will be allowed for Q & As following each presentation. Presentations will take place in the workshop scheduled for Monday 29 Nov 2010.

Module Teaching & Learning Strategies:
Student effort for this module is **200** hours across the autumn semester 2010.
Student contact hours = 35 hours (5 x 7 hr fortnightly workshops), student directed hours = 165 hours,

Activity	Number	Frequency	Duration	Total/Hours
Workshops	5	7	9:00 am–5:00 pm	35
Self-directed study / reading & coursework preparation				165
Total Study Hours				**200**

Module Key Resources:

Study Skills Literature

Price, G., & Maier, P., (2007) *Effective Study Skills*, (Longman)

McMillan, K., & Weyers, J. (2006) *The Smarter Student*, (Pearson Education Ltd)

Cottrell, S., (1999) *The Study Skills Handbook*, (Macmillan Study Guides)

Bell, J. , (1993) *Doing your Research Project: A Guide For First-Time Researchers in Education and Social Science.* Milton Keynes: Open University Press

Berry, R., (1995) *The Research Project: How To Write It*, London, Routledge

Blaxter, L., et al (1996) *How To Research*, Milton Keynes, OUP

Creme, P. & Lea, M. R., (1997) *Writing At University: A Guide For Students,* Milton Keynes, OUP

Peck, J. & Coyle, M., (2005) *The Student's Guide To Writing: Spelling, Punctuation & Grammar,* 2nd edition Palgrave Macmillan

Peck, J. and Coyle, M., (2005) *Write it Right: A Handbook or Students,* Palgrave Macmillan

Groupwork

Preston-Shoot, M., (2007) *Effective Groupwork*, Palgrave Macmillan

Douglas, T., (2000) *Basic Groupwork*, Routledge

Jaques, D. *Learning in* Groups (2nd ed, 1991).). London, Kogan Page

Hough, M., (2002) *Groupwork Skills and Theory*, Hodder

Brown, S., (1999) 'Getting Groups to Work', *Times Higher Education Supplement*, March 12, p.37

O'Sullivan, T., Rice, J., Saunders, C., (1996) *Successful Groupwork: A Practical Guide for Students in Further and Higher Education* (Transferable & Learning Skills), Routledge

Jaques, D., (3rd edn, 2000) *Learning in Groups*, Routledge

Johnson, D. & Johnson, F., (9th edn, 2006) *Joining Together: Group Theory and Group Skills*, Pearson International.

Research Methods

Altheide, D.L., (1996) *Qualitative Media Analysis* . London, Sage

Bell, J., (1987) *Doing Your Research Project*. Buckingham: Open University.

Berg, K. E., and Latin, R.W., (2003) *Essentials of Research Methods in Health, Physical Education, Exercise Science and Recreation* (2nd Edition). Philadelphia: Lippincott Williams and Wilkins.

Bond, M. & Hart, E., (1995) *Action Research for Health and Social Care : A Guide to Practice.* Buckingham, OUP

Bryman, A., (1988) *Quantity and Quality in Social Research.* London: Routledge.

Bryman, A., & Burgess, R. (1994) *Analysing Qualitative Data*. London: Routledge.

Cohen, L., Manion, L. and Morrison, K., (2007) Research Methods in Education (6thEdition). London: Routledge.

Coolican, H., (2004) *Research Methods and Statistics in Psychology* (4th Edition). London: Hodder Arnold.

Cresswell, J. W., (2003). *Research Design – Qualitative, Quantitative, and Mixed Methods Approaches.* Thousand Oaks, CA: Sage.

Denzin K. & Lincoln Y., (2000, 2005; 2nd and 3rd editions) *Handbook of Qualitative Research* New York: Sage.

Denscombe, M., (1998) *The Good Research Guide: Small Scale Research Projects,* OUP

Flick, U., (2002) *An Introduction to Qualitative Research*, London: Sage (2nd edition)

Gilbert, N., (ed) (2001) *Researching Social Life*, London, Sage

Glasser, B.G., Strauss, A.L., (1967) *The Discovery of Grounded Theory: Strategies for Qualitative Research*. New York: Aldine

Gratton, C. and Jones, I., (2003) *Research Methods for Sports Studies*. London: Routledge.

Hammersley, M., (1993) *Social Research*, London, Sage/Open University Press

Hammersley, M., & Atkinson, P., (1983) *Ethnography: Principles in Practice*. London: Tavistock

Hart, C., (1998) *Doing A Literature Review: Releasing The Social Science Research Imagination.* London, Sage

Hitchcock, G., & Hughes, D., (1989) *Research and the Teacher: A Qualitative Introduction to School-Based Research.* London: Routledge..

Hood, S. et al (eds) (1999) *Critical Issues in Social Research:Power and Prejudice,* OUP

Humphries, B. & Truman, E., (eds) (1996) *Rethinking Social Research : Anti-discriminatory Approaches in Research Methodology.* Aldershot, Avebury

Jones, S. G., (ed) (1998) *Doing Internet Research : Critical Issues And Methods For Examining The Net.* London, Sage

Kumar, R.,   (1999) *Research Methodology: A Step-By-Step Guide For Beginners.* London, Sage

Locke, L. F., et al (1998) *Reading And Understanding Research.* London, Sage

Lofland, J. and Lofland, L. H., (1995) *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis* California and London: Wadsworth Belmont

May, T., (1993) *Social Research, Issues, Methods and Process,* Buckingham, Open University Press

Moore, M., et al (1997) *Researching Disability Issues*. Buckingham, OUP

Silk, M. L., Mason, D. S. and Andrews, D. L., (2005) *Qualitative Methods in Sports Studies.* Oxford: Berg Publishers Ltd.

Silverman, D., (1993) *Interpreting Qualitative Data*. London: Sage

Silverman, D., (2000). *Doing Qualitative Research – A Practical Handbook*. London: Sage.

Strauss, A., (1990) *Qualitative Analysis for Social Scientists Cambridge*. Cambridge University Press
Wolcott, H. F.,(1994). *Transforming Qualitative Data.* Thousand Oaks, CA: Sage.
Yin, R. K., (2003) *Case Study Research: designs and methods*, third edition, London: Sage
Zuber-Skeritt, O., (1996) *New Directions in Action Research.* London: Falmer
Sparkes. A. C., (1992) (Ed.) *Research in Physical Education and Sport.* London: The Falmer Press.
Thomas, J. R., Nelson, J. and Silverman, S., (2005*) Research Methods in Physical Activity* (5th Edition). Champaign: Human Kinetics.

Doing Projects
Bell, J., (1999) *Doing Your Research Project*. Open University Press.
Hart, C., (1998)   *Doing A Literature Review: Releasing The Social Science Research Imagination.* London, Sage
Allison, B., (1997) *The Student's Guide to Preparing Dissertations and Theses*. Kogan Page
Gill, J., (1991) *Research Methods for Managers.* Paul Chapman Pub. London.
Northedge, A., (1991) *The Good Study Guide*, Open University.
Teitelbaum, H., (1998) *How to Write a Thesis*. Arco Pub.
Riley, M., Wood, R., & Clark, M., (2000) *Researching and Writing Dissertations in Business and Management*, Thomson Learning

Research Ethics
Bulmer M., (ed.) (1982) *Social Research Ethics*. London: Macmillan.
Dingwall R., (1980) Ethics and ethnography. *Sociological Review* 28: 871-89.
Honan R., 1991: *The Ethics of Social Research*. London: Longman.
Kimmel A. J., (1988) *Ethics and Values in Applied Social Research*. London: Sage.
Lee, R. M., (1993) *Doing Research on Sensitive Topics*. London: Sage Publications.
Sieber J. E., (1992) *Planning Ethically Responsible Research: A Guide for Students and Internal Review Boards*. London: Sage Publications.
Smith, L. M., (1990) Ethics in qualitative field research: an individual perspective. In E. W. Eisner and A. Peshkin (eds) *Qualitative Enquiry in Education: the Continuing Debate*. Teachers' College Press.
Soltis J., (1990) 'The ethics of qualitative research.' in E. W. Eisner and A. Peshkin (eds) *Qualitative Enquiry in Education: the Continuing Debate*. Teachers' College Press.
Wolf, D., (ed.) (1996) *Feminist Dilemmas in Fieldwork*. Oxford: Westview Press.

Groupwork Websites
http://www1.aston.ac.uk/current-students/student-support/studyskills/groupwork/
Aston University's Guidance on effective groupwork strategies
http://www.hull.ac.uk/studyadvice/LearningResources/StudyGuidesPDFs/gropwork.pdf
Some useful pfd materials produced by the Student Support Services at the University of Hull.
http://www.merlinhelpsstudents.com/resourcecentre/studyguide/groupwork.asp
Merlin provides helpful guidance written in clear language for students studying in the UK.
http://www.learnhighergroupwork.com/help_for_students.php
Learn Higher is the Centre for Excellence in Learning and Teaching and provides some excellent written guidance on groupwork which is linked to some super video resources.
http://www.edu.salford.ac.uk/keyskills/groupwork/groupplan.php
Some really useful guidance provided by the University of Salford
http://www.heacademy.ac.uk/ourwork/learning/assessment/Group
Groupwork resources produced by the Higher Education Academy (UK) – of value to students and tutors alike.
http://www.utdc.vuw.ac.nz/resources/guidelines/GroupWork.pdf
Some pdf-format guidance on groupwork produced by the University of Wellington (Victoria, Australia)
http://skills.library.leeds.ac.uk/topic_group_work.php
A really useful video-resource site produced by the University of Leeds – a good way to get to grips with the basics.
http://www.cardiff.ac.uk/learning/practices/groupworkgn/groupworkgnote.html
Guidance produced for staff and students by the University of Cardiff
http://www.cshe.unimelb.edu.au/assessinglearning/03/group.html
Centre for the Study of Higher Education – an Australian site which provides an excellent and concise introduction to some of the main pros and cons of employing groupwork in teaching, learning and assessment. A superb resource for staff, but also of considerable value for students exploring groupwork as an aspect of the educational process in HE.
http://www.essex.ac.uk/assessment/group_assessment.htm
Pages produced by the University of Essex which are aimed primarily at staff using and experimenting with groupwork in their courses.
http://www.infed.org/groupwork/
The Infed.org (independent, not for profit) site exploring the history and theoretical underpinnings of groupwork.

TIMETABLE

AL = Dr Adam Longcroft		
Workshop	**Session Topic/Focus**	**Tutor**
Workshop 1 Mon 27 Sep 2010	1) Introduction to the module: outcomes, assessment, patterns of study, expectations, sources of support, key reading, key websites etc.	AL
	2) Completion of a 'Study Skills Self-Audit' – an opportunity to reflect on your skills development to-date, and areas where you feel enhancements are required/desirable. What skills do you think you should develop on your Foundation degree course, and how will the teaching team help you to develop and apply them?	AL
	3) Critical thinking, critical reading and effective note-taking skills.	AL
	4) Mining for information – libraries, databases and search engines. In the 21st century information is available in myriad formats and in myriad places, but which resources and sources are most reliable or authoritative? How can you make the most of the WWW and how can you avoid some of the potential pitfalls of net-sourced data? Are *Wikipedia*, *Facebook* or *Del-ici-ous* a legitimate way of locating or sharing information?	AL
	5) Introductory talk on Library resources by SSF Librarian	Paterson
	6) Techniques and conventions for presenting written coursework on a degree**.**	AL
Workshop 2 Mon 11 Oct 2010	1) Writing effective university essays - All social science students, including those in Education, are required to submit essays as part of their degree studies. But why are essays given so much emphasis? Why do students so often fail to do themselves justice in essays? What strategies can you develop which will help you to achieve a consistently strong performance in essay-writing, either in the context of coursework submissions, or in Exams? How will your essays be assessed, and how can you effectively address the assessment criteria?	AL
	2) 'Critiquing' student essays – a critical examination of essays from previous years. A 'hands-on' session in which you can develop and apply your critical and evaluative skills and, by doing so, identify and reflect on strengths and areas of weakness in your own practice.	AL
	3) The pros and cons of groupwork and group projects – why do we ask you to work in groups and develop projects in groups and what are the issues which arise from this kind of learning and collaborative process?	AL
	4) Exploring the HE environment at UEA - An introduction to the University of East Anglia: its history, academic, administrative and management structures, staff, processes, characteristics, learning strategies and resources, educational ethos etc. Your going to spend 2 years studying at UEA – this session will give you new insights into the learning community of which you are now a member.	AL
Workshop 3 Mon 1 Nov 2010	1) Developing and executing projects – what makes a good project and why is project work so important on a degree?. Projects are increasingly important as a method of assessment in university degree courses, but why do academics set them? What is it that completing a project enables a student to demonstrate that an essay doesn't? What opportunities does developing a project create for students? What transferable skills are likely to be demonstrated in their completion?	AL
	2) Academic referencing conventions + Plagiarism and how you can avoid it.	AL
	3) Qualitative *vs* Quantitative information and research	
	4) Research Tools - Questionnaires and Surveys: This session will explore the	Iannone

	design and use of questionnaires in social science research.	
	5) Research Tools - Observations: In this session we will investigate what we mean by observation as a method of data collection in social science research and issues that relate to the researcher as participant / peripheral participant in observations.	Iannone
Workshop 4 Mon 15 Nov 2010	1) Theories of learning (preferred learning styles, etc) - We are all individuals and are each, of course, absolutely unique. This means we all learn in slightly (or sometimes radically) different ways, and have strengths and weaknesses which help and hinder us in our academic, personal and/or professional development. However, research also indicates that each of us exhibits a complex set of attributes, behavioural characteristics or learning styles which enable us to be placed into 'categories' – a process which informs many staff selection panels etc in the commercial world. We will examine the theoretical basis for this kind of categorization, and explore its limitations.	AL
	2) Team roles – What personality type are you? And what strengths (and weaknesses) do you bring to team-oriented tasks? A reflective group exercise using Meredith Belbin's criteria may help you to see yourself in a new light!	AL
	3) Stand and Deliver!: Delivering effective oral presentations. Using PowerPoint effectively and getting your message across using the spoken word and non-verbal communication (body language).	AL
	4) Ethics and academia – an introduction to some of the basic philosophical and practical issues which arise from being an academic and a student in a UK university. What kind of ethical issues might you have to be aware of as a student?	Yann Lebeau
Workshop 5 Mon 29 Nov 2010	1) 'Critiquing' student essays and projects – a critical examination of essays and projects from previous years. A 'hands-on' session in which you can develop and apply your critical and evaluative skills and, by doing so, identify and reflect on strengths and areas of weakness in your own practice.	AL
	2) How best to develop your skills and your CV during the remainder of your degree studies: sources of guidance and support, personal learning strategies, reflective practice and placement opportunities, volunteering whilst at UEA.	AL
	3) Reflective self-evaluation and checklist. A second self-evaluation exercise. This is where you reflect on the learning outcomes of the module and (hopefully) discover how much progress you have made, in terms of developing your learning skills and strategies. Followed by module summary, and briefing/guidance regarding the formal module evaluation process – how to give constructive feedback to your tutor(s).	AL
	4) Student Group Oral Presentations (1-5 pm). This session may extend beyond 5:00 pm, and students should be prepared for this.	AL
Submission deadline for Group Projects	**Group Projects should be submitted by deadline of 3:00 pm Thursday 9 December 2010**	

Module 2: *An Introduction to Social Pedagogy*
Module Code: EDU-FD02
Course Director: Adam Longcroft
Module Leader: Ariane Hoppler
Teaching team: Ariane Hoppler
Semester: Autumn
Slots: Monday 9:00 am – 5:00 pm (with 1 hr lunch break 12:00-1:00 pm)
Credits: 20 at level 1

Aims
The module will provide participants with a thorough understanding of the history of Pedagogy and the development of Social Pedagogy covering areas of work, principles and current definitions. Participants will also explore the role of a pedagogue, reflect on their personal motivation, value systems and its impact on their professional activities. They will reflect on their position as a role model and how to utilize this for social pedagogical interventions. Participants will learn that social pedagogy has to be understood as a process of nurturing the development of human beings at any age, abilities, gender or cultural backgrounds. Consequently students will learn that the pedagogue plays a vital role in the interaction with other people and therefore the building of effective relationships, utilising observation, assessment , intercultural and creative skills is essential. The student will develop the ability of seeing himself/herself as a person in relationship with the people he or she is working with. The module will also provide knowledge to understand different pedagogical concepts, effective pedagogical planning and critical reflection with the aim to develop professional identity, moving from thought to action. Introduction to various ways of thinking on which pedagogy builds. There will be a focus on interactive skills for the benefit of developing communication with various user groups, parents and carers and to develop the ability to work in teams in ones own profession or across professions. Students will normally be supervised by the Module Convenor, though she may choose to allocate a supervisor with specialist knowledge/expertise.

Intended Learning Outcomes:
By the end of this module you will be expected to be able:
- Explore and describe historic, social,political and economic conditions for pedagogical work
- Present theoretical understanding and practical skills in working with social pedagogy.
- To reflect critically about pedagogical ways of thinking and behavioral options based on theory and practical training
- To understand of society and individual values and attitudes and their influence on social pedagogical work.
- To establish professional and personal relationships among participant in an pedagogical process
- To identify distress among children at risk and young people
- To identify, analyse and evaluate relevant knowledge and research in relation to a defined pedagogical situation/problem.
- To plan carry out, document and evaluate social pedagogical work.
- To discuss pedagogical viewpoints and values from the position of a social pedagogue including ethics and views of humanity
- Developed competencies in using creative methods in pedagogical work
- Developed personal and professional competencies and identities as a reflective practitioner.

Generic (wider) Learning Outcomes for the Module
By the time students have completed this module they should also be able to demonstrate the following transferable 'life skills' which will equip them not only for further study but prepare them for the challenges of employment in the future:
a) work with confidence both independently and as a member or leader of a group or team;
b) demonstrate a capacity for systematic, conceptual and critical thinking;
c) show flexible and creative approaches to problem-solving;
d) communicate clearly and appropriately, demonstrating a sense of audience;
e) manage information effectively in a range of media;
f) act in an ethical manner, demonstrating political, social and cultural awareness;
g) produce output that is literate, numerate and coherent

Module Content:
The modules focuses on:
- Introduction to the module and its relevance for other topics of the course.

- The philosophy and history of pedagogy and 'Social Pedagogy' in a European context.
- Democracy and participation as a central idea in social pedagogy.
- Changing definitions of social pedagogy.
- Principles of social pedagogy
- Social Pedagogy in relation to education and social work - challenges and benefits.
- The role of the reflective pedagogue for successful intervention and action.
- Critical reflection of values , belief systems and attitudes
- The pedagogy of relationships
- Pedagogy and learning - understanding didactics in pedagogical work
- Understanding the role of drama, music , arts and physical movement for pedagogical action
- What constitutes pedagogical action / intervention?
- Observation and assessment in pedagogical planning.
- Communication techniques pedagogical interaction
- Intercultural understanding
- Appropriate strategies, methods and techniques of field studies.
- Basic techniques of pedagogical planning and intervention and action

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Module Assessment

Assessment 1 (Weighting 50%)
Essay. *What is 'social pedagogy', what are its origins and how has it influenced the nature of support provided to children, young people and their families in Europe and the UK?* 2,500 words. Submitted by deadline of 3:00 pm, Mon 22 November 2010.

Assessment 2 (Weighting 50%)
A group case study (completed in groups of 4/5), focusing on 2 examples of the application of social pedagogical approach in dealing with children/young people. How did the approach differ to more 'conventional' approaches? What were the outcomes? What was the nature of the interventions? What were the benefits? Etc. Word limit: 3,000 words. Submitted by deadline of 3:00 pm, Mon 6 Dec 2010. Groups to present their case study in written format, but also in the form of a group oral presentation, delivered in the final workshop. The latter is NOT formally marked – it is a formative exercise and each group will receive feedback from the module convenor in oral form.

Module Teaching & Learning Strategies:
Student effort for this module is **200** hours across the autumn semester 2010.
Student contact hours = 35 hours (5 x 7 hr fortnightly workshops), student directed hours = 165 hours,

Activity	Number	Frequency	Duration	Total/Hours
Workshops	5	Workshops each of 7 hrs	9:00 am–5:00 pm	35
Self-directed study / reading & coursework preparation				165
Total Study Hours				**200**

Module Key Resources:

Study Skills Literature
Price, G., & Maier, P., (2007) *Effective Study Skills*, (Longman)
McMillan, K., & Weyers, J. (2006) *The Smarter Student*, (Pearson Education Ltd)
Cottrell, S., (1999) *The Study Skills Handbook*, (Macmillan Study Guides)
Bell, J. , (1993) *Doing your Research Project: A Guide For First-Time Researchers in Education and Social Science.* Milton Keynes: Open University Press
Berry, R.,   (1995) *The Research Project: How To Write It*, London, Routledge
Blaxter, L., et al   (1996) *How To Research*, Milton Keynes, OUP
Creme, P. & Lea, M. R.,   (1997) *Writing At University: A Guide For Students,* Milton Keynes, OUP
Peck, J. & Coyle, M.,   (2005) *The Student's Guide To Writing: Spelling, Punctuation & Grammar,* 2nd edition Palgrave Macmillan
Peck, J. and Coyle, M., (2005) *Write it Right: A Handbook or Students,* Palgrave Macmillan

Key Texts on Social Pedagogy

Aluffi-Pentini, A. and Lorenz, W. (eds.) (1996) *Anti-Racist Work with Young People. European experiences and approaches*, Lyme Regis: Russell House Publishing. 208 + x pages.

Cannan, C., Berry, L. and Lyons, K. (1992) *Social Work and Europe*, London: Macmillan. 181 + xii pages.

Cannan, C. and Warren, C. (eds.) (1997) *Social Action with Children and Families. A community development approach to child and family welfare*, London: Routledge. 225 + xiv pages.

Chen, M.F., Kornbeck, J., Rosendal, N., & Herrman, P., (2009*) The Diversity of Social Pedagogy in Europe*, Salzwasser-Verlag im Europaischen Hochschulverlag.

Lorenz, W. (1994) *Social Work in a Changing Europe*, London: Routledge. 206 + xii pages.

Freire, P. (1971). *Pedagogy of the oppressed*. New York: Seabury Press

Freire, P. (1973). *Education for critical consciousness*. (1st American ed.). New York: Seabury Press.

Epstein, Paul; Seldin Tim. (2003). The Montessori Way: An Education for Life. The Montessori Foundation.

A Voice for the Child: The Inspirational Words of Janusz Korczak by Janusz Korczak and Sandra Josephs ,1999)

Neill, Alexander S.: *Summerhill School - A New View of Childhood*. New York: St. Martin's Griffin, 1996

Pestalozzi and Pestalozzianism: Life, Educational Principles, and Methods, of John Henry Pestalozzi, With Biographical Sketches of Several of His ... Journal of Education; Ed. by Henry Barnard. by Henry Barnard 2006)

Other Texts

Beck, U., & Beck-Gernsheim, E. (2003). *Individualization, Institutionalized Individualism and Its Social and Political Consequences*, London: Sage.

Chisholm, L., & Kovacheva, S. (2002). *Exploring the European Youth Mosaic. The social situation of young people in Europe*. Strasbourg: Council of Europe Publishing.

Evans, K., & Heinz, W. R. (Eds.) (1994). *Becoming adults in England and Germany*. London: Anglo-German Foundation. The Diversity of Social Pedagogy in Europe by Jacob Kornbeck, Niels Rosendal Jensen, Peter Herrmann, and Ming-Fang Chen (Perfect Paperback - Sep 2009)

Becker, H. (1946) *German Youth: Bond or free?* London: Kegan Paul, Trench, Trubner and Co.

Bellersen, H. (1928) *Die Sozialpädagogik Paul Natorps im Lichte der christlichen Weltanschauung*. Paderborn.

Blatchford, P., Kutnick, P., Baines, E. and Galton, M. (2003) 'Toward a social pedagogy of classroom group work', *International Journal of Educational Research* 39: 153–172.

Brown, A. (1992) *Groupwork*. London: Heinemann.

Cameron, C. and Boddy, J. (2005) With Heart, Head and Hands. *Community Care*, 19th – 25th May 2005, pp 36-37.

Cameron, C. (2004) Social Pedagogy and Care: Danish and German practice in young people's residential care, *Journal of Social Work*. Vol 4, no 2, pp 133 – 151.

Castle, E. B. (1961) *Ancient Education and Today*. Harmondsworth: Pelican.

Children in Scotland (2008) *Working it out: Developing the children's sector workforce*. Edinburgh: Children in Scotland.

Cohen, B. (2008) 'Introducting "The Scottish Pedagogue"' in Children in Scotland *Working it out: Developing the children's sector workforce*. Edinburgh: Children in Scotland.

Davies, B. and Gibson, A. (1967) *The Social Education of the Adolescent*, London: London University Press.

Department for Education and Skills (2005) *Children's Workforce Strategy. A strategy to build a world-class workforce for children and young people*, London: Department for Education and Skills. http://www.dfes.gov.uk/consultations/downloadableDocs/5958-DfES-ECM.pdf

Dewey, J. (1916) *Democracy and Education. An introduction to the philosophy of education (1966 edn.)*, New York: Free Press.

Dollinger, B. (2006) *Die Pädagogik der Sozailen Frage. (Sozial-) pädagogische theorie vom beginn ders 19. jahrhunderts bis zum ende der Weimarer Republik*. Wiesbaden: VS-Verlag für Sozialwissenschaften.

Edwards, L and Hatch, B. (2003) *Passing Time: a report about young people and communities*, London: Institute of Public Policy Research. Key findings are available in *the informal education archives*: http://www.infed.org/archives/e-texts/ippr_passing_time.htm

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Galuske, Michael (2009) *Methoden der Sozialen Arbeit: Eine Einführung*. Auflage: Juventa.

Gunn, G. (1992) *Thinking Across the American Grain. Ideology, intellect and the new pragmatism,* Chicago: University of Chicago Press.

Günther, K-H. (1994) 'Friedrich Adolph Wilhelm Diesterweg' in Z. Morsy (ed.) *Thinkers on Education*, Paris: UNESCO.

Harvey, E. (1993) *Youth and the Welfare State in Weimar Germany,* Oxford: Oxford University Press.

Kim, A. (2003) 'Paul Natorp', *Stanford Encyclopedia of Philosophy*. [http://plato.stanford.edu/entries/natorp/. Accessed January 19, 2009].

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Klein, J. (1961) *Working with groups : the social psychology of discussion and decision.* London: Hutchinson.

Knowles, M. S. (1970) *The Modern Practice of Adult Education. Andragogy versus pedagogy*, Englewood Cliffs: Prentice Hall/Cambridge.

Konopka, G. (1949). *Therapeutic Group Work with Children*. Minneapolis: University of Minnesota Press.

Konopka, G. (1954). *Group Work in the Institution - A Modern Challenge*. New York: Association Press.

Konopka. G. (1963). *Social Group Work: A Helping Process*. Prentice Hall, Englewood Cliffs, NT.

Layard, R. and Dunn, J. (2009) *A Good Childhood: Searching for Values in a Competitive Age*. London: Penguin.

Lewin, K. (1948) *Resolving Social Conflicts. Selected papers on group dynamics*, New York: Harper and Row.

Lewin, K. (1951) *Field Theory in Social Science*, New York: Harper and Row.

Linton, D. S. (1991) *'Who has the youth has the future' The campaign to save young workers in imperial Germany*, Cambridge: Cambridge University Press.

Natorp, P. (1899) *Sozialpädagogik. Theorie der Willensbildung auf der Grundlage der Gemeinschaft*. Stuttgart: Frommann [1922 edn].

Natorp, P. (1907) *Gesammelte Abhandlungen zur Sozialpädagogik*. Stuttgart.

Otto, H-U. and Thiersch, H. (2005) *Handbuch Sozialarbeit / Sozialpädagogik* (Gebundene Ausgabe). Munchen: Reinhardt.

Petrie, P. (2002) Social Pedagogy: An historical account of care and education as social control, in Brannen, J. and Moss, P. (eds.) *Rethinking Children's Care*, Buckingham: Open University Press.

Reid, K. E. (1981) *From Character Building to Social Treatment. The history of the use of groups in social work*, Westport, Connecticut.

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Smith, M. (1988) *Developing Youth Work. Informal education, mutual aid and popular practice*, Milton: Keynes: Open University Press.

Smith, M., (2009) *Rethinking Residential Child care: Positive perspectives*, Policy Press.

Steele, T. and Taylor, R. (1994) *Learning Independence. A political outline of Indian adult education,* Leicester: National Institute of Adult Continuing Education.

Stewart, D. S. (1987) *Adult Learning in America. Eduard Lindeman and his agenda for lifelong education*, Malabar, Florida: Krieger.

Twelvetrees, A. (2008) *Community Work.* London: Macmillan/Palgrave.

TIMETABLE

Ariane Hoppler will lead all the workshops.		
Workshop	**Session Topic/Focus**	**Tutor**
Workshop 1 Mon 4 Oct 2010	Understanding Social Pedagogy: This workshop will address the following topics. • Introduction to the module and its relevance for other topics of the course. • The philosophy and history of Pedagogy and Social Pedagogy in a European context. • Democracy and participation as a central idea in social pedagogy. • Changing definitions of social pedagogy. • Principles of social pedagogy • Social Pedagogy in relation to Education and Social Work - challenges and benefits.	Ariane Hoppler
Workshop 2 Mon 18 Oct 2010	This workshop will explore the following topics: • The role of the reflective pedagogue for successful intervention and action. • Critical reflection of values , belief systems and attitudes • The pedagogy of relationships • Pedagogy and learning - understanding didactics in pedagogical work • Understanding the role of drama, music , arts and physical movement for pedagogical action	Ariane Hoppler
Workshop 3 Mon 8 Nov 2010	This workshop will focus on the following topics: • What constitutes pedagogical action / intervention? • Observation and assessment in pedagogical planning. • Communication techniques pedagogical interaction • Intercultural understanding	Ariane Hoppler

	• Appropriate strategies, methods and techniques of field studies. • Basic techniques of pedagogical planning and intervention and action	
Workshop 4 Mon 22 Nov 2010	This workshop will focus on the following topics: • Investigating pedagogical thinkers to inform professional identity building. • Maria Montessori "Follow the child" • Janus Korczak : "Children's Rights" • Paulo Freire : "Pedagogy of the Oppressed" • A.S. Neill : "Democracy, Equality and Freedom"	Ariane Hoppler
Workshop 5 Mon 6 Dec 2010	**Student Oral Presentations of Group Case Studies** The presentations will be delivered by each Group and will be limited to 15 minutes plus time for Q&As. All participants will be expected to observe all the presentations.	Ariane Hoppler
Submission deadline for all coursework	**All assessed work should be submitted by deadline of 3:00 pm Thursday 9 December 2010**	

Module 3:   *Participation and Rights for Children and Young People*

Module Code: EDU-FD03
Course Director: Adam Longcroft
Module Leader: Ariane Hoppler
Semester: Spring Semester
Slots: Mondays 9:00 am – 5:00 pm (with 1 hr lunch break 12:00-1:00 pm)
Credits: 20 at level 1

Aims

To give participants an understanding of the theoretical and practical issues in the involvement of young people in the delivery of services to children and young people and their development as Active Citizens.

Learning outcomes

By the end of the module participants will be able to demonstrate an understanding of:-
- The legal frameworks and operational guidance underpinning the involvement of children and young people.
- The value of the active involvement of children and young people.
- Ethical issues in the active involvement of young people.
- Building a culture of participation
- Effective communication within a participative context
- The practical application of assessment tools such as 'Hear by Right' and 'Your Welcome'.
- A range of activities that could be used to enhance young people's understanding of active citizenship.

Format of study

Activity	Number	Frequency	Duration	Total/Hours
Workshops	5	7 hrs each	9:00 am–1:00 pm	35
Self-directed study / reading & coursework preparation				165
Total Study Hours				200

Timetable

Workshop	Session Topic/Focus
Workshop 1	Understanding the legal frameworks and operational guidance underpinning the involvement of children and young people. This workshop will address the following topics. • United Nations Charter on the Rights of the Child • The Crick Report • The Children's Act (more than one) • Every Child Matters & Care Matters • Aiming Higher for Young People • Ofsted guidance
Workshop 2	The value of the active involvement of children and young people. Ethical issues in the active involvement of young people. Building a culture of participation Effective communication within a participative context This workshop will address the following topics. • Why should we involve young people? • What should/could young people be involved in? • Ethical considerations in the involvement of young people. • Understanding the importance of the need for a culture of participation within the organisation. • Developing effective communication skills and a feedback loop within participation. We asked, you said, we did.
Workshop 3	The practical application of assessment tools such as Hear by Right and Your Welcome. This workshop will address the following topics. • The use of the 'Hear by Right' and 'Your Welcome' self assessment tools within participants working environments
Workshop 4	A range of activities that could be used to enhance young people's understanding of active citizenship. This workshop will address the following topics. • Practical application of a range of activities for use with different age groups used to

Collaborative Group Project

	gather information or involve children and young people in decision making, planning and evaluation • Basic research techniques covering questionnaires focus groups, interviewing. • An understanding of the various formal structures that young people can participate.
Workshop 5	Oral presentations of collaborative group projects.

Assessment

1. Essay (3,000 words)   Weighting 50%
This exercise requires students to engage with one of the most demanding intellectual processes in higher education: the execution of a 'traditional' essay. The inclusion of an essay into the assessment in the second half of the first year is quite deliberate – it once again emphasises for participants that they are on an 'academic' programme which also has a vocational focus. Students are expected to demonstrate wider reading around the subject, explicit engagement with theory, and the use of effective critical reading, note-taking, referencing and essay-writing skills. Participants will select an essay Q to address from a limited list of possible topics.

2. Collaborative Group Project   Weighting 50%
Emphasising again the importance of inter-professional working, this exercise requires groups to investigate a theme or issue relating to the participation rights of children and young people in the care process as 'service users' as a means of identifying examples of poor and best practice and ways in which a social pedagogical approach could produce more positive outcomes. Group projects could focus on policies, procedures, methods of communication, strategies for building more robust forms of participation, societal, cultural and organisational constraints/limitations, case studies etc. Mark to be partly by the tutor (80%) and partly by peer assessment of each group members input (20%).

Key reading
Clark, A., and Moss, P., (2001*) Listening to Young Children: the Mosaic Approach*, London: National Children's Bureau.
Combe, V., (2002)*Involving Young People in Local Authority Decision-making*, York: Joseph Rowntree Foundation.
Hart, R., (1997) *Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*, New York: Unicef.
Kilgour, K., (2002) *Circus Skills: A Training, Support and Development Needs Survey of Participation Workers*, London: Carnegie Young People's Initiative.
Kirby, P., and Bryson, S., (2002) *Measuring the Magic: Evaluating and researching young people's participation in public decision making*, London: Carnegie Young People's Initiative.
Kirby, P., Lanyon, C., Cronin, K., and Sinclair, R., (2003) *Building a Culture of Participation. Research Report*, Department for Education and Skills, London.
Oldfield, C., and Fowler, C., (2004) *Mapping Children's and Young People's Participation in England*, Department for Education and Skills.
Shephers, C., and Treseder, P., (2002) *Paricipation – Spice it up ! Practical tools for engaging children and young people in planning and consultation,* Save the Children. London.
Wade ,H., Badham, B., (2008 revised Edition) *Hear by Right. Standards framework for the participation of children and young people,* National Youth Agency, Leicester.
Ward, L., (1997) , *Seen and Heard: involving disabled children and young people in research and development projects*, YPS, York.
Willow, C., (2002) *Participation in Practice: Children and young people as partners in change*, London: Save the Children.

Module 4: *Safeguarding Children and Young People*

Module Code: EDU-FD04
Course Director: Adam Longcroft
Module Leader: Ariane Hoppler
Semester: Spring Semester
Slots: Mondays 9:00 am – 5:00 pm (with 1 hr lunch break 12:00-1:00 pm)
Credits: 20 at level 1

Aims

To develop an understanding of safeguarding as both a legal concept and an aspect of practice that extends beyond child protection and encompasses the promotion of wellbeing and general welfare. The module focuses on developing participants' awareness of the issues associated with safeguarding in the children's sector, and on developing their ability to practice safely and to make considered judgements about how and when to act to safeguard and promote a child's welfare.

Learning outcomes

By the end of the module participants will be able to demonstrate an understanding of:

- The legal and procedural frameworks that underpin safeguarding children and young people and government and local guidance.
- The background and philosophy of current policy initiatives to safeguard children within the historical context of state intervention to protect children in the UK
- How to recognise the signs of abuse and neglect and identifying when a child may not be reaching their full potential or when their physical or mental health or development is being impaired
- The Framework for Assessment of Children in Need and their Families as a tool to assess need and risk when a child presents as in need or in need of safeguarding.
- Risk factors , assessing risks ,strengths and needs
- Lessons for safeguarding practice from Public Enquires into the deaths of children and Serious Case Reviews
- When information may be shared with and without consent to safeguard children and young people
- Working in partnership with parents to safeguard children
- How to ensure children and young people have opportunities to express their views and participate in the safeguarding process.
- Being an safeguarding practitioner, safe behaviour, safe practice, self awareness

Format of study

Activity	Number	Frequency	Duration	Total/Hours
Workshops	5	7 hrs each	9:00 am–1:00 pm	35
Self-directed study / reading & coursework preparation				165
Total Study Hours				200

Timetable

Workshop	Session Focus
Workshop 1	Understanding what we mean by safeguarding – the legal and policy framework • The protection of children in the UK – shifting paradigms about the rights of children and state intervention into family life to protect them • Research into child protection in the UK and current policy initiatives • Lessons from national enquiries and serious case reviews • The shift from child protection to safeguarding • Legislation and guidance • Working in safeguarding organisations • The role of Local Safeguarding Children Boards
Workshop 2	Recognising when a child or young person may be at risk of suffering significant harm or not achieving their full potential • What is abuse and neglect ? - The categories of abuse as outlined in Working Together (2010) • Understanding the parental behaviours that may place children at risk of harm and the factors most associated with significant harm to children, domestic abuse, drug and alcohol misuse, mental health problems. • The risks posed by perpetrators of sexual abuse to children and recognising targeting and grooming behaviours

2. **Oral Presentation based Critical Analysis**

	• The signs that may indicate a child is suffering abuse and neglect, having regard to the child's age , gender and any disability the child may have. Understanding that the signs of abuse may be expressed through behaviour, how children relate to other children or adults and may be subtle and expressed through play or art work.
Workshop 3	Assessing risks , strengths and needs to make informed professional professional judgements to safeguard children from harm • The Framework for Assessment Model - underpinning philosophy and critical appraisal . • Assessing children's needs , parenting capacity and the influence of environmental factors • Gathering information , analysing the information, applying research evidence and practice experience to make informed professional judgements • The strengths based approach • Understanding risks to children and assessing risk • Assessing capacity for change • Outcomes for children – understanding how to make SMART plans for children and monitor progress • Sources of support for children and parents
Workshop 4	Focusing on knowledge and skills to engage with parents and children and operate as a safe and effective safeguarding practitioner. • Understanding the concept of partnership and establishing respectful relationships with parents and carers • Explore the concept of partnership when there are child protection concerns and the notion of authoritative child protection practice • Understand how to establish trusting relationships with children and young people and enable them to express their wishes , feelings and views, using a range of techniques appropriate to the age and development of the child • Know the boundaries of personal competence and responsibility and when to involve others • Self understanding , my own values and attitudes, safe working practices , self reflection
Workshop 5	Oral presentations by students

Assessment

1. Critical Analysis focusing on Safeguarding legislation,
policies, procedures, practices and case studies   Weighting: 80%
This exercise requires participants to demonstrate a sound grasp of the issues/policies, legislation, literature and best practice regarding the safe-guarding and wellbeing of children and young people in a wide range of care contexts. It is completed individually and there is scope for participants to negotiate the precise theme/focus of the critical analysis.

2. Oral presentation based on critical analysis   Weighting: 20%
This exercise requires students to demonstrate that they can deliver presentations individually, without the support of a team around them. Its inclusion is quite deliberate and is driven by a concern that student undertake at least one oral presentation in each year of study.

Key reading
Brandon, M., Belderson, P., Warren, C., Howe, D., Gardner, R., Dodsworth, D., Black, J., (2008) Department for Children, Schools and Families.
Calder, C., (2008) *Contemporary Risk Assessment in Safeguarding Children*, Russell House Publishing.
Calder, C., and Hackett, S., (eds) (2003) *Assessment in Child Care: Using and Developing Frameworks for Practice*, Rusell House Publishing.
Cawson P., Wattam C., Brooker S., Kelly G., (2000) *Child Maltreatment in the UK ; A Study of the Prevalence of Child Abuse and Neglect,* NSPCC.
Cleaver, H., Walker, S., and Aldgate, J., (1999) *Children's Needs- Parenting Capacity. The Impact of Parental Mental Ilness, Problem Alcohol and Drug Use and Domestic Violence on Children's Development*, London: The Stationary Office.
Corby, C., (2005) *Child Abuse*, Open University Press.
Horwath, J., (2010) *The Child's World: The Comprehensive Guide to Assessing Children in Need*, Jessica Kingsley Department of Health, Department for Education and Employment and Home Office (2000) *Framework for the Assessment of Children in Need and their Families*.

Reder, P., Duncan, S., Gray, M., (1993) *Beyond Blame ;Child Abuse Tragedies Revisited Brunner Routledge*
Working Together to Safeguard Children: A guide to inter agency working to safeguard and promote the welfare or children (2010) HM Government.

Module 5: *Creative Approaches and in Working with children and Young People*

Module Code: EDU-FD05
Course Director: Adam Longcroft
Module Leader: Ariane Hoppler
Semester: Autumn Semester
Slots: Monday 9:00 am – 5:00 pm (with 1 hr lunch break 12:00-1:00 pm)
Credits: 20 at level 1

Aims

The module aims to enable students to explore the role of movement and creativity in pedagogical work both in a theoretical and practice orientated way and in relation to pedagogical situations and to enable them to reflect upon and make constructive use of their significance for the wide range of life circumstances and environments in which children, young people and adults live. The module aims to increase the individual´s body awareness, enjoyment of activity, performance and health. In addition the module seeks to enable students to include music, drama and other forms of expression in pedagogical work. The aim is to promote the individual´s pleasure in self – expression. Students will be encouraged to develop their ability to express oneself and on aesthetic learning and cognitive processes by means of music, drama and similar forms of expression.

Learning outcomes

By the end of the module participants will be able to :
- Use, develop and incorporate games, physical activities and creative methods in pedagogical activities.
- Organise structures activities which take into consideration physiological, health and social conditions.
- Inspire and motivate participation in physical activities.
- Inspire and motivate in the use of musical, dramatic and other forms of expression.
- Promote health improvements based on knowledge of general health issues including implementing programs and campaigns regarding health and sports policies.
- Understand the significance of physical and creative processes on people´s development and life choices.

Format of study

Activity	Number	Frequency	Duration	Total/Hours
Workshops	5	7 hrs each	9:00 am–1:00 pm	35
Self-directed study / reading & coursework preparation				165
Total Study Hours				200

Timetable

Workshop	Session Focus
Workshop 1	Theoretical perspectives of play and it's role in shaping well-being/ mental health • Games including competitive and non-competitive/ cooperative games • Organising competitions – leagues, knockouts, American leagues
Workshop 2	Physical activities. • Outdoor education • Human movement studies • Understanding physiological development in a sporting context (rubbers and pencils) • Health and safety in physical activity • Sport governing body structures
Workshop 3	Drama, music and art in pedagogical work • Use and significance of various forms of expression: ,individual, social, cultural and societal. • The sensual, emotional, physical and intellectual aspects of various forms of expression. • Developing visual and aesthetic literacy.
Workshop 4	• Yoga and relaxation as methods for spiritual education • Music and dance • Art • Spiritual education
Workshop 5	Oral presentations by students

Assessment

1. Mini-project employing key social science research tools/media   Weighting: 80%

This mini-project provides an opportunity for participants to develop their research skills and higher-order academic skills during the early stages of the second year of their studies and it is intended to provide them with a 'preparatory experience' that equips them to tackle the longer and more demanding research project which follows in the third year. It provides an opportunity to engage proactively with research methodologies and research tools employed in the social sciences as well as requiring a more intensive use of key research resources such as the UEA Library and *Metalib*.

2. Oral presentation based on Mini-Project   Weighting: 20%
This exercise provides a second opportunity for participants to deliver a presentation on their own. Its inclusion is quite deliberate and is driven by a concern that student undertake at least one individually delivered oral presentation in each year of study. The presentation could take the form of a practical example of a therapeutic or creative intervention or strategy for working with children.

Key reading
Anderson, T., (2008) "Drawing upon the eye, the brain and the heart", *Art Education*, 45, pp.45 -50.
Bersma, D., &Visscher, M., (2003) *Yoga Games for Children*, CA
Boal, A., (1982) *The Theatre of the Oppressed*, New York,
Boal, A., (1992) *Games for Actors and Non-Actors*, New York
Dewey, J., (1979) *Art as an Experience*, New York
Doel, M., & Swadon, C., (2001) *The essential Groupworker: Teaching and Learning Creative Groupwork*, London
Calhoun, Y., & Calhoun, M.R., (2006) *Create Yoga practice for kids – fun, flexibility and focus*, Santa Fe
Macbeth, F., & Fine, N., (1995) *Playing with fire, Creative conflict resolution for young adults*, CA
Rayney, K., (1997) *Visual Literacy .Issues and Debates*, London : Middlesex University
Rogers, V., (2007) *Soul, Spiritual health and wellbeing activities for young people,* National Youth Agency
Rogers, V., (2007) *Body Physical health and wellbeing activities for young people*, National Youth Agency
Rogers, V., (2003) *The good games book*, National Youth Agency
Rogers, V., (2003) *Teambuilding*, National Youth Agency
Rogers, V., (2001) *Exploring feelings a resource handbook for work with young people aged 9 to 13*, Nationa Youth Agency
Rohnke, K., & Butler, S., (1995) *Quicksilver Adventure games, initiative problems, trust activity and a guide to effective leadership,* National Youth Agency

Module 6: *Child and Adolescent Learning and Development*

Module Code: EDU-FD06
Course Director: Adam Longcroft
Module Leader: Laura Tallant
Semester: Autumn Semester
Slots: Monday 9:00 am – 5:00 pm (with 1 hr lunch break 12:00-1:00 pm)
Credits: 20 at level 1

Aims

This module introduces students to a range of current theories relating to child and adolescent development. It will also focus on the factors influencing development. Students will compare different theories and models for human development critically evaluate them for their use in pedagogical practice. Students will be introduced to a range of observation, documentation and evaluation methods and learn to apply these in every day practice, developing skills to interpret findings and utilize these for supporting learning and development of children and young people. Students will also explore dimensions of sexual development and gender issues.

Learning outcomes

By the end of the module participants will be able to demonstrate an understanding of:-
- Current theories of child and adolescent development and evaluate them regarding their specific context e.g. biological, cognitive and social perceptives, attachment, basics of neuro biology
- An ability to utilise information drawn from observation, theories and research to plan pedagogical intervention and action
- Significant issues and tasks relating to the social, emotional, physical development of the various stages of child and adolescent development
- The interrelatedness of development and learning and to respond with appropriate pedagogical intervention
- Child and adolescent self initiated learning
- Demonstrate a thorough understanding of the development of sexual identity and apply this knowledge in pedagogical practice
- Demonstrate a thorough understanding of the development of gender identity and its impact on the lives of children and young people

Format of study

Activity	Number	Frequency	Duration	Total/Hours
Workshops	5	7 hrs each	9:00 am–1:00 pm	35
Self-directed study / reading & coursework preparation				165
Total Study Hours				200

Timetable

Workshop	Session Topic/Focus
Workshop 1	Child and adolescent development: • Physical and sexual development • Brain development Cognitive development: • Piaget's Theory of Cognitive Development • Vygotsky's Sociocultural Perspective of Cognitive Development
Workshop 2	Social, emotional and moral development: • Sigmund Freud's Theory of personality development • Erik Erikson's Theory of Personality development • Lawrence Kohlberg's Theory of Moral Development Development of gender identity Attachment: Forming social-emotional relationships • Harry Harlow's Theory of Attachment • John Bowlby's Ethological Theory of Attachment • Mary Ainsworth: The Strange Situation and Patterns of Infant Attachment
Workshop 3	Learning • Classical Conditioning in Learning: Pavlov and Watson • Operant Conditioning in Learning: B.F. Skinner • Key Elements in Skinner's Theory of learning • Social Learning Theory: Albert Bandura

2. **Cross-sector Collaborative Investigation**

Workshop 4	Social- pedagogical diagnostic through systematic observation • Understanding perception • Perception and observation • Describing behaviour • Language and observation • Planning observation • Analysing findings
Workshop 5	Oral presentations by students of cross-sector collaborative investigations.

Assessment

1. Essay (2,000 words)   Weighting: 40%

This exercise requires participants to demonstrate wider reading around the subject, explicit engagement with theory, and the use of effective critical reading, note-taking, referencing and essay-writing skills. Participants will select an essay Q to address from a limited list of possible topics. It is considered important that participants engage with one essay assignment per year of study.

2. Cross-sector Collaborative Investigation (2,000 words)   Weighting: 40%

Inter-professional working, cross-sector collaboration and integrated working are key underpinning themes of the foundation degree. This exercise requires students to work with others in the completion of an investigation of a theme/topic/problem/process relating the development of children and young people in care contexts

3. Course Test (1 hour)   Weighting: 20%

Key Reading

Arnold, C., (1999) *Child Development and learning*, London. Hodder and Stroughton
Bee, H., (2006) *The Developing Child*, York: Allyn and Bacon
De Hart; Sroufe,and Cooper (2004) *Child development : Its nature and Course*, London, Mc Graw Hill
Fawcett, M., (1996), *Learning through child observation*, London : Jessica Kingsley Publishers
Miller, A, (1995 1.edition) *The Drama of Being a Child*, Virago Press
Mooney, C.G., (2009) *Theories of Attachment*, Redleaf Press
Nind, M., Sheehy, K., Simmons, K., (2003) *Inclusive education: Learners and Learning Context*, The Open University
Rice, F.P., and Dolgin, K.G., (2005) *The Adolescent. Development, Relationships and Culture*, London: Pearson
Santrock ,J., (2003). *Adolescence*, Mc Graw Hill
Wenar, C., and Kerig, P., (2000) *Developmental Psychopathology from Infancy through Adolescence*, Hill
Wertsch, J. V. (1985) *Vygotsky and the Social Formation of Mind*, Harvard University Press, Cambridge, Mass., and London.

Module 7:   *The Role of Parents and Carers and Society in Bringing Up Children and in Promoting the Education and Well-being of Children and Families*

Module Code: EDU-FD07
Course Director: Adam Longcroft
Module Leader: Gillian Preece
Semester: Spring Semester
Slots: Monday 9:00 am – 5:00 pm (with 1 hr lunch break 12:00-1:00 pm)
Credits: 20 at level 2

Aims

This module introduces students to recent government initiatives relating to working with families across various settings with the purpose of improving the learning and development outcomes of children and young people. Every Child Matters and other government strategies have increased the need for practitioners to work with families. This module will expand students knowledge of current practice in working with families, family values and beliefs and the impact on behaviour, self-reliance and identity. This module will give students the opportunity to explore and critically evaluate the place and role of family in the 21st century. It will analyse the theoretical underpinnings of family. It will help students to synthesise the social and political influences that impact on families, understand how legislation brings change and utilise knowledge in the development of local family centred practices.

Learning outcomes

By the end of the module participants will be able to demonstrate an understanding of:-
- Significant and emerging theories relating to families and family structures
- Respecting and valuing diverse family structures and background in different settings
- The needs of families with children who have special educational needs or disabilities or who have parents with additional needs.
- How family beliefs, attitudes and values can affect family identity, behaviour and self-reliance.
- Current legislation and regulation that impact on families
- Working together with families in a participative way, involving families in decision-making.
- How to monitor and evaluate children's environment and systems for doing this
- How to support families in improving parenting skills and family communication through strength based training.

Format of study

Activity	Number	Frequency	Duration	Total/Hours
Workshops	5	7 hrs each	9:00 am–1:00 pm	35
Self-directed study / reading & coursework preparation				165
Total Study Hours				200

Timetable

Workshop	Session Topic/Focus
Workshop 1	Theoretical perspectives of family structures and systems Family beliefs, attitudes and values and the impact on behaviour, self-reliance and identity.
Workshop 2	Understanding families with children or parents with special needs / disabilities Respecting diversity The legislation and regulations impacting on families
Workshop 3	Strengthening families: Exploring current programmes. E.g. • Strengthening Families • Head Start • The National Parenting Programme
Workshop 4	Social- pedagogical methodologies and interventions for working with families. Government strategies and legislation. Working together with families in a participative way and involving them in decision-making
Workshop 5	Individual oral presentations

Assessment

1. Case Studies illustrating effective working with Parents/Carers   Weighting: 80%

Parents and carers are key partners in the care of children and young people and participants are required to demonstrate that they are aware of and sensitive to the demands and benefits of working collaboratively with them in the delivery of care at individual, organisational and sector levels. Using a case study-focused approach, participants

will consider the merits/flaws of existing/orthodox approaches/practices and the possible benefits of an approach grounded in social pedagogical principles.

2. An oral presentation of the findings of working with
families using supportive family focused interventions   Weighting: 20%
This exercise provides a second opportunity for participants to deliver a presentation on their own. Its inclusion is quite deliberate and is driven by a concern that student undertake at least one individually delivered oral presentation in each year of study.

Key reading

Beck , U., Beck-Gernsheim, E., (1995) *The Normal Chaos of Love,* Polity Press.
DCSF, (2007) *Every Parent Matters*, London.
Hill, M. (ed) (1999) *Effective Ways of Working with Children and their Families*, Jessica Kingsley Publishers: London.
Juul ,J., (2001) *Your Competent Child*, Farrar Strauss.
Roffey, S. (2002) *School Behaviour and Families*, David Fulton Publishers: London.
Shulman, L. (2009)*The Skills of Helping Individuals, Families, Groups and Communities*, Belmont, CA:
Smith, M., (2009) *Rethinking Residential Child care: Positive perspectives*, Policy Press.
Townsley, R. (2004) *Making a Difference*, Jessica Kingsley Publishers.
Vetere, A. (2003) *Working systemically with families*, Karnack Books: London.
Walsh, M., Stephens, P., Moore, S., (2005) *Social Policy and Welfare*, Cheltenham
Weinberger, J., (2005) *Learning from Sure Start*, OUP: Maidenhead.
Whalley, M., (2001) *Involving Parents in their Children's Learning*, SAGE Publications: London.

Module 8:   *Supporting Transitions*

Module Code: EDU-FD08
Course Director: Adam Longcroft
Module Leader: Ariane Hoppler
Semester: Spring Semester
Slots: Monday 9:00 am – 5:00 pm (with 1 hr lunch break 12:00-1:00 pm) Includes a 2 week (80 hr) work placement (or the equivalent spread over a longer period)
Credits: 20 at level 2

Aims

This module introduces students to the variety of context in children's and young peoples upbringing and their life circumstances. It explores current youth culture and peer systems. The module focuses on transitions from childhood to adulthood. Students will be able to understand challenges and pressures for today's generation of children and young people and how British children and young people compare with other nationalities in international studies such as the 2007 UNICEF report on Children's Well-being. Students will be able to identify key transitions as well as risks for successful transitions such as separation of parents, loss and bereavement and current child and adolescent mental health issues, substance misuse and juvenile delinquency. Students will acquire knowledge and skills to support children and young people's transition and increase their resilience as well as understanding therapeutic approaches and methods for children and young people in need for support. During the module, students will engage in a 2 week placement (2 weeks (80 hrs) full-time, or the equivalent spread over a longer period). The placement will be in an organisation within the Childrens Trust. During placement participants will be supported by a placement mentor (normally a relatively senior, experienced member of staff in the organisation concerned). *Details relating to the purpose of placements and the role of placement mentors are set out on pages14-15 of this Programme Specification.*

Learning outcomes

By the end of the module participants will be able to demonstrate an understanding of: -

- Current child and adolescent lifestyle and culture as well as challenges and pressures and how this compares with international neighbours
- Key transitions for children and young people
- Common risks of transitions
- Adequate support for transitions
- The impact of loss and bereavement on young peoples life and respective transitions
- The impact of change on children and young people's lives
- The impact of divorce and family breakdown on children and young peoples lives
- The impact of mental health issues on successful transitions
- Therapeutic approaches and methods in working with children and young people

Format of study

Activity	Number	Frequency	Duration	Total/Hours
Workshops	5	7 hrs each	9:00 am–1:00 pm	35
Self-directed study / reading & coursework preparation				75
Placement	1	1	80 hours=2 weeks	80
Total Study Hours				200

Timetable

Workshop	Session Topic/Focus
Workshop 1	Child and youth culture Peer relationships The impact of gender stereotyping on child and adolescent development.
Workshop 2	Effective communication with children and young people Building resilience – building self esteem Supporting children's and young peoples wellbeing Applying social pedagogical knowledge to children and young people's transitions
Workshop 3	Metal health issues e.g.: • Depression and anxiety • Suicide • Self –harm • Eating disorders Conduct-related problems

	Challenging behaviour Substance abuse and misuse Juvenile delinquency
Workshop 4	Introducing (selected) therapeutic approaches and methods: • Solution Focus • Cognitive Behavioural Therapy (CBT) • Person Centred Therapies
Workshop 5	Reflective presentations on placement experiences (by students), focusing on: • The organisation and its role in providing services/support for children, young people and their carers/families. • The organisation's relationship with other organisations in the sector. • Aspects of organisational culture, structure, ethos, practices, communication. • Activities whilst in placement and insights gained. • Implications for the organisation and participant's own practice • Reflections on placement experience overall.

Assessment

1. Placement Learning Log & Critical Evaluation of
Placement Experience   Weighting: 100%
During this module, participants will engage in a short-term 2 week placement with another organisation/department within Childrens Services or the wider Childrens Trust. Participants are required to not only keep a log of their placement experiences, but also to reflect critically on its value as a learning experience, and as an opportunity to identify alternative ways/methods of working and organisational cultures/procedures and differences in ethos. The intention is that the Log and Critical Evaluation enable participants to 'contextualise' their own role, the role of their organisation and how these relate to the wider range of organisations/agencies (statutory, private and voluntary) involved in the provision of care for children and young people.

Key reading

Antonovsky, A., (1979) *Health, Illness and Coping*, San Francisco: Jossey-Bass.
Antonovsky, A., (1987) *Unravelling the Mystery of Health*, San Francisco: Jossey-Bass.
Barnard, P., Morland, I., and Nagy, J., (1999) *Children, Bereavement and Trauma: nurturing resilience*, London: Jessica Kingsley. See: www.ericeece.org/pubs/digests/1995/benard95.html
Bender, D., and Losel, F., (1997) Protective and risk effects of peer relations and social support on antisocial behaviour in adolescents from multi-problem milieus, *Journal of Adolescence*, 2, pp.661-678.
Egan, G., (2002) *The Skilled Helper*, Brooks CA
Emler, N., (2001) *Self-esteem: The Costs and Causes of Low Self-worth,* Joseph Rowntree Foundation Findings, November 2001. See: www.jrf.org.uk/knowledge/findings/socialpolicy/n71.asp
Geldard, K., and Geldard D., (2007) *Counselling Children*, SAGE Publications: London.
Geldard, K., and Geldard D., (2009) *Counselling Adolescents*, SAGE Publications: London.
Jeffs, T., and Smith, M. K., (2001), *Informal Education*, Education Now Publishing Cooperative Ltd: Nottingham.
Katz, A., (2000) 'Promoting our well-being: a study of young people aged 13-19 in Britain'. In A. Buchanan and B. Hudson (eds.) *Promoting Children's Emotional Well-Being*, Oxford: OUP
Mental Health Foundation (1999) *Bright Futures: promoting children and young people's mental health*, London: Mental Health Foundation.
Nind, M., Sheehy, K., Simmons, K., (20039, *Inclusive education – Learners and Learning Contexts*, David Fulton Publishers: London.
Roche, J., Tucker, S., Thompson, R., & Flynn, R., (2004) *Youth in Society*, London Sage Publications

Module 9: *Supporting Children and Young People with Special and Additional Needs – towards an inclusive education*

Module Code: EDU-FD09
Course Director: Adam Longcroft
Module Leader: Gillian Preece
Semester: Autumn Semester
Slots: Monday 9:00 am – 5:00 pm (with 1 hr lunch break 12:00-1:00 pm)
Credits: 20 at level 2

Aims

The module is designed to give students an understanding of the context of special needs, associated issues and approaches. It will enable students to acquire the knowledge, skill and attitude required to work effectively with children with special needs. The module aims to build the capacity of pedagogical practitioners to meet contemporary challenges and contribute towards a type of practice that meets the diverse (education) needs of children and young people and where the focus is on inclusive and participative practices

Learning outcomes

By the end of the module participants will be able to demonstrate an understanding of:-
- Different forms of special needs in terms of both indicative features and severity
- A holistic perspective to the practice with children with special needs
- The need to design social pedagogical interventions focusing on inclusion and participation for children and young people with special needs
- The theoretical perspectives of inclusion and models of inclusive practice from a national and international perspective
- The contextual nature of special needs
- Relevant and contemporary policy developments in the field of special needs
- Competencies and skills that contribute towards participative, inclusive practices in pedagogical contexts

Format of study

Activity	Number	Frequency	Duration	Total/Hours
Workshops	5	7 hrs each	9:00 am–1:00 pm	35
Self-directed study / reading & coursework preparation				165
Total Study Hours				200

Timetable

Workshop	Session Topic/Focus
Workshop 1	Understanding, disability and special needs • Current definitions and their construction and context Exploring types of special needs • Autism spectrum • ADHD • Intellectual and physical disabilities • Children with sensory impairments • Child mental health issues – understanding causes, symptoms, interventions and implications
Workshop 2	Inclusive practice • Fostering inclusive and participative practice • Current national and international policies, issues and legal frameworks in the field of special needs • Mainstream versus special education
Workshop 3	Communicating with children with special needs • Concepts of special educational pedagogy • Advocacy for children and young people with special needs • Rights of children with disabilities • Understanding barriers • Methods of non – verbal communication
Workshop 4	Planning activities and interventions for children and young people with special needs • Inclusive ways of working exploring different methodological approaches • Observation ,assessment and evaluation methods and tools

	• Working with parents
	• Working with different professions
Workshop 5	Oral presentations by students

Assessment

1. Scenario-focused Problem-Solving Exercise   Weighting: 50%

Problem-solving is a key aspect of working with colleagues in care contexts and working with parents, carers, children/young people and other agencies/organisations in a resource-constrained environment where complex factors have to be weighed and difficult decisions made. Tactical interventions and the development of care packages etc often require professionals to investigate the most efficient means of arriving at workable, practical solutions and this exercise requires participants to demonstrate examples/instances of this in real world scenarios and contexts.

2. Essay   Weighting: 50%

This exercise requires participants to demonstrate wider reading around the subject, explicit engagement with theory, and the use of effective critical reading, note-taking, referencing and essay-writing skills. Participants will select an essay Q to address from a limited list of possible topics. It is considered important that participants engage with one essay assignment per year of study.

Key reading

Maureen Aarons & Tessa Gittens, (1992) *The Handbook of Autism: a Guide for Parents and Professionals*, Routledge.

Simon Baron-Cohen & Patrick Bolton, (1993) *Autism: The Facts*, Oxford University Press.

Brewster, S., (2004) 'Putting words into their mouths? Interviewing people with learning disabilities and little/no speech.' *British Journal of Learning Disabilities*, 32, 4, pp.166-169.

Connors, C., and Stalker, K., (2003) *The Views and experiences of disabled children and their siblings: a positive outlook,* London: Jessica Kingsley.

Franklin, A., and Sloper, P., (2004) *Participation of disabled children and young people in decision-making within social services departments in England*, York: Social Policy Research Unit, University of York.

Griffin, S., and Shevlin, M., (2007) *Responding to Special Educational Needs*, Gill and Macmillan Dublin

Jones, D**.** (2003) *Communicating with Vulnerable Children: a Guide for Practitioners,* London: Department of Health.

Nind, M., Sheehy, K., and Simmons, K., (2003) *Inclusive Education*, Fulton Publishers London

Petrie, P., Storey, P., and Candappa, M., (2002) *Inclusive Play*, London: Department of Health/Institute of Education.

Westwood, (2000?) *Commonsense Methods for Children with Special Educational Needs*, Routledge: London.

Module 10: *Developing Cultural Competencies*

Module Code: EDU-FD10
Course Director: Adam Longcroft
Module Leader: Ariane Hoppler
Semester: Autumn Semester
Slots: Monday 9:00 am – 5:00 pm (with 1 hr lunch break 12:00-1:00 pm)
Credits: 20 at level 2

Aims

The module aims to make students aware of the wide range of different life contexts and backgrounds that children and young people live in, to reflect upon their significance for pedagogical work and to make use of them in constructive ways. In order to do this students will explore daily ascription processes and interpretive patterns regarding social cultural backgrounds, gender and disabilities and reflect upon the different conditions linked to "foreignness" and how we perceive it. The guiding principles of pedagogic work, such as inclusion, diversity, cultural sensibility and gender – sensitive pedagogical work are introduced as a framework to reflect upon the development and evaluation of strategic concepts.

Learning outcomes

By the end of the module participants will be able to demonstrate an understanding of:-
- Cultural differences among individuals and how they affect perspectives
- Their own cultural background and how that has shaped their attitudes and opinions
- The complexity of socio-cultural and international diversity
- The need to create different opportunities for diverse learners
- The skills required for effective intercultural communication
- The value of societal diversity
- The ability to facilitate conflict resolution skills in diverse groups
- Their responsibility to continue professional and personal development with an emphasis on diversity, ethics and teamwork

Format of study

Activity	Number	Frequency	Duration	Total/Hours
Workshops	5	7 hrs each	9:00 am–1:00 pm	35
Self-directed study / reading & coursework preparation				165
Total Study Hours				200

Timetable

Workshop	Session Topic/Focus
Workshop 1	Theoretical concepts of Diversity education • Homogeneity and heterogeneity • The concept of sameness and difference • Objectives of an education of diversity
Workshop 2	Personal differential relations • Internal and external dimensions of diversity • Attitudes prejudices, stereotypes perceptions and discrimination • Biographical self - reflection
Workshop 3	Sex and gender diversity • Construction of sex and gender • Sexual orientation • Gender mainstreaming
Workshop 4	Intercultural learning • Concepts of intercultural learning • Understandings and definitions of "culture" • Intercultural education • Methods of intercultural education • Intercultural conflict resolution
Workshop 5	Oral presentations by students

Assessment

1. Cross-sector Collaborative Group Investigation (4,000 words)   Weighting: 80%

Inter-professional working, cross-sector collaboration and integrated working are key underpinning themes of the foundation degree. This exercise requires students to work with others in the completion of an investigation of a theme/topic/problem/process relating the development of cultural competencies.

2. Course Test (1 hour)   Weighting: 20%

Key reading
Alcoff, Linda Martín, and Eduardo Mendieta, (eds) (2002*) Identities: Race, Class, Gender and Nationality*, Malden, MA: Blackwell/Wiley.
Department of Culture, Media and Sport (2001) *Culture and Creativity: The Next Ten Years*, HMSO.
Benhabib, S., (2002) *The Claims of Culture, Equality and Diversity in the Global Area*, Princeton University Press: New Jersey.
Buttler, J., (2006) *Gender Trouble*, Routledge: New York.
Fausto-Sterling, A., (1985) *Myths of Gender: Biological Theories About Women and Men*, New York: Basic Books.
Green, V., and Charrington, S., (2010) *Delving into Diversity*, Nova Science Publishers: New York.
Hall, E., and Hall, M., (1990) *Understanding cultural differences: keys to success in West Germany, France and the United States,* Maine, Intercultural Press.
Haslanger, S., (2000?) *On Social Construction*, Oxford: Oxford University Press, (forthcoming).
Hofstede ,G., (1991) *Cultures and organizations: Software of the Mind*, London, McGraw-Hill.
Paige, R., (1993) *Education for the Intercultural Experience*, Maine Intercultural Press.
Sangeeta, S., (2010) *Working with Diversity in Youth and Community Work*, Learning Matters Ltd: Exeter.
Schmidt,V., (2005) *Gender Mainstreaming – An Innovation in Europe?,* Budrich Publishers Leverkusen: Germany.

Module 11: *Integrated Working with Systems and Assessment: The New Professional Environment*

Module Code: EDU-FD11
Course Director: Adam Longcroft
Module Leader: Ariane Hoppler
Semester: Spring Semester
Slots: Monday 9:00 am – 5:00 pm (with 1 hr lunch break 12:00-1:00 pm)
Credits: 20 at level 2

Aims

The module provides an introduction to the organisational aspects of pedagogical work. It enables students to analyze communication structures to reflect upon their own communicative behaviour and to recognise and shape communicative demands associated with professional action in different social and professional contexts. The module will introduce principles and practices relating to integrated working across the children´s and young peoples workforce. It will address the issues and possibilities in working in a multiprofessional environment to achieve the Every Child Matters goals

Learning outcomes

By the end of the module participants will be able to:

- Demonstrate knowledge about other professions, their terminology and ethics.
- To work in interdisciplinary teams with a wide range of tasks.
- Demonstrate knowledge about organisations and administrative systems and management of these systems
- Critically evaluate the concepts behind partnership working, integrated services and emergent models of integration.
- Communicate across organisational and professional boundaries.
- Take a lead in developing and maintaining integrated service delivery.
- Networking, negotiating and managing conflict.
- Understand the implications of the changing landscape of service delivery for professional identity,the required skills mix of the workforce.

Format of study

Activity	Number	Frequency	Duration	Total/Hours
Workshops	5	5 hrs each	9:00 am–1:00 pm	25
Self-directed study / reading & coursework preparation				175
Total Study Hours				200

Timetable

Workshop	Session Topic/Focus
Workshop 1	Understanding integrated working • Current policies and understanding of integrated working and working to targets • Different models of integrated models emerging nationally and locally • Theories of partnership working with organisations and service users • Case studies – good practice of integrated working
Workshop 2	Organisation theory and multi – agency working • Understanding potential benefits from improved coordination • Building a common language • The use of "partnership flexibilities" • The drivers and barriers of integrated working • "Think Family " approach to integrated working
Workshop 3	Identifying generic and specialist skills, agendas ethics and values of professions • Services for young people • Social Work • Services for Early Years and Families • Health • Third sector • Police
Workshop 4	Systems • Early intervention and integrated working : Common Assessment Framework -CAF • Commissioning

	• Inspections • Quality assurance
Workshop 5	Oral presentations by students

Assessment

1. Critical Evaluation of Common Assessment Framework (CAF)　　　　Weighting: 50%

The Common Assessment Framework is an important recent development and is used by a wide range of practitioners in a wide range of agencies/organisations that deal with the education and care of children and young people. This exercise presents participants with an opportunity to evaluate how the CAF is currently being used, its pros and cons, how it might be improved, and how it (or its successor) could or should inform work with children and inter-professional working in future.

2. Scenario-focused Problem Solving Exercise　　　　　　　　　　　Weighting: 50%

An opportunity for participants to evaluate existing systems that underpin work with children and young people, from the perspective of the child, the family/carer, and the professional, focusing on the problems created by these systems and possible solutions to them which might produce a more robust service to clients and enhanced, positive outcomes for children.

Key reading

Anderson-Butcher, D. and Ashton, D., (2004) *Innovative Models of Collaboration to Serve Children, Youths, Families and Communities Children and Schools*, Vol 26 pp.39-53. National Association of Social Workers Publishers: Washington DC.

Anning, A., Cottrell D., Frost N., Green J., and Robinson, M., (2006) *Developing Multi-professional Teamwork for Integrated Children´s Services*, Maidenhead: Open University Press.

Atkinson, M., Wilkin, A., Stott, A., and Kinder, K. (2002) *Multi-Agency Working: a Detailed Study*, Berkshire: National Foundation for Educational Research.

Cameron, A., and Lart, R., (2003) 'Factors Promoting and Obstacles Hindering Joint Working: A Systematic Review of the Research Evidence', *Journal of Integrated Care*, (2), pp.9-17.

Edwards A., Daniels H., Gallagher, T., Leadbetter J., and Warmington, P., (2009) *Improving Inter-professional Collaborations: Multi-agency Working for Children´s Wellbeing*, London and New York Routledge

Glisson, C., and Hemmelgarn, A., (1997) *The Effects of Organizational Climate and Interorganizational Coordination on the Quality and Outcomes of Children's Service Systems*, Tennessee: University of Tennessee.

Lloyd, G., Stead, J., Kendrick, A., (2001) *Hanging on in there - A Study of Inter-agency Work to Prevent School Exclusion in Three Local Authorities,* London: National Children's Bureau.

Park, J., and Turnbull, A. P., (2003) *Service Integration in Early Intervention - Determining Interpersonal and Structural Factors for Its Success,* in Infants & Young Children, Vol 16 Issue 1 pp.48-58. Lippincott, Williams and Williams Publishers: Washington DC.

Smith, M., (2009) *Rethinking Residential Child care: Positive perspectives*, Policy Press.

Sullivan, H., and Skelcher C., (2002) *Working Across Boundaries - Collaboration in Public Services*, Hampshire: Palgrave Macmillan.

Module 12:   *Applied Research in Children's Services*

Module Code: EDU-FD12
Course Director: Adam Longcroft
Module Leader: Adam Longcroft
Semester: Spring Semester
Slots: Monday 9:00 am – 5:00 pm (with 1 hr lunch break 12:00-1:00 pm). Includes a 2 week (80 hr) work placement (or equivalent spread over a longer period)
Credits: 20 at level 2

Aims

This module provides an opportunity to design and undertake a research project under the supervision of an experienced tutor/supervisor. The project, which should be in the order of 5,000 words, enables participants to apply theory to practice, to investigate work-related issues and problems, and to draw on data available within the professional setting (where permissible). The emphasis is on participants addressing aspects of practice in which research can potentially produce practical, valuable and substantive outcomes, recommendations for positive change in professional practice in Childrens Services, and also positive outcomes for children and young people (and their parents/carers). Participants will pursue a topic which explores themes/topics/issues/problems appropriate to their professional role in Childrens Services. They will demonstrate an ability to draw together a range of academic skills, research techniques and subject knowledge to explore their chosen topic, whilst also developing an awareness of research ethics, research tools, research methodologies, and the challenges that face researchers in the conduct of their research in 'real world' settings. The intention is that projects will, wherever possible, explore themes/issues which cut across different areas of practice within the wider children/young people's workforce, providing genuine insights into the wider sector, whilst placing their own professional role and responsibilities within a more meaningful, wider context. Students will normally be supervised by the Module Convenor, though he/she may choose to allocate a supervisor with specialist knowledge/expertise. During the module, students will engage in a 2 week placement (2 weeks (80 hrs) full-time, or the equivalent spread over a longer period). The placement will be in an organisation within the Childrens Trust. During placement participants will be supported by a placement mentor (normally a relatively senior, experienced member of staff in the organisation concerned). *Details relating to the purpose of placements and the role of placement mentors are set out on pages14-15 of this Programme Specification.*

Learning Outcomes:

By the end of this module participants should be able to:

- Plan, conduct and submit (under supervision), a Research Project of 6,000-7,000 words based on the investigation of a particular topic or theme.
- Demonstrate skills in locating and evaluating information and relevant research sources.
- Reflect critically on their own professional roles, and those of others.
- Analyse and interpret complex data and present such data/information in the context of a coherent group project.
- Employ a range of key research resources in their research, including the World Wide Web, and key resources and sources in the UEA Library and in the professional workplace.
- Demonstrate an awareness of, and an ability to apply, a range of research tools and methodologies commonly employed in the Social Sciences.
- Learn effectively in a range of contexts, using a range of evidence and resources.
- Develop insights into how HE learning can be empower professionals in the work environment.
- Construct sustained arguments and articulate complex ideas.
- Demonstrate 'autonomy' as a learner, conducting much of their studies independently, outside of the classroom/workplace setting.
- Work to deadlines set by the Module Convenor with regard to the submission of initial and final drafts of the project.
- Identify areas for enhancement in professional practice which will have positive outcomes for children and young people (and their parents/carers).

Teaching & Learning Strategies:

Considerable emphasis will be placed on one-to-one tutorial supervision sessions, with the participant working very closely with the Module Convenor or their allocated research supervisor. Tutorial sessions are built into the structure of each workshop session. Tutorials provide opportunities for the Module Convenor or supervisor to engage in a dialogue with individual members of the group and to discuss expectations and concerns, to give guidance on study skills and also the techniques required to tackle assignments. They also allow for a more detailed review of assignments submitted, and provide opportunities to discuss research strategies, research tools, research progress, to monitor ethical issues, and to provide feedback on draft sections of text etc. If additional support is needed, this may be arranged between the individual student and the Course Director.

Format of study

Activity	Number	Frequency	Duration	Total/Hours
Workshops	5	5 hrs each	9:00 am–1:00 pm	25
Self-directed study / reading & coursework preparation				95
Placement	1	1	2 weeks = 80 hours	80
Total Study Hours				200

Timetable

Workshop	Focus
Workshop 1	Project Design Workshop (1) In this opening workshop we will be exploring the following questions: • What are the aims and outcomes of the module – what will I get from it? • How will you be assessed and why are you being assessed in certain ways on this module. • What makes a good topic? • What kind of research questions might stem from a particular topic? • How might a project be designed and conceptualised? • What kind of data or sources might be investigated? • Where can you find the data/sources you need? • How will the tutorial supervision process work and what can you do to get the most out of it? Lunch (12:00-1:00 pm) Tutorials (1:00-3:00 pm)
Workshop 2	Project Design Workshop (2) In this workshop we will be exploring the following questions: • What might constitute a robust methodology – qualitative and quantitative approaches. • What kind of research tools should you use – what are the pros and cons of each? • Research ethics – what kind of issues impinge on researchers and how can you ensure that your research is carried out with proper regard to ethical consideration and best practice? • How should you monitor your research progress and track changes in strategy? • Plagiarism and research projects – how to make the best use of evidence without unwittingly or wittingly plagiarizing the research of others. Lunch (12:00-1:00 pm) Tutorials (1:00-3:00 pm)
Workshop 3	'Hands-on' Project-writing Workshop – Critiquing Past Projects (9:00-12:00 am) This workshop focuses on 'learning by example' – that is by undertaking a critical analysis of projects completed by students in previous years. Students will be expected to work in small groups to 'critique' anonymised project submissions, to identify areas of poor/strong practice, and to carry-out a mock marking exercise. The intention is that participants gain valuable and practical insights into 'what makes a good project'. Lunch (12:00-1:00 pm) Tutorials (1:00-3:00 pm)
Workshop 4	Sharing Research Practice Workshop (9:00-12:00 am) This workshop session will focus on the issues, problems and questions which members of the group are grappling with at this stage in the preparation of their dissertations, with a view to resolving problems and finding ways to move forward. The session will also provide opportunities for students to 'share practice' and learn from each other's experiences of the research and writing-up process Lunch (12:00-1:00 pm) Tutorials (1:00-3:00 pm)
Workshop 5	Student Oral Presentations (9:00-12:00 am) The presentations will be delivered individually by each participant and will be limited to 15 minutes + time for Q & As. All participants will be expected to observe all the presentations and all participants will have an opportunity to engage in peer-assessment (10 of the 15 marks available will be calculated based on the mean peer mark). Lunch (12:00-1:00 pm) Tutorials (1:00-3:00 pm)

Assessment

1.. A Research Project of 5,000 words.   Weighting 80%

The project topic will ideally be one which is suggested by the student, though the precise focus and title must be negotiated with and agreed by the Module Convenor. Project-style exercises form a common element of activity in the workplace in the 21st century and because of this, project work forms an important element of this foundation degree. Projects are demanding intellectual exercises which help students to develop and apply higher-order HE skills such as:

- Problem-solving skills.
- Project design skills and progress monitoring strategies.
- Self-directed study skills and learner autonomy.
- Enhanced skills of self-reflection.
- Working to tight deadlines against a clearly delineated timetable with key project 'milestones'.
- Enhanced 'task-oriented' performance.

These are also valuable 'transferable skills' which can be readily transferred into practice in the workplace. The 6,000 word limit provides participants with an opportunity to explore in some detail a theme, issue, process or problem relating to the development of social pedagogy as an approach to working with children and professional colleagues, or the challenges and opportunities associated with developing fully integrated childrens services in the 21st century.

2. Oral presentation focusing on the results of the Research Project.   Weighting 20%

This exercise provides participants with an opportunity to share the fruits of their research with both their fellow group members, their tutors, and their line managers (who will be invited to observe the presentations). The intention is that participants will provide a two-side of A4 summary of their presentations to the audience. Use of MS PowerPoint (or an equivalent package) will be compulsory. Presentations will be strictly limited to a max of 15 mins. A period of 5 mins will be allowed for Q & As following each presentation.

Key reading

Study Skills Literature

McMillan, K., & Weyers, J. (2006) *The Smarter Student*, Pearson Education Ltd
Cottrell, S., (1999) *The Study Skills Handbook*, Macmillan Study Guides
Bell, J. , (1993) *Doing your Research Project: A Guide For First-Time Researchers in Education and Social Science.* Milton Keynes: Open University Press
Berry, R., (1995) *The Research Project: How To Write It*, London: Routledge

Work-based Learning

Gray, D., (2004) *Learning Through the Workplace: A Guide to Work-based Learning*, Nelson Thornes
Gherardi, S., (2005) *Organisational Knowledge: The texture of Learning in the Workplace*, Blackwell
Moon, J., (2005) *Reflection in Learning and Professional Development: Theory & Practice*, Routledge Falmer
Rainbird, H., (2004) *Workplace Learning in Context*, Routledge
Taylor, J., (2005) *Learning at Work: Excellent Practice From Best Theory*, Palgrave Macmillan

Research Methods

Altheide, D.L., (1996) *Qualitative Media Analysis* . London, Sage
Bell, J., (1987) *Doing Your Research Project*. Buckingham: Open University.
Bond, M. & Hart, E., (1995) *Action Research for Health and Social Care : A Guide to Practice.* Buckingham, OUP
Bryman, A., (1988) *Quantity and Quality in Social Research.* London: Routledge.
Bryman, A., & Burgess, R. (1994) *Analysing Qualitative Data*. London: Routledge.
Cohen, L., Manion, L. and Morrison, K., (2007) Research Methods in Education (6thEdition). London: Routledge.
Cresswell, J. W., (2003). *Research Design – Qualitative, Quantitative, and Mixed Methods Approaches.* Thousand Oaks, CA: Sage.
Denzin K. & Lincoln Y., (2000, 2005; 2nd and 3rd editions) *Handbook of Qualitative Research* New York: Sage.
Denscombe, M., (1998) *The Good Research Guide: Small Scale Research Projects,* OUP
Flick, U., (2002) *An Introduction to Qualitative Research*, London: Sage (2nd edition)
Gilbert, N., (ed) (2001) *Researching Social Life*, London, Sage
Jones, S. G., (ed) (1998) *Doing Internet Research : Critical Issues And Methods For Examining The Net.* London, Sage
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G3 Staffing

a) Are new teaching appointments required and if so how many, at what level and how does the School(s)/Faculty intend to fund these?

No. Teaching/delivery will be by:
1. EDU staff who are allocated teaching hours on this programme as part of their annual workload allocation. Teaching on other programmes (or other duties/workloads) will be adjusted to allow for their input into the proposed FdA.
2. Associate tutors, contracted on a tried and tested AT contracts system. Some ATs may be staff in other UEA Schools (e.g. NAM, SWP) or external bodies (e.g. organisations in the voluntary sector such as BREAK)
3. Children's Services Staff - providing their time free of charge as part of the partnership agreement with NCS.

b) If no new teaching appointments are required, what teaching adjustments for existing faculty are proposed if :
  i) new units of teaching are required?
EDU staff who are allocated teaching hours on this programme as part of their annual workload allocation. Teaching on other programmes (or other duties/workloads) will be adjusted to allow for their input into the proposed FdA.

  ii) certain existing units of teaching are to be withdrawn?
N/A – no existing units will be withdrawn.

c) What are the resource implications for Schools of Studies outside the sponsoring School(s) (e.g. service teaching, overseas exchange links)? Please give below the outcome of consultations that have taken place on this matter (including with the relevant Faculty/Faculties) and attach relevant documentation.

None are envisaged.

<table>
<tr><td>G4</td><td colspan="2">Other resources</td></tr>
<tr><td>a)</td><td colspan="2">Is any other additional recurrent or non-recurrent expenditure envisaged in the sponsoring School(s)? If so, please give details, indicating how the School(s)/Faculty intends to fund these:</td></tr>
<tr><td></td><td colspan="2">i)   equipment, including computers

None</td></tr>
<tr><td></td><td colspan="2">ii) consumables

None</td></tr>
<tr><td></td><td colspan="2">iii) non-teaching staff

None</td></tr>
<tr><td>b)</td><td colspan="2">What are the resource implications for the following central services of the course:

i)   Academic administration
The proposed course will need to be administered in the same way as any other EDU undergraduate programme of study.</td></tr>
<tr><td></td><td colspan="2">ii)   The Audio Visual Service
None beyond those associated with other EDU programmes.</td></tr>
<tr><td></td><td colspan="2">iii)   Centre for English Language and British Studies
None</td></tr>
<tr><td></td><td colspan="2">iv)   Dean of Students' Office
It is likely that demands placed on DoS resources will be in line with those associated with other EDU programmes.</td></tr>
<tr><td></td><td colspan="2">v)   IT and Computing Services
It is envisaged that demands placed on IT resources will be in line with those associated with other EDU programmes.</td></tr>
<tr><td></td><td colspan="2">vi)   Library and Learning Resources

a) Resources:
   • What resources books, journals, other media) are already available in the Library to support this programme?

✓ Indicates numbers of copies currently held in UEA Library (April 2010)</td></tr>
</table>

Core Texts
(We request that an extra 4 copies of each of these be ordered)
Chen, M.F., Kornbeck, J., Rosendal, N., & Herrman, P., (2009*) The Diversity of Social Pedagogy in Europe*, Salzwasser-Verlag im Europaischen Hochschulverlag.
Harrison, R., (ed) (2007) *Leading Work with Young People*, London: Sage. ✓
Harrison, R., & Wise, C., (eds) (2005) *Working With Young People,* London: Sage
Horner, N., & Krawczys, S., (2006) *Social Work in Education & Children's Services,* Exeter: learning Matters.
Horner, N., (2009) *What is Social Work?: Context & Perspectives*, Exeter: Learning Matters. ✓
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Roche, J., Tucker, S., Thomson, R., & Flynn, R., (eds) (2nd edition , 2004) *Youth In Society*, London: Sage. ✓
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Wyse, D., & Hawtin, A. (2000) *Children: A Multi-Professional Perspective,* London: Arnold. ✓
Wyse, D., (2004) *Childhood Studies: An Introduction*, Oxford: Blackwell. ✓

Core magazine sources
Young People Now magazine http://www.ypnmagazine.co.uk
Children Now magazine http://www.childrennow.co.uk
Community Care magazine http://www.communitycare.co.uk

Key web sites
http://www.dcsf.gov.uk/everychildmatters
http://www.cwdcouncil.org.uk/
http://www.surestart.gov.uk/
http://www.participationworks.org.uk/

Work-based Learning
Gray, D., (2004) *Learning Through the Workplace: A Guide to Work-based Learning*, Nelson Thornes ✓ ✓ ✓ ✓ ✓ ✓ ✓
Gherardi, S., (2005) *Organisational Knowledge: The texture of Learning in the Workplace*, Blackwell ✓ ✓ ✓ ✓ ✓ ✓ ✓
Moon, J., (2005) *Reflection in Learning and Professional Development: Theory & Practice*, Routledge Falmer ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
Rainbird, H., (2004) *Workplace Learning in Context*, Routledge ✓ ✓ ✓ ✓ ✓
Taylor, J., (2005) *Learning at Work: Excellent Practice From Best Theory*, Palgrave Macmillan ✓
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Reflexive Practice & Groupwork
Brown, A., (1992) *Groupwork*. London: Heinemann. ✓ ✓ ✓
Crawford, K., (2006) *Reflective Reader: Social Work and Human Development,* Exeter: learning Matters. ✓
Douglas, T., (2000) *Basic Group Work*, 2nd edition, London: Routledge. ✓ ✓
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Follett, M. P., (1918) *The New State. Group organization the solution of popular government (3rd impression [1920] with introduction by Lord Haldane),* London: Longmans Green. ✓

Jelphs, K., & Dickinson, H., (2008) *Working In Teams,* Bristol: Policy Press.

Klein, J., (1956) *The Study of Groups*. London: Routledge and Kegan Paul. ✓

Klein, J., (1961) *Working with groups : the social psychology of discussion and decision.* London: Hutchinson. ✓

Konopka. G., (1963). *Social Group Work: A Helping Process*. Prentice Hall, Englewood Cliffs, NT. ✓

Knott, C., (ed) (2007) *Reflective Practice in Social Work,* Exeter: Learning Matters. ✓

Konopka, G., (1954). *Group Work in the Institution - A Modern Challenge*. New York: Association Press.

Lewin, K. (1948) *Resolving Social Conflicts. Selected papers on group dynamics*, New York: Harper and Row ✓

Lindsay, T., & Orton, S., (2008) *Groupwork Practice in Social Work,* Exeter: learning Matters. ✓

Martyn, H., (ed) (2000) *Developing Reflective Practice,* Bristol: Policy Press. ✓

Nemko, J., (2006) *Who Am I? Who Are You?* Lyme Regis: Russell House Publishing.

Rowe, D., & Dickson, A. (2006) *Smart Thinking,* Lyme Regis: Russell House Publishing

Thomson, N., (2007) *Power & Empowerment,* Lyme Regis: Russell House Publishing.

Parker, J., (2004) *Effective Practice Learning in Social Work,* Exeter: learning Matters. ✓ ✓ ✓

Rogers, V., (2003) *Teambuilding*, National Youth Agency

Communicating with Children & Young People

Koprowska, J., (2005) *Communication and Interpersonal Skills in Social Work,* Exeter: learning Matters. ✓ ✓

Reid, H., & Fielding, A., (2007) *Providing Support to Young People,* London: Routledge. ✓

Thomson, N., (2006) *People Problems,* Basingstoke: Palgrave.

The Developing Child & Young Person

Aldgate, J., Jones, D., Rose, W. & Jeffery, C. (eds) (2005) *The Developing World of the Child,* London: Jessica Kingsley Publishing. ✓

Buckley, B., (2003) *Children's Communication Skills,* London: Routledge.

Crawford, K., & Walker, J., (2003) *Social Work and Human Development,* Exeter: Learning Matters. ✓ ✓

Harding, J., Meddon-Smith, L., & Sheridan, M., (1999) *Play in Early Childhood,* London: Routledge. ✓ ✓ ✓

Jackson, S., & Goossens, L., (2006) *Handbook of Adolescent Development,* London: Routledge. ✓

Sheridan, M., Sharma, A., & Cockerill, H., (2007) *From Birth to Five Years,* 3rd edition, London: Routledge. ✓

Safeguarding Children & Young People

Barlow, J., (2010) *Safeguarding Children from Emotional Maltreatment*, London: Jessica Kingsley. ✓

Braithwaite, R., (2001) *Managing Aggression,* London: Routledge. ✓ ✓

Broadwood, J., & Carmichael, H., (1996) *Tackling Bullying*, Bransgore: UK Youth.

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Matters. ✓

Every Child Matters
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Geldard, K., & Geldard, D., (2008) *Counselling Children: A Practical Introduction,* (3rd edition), London: Sage. ✓ ✓
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Recording and Observing
Palaiologou, I., (2008) *Childhood Observation,* Exeter: Learning Matters. ✓
Reid, H. L., & Fielding, A. J., (2007) *Providing Support To Young People: a guide to interviewing in helping relationships,* Abingdon: Routledge. ✓
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Youthwork & Adolescents in Society
Coleman, J., & Hagell, A. (2007) *Adolescence, Risk and Resilience Against The Odds,* Chichester: John Wiley. ✓ ✓ ✓
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Lee, W.M., (2007) *Introduction to Multi-cultural Counselling for Helping Professionals*, Routledge. ✓
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Foley, P., & Rixon, A., (eds) (2008) *Changing Children's Services: working and learning together,* Bristol: Policy Press. ✓

Glasby, J., & Dickinson, H., (2008) *Partnership Working in Health & Social Care,* Bristol:Policy Press. ✓

Smith, M., (2009) *Rethinking Residential Child Care*, Policy Press. ✓

Wyse, D., & Hawtin, A. (2000) *Children: A Multi-professional Perspective,* London: Arnold. ✓

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Sinclair, I. (2005) *Fostering Now: Messages from Research*, Jessica Kingsley ✓

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What resources (books, journals, other media) other than those already available will be required (a) immediately (b) as the programme numbers increase? *The answer should include comments on the need for additional copies as well as for new stock and on the degree of reliance on interlending which may be necessary to support the programme.*

Relevant Journals in UEA Library Collections
Adoption and Fostering
Childhood
Children & Society
Children and young persons on child protection registers
Children and Youth Services Review
Children in care in England and Wales
Children in Care of Local Authorities
Children in Care or Under Supervision
Children Looked After by Local Authorities
Children, Youth and Environments
Children's Day Care Facilities
Childrens Homes
Childrens Services Statistics
Community Care
Journal of Social Work
Journal of Social Work Practice
Pedagogy, Culture & Society
Social Policy
Social Policy & Society
Social Science Journal

Social Science Quarterly
Socialo Work and Social Sciences Review
Social Work Education
Social Work in Europe
Social Work
Social Work Research
Social Work Service
Social Work Today
Youth in Society
Youth Studies

b) Services
- What Library services are likely to be used by student taking this programme (a) during the daytime (b) in the evening and at weekends? *Please comment on the likely use of Restricted Loan, and the Audio-Visual Services and on the need for evening/weekend access to borrowing facilities, particularly by part-time or distance learning students. Will there be regular teaching in the evening? Will any teaching take place away from the campus? Will professional placement form part of the programme?*

Most of the participants on this Foundation Degree will be full-time employees of the Norfolk Childrens Services department – their job commitments mean that daytime, mid-week use of Library resources is likely to be minimal. It is expected that their use of Library resources will be similar to Continuing Education students who tend to use the Library in the evenings and at weekends (i.e. outside peak demand periods.

c) Usage
- Are there other, similar programmes which the Library could use as indicators of likely demand for stock and services if the programme is approved and introduced?

There are no other programmes which have a similar focus.

- What level of bibliographic instruction is likely to be required in order that the students taking the programme are able to use the Library fully and effectively? Will this be given by faculty or by Library staff?

The Social Sciences Faculty Librarian will be invited to contribute a workshop session (approx 2 hrs) on the first module of the first semester. All other library induction activities will be led by academic staff.

vii)   teaching accommodation

The course will require suitable accommodation at UEA. An unusual requirement is the need for a single teaching room for a whole day each Monday (the course is delivered in one-day block periods). If this is not possible due to room booking pressures, half-day blocks will suffice (i.e. 9 am-1 pm & 1-6 pm).

viii) University Counselling Service

It is expected that demand on the Counselling Services of the University will be in line with those on other Continuing Education courses (e.g. the Certificate in Counselling Skills). However, the focus of the course on childrens services and children in care contexts may bring participants into contact with issues, scenarios and emotionally challenging situations. Some may turn to the Counselling Service as an alternative to services provided by their employer.

ix) University Careers Service

Given that participants will already be in employment with Norfolk Childrens Services use of the Careers Service is likely to be light. Demand on the service will be in line with those on other Continuing Education courses.

c) **Equal Opportunities**

i) Is any special provision (e.g. equipment) or alteration (e.g. to facilitate access, to ensure health and safety is maintained) required to preserve and enhance equality of opportunity.

No special provision/need is envisaged.

ii) Has the Dean of Students' Office been consulted and if so, what is their advice?

No special provision/need is envisaged, therefore consulting DoS is unnecessary.

It is important that the Schools discuss with the Information Services Directorate any resource implications and that any additional needs can be met from within their routine resource allocation unless otherwise indicated in the comment above.

SECTION H: APPROVAL SHEET

TITLE OF PROGRAMME:
Foundation Degree (FdA) in Social Pedagogy and Integrated Children's Services

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1.   CENTRAL SERVICES

a)
 	
    Director of Careers Centre: …………………….…………………
 	
    Date: ……………………………
    (Section F2 refers)

b)
 	
    Access and Admissions Office: …………………………….…………………
 	
    Date: ……………………………
    (Section F3 refers)

c)
 	
    Deputy Academic Registrar (Planning Office): …………………….…………………
 	
    Date: ……………………………
    (Section F3 refers if the proposal is for additional intake numbers)

d)
 	
    Director of Library, Learning and IT Services: …………………………….…………
 	
    Date: ……………………………
    (Section G4b refers if the proposal has resource implications)

2.	**SCHOOL School of Education and Lifelong Learning** **Date of School Board (or equivalent) approval:** …………………………………………... **Signature of Chair:** ………………………………….. Professor Nigel Norris (Head of School of Education and Lifelong Learning)
After signatures have been obtained, please forward this form to Sue Koria, Room 3.30, Learning, Teaching and Quality Office, Academic Division, Floor 3, The Registry	

3. LEARNING, TEACHING AND QUALITY COMMITTEE APPROVAL

3.1 (*for new course proposals with resource implications*)

Date of LTQC Approval in principle: ……………………………………

Signature of Chair: …………………………………………………………..

3.2 (*for new course proposals without resource implications/major modifications to existing courses*)

i) **Signature of Director of Undergraduate Studies or Director of Graduate Studies (as appropriate:**
…………………………………………………………………………..

Date: ……………………………

ii)

Signature of Academic Registrar: ………………………….……………………

Date: ……………………………

iii)

Signature of Director of Admissions (or nominee): ..…………………….…………

Date: ……………………………

4. FACULTY APPROVAL

(for new course proposals remitted to the Faculty for detailed consideration)

Date of Faculty approval: ………………………….………

Signature of Associate Dean: …………………………………………………

See Overleaf**:-**

Appendix 1: Assessment Rationale for the *Foundation Degree in Social Pedagogy and Integrated Childrens Services*.

Appendix 1
Assessment Strategy and Rationale Foundation Degree in Social Pedagogy & Integrated Children's Services

Module (Credits)	Assessment Mode	Weighting
YEAR 1		
Becoming a Student of Higher Education: Learning to Learn (20)	**1) Collaborative Group Project** This exercise requires participants to work collaboratively and effectively with others. It requires each group member to demonstrate good communication skills and both effective group-working and team leadership abilities. Problem-solving, conflict resolution, time management, project management and good IT skills are essential to the completion of the group project which also requires participants to share responsibilities, allocate/accept and undertake key roles, pool resources and work across different disciplines or sectors. It requires participants to get to know their fellow team-members quickly, to recognise and respect different ways of working, and, crucially, to deal with 'problematic' behaviours (e.g. participants who appear not to be 'pulling their weight'). It's a good 'ice-breaker' at the beginning of the course – it demands a high level of collaborative performance from the outset and establishes the ethos and tone of the rest of the course, which is very much focused on effective team-working, inter-professional communication and integrated working. Mark is shared by the group. **2) Group Oral Presentation** This exercise also requires participants to work collaboratively and effectively with others in the delivery of a coherent team presentation in which each team member plays a full role in the presentational process. It requires participants to demonstrate that they can not only work as a team, but employ oral/verbal skills in the articulation of ideas, arguments, case studies, and findings. Mark is shared by the group.	80% 20%
An Introduction to Social Pedagogy (20)	**1) Essay** This exercise requires participants to engage with one of the most demanding intellectual processes in higher education: the execution of a 'traditional' essay. The inclusion of an essay into the assessment in the first semester of the first year is quite deliberate – it emphasises for participants that they are on an 'academic' programme which also has a vocational focus. Students are expected to demonstrate wider reading around the subject, explicit engagement with theory, and the use of effective critical reading, note-taking, referencing and essay-writing skills. Participants will select an essay Q to address from a limited list of possible topics. It is considered important that participants engage with one essay assignment per year of study (3 in total). **2) Group Case Study** This exercise is completed in groups of 4/5 and focuses on two examples of the application of a social pedagogical approach in dealing with children/young people. The intention is to ensure that participants work in mixed groups combining individuals from different parts of the children's sector in order to promote sharing of experiences/knowledge/perspective and to promote inter-professional collaboration/communication. Groups will be expected to address a series of key questions, which include: *How did the approach differ to more 'conventional' approaches?* *What were the outcomes?* *What was the nature of the interventions?* *What were the benefits?* Groups will be required to present their case study in written format, but also in the form of a group oral presentation, delivered in the final workshop. The latter is NOT formally marked – it is a formative exercise only and each group will receive feedback from the module convenor in oral form.	50% 50%
Participation Rights for Children and Young People (20)	**1) Essay** This exercise requires students to engage with one of the most demanding intellectual processes in higher education: the execution of a 'traditional' essay. The inclusion of an essay into the assessment in the second half of the	50%

	first year is quite deliberate – it once again emphasises for participants that they are on an 'academic' programme which also has a vocational focus. Students are expected to demonstrate wider reading around the subject, explicit engagement with theory, and the use of effective critical reading, note-taking, referencing and essay-writing skills. Participants will select an essay Q to address from a limited list of possible topics.	
	2) Collaborative Group Project Emphasising again the importance of inter-professional working, this exercise requires groups to investigate a theme or issue relating to the participation rights of children and young people in the care process as 'service users' as a means of identifying examples of poor and best practice and ways in which a social pedagogical approach could produce more positive outcomes. Group projects could focus on policies, procedures, methods of communication, strategies for building more robust forms of participation, societal, cultural and organisational constraints/limitations, case studies etc. Mark to be partly by the tutor (80%) and partly by peer assessment of each group members input (20%).	50%
Safeguarding Children and Young People (20)	**1) Critical Analysis focusing on Safeguarding legislation, policies, procedures, practices and case studies** This exercise requires participants to demonstrate a sound grasp of the issues/policies, legislation, literature and best practice regarding the safe-guarding and wellbeing of children and young people in a wide range of care contexts. It is completed individually and there is scope for participants to negotiate the precise theme/focus of the critical analysis.	80%
	2) Oral Presentation based Critical Analysis This exercise requires students to demonstrate that they can deliver presentations individually, without the support of a team around them. Its inclusion is quite deliberate and is driven by a concern that student undertake at least one oral presentation in each year of study.	20%
YEAR 2		
Creative Approaches in Working with Children & Young People (20)	**1) Mini-project employing key social science research tools/media** This mini-project provides an opportunity for participants to develop their research skills and higher-order academic skills during the early stages of the second year of their studies and it is intended to provide them with a 'preparatory experience' that equips them to tackle the longer and more demanding research project which follows in the third year. It provides an opportunity to engage proactively with research methodologies and research tools employed in the social sciences as well as requiring a more intensive use of key research resources such as the UEA Library and *Metalib*.	80%
	2) Oral presentation based on Mini-Project This exercise provides a second opportunity for participants to deliver a presentation on their own. Its inclusion is quite deliberate and is driven by a concern that student undertake at least one individually delivered oral presentation in each year of study.	20%
Child & Adolescent Learning and Development (20)	**1) Essay** This exercise requires participants to demonstrate wider reading around the subject, explicit engagement with theory, and the use of effective critical reading, note-taking, referencing and essay-writing skills. Participants will select an essay Q to address from a limited list of possible topics. It is considered important that participants engage with one essay assignment per year of study.	40%
	2) Cross-sector Collaborative Investigation Inter-professional working, cross-sector collaboration and integrated working are key underpinning themes of the foundation degree. This exercise requires students to work with others in the completion of an investigation of a theme/topic/problem/process relating the the development of children and young people in care contexts.	40%
	3) Course Test (1 Hour)	20%

	This will be conducted under exam-like conditions. It will constitute a rigorous test of participants' understanding of core concepts, issues and procedures, whilst also ensuring that they are able to work effectively under pressure. It will have the added advantage of minimising opportunities for plagiarism.	
The Role of Parents, Care Workers and Society (20)	**1) Case Studies illustrating effective working with Parents/Carers** Parents and carers are key partners in the care of children and young people and participants are required to demonstrate that they are aware of and sensitive to the demands and benefits of working collaboratively with them in the delivery of care at individual, organisational and sector levels. Using a case study-focused approach, participants will consider the merits/flaws of existing/orthodox approaches/practices and the possible benefits of an approach grounded in social pedagogical principles.	80%
	2) Oral Presentation based on case Studies This exercise provides a second opportunity for participants to deliver a presentation on their own. Its inclusion is quite deliberate and is driven by a concern that student undertake at least one individually delivered oral presentation in each year of study.	20%
Supporting Transitions (20)	**1)Placement Learning Log & Critical Evaluation of Placement Experience** During this module, participants will engage in a short-term 2 week placement with another organisation/department within Childrens Services or the wider Childrens Trust. Participants are required to not only keep a log of their placement experiences, but also to reflect critically on its value as a learning experience, and as an opportunity to identify alternative ways/methods of working and organisational cultures/procedures and differences in ethos. The intention is that the Log and Critical Evaluation enable participants to 'contextualise' their own role, the role of their organisation and how these relate to the wider range of organisations/agencies (statutory, private and voluntary) involved in the provision of care for children and young people.	100%
YEAR 3		
Supporting Children and Young People with Special and Additional Needs (20)	**1) Scenario-focused Problem-Solving Exercise** Problem-solving is a key aspect of working with colleagues in care contexts and working with parents, carers, children/young people and other agencies/organisations in a resource-constrained environment where complex factors have to be weighed and difficult decisions made. Tactical interventions and the development of care packages etc often require professionals to investigate the most efficient means of arriving at workable, practical solutions and this exercise requires participants to demonstrate examples/instances of this in real world scenarios and contexts.	50%
	2) Essay This exercise requires participants to demonstrate wider reading around the subject, explicit engagement with theory, and the use of effective critical reading, note-taking, referencing and essay-writing skills. Participants will select an essay Q to address from a limited list of possible topics. It is considered important that participants engage with one essay assignment per year of study.	50%
Developing Cultural Competencies (20)	**1) Cross-sector Collaborative Group Investigation** Inter-professional working, cross-sector collaboration and integrated working are key underpinning themes of the foundation degree. This exercise requires students to work with others in the completion of an investigation of a theme/topic/problem/process relating the development of cultural competencies.	80%
	2) Course Test (1 hour) This will be conducted under exam-like conditions. It will constitute a rigorous test of participants' understanding of core concepts, issues and procedures, whilst also ensuring that they are able to work effectively under pressure. It will have the added advantage of minimising opportunities for plagiarism.	20%

Integrated Working with Systems and Assessment (20)	**1) Critical Evaluation of CAF** The Common Assessment Framework is an important recent development and is used by a wide range of practitioners in a wide range of agencies/organisations that deal with the education and care of children and young people. This exercise presents participants with an opportunity to evaluate how the CAF is currently being used, its pros and cons, how it might be improved, and how it (or its successor) could or should inform work with children and inter-professional working in future.	50%
	2) Scenario-focused Problem Solving Exercise An opportunity for participants to evaluate existing systems that underpin work with children and young people, from the perspective of the child, the family/carer, and the professional, focusing on the problems created by these systems and possible solutions to them which might produce a more robust service to clients and enhanced, positive outcomes for children.	50%
Applied Research in Childrens Services(20)	**1) Individual Research Project focusing on a course theme and placement experiences** Project-style exercises form a common element of activity in the workplace in the 21st century and because of this, project work forms an important element of this foundation degree. Projects are demanding intellectual exercises which help students to develop and apply higher-order HE skills such as: • Problem-solving skills. • Project design skills and progress monitoring strategies. • Self-directed study skills and learner autonomy. • Enhanced skills of self-reflection. • Working to tight deadlines against a clearly delineated timetable with key project 'milestones'. • Enhanced 'task-oriented' performance. These are also valuable 'transferable skills' which can be readily transferred into practice in the workplace. The 6,000 word limit provides participants with an opportunity to explore in some detail a theme, issue, process or problem relating to the development of social pedagogy as an approach to working with children and professional colleagues, or the challenges and opportunities associated with developing fully integrated childrens services in the 21st century.	90%
	2) Oral presentation based on Project This exercise provides participants with an opportunity to share the fruits of their research with both their fellow group members, their tutors, and their line managers (who will be invited to observe the presentations). The intention is that participants will provide a two-side of A4 summary of their presentations to the audience. Use of MS PowerPoint (or an equivalent package) will be compulsory.	10%