

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

INTRODUCTION

Identifiers (e.g. a, b, c etc.) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way.

Examples of programme variants include:

- a. BSc Computer Science (full-time) – *single honours degree*
- b. BSc Computer Science (Part-time) – *single honours variant*
- c. BSc Computer Science with a Year in Industry – *single honours variant*
- d. BSc Computer Science with a Year Abroad – *single honours variant*
- e. BSc Computer Science with a Foundation Year – *single honours variant*
- f. BSc Computer Science (Games Development) – *single honours with pathway*
- g. BSc Computer Science (Games Development) with a Foundation Year – *single honours with pathway with variant*
- h. MEng Computer Science – *integrated masters*
- i. MEng Computer Science (Games Development) – *integrated masters with pathway*
- j. Diploma Computer Studies – *named exit award*

A	GENERAL INFORMATION						
1	Partner institution <i>Please state the name of the partner institution.</i>						
	Grimsby Institute of Further and Higher Education						
2	Programme awards and titles <i>State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title then please include details of this here.</i>						
	(a) BA Childhood and Youth Studies (Top Up)						
3	Cluster to which the programmes and their variants belong <i>If new, please state NEW. For existing clusters please state the rationale for inclusion.</i>						
4	Type of programmes <i>Please place the relevant programme identifiers (a,b,c etc.) against each programme type below.</i>						
	<table border="1"> <tbody> <tr> <td data-bbox="188 1935 509 1973">UG Single honours</td> <td data-bbox="509 1935 643 1973"></td> </tr> <tr> <td data-bbox="188 1973 509 2011">Integrated Masters</td> <td data-bbox="509 1973 643 2011"></td> </tr> <tr> <td data-bbox="188 2011 509 2049">PG Cert</td> <td data-bbox="509 2011 643 2049"></td> </tr> </tbody> </table>	UG Single honours		Integrated Masters		PG Cert	
UG Single honours							
Integrated Masters							
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	PG Dip								
	Taught Masters								
	Foundation Degree		<i>Please indicate articulation routes:</i>						
	Honours Stage (Top-up)	X							
	Other		<i>Please detail:</i>						
5	Validation category <i>Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.</i>								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Franchised</td> <td style="width: 30%;"></td> </tr> <tr> <td>Consortium</td> <td></td> </tr> <tr> <td>Validated</td> <td style="text-align: center;">X</td> </tr> </table>			Franchised		Consortium		Validated	X
Franchised									
Consortium									
Validated	X								
6	UCAS codes <i>If known, please include the UCAS code for these programmes.</i>								
	LL55								
7	JACS codes <i>If known, please include the appropriate JACS codes for the programmes.</i>								
	TBC								
8	Awarding Institution								
	University of Hull								
9	Locations within Partner Institution <i>State the schools/ subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.</i>								
	Faculty of Health Wellbeing and Society School of HE Education and Social Science								
10	Partner Institution Programme Leader's name and email <i>Please identify one lead person per programme.</i>								
	Mioka Drummond drummondm@grimsby.ac.uk								
11	University Link Faculty and School <i>Please state the primary link faculty and school at the University of Hull</i>								
	School of Education and Social Sciences Faculty of Arts, Cultures and Education								

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12	University Link Faculty Academic Contact <i>Please provide a contact name, title, address, email and telephone number</i>							
	Dr Sharron Wilkinson University of Hull s.f.wilkinson@hull.ac.uk +44 (0) 1482 466764							
13	Locations of delivery <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.</i>							
	Grimsby Institute of Further and Higher Education							
14	Types of Study <i>Please place the relevant programme identifiers (a,b,c etc.) against each type of study.</i>							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Full-time</td> <td style="width: 30%; text-align: center;">x</td> </tr> <tr> <td>Part-time</td> <td></td> </tr> </table>		Full-time	x	Part-time			
Full-time	x							
Part-time								
15	Modes of study <i>Please place the relevant programme identifiers (a,b,c etc.) against each mode of study.</i>							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">On-campus/Blended</td> <td style="width: 30%; text-align: center;">X</td> </tr> <tr> <td>Online/Distance</td> <td></td> </tr> <tr> <td>Other</td> <td style="border: none;">Please specify: <input style="width: 100%;" type="text"/></td> </tr> </table>		On-campus/Blended	X	Online/Distance		Other	Please specify: <input style="width: 100%;" type="text"/>
On-campus/Blended	X							
Online/Distance								
Other	Please specify: <input style="width: 100%;" type="text"/>							
16	Duration <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.</i>							
	1 year							
17	Trimesters <i>Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.</i>							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Trimester 1 – T1</td> <td style="width: 30%; text-align: center;">X</td> </tr> <tr> <td>Trimester 2 – T2</td> <td style="text-align: center;">X</td> </tr> <tr> <td>Trimester 3 – T3</td> <td></td> </tr> </table>		Trimester 1 – T1	X	Trimester 2 – T2	X	Trimester 3 – T3	
Trimester 1 – T1	X							
Trimester 2 – T2	X							
Trimester 3 – T3								

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18	<p>Number of weeks per trimester <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.</i></p>								
	<p>Week 1 – Orientation to this level of study</p> <p>Triune one – Beginning September - 8 weeks delivery (plus two weeks of assessments) – a</p> <p>Triune two – Beginning December - 8 weeks delivery (plus two weeks of assessments) – a</p> <p>Triune three – Beginning March - 8 weeks delivery (plus two weeks of assessments) - a</p> <p>Academic year total = 31 weeks</p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Grimsby Institute Triune</td> </tr> <tr> <td style="width: 70%;">Triune 1</td> <td style="text-align: center;">x</td> </tr> <tr> <td>Triune 2</td> <td style="text-align: center;">x</td> </tr> <tr> <td>Triune 3</td> <td style="text-align: center;">x</td> </tr> </table>	Grimsby Institute Triune		Triune 1	x	Triune 2	x	Triune 3	x
Grimsby Institute Triune									
Triune 1	x								
Triune 2	x								
Triune 3	x								
19	<p>Balance of credits across trimesters <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.</i></p>								
	<p>40 credits per triune.</p> <p>Whilst Action Research Project is being delivered across all three triunes, delivery of workshops and individual support will mainly be concentrated in triune one and three meaning the balance of credits remains 40 per triune.</p>								
20	<p>Classification weighting <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the classification weighting for each programme and variant, e.g. 40:60 (Diploma:Honours).</i></p>								
	<p>100% honours stage</p>								
21	<p>Progression arrangements for Integrated Masters and/or Preliminary Stage <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).</i></p>								
	<p>n/a</p>								
22	<p>Professional, Statutory or Regulatory Bodies <i>Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.</i></p>								

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	n/a																																		
23	<p>Relevant Subject Benchmark Statements <i>State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank. QAA subject benchmark statements exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.</i></p>																																		
	<p>QAA Subject Benchmark Statement: Youth and Community Work (2017) (YC) QAA Subject Benchmark Statement: Social Work (2016) (QSW) National Occupational Standards for Social Work (2011) (SW) National Occupational Standards in Youth Work (2012) (YW)</p>																																		
24	<p>Other references used in designing the programmes <i>e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.</i></p>																																		
	<p>The programme has been designed and developed in conjunction with employers from across statutory and Social Enterprise organisations. Practice Managers from the Family Resource Service, Family Hubs and alternative education provider for primary school age children were ask to consult on the purpose and module design and assessment. This was crucial to ensure the content was fit for purpose within the sector at level 6.</p> <p>Student groups from FdA Children, Young People & Families were also consulted and feedback used on the module content and assessments.</p>																																		
25	<p>Anticipated student numbers <i>Please indicate using the relevant programme identifiers (a,b,c etc.) the anticipated cohort numbers for the first three years' intake onto each programme.</i></p>																																		
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Identifiers</th> <th colspan="2">First intake</th> <th colspan="2">Second intake</th> <th colspan="2">Third intake</th> </tr> <tr> <th>Home/EU</th> <th>Overseas</th> <th>Home/EU</th> <th>Overseas</th> <th>Home/EU</th> <th>Overseas</th> </tr> </thead> <tbody> <tr> <td>a</td> <td>10</td> <td></td> <td>12</td> <td></td> <td>14</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Identifiers	First intake		Second intake		Third intake		Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas	a	10		12		14															
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26	<p>Programme cohort start dates <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the cohort start dates for each programme and variant.</i></p>																																		

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	<table border="1"> <tr> <td>T1 – 2019</td> <td>A (September)</td> </tr> <tr> <td>T2 – 2019</td> <td></td> </tr> <tr> <td>T3 – 2019</td> <td></td> </tr> </table>	T1 – 2019	A (September)	T2 – 2019		T3 – 2019	
T1 – 2019	A (September)						
T2 – 2019							
T3 – 2019							
B	<p>PROGRAMME DESIGN</p> <p><i>Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.) allocated in section A2 of this form.</i></p>						
27	<p>Programme Rationale and Overview</p> <p><i>Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the ‘big ideas’ that thread through their design. Please identify three to five high level ‘big ideas’ articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?</i></p> <p><i>Please refer to Briefing Note A: Using a Threshold Concepts Approach to Inform Curriculum Design</i></p> <p>Over the last five years there has been a significant shift in policy, practice and funding for services supporting children, young people and families. Services have had to restructure and rethink the support strategies and establish new ways of working to ensure relevant services are available. When exploring this with employers from children's services they were clear that the impact of this was the move towards practitioners working across the whole of the 0-19 agenda. This has led to a skills gap across sectors where age specific support workers are now having to work with groups of young people that they do not feel equipped to deal with. The aim of the programme is to offer learning opportunities which will develop skills to bridge the gap of working with 5 -12 years and youth support for young people up to 19 years.</p> <p>The programme is focussed on practice and will prepare students for the challenges of working in this vital and frequently fluid area within both the public and private sector, equipping all students with the knowledge, skills, understanding and critical instincts to work as an informed, confident and responsible professional. The course draws on a range of local and international perspectives, and theory from a range of areas such as leadership, safeguarding, solution focussed practice and child and youth support giving students sound knowledge and skills which they can apply to the area of practice they currently work in or for future employment. The programme will incorporate a practice placement element, with students completing 80 placement hours and undertaking an Action Research Project for their final assessment.</p> <p>Teaching and learning in this programmes is centred on practice. All examples used in the programme have a base in the real world. In some modules the students will reflect on their own practice using real world experience to inform ideas; in others simulated case studies are used so that the students can apply theoretical knowledge to their work. In the action research project students get to enact and assess a change in the real world.</p>						

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<p>28</p>	<p>Programme Aims <i>As a guide, you should have four to six programme aims. Please see: A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i></p> <p><i>Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.</i></p>
	<ol style="list-style-type: none"> 1. Develop students' ability to be pro-active, flexible and adaptable in the face of changes in social policy, the law and organisational structures 2. Develop students' ability to be self-evaluative and self-critical, and take responsibility for their own personal and professional development. 3. Develop students' ability to be articulate about and act upon professional values, including a commitment to tackling discrimination and oppression in practice. 4. Develop students' ability to analyse and utilise a wide range of practice methods and models to work across the childhood and youth services sector including supervision and leadership to effect change in practice. <p>The programme aims were designed in consultation with employers from within the children and young people sector. The modules are written in a way which develops subject knowledge and prepares the students for critical thinking about literature, theory and application to practice. Students will explore the different practices within the 0-19 agenda and develop their knowledge and analytical skills in assessing outcomes for children and young people. Students will develop techniques for leadership and management as well as practical skills in methods of questioning and empowerment of children young people. Reflection and reflexivity is embedded throughout the programme to ensure students can critically reflect on their own their own practice and that of their organisation.</p>
<p>29</p>	<p>Programme Outcomes <i>As a guide you should have six to eight programme outcomes. Please see: A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i></p> <p><i>Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a,b,c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.</i></p> <p><i>Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.</i></p>

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<i>On successful completion of this programme, students will:</i>		
POs	Programme Outcome Text	Programme/ Variant Identifier
PO1	Demonstrate knowledge of contemporary issues affecting the personal and social education of children and young people including health, education and youth justice. (YC 4.6.3, 4.6.2, 5.1.1.2, 5.1.2.2; SW 5.2vii, 5.2viii 5.4i, 5.4iii, 5.5iii; QSW: 5.6i, 5.6v)	a
PO2	Understand and critically evaluate relevant research and be able to collect, analyse and interpret qualitative and/or quantitative data. (QSW 5.12, 5.18, 7.3vi; YC 5.2)	a
PO3	Utilise knowledge of the theoretical principles underpinning the practice of support work with children and young people provided by the National Occupational Standards for Youth Work and National Occupational Standards for Social Work. (YW: 5.3ii, 5.3iii, 5.3v, 5.3vi, 5.3ix, 5.3xi, 5.5ix; YC: 4.2, 4.3, 5.2.12; QSW: 5.2i, 5.5ix)	a
PO4	Demonstrate the ability to foster democratic and inclusive practice through building trusting relations, encouraging participation, and increasing voice and influence. (YC: 4.5.2.1, 5.1.2 SW: 5.3ii, 5.3iii, 5.3vi, 5.4i, 5.4iv, 5.5iv, 5.5v)	a
PO5	Demonstrate skills in building partnerships with other professionals, across different sectors, creating effective alliances and networks that contribute to supporting and safeguarding children and young people (YC:4.8.3.1, 4.8.3.2, 4.8.3.3, 5.1.5; SW: 5.5vi, 5.5vii, 5.5viii)	a
PO6	Think critically and use personal reflection skills in relation to values and ethics in social care and youth support practice. (YW: 5.3ii, iii, v, vi, ix, xi 5.5ix; YC: 5.2.12, 7.2.8, 7.2.9)	a
PO7	Apply and critically evaluate current social policy and legislative frameworks which direct core practice and demonstrate the ability to respond to change. (QSW: 5.6v, 5.6vi; YC: 4.6.3.1)	a

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<p>30</p>	<p>Learning and Teaching Approach</p> <p><i>Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.</i></p> <p><i>Please refer to Briefing Note B: Developing Disciplinary Pedagogies</i></p>
	<p>Approaches to teaching and learning for work in the field of childhood and youth focuses on all aspects of the informal and formal education continuum which provides opportunities for learning through dialogue, debate, peer learning and reflection. For wider areas of the programme where social work practice underpins the knowledge that students are expected to understand, the programme will follow the four interrelated themes set out in the benchmark statements which are:</p> <ol style="list-style-type: none"> 1. Awareness raising, skills and knowledge acquisition; 2. Conceptual understanding; 3. Practice skills and experience 4. Reflection on performance. <p>The programme aims to facilitate critical thinking and reflection by questioning and critically discussing beliefs, discourses and attitudes.</p> <p>As this is a level 6 programme the use of self-directed learning will be prevalent as the blended learning mode of study requires students to complete online activities which develop their digital literacy alongside more traditional methods of lectures, workshops and seminars. There will be opportunities for self-directed group work and projects allowing for peer discussion and learning as well as individual and collective problem solving and action learning. (1, 2, 4)</p> <p>A key element of the programme is the practice learning experience in which students undertake 80 hours within a relevant setting. In collaboration with employers, students will undertake an action research project to enable them to effect change within their setting. Students have access to additional training programmes provided by employers in relation to safeguarding and family support work enriching the students' learning experience and developing current methods of working required within the sector. (1, 2, 3 & 4)</p> <p>As this programme sits across a number of disciplines within the children and young people sector the teaching and learning will align itself to the approaches set out within QAA subject benchmarks statements for Community and Youth Work and Social Work as mapped to the programme learning outcomes in box 29. The process of learning values personal and professional experiences where the theoretical underpinning informs practice development.</p> <p>The outcomes of the programme are strongly linked to skills and knowledge required for multi-disciplinary work within the childhood and youth sector.</p>

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	<p>The Grimsby Institute operates over three triunes; this equates to trimester 1 and 2 at the University of Hull.</p> <p>Each triune consists of eight weeks of module delivery. Triune 1 has an extra week in which students are prepared for study at the new level.</p>
<p>31</p>	<p>Assessment Approach <i>Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.</i></p> <p><i>Please refer to Briefing Note C: Transforming the Experience of Students Through Assessment</i></p>
	<p>The assessment approach is designed to ensure the student's breadth and depth of knowledge and understanding will be assessed summatively through industry relevant tasks directly linked to practice. These tasks include the application of theory to current practice. The nature of the discipline means that reflexivity and reflection are key areas of assessment alongside essays, solution focussed practice, reports, an action research project and presentations.</p> <p>The assessments are designed to allow students to apply theory to practice. As a level 6 programme there is an expectation of criticality, both in their work but also using academic theories. In all assessments students are expected to show criticality whilst bridging theory and practice. The assessments are designed so that students develop their academic research and writing skills during the 1st trimester. In the assessment for the Leading Change module students are given the opportunity to develop their report writing skills particularly around the inclusion of criticality to carry forward in to future assessments.</p>
<p>32</p>	<p>Key Areas of Study <i>Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.</i></p>
	<p>The BA (Hons) Childhood and Youth Studies degree is about three things:</p> <ol style="list-style-type: none"> 1) Helping practitioners to develop excellent practice for the 0-19 agenda 2) Ensuring graduates can apply policy and legislation to practice in an ever changing field 3) Ensuring graduates have the skills to be change agents in the field <p>Applicants will already have achieved a level 5 qualification in a subject related area such as Early Years, Health and Social Care or Working with Children and Families. This programme teaches the skills which mean that as a graduate you will be the change agent in your organisation working collaboratively to effect a change to improve practice. Boundaries in childhood and youth sectors have shifted and services are taking a holistic approach; you will learn about advanced practice across a variety of disciplines, covering the entire 0-19 agenda, so that they can be transferred between settings. Subjects you will learn on programme include Leading Change in Organisations, Safeguarding, Solution Focussed Practice and</p>

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	<p>Childhood and Youth Support. Alongside these subjects you will complete 80 practice learning hours either where you currently work or in a placement where you will undertake an action research project to effect change in the organisation.</p> <p>Throughout this programme you will develop a toolkit of practice skills which can be drawn upon throughout your career. You will learn how to critically evaluate current policy and legislation with a view to developing the leadership and management skills to apply these in practice with a variety of teams.</p> <p>The programme aims were designed in consultation with employers from within the children and young people sector. Their feedback on the programme included:</p> <p>Practice Manager - Family Resource Service commented that local family hubs are now working towards the 0-19 agenda and what is missing is the skills and knowledge for working with older children and their families. Previously this would have been provided by youth workers but since this service has been cut there is a skills gap which is needed by Family Hub workers. This is where the top up in Childhood and Youth Studies could provide valuable input in meeting this need. When recruiting, we look for experience alongside qualifications so providing placement opportunities is crucial in terms of what a prospective family support worker can bring to their employment with us.</p> <p>Family Hub Cluster Lead stated ‘We are on the cusp of making changes to the way the workforce delivers services to children and families in the area and this Top Up aligns itself to developing the areas missing from our current services. Alongside youth work there is a gap of support for children 5-12 years which the course could provide valuable knowledge and skills in this area’.</p> <p>Manager of Best Futures, Social Enterprise for alternative primary education ‘I really encourage continued professional development within my team so feel this Top Up would be very relevant. I would encourage my staff who have foundation degrees to do this especially as the framework of topics match the key areas of practice within our organisation. I like the practice element and would be happy to offer placement opportunities to students especially at level 6’.</p>
<p>33</p>	<p>Curriculum Structure</p> <p><i>In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:</i></p> <ul style="list-style-type: none"> • Progression: <i>how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;</i> • Coherence and Integrity: <i>the overall coherence and intellectual integrity of the programmes and student experience.</i> <p><i>You may wish to refer back to section B25 of this form as part of this discussion.</i></p>
	<p>Progression and Coherence – The curriculum structure for this programme provides a clear approach. In the first trimester the students study Leadership and Safeguarding. It also equips students for larger report writing to prepare them for the Action Research Project which is studied throughout the year. In the second trimester the students study Childhood and Youth Support where students will choose a specific age band within the 0-19 agenda and develop their knowledge and analytical skills in assessing outcomes for children and young people. Following on from the previous module students will study</p>

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	<p>Solution Focussed Practice which enables students to develop knowledge and practice skills which will be applied to working with children and young people. All modules will complement the analysis of practice which will be utilised within the Action Research Project.</p> <p>Balance – There is a balance across all modules of theoretical knowledge being applied to practice situations with key skills in critical analysis. The leadership module offers this in the role of consultant applying theory and making recommendations. The Childhood and Youth Support module enables critical evaluation of service provision in relation to empowerment and the voice of the child. Critical thinking skills within these modules will enable student to become critical practitioners. The personal reflection elements within Safeguarding and solution focussed practice modules enables students to develop their professional skills whilst working within professional standards and legislative frameworks. The Action Research Project module creates an opportunity to develop their knowledge and practice skills within the work environment. Developing research skills to collect and analyse data to produce reasoned arguments to effect change based on the theory and knowledge gained throughout the different modules.</p>
34	<p>Compensation rules <i>Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are non-compensatable for each programme and variant.</i></p>
	<p>Action Research Project</p>
35	<p>Condonement rules <i>Using the relevant programme identifiers (a,b,c etc.) please list any modules included in this application that are non-condonable for each programme and variant.</i></p>
	<p>Action Research Project</p>
36	<p>Internationalisation</p>

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	<p><i>'Internationalisation is a key feature of the UK HE agenda [and...] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society' (HEA, 2014). Please outline the programmes' approaches to internationalising the curriculum.</i></p> <p><i>Please refer to Briefing Note F: Internationalising the Curriculum</i></p>
	<p>As an institution, Grimsby Institute Group recognises the increasing need for internationalisation of the curriculum to produce students who are flexible and able to adapt to changing global contexts.</p> <p>Individual programmes ensure they embed transferable skills to enable learners to engage with their subject specialism nationally and internationally, reflecting the needs of employers. Graduates should emerge with the competence to communicate and compete in a diverse and rapidly-changing global context. It is not apparent how this is evidenced in this programme or in the individual modules.</p> <p>In principle this programme is available to international students but it predominantly focuses within a UK based arena and is linked to UK systems and the policies behind them.</p> <p>80 Placement hours need to be completed which meets the regulations.</p>
<p>37</p>	<p>Inclusivity</p> <p><i>Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.</i></p> <p><i>Please refer to Briefing Note E: Developing an Inclusive Curriculum</i></p>
	<p>The needs of learners with disabilities are taken into account in the design of all learning programmes, as per the requirements of the Equality Act 2010.</p> <p>Students will be screened at induction to identify those with individual learning support needs. The Institute has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required. Students will also be invited in for advice and support through the DSA procedure.</p> <p>Each student is entitled to one tutorial per semester with the programme leader to discuss individual issues relating to both modules and the programme overall. In addition, the Institute employs a range of strategies to support students in the development of their study skills abilities and includes interventions such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills. Students have access to one-to-one support and also timetabled study skills workshops.</p>

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	<p>Across the programmes within the Faculty of Health, Wellbeing and Society, the curriculum content reflects a broad range of disciplines and therefore has an inclusive ethos. Emphasis is placed on individual interpretation of projects and themes, with students encouraged to take responsibility for their own learning.</p> <p>It is also designed to ensure that all learners have equal opportunity to participate in all aspects of programmes, regardless of disability, age, race, religion or gender. The learning and teaching approach is designed to be inclusive and celebrates diversity within the student body via examples and case studies used in teaching</p> <p>The Faculty also places strong emphasis on response to the student voice as a mechanism to incorporate inclusivity. Student feedback is gathered at the end of each module, and also at various student representative meetings. It is acted on, where necessary, and fed into the quality cycle.</p>
<p>38</p>	<p>Employability</p> <p><i>Please outline the approach taken by the programmes to engage students in gaining employability skills.</i></p>
	<p>Professional practice underpins this programme of study as set out by the National Occupational Standards for Youth Work and Social Work. The nature of the programme means that students will have to be employed or volunteering in the field or will have to complete a practice placement in a relevant setting.</p> <p>Students progressing onto this programme will have already completed a minimum of 200 hours in a work place setting and will have developed core practice skills and knowledge in relation to working with children and/or young people in a relevant organisation.</p> <p>This programme builds on the key areas such as communication skills, professional behaviours and standards of practice both in the class room and in the work place. The first module Leading Change in Organisations enables students through knowledge analysis and debate to understand the complexity of leadership within organisations and develop critical thinking to understand and apply the theory to a case study.</p> <p>Critical reflective practice skills are fundamental in the workplace across all the disciplines. The ability to enact change and measure its impact are key skills for career advancement and the practice based research project will provide a portfolio for graduates to demonstrate this.</p> <p>The focus on employability is driven institutionally and also at programme level. As an institution, Grimsby Institute Group students benefit from a designated employability officer, who runs dedicated HE events and workshops aiming at employment, internships and higher level study. The programme modules were designed in collaboration with employers to provide students with the skills, knowledge and practice to make them employable across the children and young people's work force.</p>
<p>39</p>	<p>Student engagement in curriculum and pedagogic design</p>

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	<p><i>Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.</i></p>
	<p>Student engagement is built into the curriculum design process at Grimsby Institute Group. Representatives attend semesterly faculty and programme team meetings to give input on curriculum design, as well as whole cohort feedback in the form of module evaluation questionnaires, which then inform module delivery. Changes are then signalled in subsequent module handbooks, clearly indicating to students where their feedback has been acted upon and fed forward into programme development. Current Foundation Degree students have already contributed to the development of this programme. Informal consultation has already taken place with regards to the offer of this programme and feedback from students has informed the key modules within the design of this programme in relation to what is being asked of them in practice.</p> <p>The HE Student Senate work to ensure student engagement is achieved across all of the HE activities. The senate meet monthly and act as a conduit to ensure students are engaged in all the activities. Senate members sit on review panels, committees and all deliberative meetings in our higher education structure.</p>
<p>40</p>	<p>Ethical issues and risk <i>Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).</i></p>
	<p>All action research projects will fully comply with the ethical guidelines within the Code of Practice on Ethical Approval. Each student will submit an ethics form for their proposed projects which will ensure the students are acting with ethical integrity during their research and activity.</p> <p>Throughout the teaching students and staff will be expected to act with and respect confidentiality. All classroom examples will be anonymised, and attempts made to conceal the identity of individuals and organisations upon which they may be based.</p> <p>The programme has many modules where case studies are used, in these instances case studies will be provided by academic staff. This prevents students considering their own, or previous places of work protecting confidentiality further.</p> <p>With all placements there is an element of risk. The Grimsby Institute Group has a Practice Learning team who provide support for all students on work placements. They are a student's first contact should they have an issue that they are not able to deal with alongside their placement mentor. For further details, students should refer to the Code of Practice on Work Based Learning and the module handbook for Action Research Project.</p>
<p>41</p>	<p>Other information/programme special features <i>Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.</i></p>

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	The practice placement is an opportunity to apply academic knowledge in a real world environment. It gives the opportunity to apply change in an organisation and analysing its impact. This opportunity will give students the skills and experiences to advance employability.
C	RECRUITMENT AND ADMISSIONS INFORMATION
42	<p>Proposed marketing strategies <i>Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.</i></p>
	<p>As well as Grimsby Institute Group's usual marketing strategies, the BA (Hons) Childhood and Youth Studies team will continue with the following actions already being implemented for the 2017-18 academic year and beyond:</p> <ul style="list-style-type: none"> • Current and Past Graduates • Two day bridging course from level 5 to 6 open to any student wishing to enrol We offer a bridging course that examines and develops student ideas for independent study. In preparation for their Action Research Project students will be given guidance on how to approach their project, ethical considerations and seeking ethical approval. Students will review their understanding of qualitative and quantitative research methods which will enable them to plan ahead for their project. It also aims to develop critical thinking and research skills in preparation for study at level 6. • Progression Events for FE/HE colleges delivering HND and Foundation Degree programmes Other FE/HE colleges will be contacted with a view to setting up a route for their students. • Social Media UCG run a Facebook page for students, alumni and other interested parties. • Network of Employer Contacts <p>The current relationship with employers and organisations built up through the various Foundation Degrees in this area means they will be a vehicle for engagement and recruitment.</p>
43	<p>Academic entry requirements <i>Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.</i></p>
	<p>Applicants wishing to gain direct entry onto the top-up at level 6, must have at least 240 CATS (Credit Accumulation and Transfer Scheme) points gained through study at levels 4 and 5 in a relevant field such as children, young people and families. The average grade at level 5 must be 50% or above.</p> <p>Accreditation of Prior Learning Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APcL) (see section 8.3 - Accreditation of prior learning (experiential and certificated) of the Higher Education Quality Handbook which can be found at http://www.grimsby.ac.uk/About-us/section8.html).</p>

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	<p>Students who have successfully completed another relevant programme of study at least at the equivalent level may be eligible to apply for APcL. Claim forms must be supported by the official transcript or certificate of the awarding body of the original qualification and any guidance explaining the allocation of credit and grading scheme used to enable module comparison.</p> <p>Students may also be eligible to apply for life or work experience or other uncertificated learning in which the acquisition of skills or knowledge at the equivalent level to the higher education programme has been gained. These APeL claim forms must be supported by a portfolio of evidence including supporting letters or statements from third parties (i.e. employers) to validate any claims made within the portfolio by the applicant. Further, a letter or statement of support from the programme leader identifying any interviews or discussions that have taken place with particular attention being paid to ensure that should the accreditation be granted, the applicant or enrolled student would be able to cope with the demands of the programme.</p>												
44	<p>Other entry requirements <i>e.g. relevant IELTS score, Disclosure and Barring Service etc.</i></p>												
	As part of the application process students will make a declaration of fitness to practice and hold an enhanced DBS												
D	IMPLEMENTATION STRATEGY												
45	<p>Implications for other areas of the Partner Institution <i>Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.</i></p>												
	<table border="1"> <tr> <td>Estates:</td> <td>N/A</td> </tr> <tr> <td>Library:</td> <td>With all validations at Grimsby Institute Group, a full library report is compiled to ensure that latest relevant books and journals are included in reading lists, and that adequate resources are allocated based on the number of students predicted to attend.</td> </tr> <tr> <td>Admissions:</td> <td>N/A</td> </tr> <tr> <td>Careers:</td> <td>N/A</td> </tr> <tr> <td>Visa Compliance:</td> <td>N/A</td> </tr> <tr> <td>Other (<i>Please specify</i>):</td> <td>N/A</td> </tr> </table>	Estates:	N/A	Library:	With all validations at Grimsby Institute Group, a full library report is compiled to ensure that latest relevant books and journals are included in reading lists, and that adequate resources are allocated based on the number of students predicted to attend.	Admissions:	N/A	Careers:	N/A	Visa Compliance:	N/A	Other (<i>Please specify</i>):	N/A
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Other (<i>Please specify</i>):	N/A												
46	<p>Existing programmes/students affected by this proposal <i>Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.</i></p>												
	The current and past graduates of the FdA Children, Young People and Families see this programme as a positive development for the portfolio offered at Grimsby.												

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E	POST PROGRAMME OPPORTUNITIES
45	<p>Progression opportunities to further academic or professional programmes <i>Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?</i></p>
	<p>Whilst there are currently no opportunities for postgraduate study within the subject area at Grimsby other providers offer Masters in Youth Work or Masters in Social Work. There are opportunities to complete post graduate study in teaching in the post compulsory sector at Grimsby.</p>
46	<p>Employment opportunities <i>Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELHE) data.</i></p>
	<ul style="list-style-type: none"> • Schools, • Family Hubs/Children’s Centres, • Family support service, • Youth Support Services, • Youth Justice.

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F	<p>CURRICULUM MAPS</p> <p><i>Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.</i></p> <p><i>Where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional stage or variation of a stage.</i></p> <p><i>In Columns 1-3, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.</i></p> <p><i>In Column 4, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.</i></p> <p><i>In Column 5, please indicate against each of the programmes and pathways listed on this form which modules are Core (C) or Optional (O).</i></p> <p><i>In Column 6, please indicate how each module meets each programme outcome either Fully (F) or Partially (P).</i></p> <p>Please note: <i>A student may exit a programme at defined stages resulting in intermediate programme awards (e.g. Certificate, Diploma, Postgraduate Certificate, Postgraduate Diploma). At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage. A worked example is provided in Appendix 1.</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td colspan="2">KEY:</td> </tr> <tr> <td>P/V= Programme or Variant</td> <td>PO = Programme Outcome</td> </tr> <tr> <td>PW = Pathway</td> <td>T1,2,3 = Trimester 1,2,3</td> </tr> </table>	KEY:		P/V= Programme or Variant	PO = Programme Outcome	PW = Pathway	T1,2,3 = Trimester 1,2,3
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F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS															
Programme/Variant Titles and Identifiers:															
1	2	3	4	5			6								
Module Name	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Honours Stage															
Triune 1															
Leading change in organisations	6	20	Case study report	(a)				P	P	P	P	F	P	F	
Triune 2															
Safeguarding	6	20	Case Study Reflective Presentation	(a)				P		P	P	F	F	F	

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Solution Focussed Practice	6	20	Essay 20 minute client work video and reflective skills evaluation	(a)					P		F	F	P	F		
Triune 3																
Childhood and Youth Support	6	20	Conference Paper and Presentation to peer groups	(a)					F	P	P	F	P	F		
Triune 1, Triune 2 and Triune 3																
Action Research Project	6	40	Action Research Project including 80 placement hours	(a)					P	F	P	P	P	P	F	

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A GENERAL INFORMATION	
<i>Please complete a module specification for each module included in this application for validation of provision.</i>	
1	Module Title
	Leading Change in Organisations
2	Module Code <i>(enter code or NEW)</i>
	NEW
3	Module Level
	6
4	Cluster/Programme <i>(the host cluster/programme for this module)</i>
	BA Childhood and Youth Studies Top Up
5	Credit Value
	20
6	Module Leader <i>(name and email)</i>
	Nathan Michael
7	Total Number of Learning Hours <i>(normally 10 hours per credit)</i>
	200
8	Pre-Requisite <i>(where applicable)</i>
	N/A
9	Co-Requisite <i>(where applicable)</i>
	N/A
10	Post-Requisite <i>(where applicable)</i>
	N/A
11	Number Attending Module <i>(anticipated)</i>
	12

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12	Trimester <i>(please tick as many as appropriate)</i>														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Trimester 1 – T1</td> <td style="width: 30%; text-align: center;">x</td> </tr> <tr> <td>Trimester 2 – T2</td> <td></td> </tr> <tr> <td>Trimester 3 – T3</td> <td></td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Grimsby Institute Triune</td> </tr> <tr> <td style="width: 70%;">Triune 1</td> <td style="width: 30%; text-align: center;">x</td> </tr> <tr> <td>Triune 2</td> <td></td> </tr> <tr> <td>Triune 3</td> <td></td> </tr> </table>	Trimester 1 – T1	x	Trimester 2 – T2		Trimester 3 – T3		Grimsby Institute Triune		Triune 1	x	Triune 2		Triune 3	
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Trimester 3 – T3															
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Triune 1	x														
Triune 2															
Triune 3															
13	Module Delivery Mode <i>(please tick as many as appropriate)</i>														
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Year/Semester abroad															
Other <i>(please detail)</i>															
14	Mandatory Constraints <i>(e.g. Disclosure and Barring Service Check)</i>														
	DBS														
15	Other programmes this module is validated to <i>(please include Programme Name)</i>														
	N/A														
B MODULE DESIGN															
16	Module Rationale and Aims <i>As a guide you should include 3 – 4 module aims which should flow from the rationale. Please see A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i>														
	<p>In the sectors associated with support of children and young people change has been constant. Organisations must embrace change otherwise risk not being fit to meet its aims. It is important for practitioners to comprehend the influences and need for change to ensure that organisations can survive within a competitive market. The children and young people’s workforce within the public and private sector has undergone significant readjustments in order to meet the demands of public spending cuts. This has led to a reduction and restructure of services and has created opportunity for the setting up of social enterprises by individuals and groups.</p> <p>This module will offer an understanding of leadership and change management theory which are crucial bodies of knowledge to inform the practice of employees in modern workplaces. A key aim of this module is to ensure that graduates, who are in leadership or followership positions, have the skills which will allow them to manage change and be change agents within organisations.</p>														

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	<p>Students will need to critically examine leadership roles and analyse the influence they have in capitalising on the skills and ingenuity of the workforce to ensure the organisation is fit for purpose. Possessing skills in organising and leading change will increase the students' employability within their chosen sector by demonstrating the ability to apply leadership principles to scenarios within different organisations.</p> <p>Aims</p> <ul style="list-style-type: none"> • Students will explore the complex relationships that exist within organisations, both at the micro and macro levels. • The module will introduce students to leadership and change management theory and teach the students the skills to apply these within organisational situations • Students will have the opportunity to explore the concepts of culture and power and the influences these have in affecting change. • Students will critically debate and analyse the complex nature of change and how different approaches to managing change facilitates organisational success 										
17	<p>Module Learning Outcomes <i>As a guide you should include 3 – 4 module learning outcomes. Please see A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i></p>										
	<p><i>On successful completion of this module, students will be able to:</i></p> <table border="1" data-bbox="169 1196 1310 1420"> <thead> <tr> <th></th> <th>Module learning outcome text</th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td>Critically evaluate research and theory of leadership in organisations</td> </tr> <tr> <td>LO2</td> <td>Identify and propose solutions to problems within change management contexts</td> </tr> <tr> <td>LO3</td> <td>Critically apply research and theory around change management</td> </tr> <tr> <td>LO4</td> <td>Critically analyse the impact of leadership and change management on work environments which provide support to children and young people</td> </tr> </tbody> </table>		Module learning outcome text	LO1	Critically evaluate research and theory of leadership in organisations	LO2	Identify and propose solutions to problems within change management contexts	LO3	Critically apply research and theory around change management	LO4	Critically analyse the impact of leadership and change management on work environments which provide support to children and young people
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18	<p>Module Indicative Content <i>Please outline the key themes and topics to be included in this module.</i></p>										
	<ul style="list-style-type: none"> • Organisational Culture • Resistance to Change • Change management • Leadership models • Transactional Leadership • Transformational Leadership • Constructivist Leadership • Power • Strategies of change management • Leading teams • Threats to organisations • Report writing 										
19	<p>Module Learning and Teaching Methods and Rationale for Selection <i>Please describe the teaching and learning methods and your rationale for their selection. A bullet point list of teaching methods is not sufficient.</i></p>										

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	<p>The chosen route of delivery lends itself to students studying whilst working. The sessions will typically consist of interactive lectures which encourage debate and application of theory. The lecture element will provide the students with the key skills and knowledge to enable participation in the seminar activities and to complete their assessments. The lectures will encourage creative thought on behalf of the students and suggest follow up activities to develop the key ideas. Throughout these interactive lectures group tasks will be set and understanding assessed to inform teaching. These sessions will make use of workshops and exercises which are used as an informal on-going method of assessment where student's individual skills and knowledge growth will be tested through workshop exercises and student led demonstrations. Throughout the sessions presentations and organised debate will be used to build confidence and develop skills, presentations and debates about the content of presentations will be used to encourage creative and critical thinking strategies.</p> <p>Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Follow up work will be set and can be discussed using the VLE. Report writing to match the style required is taught in the module and supports the students' development for later modules.</p>										
20	<p>Breakdown of Teaching and Learning Hours Please refer to QAA Explaining Contact Hours guidance for further information.</p>										
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21	<p>Ethical Issues, Risk and Inclusivity <i>Modules may deal with issues that are sensitive or involve ethical considerations and our duty of care to our staff and students extends to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from relevant ethics committees and relevant risk assessments as appropriate).</i></p>										
	<p>All examples used in teaching will be carefully anonymised to ensure that no organisations or people can be recognised. The module is designed so that all can participate no matter what their past experience has been around leadership.</p>										
<p>C MODULE ASSESSMENT</p>											
22	<p>Formative Assessments for this Module</p>										
	<table border="1"> <thead> <tr> <th></th> <th>Assessment type and title (where relevant)</th> </tr> </thead> <tbody> <tr> <td>FA1</td> <td>Case Study Report Plan and 300 word sample of writing (Online)</td> </tr> </tbody> </table>		Assessment type and title (where relevant)	FA1	Case Study Report Plan and 300 word sample of writing (Online)						
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APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

23	Summative Assessment for this Module		
		%	Module LOs addressed
	SA1 Case study Report (4500 words)	100%	LO 1,2,3,4
24	Rationale for Assessment Methods Chosen		
	<p>This assessment is designed to develop student's writing ability. The report format will prepare them for their Action Research Project by allowing them to develop their critical writing skills in a report. A case study provided by the tutor will be responded to by each student. Each student will take the role of a management consultant and will make recommendations for the organisation based on the theories they have chosen to focus upon.</p>		
25	Module Re-assessment Methods		
		%	Module LOs addressed
	SA1 Resubmission case study report	100	LO 1,2,3,4
26	Rationale for Re-assessment Methods Chosen if Different from First Assessment <i>(e.g. if group work cannot be replicated, how will the associated learning outcomes be met)</i>		
	N/A		
D MODULE RESOURCES			
27	Module Staffing <i>(Please list all staff members who will be teaching on this module)</i>		
		RTS status <i>(please delete as appropriate)</i>	If Yes, date RTS granted
	Nathan Michael	No	
	Linda Lobendhan	No	
28	Indicative Reading List <i>(Please refer to the University guidelines for Reading Lists.)</i>		
	Essential	<p>Field, R. And Gray, I. (2010) <i>Effective Leadership, Management and Supervision in Health and Social Care</i>. Exeter: Learning Matters.</p> <p>Northouse, P.G. (2015) <i>Leadership : Theory and Practice</i>, 7th edn. London: Sage.</p> <p>Schein, E.H. (2010). <i>Organizational Culture and Leadership</i>. 4th Edition. San Francisco: John Wiley & Sons, Inc.</p>	

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

Recommended	<p>Adair, J.E. (2011) <i>John Adair's 100 Greatest Ideas for Effective Leadership</i>. Chichester: Capstone.</p> <p>Barr, J. And Dowding, L. (2012) <i>Leadership in Health Care</i>. 2nd edn. London: Sage.</p> <p>Buchanan, D. (2008) <i>Power, Politics and Organizational Change</i>, 2nd edn. London: Sage.</p> <p>Field, R. And Gray, I. (2010) <i>Effective Leadership, Management and Supervision in Health and Social Care</i>. Exeter: Learning Matters.</p> <p>Goodwin, N. (2006) <i>Leadership in Health Care: a European Perspective</i>. London: Routledge.</p> <p>Grieves, J (2010) <i>Organizational Change</i>. Oxford: Oxford University Press</p> <p>Huczynski, A. And Buchanan, D. (2013) <i>Organizational Behaviour</i>, 8th edn. Harlow: Pearson Education.</p> <p>Hudson, M. (2009) <i>Managing Without Profit: Leadership, Management and Governance of Third Sector Organisations</i>. 3rd edn. London: DSC.</p> <p>Kotter, J.P. (1999) <i>John P. Kotter on What Leaders Really Do</i>. Boston: Harvard Business School Press</p> <p>Tyler, M. Hoggarth, L. Merton, B. (2009) <i>Managing Modern Youth Work</i>, Exeter: Learning Matters</p> <p>Journals: Academy of Management Journal European Journal of Work and Organisational Psychology Journal of Change Management. Leadership Quarterly Project Management Journal The Learning Organisation</p>
Background	<p>Banks, S. Butcher, H. Henderson, P. & Robertson, J.(Eds) (2003) <i>Managing Community Practice. Principle, policies and programmes</i>. Bristol. Unity Press. Chapter 4.</p> <p>Fitzsimons, A. Hope, M. Cooper, C. Russell, K (2011) <i>Empowerment and Participation In Youth Work</i>. Exeter. Learning Matters. Chapter 4.</p>
29	<p>Other Resources Required <i>(Please list any further resources that may be required for the successful delivery of this module.)</i></p>

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

A GENERAL INFORMATION	
<i>Please complete a module specification for each module included in this application for validation of provision.</i>	
1	Module Title
	Safeguarding
2	Module Code <i>(enter code or NEW)</i>
	NEW
3	Module Level
	6
4	Cluster/Programme <i>(the host cluster/programme for this module)</i>
	BA Childhood and Youth Studies Top Up
5	Credit Value
	20
6	Module Leader <i>(name and email)</i>
	Kirsty Capes marrisk@grimsby.ac.uk
7	Total Number of Learning Hours <i>(normally 10 hours per credit)</i>
	200
8	Pre-Requisite <i>(where applicable)</i>
	N/A
9	Co-Requisite <i>(where applicable)</i>
	N/A
10	Post-Requisite <i>(where applicable)</i>
	N/A
11	Number Attending Module <i>(anticipated)</i>
	12

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PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

12	Trimester <i>(please tick as many as appropriate)</i>														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Trimester 1 – T1</td> <td style="width: 30%; text-align: center;">X</td> </tr> <tr> <td>Trimester 2 – T2</td> <td style="text-align: center;">X</td> </tr> <tr> <td>Trimester 3 – T3</td> <td></td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Grimsby Institute Triune</td> </tr> <tr> <td style="width: 70%;">Triune 1</td> <td></td> </tr> <tr> <td>Triune 2</td> <td style="text-align: center;">x</td> </tr> <tr> <td>Triune 3</td> <td></td> </tr> </table>	Trimester 1 – T1	X	Trimester 2 – T2	X	Trimester 3 – T3		Grimsby Institute Triune		Triune 1		Triune 2	x	Triune 3	
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13	Module Delivery Mode <i>(please tick as many as appropriate)</i>														
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Online/Distance															
Placement															
Year/Semester abroad															
Other <i>(please detail)</i>															
14	Mandatory Constraints <i>(e.g. Disclosure and Barring Service Check)</i>														
	DBS is a requirement for the programme														
15	Other programmes this module is validated to <i>(please include Programme Name)</i>														
	N/A														
B MODULE DESIGN															
16	Module Rationale and Aims <i>As a guide you should include 3 – 4 module aims which should flow from the rationale. Please see A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i>														
	<p>All practitioners working in the childhood and youth sector will at some point in their careers become involved in the safeguarding of children and vulnerable adults. Therefore, it is essential that students' knowledge of safeguarding practice and the legal and procedural frameworks becomes an integral part of practitioners' work ethic. An understanding of human rights is fundamental in order to develop the skills needed to work with safeguarding those who are most at risk.</p> <p>The module aims to help students to gain a deeper and wider understanding of safeguarding and its implications in the sector. Through this module students will have the opportunity to explore the historical, social and political aspects of human rights and how safeguarding is embedded in practice. It will provide all students with the opportunity to explore the focus and structure of child protection and welfare services for children and young people. It considers the complexity of the relationship between the state, the family and the child in the context of children and young people's welfare.</p>														

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	<p>Students will be given the opportunity to explore and assess key legislation and policy initiatives that focus on child welfare and the protection of children, young people and vulnerable adults and consider their influence on practice with children and their families. The students will engage in the critical examination of these legislative frameworks and acknowledge their role regarding the safeguarding of children, vulnerable adults and their families. Furthermore to identify, through practice experience and multi-agency involvement in the protection of human rights and safeguarding practices.</p> <p>Aims</p> <p>The aims of the module are for students to:</p> <ul style="list-style-type: none"> • Develop knowledge and skills in relation to safeguarding practice in a range of childhood and youth settings. • Critically analyse definitions of safeguarding and the implications these have on current practice • Critically evaluate a variety of safeguarding practices surrounding the welfare system and the promotion of well-being of children. • Offer reflective evaluation on knowledge and practice skills needed when working in this field. 										
17	<p>Module Learning Outcomes <i>As a guide you should include 3 – 4 module learning outcomes. Please see A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i></p>										
	<p><i>On successful completion of this module, students will be able to:</i></p> <table border="1" data-bbox="169 1267 1310 1632"> <thead> <tr> <th></th> <th>Module learning outcome text</th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td>Critically analyse the main principles, concepts and skills surrounding safeguarding children and vulnerable adults, including policies, initiatives and legislation</td> </tr> <tr> <td>LO2</td> <td>Communicate the complexities of multi-agency working associated with human rights and safeguarding</td> </tr> <tr> <td>LO3</td> <td>Critically evaluate the complexities of prioritising safeguarding when working with children and their families</td> </tr> <tr> <td>LO4</td> <td>Critically reflect upon the importance of professional and personal initiative and responsibility in leading and managing safeguarding concerns</td> </tr> </tbody> </table>		Module learning outcome text	LO1	Critically analyse the main principles, concepts and skills surrounding safeguarding children and vulnerable adults, including policies, initiatives and legislation	LO2	Communicate the complexities of multi-agency working associated with human rights and safeguarding	LO3	Critically evaluate the complexities of prioritising safeguarding when working with children and their families	LO4	Critically reflect upon the importance of professional and personal initiative and responsibility in leading and managing safeguarding concerns
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LO3	Critically evaluate the complexities of prioritising safeguarding when working with children and their families										
LO4	Critically reflect upon the importance of professional and personal initiative and responsibility in leading and managing safeguarding concerns										
18	<p>Module Indicative Content <i>Please outline the key themes and topics to be included in this module.</i></p>										
	<ul style="list-style-type: none"> • The roles of multi-agency workers in safeguarding children and vulnerable adults • Abuse – concepts and definitions • Legislation to include Children Act 1989 and 2004, The Local Safeguarding Children Boards Regulations 2006; Childcare Act 2006; • Raising standards and promoting safeguarding practices • Youth crime the societal perceptions • Vulnerable adults and how to protect these in a family setting • The leadership and management of safeguarding in practice • Supporting families in crisis 										

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PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	<ul style="list-style-type: none"> Assumed roles of children within a family setting 										
19	<p>Module Learning and Teaching Methods and Rationale for Selection <i>Please describe the teaching and learning methods and your rationale for their selection. A bullet point list of teaching methods is not sufficient.</i></p>										
	<p>The chosen route of delivery lends itself to students studying whilst working. The sessions will typically consist of interactive lectures which encourage debate and application of theory. The lecture element will provide the students with the key skills and knowledge to enable participation in the seminar activities and to complete their assessments. The lectures will encourage creative thought on behalf of the students and suggest follow up activities to develop the key ideas. Throughout these interactive lectures group tasks will be set and understanding assessed to inform teaching. These sessions will make use of workshops and exercises which are used as an informal on-going method of assessment where student's individual skills and knowledge growth will be tested through workshop exercises and student led demonstrations. Throughout the sessions presentations and organised debate will be used to build confidence and develop skills presentations and debates about the content of presentations are used to encourage creative and critical thinking strategies.</p> <p>Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Follow up work will be set and can be discussed using the VLE.</p>										
20	<p>Breakdown of Teaching and Learning Hours <i>Please refer to QAA Explaining Contact Hours guidance for further information.</i></p>										
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Placement/Study abroad	0										
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Total	100										
21	<p>Ethical Issues, Risk and Inclusivity <i>Modules may deal with issues that are sensitive or involve ethical considerations and our duty of care to our staff and students extends to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from relevant ethics committees and relevant risk assessments as appropriate).</i></p>										
	<p>Students will be reminded about the need to maintain confidentiality when using examples from their own personal, professional or practical experiences and in demonstrating application of theory to practice both within written assessments. Students sign a confidentiality agreement as part of the contract of commitment to placement and studies. In each session students will be reminded of this and of the support mechanisms available within the institute.</p>										
<p>C MODULE ASSESSMENT</p>											

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

22	Formative Assessments for this Module		
		Assessment type and title (where relevant)	
	FA1	Knowledge and skills demonstration, this will be through discussion of learning outcome and practical applications	
	FA2	Tutorial discussion on Essay plans	
23	Summative Assessment for this Module		
		Assessment type and title (where relevant)	%
	SA1	Case Study (2500 words)	60%
	SA2	Presentation on Individual Reflective	40%
			Module LOs addressed
			2,3
			1,4
24	Rationale for Assessment Methods Chosen		
	<p>The two elements to the assessment are inextricably linked as understanding of key concepts is evidenced through both academic evaluation and analysis of the approaches and practical application in the client work and skills evaluation and analysis of the same within the accompanying commentary. This type of assessment allows for students to demonstrate reflective skills needed when working in this field.</p> <p>SA1 Students are required to evidence their knowledge and understanding of the key concepts and use critical analysis of the strategies for applying these to practice responding to a tutor-provided case study.</p> <p>SA2 The demonstration of practice skills is the best way to assess students' abilities in this area. The skills evaluation requires critical reflection on student's skills to assess strengths and to set goals for further development.</p>		
25	Module Re-assessment Methods		
		Re-assessment type and title (where relevant)	%
	SA1	Case Study (2500 words)	60%
	SA2	Individual Reflective skills Presentation	40%
			Module LOs addressed
			2,3,5
			1,4
26	Rationale for Re-assessment Methods Chosen if Different from First Assessment (e.g. if group work cannot be replicated, how will the associated learning outcomes be met)		
	N/A		
D MODULE RESOURCES			
27	Module Staffing (Please list all staff members who will be teaching on this module)		

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PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	Staff Name	RTS status <i>(please delete as appropriate)</i>	If Yes, date RTS granted
	Kirsty Capes		
	Linda Lobendhan		
	Antonia Leggett		
	Ella Malton		
28	Indicative Reading List <i>(Please refer to the University guidelines for Reading Lists.)</i>		
	Essential	<p>Blyth, M. and Solomon, E. (eds.) (2012) <i>Effective Safeguarding for children and young people: What next after Munro?</i> Bristol: The Policy Press</p> <p>Daniel, B., Taylor, J., Derbyshire, D. and Neilson, D. (2011) <i>Recognising and Helping the Neglected Child: Evidenced Based Practice for Assessment and Intervention.</i> London: Jessica Kingsley Publications</p> <p>Jones, P. and Welch, S. (2010) <i>Rethinking Children's Rights: Attitudes in Contemporary Society.</i> London: Continuum</p> <p>Reid, J. and Burton, S. (eds.) (2014) <i>Safeguarding and Protecting Children in the Early Years.</i> Abingdon: Routledge</p>	
	Recommended	<p>Corby, B., Shemmings, D. and Wilkins, D. (2012) <i>Child Abuse: An evidence base for confident practice</i> (4th edition). Maidenhead: University Press</p> <p>Jones, P. and Walker, G. (eds.) (2011) <i>Children's Rights in Practice.</i> London: Sage</p> <p>Lindon, J. (2012) <i>Safeguarding Children and Young People: Child Protection 0-18 Years</i> (4th Edition). London: Hodder Education Limited</p> <p>Kanyal, M (ed.) (2014) <i>Children's rights 0-8; promoting participation in education and care.</i> Oxon; Routledge.</p>	
	Background	<p>www.nspcc.org.uk</p> <p>www.unicef.org/crc/</p>	
29	Other Resources Required <i>(Please list any further resources that may be required for the successful delivery of this module.)</i>		

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PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

A GENERAL INFORMATION	
<i>Please complete a module specification for each module included in this application for validation of provision.</i>	
1	Module Title
	Solution Focused Practice
2	Module Code <i>(enter code or NEW)</i>
	NEW
3	Module Level
	6
4	Cluster/Programme <i>(the host cluster/programme for this module)</i>
	BA Childhood and Youth Studies Top Up
5	Credit Value
	20
6	Module Leader <i>(name and email)</i>
	David Wright wrightd@grimsby.ac.uk
7	Total Number of Learning Hours <i>(normally 10 hours per credit)</i>
	200
8	Pre-Requisite <i>(where applicable)</i>
	N/A
9	Co-Requisite <i>(where applicable)</i>
	N/A
10	Post-Requisite <i>(where applicable)</i>
	N/A
11	Number Attending Module <i>(anticipated)</i>
	1

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PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	12														
1	Trimester														
2	<i>(please tick as many as appropriate)</i>														
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5	<i>(please include Programme Name)</i>														
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6	<i>As a guide you should include 3 – 4 module aims which should flow from the rationale. Please see A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i>														
	<p>Practice within the children, young people and families sector has taken a shift from the role of the professional being the problem solver towards individuals being an expert in their own lives. Solution focused practice was developed in the USA in the 1980s and 90s. The mission of solving problems is approached by seeking to move towards what is wanted instead of trying to move away from an unwanted problem.</p> <p>The task of working with individuals using a solution-focused approach can require innovative means to channel communication and pose the questions that are at the core of solution-focused brief. It is essential that practitioners develop the knowledge, skills and practice to adapt this approach to fit the work/practice setting in line with current practice.</p>														

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PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	<p>The National Society for Prevention of Cruelty to Children have adopted this approach since 2011 and nationally local authorities and wider organisations are adopting the Signs of Safety method of assessing child safety and working with families to formulate their own solutions. It is important therefore that practitioners develop skills in line with current practice requirements.</p> <p>A key element to this module is to develop universal skills, values and knowledge which can be shared across the children and families workforce. These include effective communication and engagement, human development, safeguarding and welfare, supporting transitions and multi-agency working.</p> <p>Solution focused approaches to working with children, young people and families require practitioners to develop their knowledge and skills in person centred and child centred practice. This module will give students the opportunity to develop skills and critically reflect upon their ability to engage individuals and groups through inspirational questioning and participative goal setting. Students will investigate the use of individual self-resilience and individual resourcefulness in finding their own solutions</p> <p>The module will enable students to explore and assess strategies for using solution focused practice across a wide range of service users within different organisations and settings and critically examine the challenges and opportunities developing this approach.</p> <p>Aims</p> <p>The aims of the module are to:</p> <ul style="list-style-type: none"> • Develop knowledge and skills in line with current solution focused approaches in practice. • Consider the context and appropriate language used to engage with young people as partners in decision making • Critically evaluate the impact of different approaches to communication to overcome challenges and maximise potential of children and families • Offer reflective evaluation on knowledge and practice skills within solution focused approaches 										
<p>1 7</p>	<p>Module Learning Outcomes <i>As a guide you should include 3 – 4 module learning outcomes. Please see A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i></p>										
	<p><i>On successful completion of this module, students will be able to:</i></p> <table border="1" data-bbox="161 1626 1450 1917"> <thead> <tr> <th data-bbox="161 1626 288 1659"></th> <th data-bbox="288 1626 1450 1659">Module learning outcome text</th> </tr> </thead> <tbody> <tr> <td data-bbox="161 1659 288 1738">LO1</td> <td data-bbox="288 1659 1450 1738">Critically discuss the key principles of solution focused practice across children and young people’s workforce</td> </tr> <tr> <td data-bbox="161 1738 288 1805">LO2</td> <td data-bbox="288 1738 1450 1805">Identify and evaluate strategies appropriate for working with different issues children, young people and families face</td> </tr> <tr> <td data-bbox="161 1805 288 1850">LO3</td> <td data-bbox="288 1805 1450 1850">Demonstrate core skills within solution focused approaches</td> </tr> <tr> <td data-bbox="161 1850 288 1917">LO4</td> <td data-bbox="288 1850 1450 1917">Critically examine and reflect upon individual competencies and skills within solution focused approaches</td> </tr> </tbody> </table>		Module learning outcome text	LO1	Critically discuss the key principles of solution focused practice across children and young people’s workforce	LO2	Identify and evaluate strategies appropriate for working with different issues children, young people and families face	LO3	Demonstrate core skills within solution focused approaches	LO4	Critically examine and reflect upon individual competencies and skills within solution focused approaches
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LO3	Demonstrate core skills within solution focused approaches										
LO4	Critically examine and reflect upon individual competencies and skills within solution focused approaches										
<p>1 8</p>	<p>Module Indicative Content <i>Please outline the key themes and topics to be included in this module.</i></p>										

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	<ul style="list-style-type: none"> Principles of Solution Focused Practice Person Centred Approach Effective Conversation Communication skills Participation and building partnerships Goal Setting Strength & Resilience Risk and safety Client groups Endings Critical Evaluation 										
1 9	<p>Module Learning and Teaching Methods and Rationale for Selection</p> <p><i>Please describe the teaching and learning methods and your rationale for their selection. A bullet point list of teaching methods is not sufficient.</i></p>										
	<p>Sessions will follow a series of interactive subject specialist lectures, followed by either a seminar or practical skills activity. The lecture element will provide students with the specialist knowledge across subject areas to enable participation in the seminar and practical skills activities and complete their assessments. Lectures will encourage creative thought on behalf of the students and suggest follow up activities to develop the key ideas.</p> <p>Tutor and student led seminars will encourage development in practice skills and offer creative ideas for developing practice. These sessions will make use of case studies and small group role play exercises will be used as an ongoing method of formative assessment in relation to skills practice. Through tutor and peer feedback students will be required to reflect on their performance and evaluate their own practice ability and set targets for improvement towards summative assessments.</p> <p>Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Follow up work will be set and can be discussed using the VLE.</p>										
2 0	<p>Breakdown of Teaching and Learning Hours</p> <p><i>Please refer to QAA Explaining Contact Hours guidance for further information.</i></p>										
	<table border="1"> <thead> <tr> <th>Student time associated with the module</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Guided independent study including online</td> <td>82</td> </tr> <tr> <td>Placement/Study abroad</td> <td>0</td> </tr> <tr> <td>Scheduled learning and teaching activities</td> <td>18</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> </tbody> </table>	Student time associated with the module	%	Guided independent study including online	82	Placement/Study abroad	0	Scheduled learning and teaching activities	18	Total	100
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Placement/Study abroad	0										
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Total	100										
2 1	<p>Ethical Issues, Risk and Inclusivity</p> <p><i>Modules may deal with issues that are sensitive or involve ethical considerations and our duty of care to our staff and students extends to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from relevant ethics committees and</i></p>										

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	<i>relevant risk assessments as appropriate).</i>														
	<p>Students will be reminded about the need to maintain confidentiality when using examples from their own personal, professional or practical experiences and in demonstrating application of theory to practice. Given the nature of the module there are significant issues regarding confidentiality, disclosure, potential safeguarding and the emotional wellbeing of students. In each session students will be reminded of this and the support mechanisms available within the Institute. Within the role play exercises student will be supported by a tutor or a facilitator.</p>														
C MODULE ASSESSMENT															
2	Formative Assessments for this Module														
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SA1	Essay (2500 words)	50%	1, 2												
SA2	20 minute practice video and Reflective skills evaluation (1000 words)	50%	1, 3, 4												
2	Rationale for Assessment Methods Chosen														
4	<p>The two elements to the assessment are inextricably linked as understanding of key concepts is evidenced through both academic evaluation and analysis of the approaches and practical application in the client work and skills evaluation and analysis of the same within the accompanying commentary.</p> <p>SA1 Students will evidence their knowledge and understanding of the key concepts of solution focused practice and be able to apply critical analysis to the strategies to enable them to identify the challenges and solution options with different client and age groups where this model is used.</p> <p>SA2 This model of working requires practitioners to be confident in their communication skills and ability to use inspirational questioning approaches and engage service users in participative goal setting. The demonstration of practice skills is the best way to assess students' abilities in this area. This will be done through practice demonstration with peers using video recording to enable observation and reflection on skills. The skills</p>														

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PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	evaluation requires critical reflection on student's skills to assess strengths and to set goals for further development. The practice video with peers will be facilitated within the classroom/counselling room settings.		
2 5	Module Re-assessment Methods		
	Re-assessment type and title (where relevant)	%	Module LOs addressed
	SA1	Essay (2500 words)	50% 1, 2
	SA2	20 minute client work video and Reflective skills evaluation (1000 words)	50% 1, 3, 4
2 6	Rationale for Re-assessment Methods Chosen if Different from First Assessment (e.g. if group work cannot be replicated, how will the associated learning outcomes be met)		
	N/A		
D MODULE RESOURCES			
2 7	Module Staffing (Please list all staff members who will be teaching on this module)		
	Staff Name	RTS status (please delete as appropriate)	If Yes, date RTS granted
	David Wright		
	Alan Searle		
	Victoria Booth		
2 8	Indicative Reading List (Please refer to the University guidelines for Reading Lists.)		
	Essential	<p>Key Text Milner, J & Bateman, J (2011) <i>Working with Children and Teenagers Using Solution Focused Approaches</i>, enabling children to overcome and achieve their potential. London. Jessica Kingsley</p> <p>Milner, J & Myers, S (2017) <i>Working with Violence and Confrontation Using Solution Focused Approaches</i>, Creative Practice with Children Young People and Adults. London Jessica Kingsley</p> <p>Rogers, C.R. (1980). <i>A Way of Being</i>. New York: Houghton Mifflin.</p>	
	Recommended	<p>Beckett, C. (2010). <i>Human Growth and Development</i>. (2nd Ed.) London: Sage.</p> <p>Boyd, D. & Bee, H. (2012). <i>Lifespan Development</i>. (6th Ed). London: Allyn & Bacon.</p> <p>Hough, M. (2001). <i>Groupwork Skills and Theory</i>. London: Hodder & Stoughton.</p>	

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PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	<p>Merry, T. (2000). <i>Learning and Being in Person Centred Counselling</i>. (2nd Ed). Ross-on-Wye: PCCS.</p> <p>Stewart, I. & Joines, V. (2012). <i>TA Today</i>. (2nd Ed). Nottingham: Lifespace.</p> <p>Sigelman, C. & Rider, E. (2012). <i>Human Development Across the Life Span</i>. (7th Ed). London: Cengage Learning.</p> <p>Winbolt B, <i>Solution Focused Therapy for Helping Professions</i></p>
<p>Background</p>	<p>www.nspcc.org.uk Solution Focused Practice Toolkit https://www.nspcc.org.uk/services-and-resources/research-and-resources/2015/solution-focused-practice-toolkit/? t_id=1B2M2Y8AsgTpgAmy7PhCfg%3d%3d& t_q=solution+focused+approach& t_tags=language%3aen%2csiteid%3a7f1b9313-bf5e-4415-abf6-aaf87298c667& t_ip=195.195.43.242& t_hit.id=Nspcc_Web_Models_Pages_ResearchReport_sPage/ 583cc825-9770-472e-a3ec-07dda706974f_en-GB& t_hit.pos=1</p>
<p>2</p>	<p>Other Resources Required</p>
<p>9</p>	<p><i>(Please list any further resources that may be required for the successful delivery of this module.)</i></p>

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

A GENERAL INFORMATION	
<i>Please complete a module specification for each module included in this application for validation of provision.</i>	
1	Module Title
	Childhood and Youth Support
2	Module Code <i>(enter code or NEW)</i>
	NEW
3	Module Level
	6
4	Cluster/Programme <i>(the host cluster/programme for this module)</i>
	BA Childhood and Youth Studies Top Up
5	Credit Value
	20
6	Module Leader <i>(name and email)</i>
	Linda Lobendhan
7	Total Number of Learning Hours <i>(normally 10 hours per credit)</i>
	200
8	Pre-Requisite <i>(where applicable)</i>
	N/A
9	Co-Requisite <i>(where applicable)</i>
	N/A
10	Post-Requisite <i>(where applicable)</i>
	N/A
11	Number Attending Module <i>(anticipated)</i>
	15

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PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

12	Trimester <i>(please tick as many as appropriate)</i>														
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14	Mandatory Constraints <i>(e.g. Disclosure and Barring Service Check)</i>														
	DBS														
15	Other programmes this module is validated to <i>(please include Programme Name)</i>														
	N/A														
B MODULE DESIGN															
16	Module Rationale and Aims <i>As a guide you should include 3 – 4 module aims which should flow from the rationale. Please see A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i>														
	<p>Support services for children and young people have become more integrated over service boundaries. Practitioners are expected to work across different age ranges which requires a broader knowledge and skill set.</p> <p>This module evaluates some of the key contemporary issues across the 0-19 agenda exploring the political, social and economic influences which impact on social care practice with children and young people. Contemporary issues such as special educational needs, disability, looked after children, youth crime and young people’s mental health will be explored and service provision will be evaluated. The voice of the child is embedded within key policy which underpins practice, students will critically evaluate how services engage and empower young people to enable them to make decisions about the issues which affect their lives.</p>														

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PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	<p>Aims</p> <ul style="list-style-type: none"> • This module aims to equip practitioners with a broad knowledge and understanding of key issues affecting children and young people across the 0 -19 spectrum. • Students will undertake critical evaluation and analysis of service provision especially in relation to engaging and empowering children and young people’s decision making capabilities. • Students completing this module will develop their knowledge and skills as a critical practitioner which is crucial for ensuring practice is progressive and effective in meeting the needs of children and young people. 										
17	<p>Module Learning Outcomes <i>As a guide you should include 3 – 4 module learning outcomes. Please see A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i></p>										
	<p><i>On successful completion of this module, students will be able to:</i></p> <table border="1" data-bbox="169 945 1310 1238"> <thead> <tr> <th data-bbox="169 945 300 981"></th> <th data-bbox="300 945 1310 981">Module learning outcome</th> </tr> </thead> <tbody> <tr> <td data-bbox="169 981 300 1055">LO1</td> <td data-bbox="300 981 1310 1055">Critically evaluate the different constructs of childhood and youth considering how legislation and policy responds to this</td> </tr> <tr> <td data-bbox="169 1055 300 1128">LO2</td> <td data-bbox="300 1055 1310 1128">Critically analyse specific contemporary issues within social care for children and young people</td> </tr> <tr> <td data-bbox="169 1128 300 1202">LO3</td> <td data-bbox="300 1128 1310 1202">Critically appraise service provision and formulate recommendations for improvements</td> </tr> <tr> <td data-bbox="169 1202 300 1238">LO4</td> <td data-bbox="300 1202 1310 1238">Present and discuss ideas to an audience of peers in an academic environment</td> </tr> </tbody> </table>		Module learning outcome	LO1	Critically evaluate the different constructs of childhood and youth considering how legislation and policy responds to this	LO2	Critically analyse specific contemporary issues within social care for children and young people	LO3	Critically appraise service provision and formulate recommendations for improvements	LO4	Present and discuss ideas to an audience of peers in an academic environment
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LO4	Present and discuss ideas to an audience of peers in an academic environment										
18	<p>Module Indicative Content <i>Please outline the key themes and topics to be included in this module.</i></p>										
	<ul style="list-style-type: none"> • Presenting at conferences • Writing academic papers • Construct of Childhood • Defining Youth • Voice of the child • Contemporary Issues • Transitions • Education • Special Educational Needs • Disability • Gender and Sexuality • Youth Crime • Children in Care • Mental Health 										
19	<p>Module Learning and Teaching Methods and Rationale for Selection <i>Please describe the teaching and learning methods and your rationale for their selection. A bullet point list of teaching methods is not sufficient.</i></p>										

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	<p>A series of subject specialist lectures and guest speakers will provide students with interactive opportunities to discuss and debate the key topics. This will then lead to facilitated individual, pair and group work to explore, formulate and apply new ideas in order to consolidate and expand on learning and to cater to a range of learning styles.</p> <p>With the introduction of writing and delivering a conference paper, there will be a tutor led session to give guidance and present examples to support students to develop their assessments. The use of videos and peer feedback will be used in follow up sessions for student to develop their presentation styles and skills.</p> <p>Students will be expected to undertake independent research on their chosen contemporary issue and the use of self-directed learning will be expected at this level of study. Online tutorials will be provided to offer feedback on formative assessment plans.</p>										
20	<p>Breakdown of Teaching and Learning Hours Please refer to QAA Explaining Contact Hours guidance for further information.</p>										
	<table border="1"> <thead> <tr> <th>Student time associated with the module</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Guided independent study including online</td> <td>82</td> </tr> <tr> <td>Placement/Study abroad</td> <td>0</td> </tr> <tr> <td>Scheduled learning and teaching activities</td> <td>18</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> </tbody> </table>	Student time associated with the module	%	Guided independent study including online	82	Placement/Study abroad	0	Scheduled learning and teaching activities	18	Total	100
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21	<p>Ethical Issues, Risk and Inclusivity <i>Modules may deal with issues that are sensitive or involve ethical considerations and our duty of care to our staff and students extends to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from relevant ethics committees and relevant risk assessments as appropriate).</i></p>										
	<p>Students will be reminded about the need to maintain confidentiality when using examples from their own personal, professional or practical experiences and in demonstrating application of theory to practice both within written assessments. Students must sign a confidentiality agreement as part of the contract of commitment to placement and studies. In each session students will be reminded of this and of the support mechanisms available within the Institute.</p>										
<p>C MODULE ASSESSMENT</p>											
22	<p>Formative Assessments for this Module</p>										
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FA1	Conference Paper plan (online)										
23	<p>Summative Assessment for this Module</p>										

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PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	Assessment type and title (where relevant)	%	Module LOs addressed
SA1	Conference Paper (3000 words) and seminar presentation	100	1,2,3,4
24	Rationale for Assessment Methods Chosen		
	<p>This mode of assessment will develop new skills in writing and presenting in depth information on complex issues in the form of a conference paper. Using this type of assessment enables students to demonstrate their independent research and analysis skills and present their ideas to their peers within a conference arena. This is an opportunity for shared learning to take place as the audience will gain new information and be able to explore and challenge the speaker's knowledge and depth of understanding through question and debate on the topic. Students will develop transferable skills for both employability and postgraduate study.</p>		
25	Module Re-assessment Methods		
	Re-assessment type and title (where relevant)	%	Module LOs addressed
SA1	Conference Paper 3000 and presentation to tutor	100	1,2,3,4
26	Rationale for Re-assessment Methods Chosen if Different from First Assessment (<i>e.g. if group work cannot be replicated, how will the associated learning outcomes be met</i>)		
	<p>It is unlikely that a second conference opportunity will be available in-year, therefore presentation of the conference paper in the case of re-assessment will be made to the tutor.</p>		
D MODULE RESOURCES			
27	Module Staffing (<i>Please list all staff members who will be teaching on this module</i>)		
	Staff Name	RTS status (<i>please delete as appropriate</i>)	If Yes, date RTS granted
	Linda Lobendhan		
28	Indicative Reading List (<i>Please refer to the University guidelines for Reading Lists.</i>)		
	Essential	Harrison, R and C. Wise (2005) <i>Working with Young People</i> , Sage Publications with Open University.	

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PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

		<p>Jones, P. and Walker, G. (eds.) (2011) <i>Children's Rights in Practice</i>. London: Sage</p> <p>Oliver, B and Pitt, B. (2011) <i>Working with Children, Young People & Families</i>. Exeter: Learning Matters</p>
	Recommended	<p>Buchroth, I & C. Parkin (2010) <i>Using Theory in Youth and Community Work Practice</i>, Exeter, Learning Matters</p> <p>Brown, M A. and White, J. (eds) (2014) <i>Exploring Childhood in a Comparative Context</i>. London: Routledge</p> <p>Frost, N. and Patton, N. (2010) <i>Understanding Children's Social Care: Politics, Policy and Practice</i>. London: Sage</p> <p>Geldard, K. (ed) (2009) <i>Practical Interventions for Young People at Risk</i>. London: Sage</p> <p>Kanyal, M (eds.) (2014) <i>Children's rights 0-8; promoting participation in education and care</i>. Oxon; Routledge.</p> <p>Muncie, J. (2009) <i>Youth and Crime</i>, 3rd Edition, London: Sage.</p> <p>Pugh, G. and Duffy, B. (2013) <i>Contemporary Issues in the Early Years</i>. London: Sage Publications Ltd; (6th ed.).</p> <p>Smidt, S. (2013) <i>The Developing Child in the 21st Century: A global perspective of child development</i>. London: Routledge</p> <p>Taylor, W., Earle, R. and Hester, R. (2010) <i>Youth Justice Handbook: Theory, policy and practice</i>, Collompton: Willan Buckingham: OUP.</p> <p>Wood, J & J. Hine (2009), <i>Work with Young People: Theory & Policy for Practice</i>, London: Sage Publication</p>
	Background	
29	Other Resources Required <i>(Please list any further resources that may be required for the successful delivery of this module.)</i>	

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PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

A GENERAL INFORMATION	
<i>Please complete a module specification for each module included in this application for validation of provision.</i>	
1	Module Title
	Action Research Project
2	Module Code <i>(enter code or NEW)</i>
	NEW
3	Module Level
	6
4	Cluster/Programme <i>(the host cluster/programme for this module)</i>
	BA Childhood and Youth Studies Top Up
5	Credit Value
	40
6	Module Leader <i>(name and email)</i>
	Linda Lobendhan
7	Total Number of Learning Hours <i>(normally 10 hours per credit)</i>
	400
8	Pre-Requisite <i>(where applicable)</i>
	n/a
9	Co-Requisite <i>(where applicable)</i>
	Leading Change in Organisations
10	Post-Requisite <i>(where applicable)</i>
	N/A
11	Number Attending Module <i>(anticipated)</i>
	15

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

12	Trimester <i>(please tick as many as appropriate)</i>														
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15	Other programmes this module is validated to <i>(please include Programme Name)</i>														
	N/A														
B MODULE DESIGN															
16	Module Rationale and Aims <i>As a guide you should include 3 – 4 module aims which should flow from the rationale. Please see A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i>														
	<p>Building on previous modules within this programme of study, the action research module has been designed to give students the skills required to facilitate evidence based change within organisations. Students will be either working or in placement within the environment where change will be implemented working with mentors, in collaboration with managers. Students will undertake qualitative and/or quantitative research to support their rationale and project proposal and collaborate with managers to enable improvements within the organisation to develop. Students will evidence 80 practice hours in line with the Institute’s Work Based Learning Code of Practice.</p> <p>Aims</p>														

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	<ul style="list-style-type: none"> To equip students with the ability to plan and implement an action research project. The knowledge and ability to collect and analyse primary and secondary data and use this to make changes in workplaces is a distinctive feature of this module. To support students to focus on an independent and in-depth action research. The student will be expected to plan, implement, analyse and reflect on the project with guidance from a supervisor. They will be expected to show initiative and responsibility in this process and the capacity to reflect on evidence and make links with research, theory and practice. A student who has successfully completed this module will have the knowledge and skill set to implement new pieces of work or restructure work practices based on sound research <p>The project should not be a replication of any work undertaken within previous study</p>												
17	<p>Module Learning Outcomes <i>As a guide you should include 3 – 4 module learning outcomes. Please see A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i></p> <p><i>On successful completion of this module, students will be able to:</i></p> <table border="1"> <thead> <tr> <th></th> <th>Module learning outcome text</th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td>Critically discuss the theoretical underpinnings for providing quality leadership and management in a children and young person’s setting.</td> </tr> <tr> <td>LO2</td> <td>Undertake qualitative and/or quantitative research to support a clear rationale for suggested changes.</td> </tr> <tr> <td>LO3</td> <td>Critically evaluate the key concepts required for effecting change within an organisation analysing the main priorities and appraising the different models and approaches used.</td> </tr> <tr> <td>LO4</td> <td>Produce reasoned arguments around work based problems, justifying process and evaluating possible outcomes.</td> </tr> <tr> <td>LO5</td> <td>Critically reflect on their own and/or others management and leadership styles and skills in effecting organisational change.</td> </tr> </tbody> </table>		Module learning outcome text	LO1	Critically discuss the theoretical underpinnings for providing quality leadership and management in a children and young person’s setting.	LO2	Undertake qualitative and/or quantitative research to support a clear rationale for suggested changes.	LO3	Critically evaluate the key concepts required for effecting change within an organisation analysing the main priorities and appraising the different models and approaches used.	LO4	Produce reasoned arguments around work based problems, justifying process and evaluating possible outcomes.	LO5	Critically reflect on their own and/or others management and leadership styles and skills in effecting organisational change.
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18	<p>Module Indicative Content <i>Please outline the key themes and topics to be included in this module.</i></p> <p>Alongside action research principles and sessions on data gathering covered on the bridging unit the research project is an independent study in an area of the student’s choice within a relevant and appropriate area of work. The content will therefore vary. Skills in data collection and analysis, consideration of evidence in relation to theory and final report writing, introduced in previous modules, will be consolidated. Work Based Learning Codes of Practice will be adhered to.</p>												
19	<p>Module Learning and Teaching Methods and Rationale for Selection <i>Please describe the teaching and learning methods and your rationale for their selection. A bullet point list of teaching methods is not sufficient.</i></p> <p>Students will be expected to engage in a project of their own choice in collaboration with management. The work based action research project is an independent study module and therefore staff contact should normally be seen in terms of support of the process of study rather than supplying significant input relating to the theme or content of the work based project. Each student will be entitled to 18 hours of workshops</p>												

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	<p>specifically teaching action research methods. This will be delivered over a three week block and 5 hours 1-to-1 supervision over the duration of the module.</p> <p>Based on the proposal for the work based project and its associated feedback, an initial contract will be established between the supervisor and student. Review dates and feedback opportunities will be established to monitor the progress of the work based project.</p> <p>Students will be expected to complete 80 hours within work or placement setting. A 3-way meeting will be held between the programme leader or placement officer and the student and their placement mentor to assess placement progress and achievement.</p>										
20	<p>Breakdown of Teaching and Learning Hours Please refer to QAA Explaining Contact Hours guidance for further information.</p>										
	<table border="1"> <thead> <tr> <th>Student time associated with the module</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Guided independent study including online</td> <td>74.025</td> </tr> <tr> <td>Placement/Study abroad</td> <td>20</td> </tr> <tr> <td>Scheduled learning and teaching activities</td> <td>5.75</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> </tbody> </table> <p>This module is taught over 24 weeks (three trimesters) however as it is mainly independent study there is no significant delivery impact at any one point across the year. The assessment is in the assessment weeks for trimester 3 to balance the module delivery with the assessment schedule over the academic year.</p>	Student time associated with the module	%	Guided independent study including online	74.025	Placement/Study abroad	20	Scheduled learning and teaching activities	5.75	Total	100
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21	<p>Ethical Issues, Risk and Inclusivity <i>Modules may deal with issues that are sensitive or involve ethical considerations and our duty of care to our staff and students extends to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from relevant ethics committees and relevant risk assessments as appropriate).</i></p>										
	<p>Ethical approval will be required for all action research projects this will be explained within the bridging unit and within supervision. This is achieved through submission to the Institute's Ethics Committee which meets regularly.</p> <p>Students will need a letter from their employer giving permission for the research and action research project to commence.</p>										
<p>C MODULE ASSESSMENT</p>											
22	<p>Formative Assessments for this Module</p>										
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23	Summative Assessment for this Module			
		Assessment type and title (where relevant)	%	Module LOs addressed
	SA1	Action Research Project Report including evidence of 80 placement hours	100	LO1.2.3.4.5
24	Rationale for Assessment Methods Chosen			
	<p>The report will enable students to evidence the different aspects of undertaking action research within a placement/work setting. Students will evidence how they have collected and analysed primary and secondary data to evidence the need for a change to practice or to develop new practice within the organisation. This is an independent piece of work where the student will need to evidence collaboration with their management and demonstrate that they have utilised supervision as a process for reflection and development from their workplace mentor.</p> <p>Students will need to demonstrate through the report how they planned, delivered and evaluated a piece of work which would effect change in the organisation. The report will assess the student's understanding of research methods, leadership theory and management and its implication for initiating new practice. Report writing skills will be assessed along with a reflective evaluation of the skills and knowledge developed. This will be supported by a short report provided by the mentor who will also authenticate the achievement of 80 placement hours achieved.</p>			
25	Module Re-assessment Methods			
		Re-assessment type and title (where relevant)	%	Module LOs addressed
	SA1	Action Research Project Report including evidence of 80 placement hours	100	LO1.2.3.4.5
26	Rationale for Re-assessment Methods Chosen if Different from First Assessment <i>(e.g. if group work cannot be replicated, how will the associated learning outcomes be met)</i>			
	N/A			
D MODULE RESOURCES				
27	Module Staffing <i>(Please list all staff members who will be teaching on this module)</i>			
	Staff Name	RTS status <i>(please delete as appropriate)</i>	If Yes, date RTS granted	
	Linda Lobendhan	No		
	Anna Waistnage	No		
	Kirsty Marris	No		
	Alan Searle	No		

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28	Indicative Reading List <i>(Please refer to the University guidelines for Reading Lists.)</i>	
	Essential	<p>Costley et al. (2010) <i>Doing Work Based Research</i>. Sage: London</p> <p>Mcniff, J. And Whitehead, J. (2009) <i>You and Your Action Research Project</i>. 3rd ed.. London: Routledge</p>
	Recommended	<p>Arther, J., Waring, M., Coe, R. and Hedges, L.V. (2012) <i>Research Methods and Methodologies in Education</i>. London: Sage Publications</p> <p>Blaxter L; Hughes C & Tight M (2010) <i>How to Research</i>. Buckingham. Open University Press.</p> <p>Green J & Browne J. (2005). <i>Principles of Social Research</i>. Open University Press.</p> <p>Koshy, V. (2010) <i>Action Research for Improving Educational Practice: a Step-by-Step Guide</i>. 2nd edn. London: SAGE.</p> <p>Neale, J. (2009) <i>Research Methods for Health and Social Care</i>. Basingstoke: Palgrave.</p> <p>Reed, M. and Canning, N. (eds.) (2009) <i>Reflective Practice in the Early Years</i>. London: Sage Publications</p> <p>Sarantakos, S (2013) <i>Social Research</i>, 4th edn. Basingstoke: Palgrave.</p> <p>Silverman, D. (2013) <i>Doing Qualitative Research: A Practical Handbook</i>. London: Sage Publication.</p> <p>Tyler, M. Hoggarth, L. Merton, B. (2009) <i>Managing Modern Youth Work</i>, Exeter. Learning Matters</p> <p>Yin, R. (2013). <i>Case Study Research</i>, 5th edn. London: Sage</p>
	Background	
29	Other Resources Required <i>(Please list any further resources that may be required for the successful delivery of this module.)</i>	