

| Validation Document | | |
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| 1 | Title of Programme | Children, Young People and Families |
| 2 | Award (e.g. FdA, BA) | FdA |
| 3 | Contained Award | HE Certificate in Working with Children, Young People and Families for successful completion of 120 credits at Level 4 |
| 4 | Awarding Body | TEC Partnership |
| 5 | UCAS code (if applicable) | T4R5 |
| 6 | HECOS codes | 100455/100466 |
| 7 | Mode of Study (full and/or part-time) | Full time & Part time |
| 8 | Duration (total number of years) | 2 years full time 4 years part time |
| 9 | Number of weeks per academic year | 31 Each Trimester consists of 8 weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level. There are 6 assessment weeks. |
| 10 | Accrediting Professional / Statutory Body (if applicable) | N/A |
| 11 | Location of delivery and Faculty | Grimsby Institute / HE STEM and Education |
| 12 | Entry requirements | |
| <p>All applicants irrespective of entry qualification(s) will be formally interviewed by an appropriate member of academic staff.</p> <p>Standard offer</p> <p>Applicants will require 80 UCAS points in a related subject, or 60 Access-to-HE Credits (of which a minimum of 45 must be at Level 3). Applicants are required to hold English GCSE (or equivalent) at Grade C/4.</p> <p>Non-standard offer</p> <p>Non-standard entry is intended to support students who may not meet the standard academic entry requirements of a HE programme, normally level 3 qualifications which attract UCAS points (for instance A-levels or BTEC level 3 courses). An applicant must be able to demonstrate recent work/experience in the relevant sector which would give them skills and knowledge comparable to applicants with Level 3 qualifications.</p> <p>All such applicants will be set an appropriate piece of work, in the form of an essay question (1500-word essay) that will consider their academic potential and relevant experience.</p> | | |

DBS

All students are required to have in place an enhanced DBS check. Students can attend the programme whilst waiting for this to be completed, however students cannot go out onto their work-based learning until the satisfactory DBS has been provided. All students will be expected to declare any criminal convictions at interview to the programme team and learner services. All students will need to produce their DBS at enrolment. Where they are unable to produce this, students will need to sign a disclaimer that to the best of their knowledge, they have a satisfactory DBS. Failure to do could result in the student being withdrawn from the programme of study and they will become liable to repay and finance paid by Student Finance England.

Recognition of prior learning

TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (RPcL) or work/life experience or other uncertificated learning (RPeL). Please refer to the [HE21 Student Transfer and the Recognition of Prior Learning](#).

International admissions

TEC Partnership recognises a wide range of entry qualifications as being equivalent to A' level standard; if students hold a qualification not listed above, please contact TEC Partnership's admissions team on +44 (0) 1472 311222 ext. 434.

International students must evidence they possess a satisfactory command of English language in terms of reading, writing, listening and are expected to have achieved Level B2 on the Common European Framework of Reference for Language (CEFR), as defined by UK Visas and Immigration.

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| 13 | Minimum number of students required for the programme to run | 8 |
| 14 | Degree classification weighting | |

The degree classification is awarded based on the average percentage mark achieved at level 5 of the degree.

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| 15 | Aims of the programme and distinctive features/fit with existing provision |
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The FdA Children, Young People and Families focuses on the 0-19 agenda and has been designed to equip students with the necessary knowledge and skills in order to ensure that families, children and young people are supported to the highest possible standards.

Students on this programme, will develop their understanding of reflective practice, to become a reflexive practitioner, the importance of the right values, and of the strengths-based approach, in building relationships and helping families to recognise their strengths, such as, the Signs of Safety approach.

This course is aimed at students who have a desire to work in the children, young people and families sector, in roles such as Family Support workers, youth justice or youth work to name a few. It is extremely appealing to those already employed in the field who are looking to gain qualifications or progress onto other roles and further qualifications, such as teaching, social work or continue onto a related level 6 top-up programme.

Our strong links with local partners such as North East Lincolnshire Council, NSPCC, YouthZone, and Young Minds Matter has enabled us to work in partnership to understand local needs and to tailor the course, ensuring our students graduate with the right skills, knowledge and understanding to gain employment within the children, young people and families sector.

Students will develop their understanding of legislation, policy and human rights, and learn how to apply these in practice. They will build on their understanding of safeguarding and learn to critically analyse key documents such as policy and serious case reviews.

The programme gives students access to the latest research and recognises diversity in society and the wider factors that impact on the overall health and wellbeing of children, young people and their families. The programme introduces contemporary issues such as the effect of trauma on the developing brain, contextual safeguarding, trafficking and modern slavery, child criminal exploitation, county lines, and child sexual exploitation.

The professional development element of the programme will include experience in working in different fields of the industry, giving students invaluable first-hand knowledge and work experience. Students will be expected to complete a minimum of 200 placement hours throughout their course, and support and guidance are provided throughout.

The team have all worked in their chosen field and have a wide range of professional backgrounds, with some still working in industry alongside their teaching role. Students studying the programme are able to take advantage of the many sessions held with guest speakers from a wide range of services across the CYPF sector. The programme leader for the course aims to forge good working relationships with local employers to identify positive experiences for students, and opportunities for guest speakers and additional training.

Fit with Existing Provision

The programme fits well within the school and the existing provision, where there is a focus on education and social science-related programmes. It will draw on the expertise of staff who teach on a range of programmes in relation to their subject specialism.

Because this programme aims to support sector needs, it will be delivered, where appropriate, through a flexible model. This flexibility will be provided by delivering all modules at each level through classroom delivery, blended learning or online learning.

Progression and Employment Opportunities

Progression from this programme is intended to provide students with a range of potential career opportunities, including youth work, working in educational settings, parental support worker, family liaison officers, Family Hubs, or in third sector organisations. In addition, students may progress onto further studies and complete a top-up in a relevant subject, such as the related BA Childhood and Youth Studies Top Up, or another related level 6 course run by the Institute. The BA Childhood and Youth Studies Top Up allows students to apply their already existing knowledge from this foundation degree and begin to develop a more cohesive and strategic level of thinking, enabling them to develop and apply their critical thinking skills to their area of expertise.

Work Based Learning

A key aspect of the programme is the sector training provided within the work-based learning opportunities. Students will be required to undertake a minimum of 200 hours in work-related placements. A minimum of 50 hours will be completed during level 4 and assessed within the Preparing to be a Professional module, and a minimum of 150 hours at level 5, which will be assessed within the Continuing Professional Development module. Students will be supported and encouraged to seek their own placements; however, we have a well-developed and structured work-based learning support team who are available to help students in finding, vetting, and starting a work-related learning placement.

During the completion of work-related learning hours, students will work in partnership with a placement mentor who will be responsible for supervising the student while on placement.

The work-based element to the course places much emphasis on the student applying classroom-based activities to their chosen sector. Students who undertake placement elements on the foundation degree see the benefit and value of having the opportunities to learn new skills and develop pre-existing skills-based knowledge. The placement element is a fundamental aspect of the course and one which is an integral element of being able to successfully pass this course.

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| 16 | Programme Learning Outcomes <i>Upon successful completion of this programme a student will be able to...</i> | |
| | Programme Learning Outcome | Subject Benchmark Reference |
| 1 | Demonstrate knowledge and a critical understanding of children, young people and families from a safeguarding, philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspective. | 4.7i, 4.8i, 4.8ii, 4.10i, 4.10ii, 5.5iin (Y&C, 2019) 5.2i, 5.2ii, 5.2iii, 5.2iv, 5.4i, 5.5i, 5.5ii, 5.6iv, 5.6xii (QSW, 2019) |
| 2 | Evaluate and critically reflect on professional values and ethics in relation to their field of expertise, considering both secondary and primary research. | 4.11 ii, 5.3vi, 5.3vii, 5.3viii, 5.7vi, 5.8 i, 5.8v, 5.8vi (Y&C 2019) 5.3i, 5.3iii, 5.3vii, 5.3viii, 5.4ii, 5.6vi, 5.7iii, 5.11ii, 5.11iii, 5.17i, 5.18iii (QSW 2019) |
| 3 | Evaluate key aspects of policy and provision for children, young people and families, from both a UK, European and International perspective. | 4.7ix, 4.8iv, 5.5ii, 5.6ii, 5.8i, 5.6v (Y&C, 2019) 5.5iv, 5.5v, 5.6i, 5.6iii, 5.6iv, 5.6v, 5.13i, 5.15viii (QSW, 2019) WWP -9, 22 |
| 4 | Accurately interpret the key concepts in relation to inclusion and participation, for example equality, inequality, poverty, identity, diversity and anti-oppressive practice. | 4.7ii, 4.7iii, 4.7 viii, 4.11 iv, 4.12v, 4.14iv, 4.14v, 4.14vi, 5.4iii, 5.4iv, 5.7viii (Y&C, 2019) 5.4iii, 5.4iv, 5.4v, 5.13iii, 5.16vi, 5.18vi (QSW, 2019) WWP – B11 YW 2.3.2 |
| 5 | Communicate both academically and professionally a critical working knowledge, with an ability to articulate theoretical approaches that underpin the practice for working with children, young people and families. | 4.8 iii, 5.3ii, 5.3 iv, 5.6ii, 5.8xii, 5.8xiii (Y&C, 2019) 5.12 i, 5.12ii, 5.12iii, 5.13i, 5.13ii, 5.13iv, 5.13v, 5.15, 5.15ii, 5.15viii, 5.17viii (QSW,2019) WWP, 2011 |

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| 6 | Examine and understand the complex nature of how to make informed decisions, develop and manage their own professional roles – including the ability to understand and apply key theories and concepts to practice, to critically reflect and to make informed judgements on complex ethical issues. | 4.10i, 4.10ii, 4.10iv, 4.11ii, 5.3ii, 5.3vii, 5.8xi, 5.8xiv, 5.15viii (Y&C, 2019) 5.2vi, 5.2vii, 5.2viii, 5.3ix, 5.11i, 5.14v, 5.14vi, 5.15, 5.17ii, 5.17iii, 5.17iv (QSW, 2019) WWP – D11, E10 |
| 7 | Demonstrate practical skills appropriate to the area of study and critically reflect upon personal and/or professional development and advancement of own learning through working independently and identifying personal needs. | 4.12 i, 5.3, 5.3v, 5.3 vi, 5.3viii, 5.8iv, 5.8vii, 5.8viii, 5.8ix, 5.8x (Y&C, 2019) 5.3xi, 5.3xii, 5.5iii, 5.7, 5.7ii, 5.7iv, 5.8, 5.15iv, 5.16v, 5.17vii, 5.18iv (QSW, 2019) WWP-9, 12, 13, A2 |
| 8 | Effectively communicate ideas and arguments to others, including a variety of media, using appropriate academic conventions. Gather and evaluate evidence and information from a wide range of sources to interpret and present in different formats. | 5.3x, 5.6xiii, 5.7i, 5.12i, 5.12ii, 5.12iii, 5.13, 5.14viii, 5.14ix, 5.14x, 5.14xi 5.15, 5.15ii, 5.15vi, 5.15vii, 5.15ix, 5.18, 5.18i, 5.18ii (QSW, 2019) 5.3v (Y&C, 2019) WWP -6 |
| 9 | Understand the importance of working effectively with service users and others in the community to provide outstanding practice within the sector. | 4.6 i, 4.6 ii, 4.6 iii, 4.6iv, 4.7 iv, 4.7vi, 4.8i, 4.8iii, 5.4i, 5.4ii, 5.5i, 5.6i, 5.7iii, 5.7iv (Y&C, 2019) 5.2iii, 5.2ix, 5.5iii, 5.5vi, 5.6ii, 5.14i, 5.14ii, 5.14iii, 5.14iv, 5.14v, 5.14vi, 5.15i, 5.15iii, 5.15iv, 5.15v, 5.16i, 5.16ii, 5.17v (QSW, 2019) WWP – 17, F8 |
| 10 | Demonstrate the importance of multi-agency working and critically reflect on the approaches to partnership working in order to meet the needs of children, young people and families. | 4.7iv, 4.7v, 4.7vi, 4.7 vii, 4.10iv, 4.14i, 4.14ii, 4.14iii, 4.15i, 5.3v, 5.4v, 5.7i, 5.7ii, 5.7v, 5.7vi (Y&C, 2019) 5.2v, 5.6vii, 5.5viii, 5.6ix, 5.6x, 5.14iv, 5.15iii, 5.15x, 5.16iii, 5.16iv, 5.16vii, 5.16vii, 5.16ix, 5.17vi (QSW, 2019) WWP- 1, 6, K10, K11 |
| 17 | Teaching and Learning Strategy | |

Level 4

As you start on the programme, we aim to equip you with the necessary skills and abilities to progress through Higher Education. We will teach you the study skills which will allow you to find information, communicate the information to others, cite sources and give references. Students are expected to demonstrate relevant skills and competencies but learning at this level is largely directed by the teacher.

Students should be developing knowledge of the underlying concepts and principles associated with this area of study, and an ability to evaluate and interpret these within context. Students will develop an ability to present, evaluate and interpret data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

By the end of the level, students will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;
- undertake further training and develop new skills within a structured and managed environment.

Level 5

Study at this level reflects continuing development from Level 4. At this level, students are not fully autonomous but are able to take responsibility for their own learning with some direction. Students will be developing knowledge and critical understanding of this area of study. Students will be developing the ability to apply underlying concepts and principles outside the context in which they were first studied and the ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.

Students will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively;
- undertake further training, develop existing skills, and acquire new competencies that will enable them to assume significant responsibility within organisations.

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). As this programme sits across a number of disciplines within the children and young people's workforce, the teaching and learning will align itself to the approaches set out within QAA subject benchmark statements from a number of varying disciplines. For example, Youth and Community Work (2019), Social Work (2019), National Occupational Standards: Work with Parents (2011) and National Occupational Standards in Youth Work (2017).

The process of learning involves personal and professional experiences, where the theoretical underpinning informs practice development. The outcomes of the programme are strongly linked to skills and knowledge required for multi-disciplinary work within the children and young people sectors.

| 18 | Programme Structure - FT | | | |
|---|--------------------------|---------|-------|----------------------|
| Module Title | Core/ Option | Credits | Level | Delivery T1/T2/T3 |
| Preparing to be a Professional | C | 20 | 4 | T1/T2/T3 |
| Study and Research Skills | C | 20 | 4 | T1/T2 |
| Children and Young People's Rights and Safeguarding | C | 20 | 4 | T1 |
| Social Policy and the Welfare State | C | 20 | 4 | T2 |
| Lifespan Development | C | 20 | 4 | T3 |
| Children and Young People's Wellbeing | C | 20 | 4 | T3 |
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| Continuing Professional Development | C | 20 | 5 | T1/T2/T3 |
| Research Skills for Practice | C | 20 | 5 | T1/T2 |
| Equality, Diversity and Anti-oppressive Practice | C | 20 | 5 | T1 |
| Sociology and Contemporary British Society | C | 20 | 5 | T2 |
| Partnerships and Integrated Working | C | 20 | 5 | T3 |
| Youth Support | C | 20 | 5 | T3 |

Programme Structure (Part-time)

| Module Title | Core/ option | Credits | Level | Delivery |
|---|-----------------|---------|-------|---------------|
| Study and Research Skills | C | 20 | 4 | Yr 1 T1/T2 |
| Preparing to be a Professional | C | 20 | 4 | Yr 1 T1/T2/T3 |
| Lifespan Development | C | 20 | 4 | Yr 1/T3 |
| | | | | |
| Children and Young People's Rights and Safeguarding | C | 20 | 4 | Yr 2 T1 |
| Social Policy and the Welfare State | C | 20 | 4 | Yr 2 T2 |
| Children and Young People's Wellbeing | C | 20 | 4 | Yr 2/T3 |
| | | | | |
| Equality, Diversity and Anti-oppressive Practice | C | 20 | 5 | Yr 3/T1 |
| Sociology and Contemporary British Society | C | 20 | 5 | Yr 3/T2 |
| Youth Support | C | 20 | 5 | Yr3/T3 |
| | | | | |
| Research Skills for Practice | C | 20 | 5 | Yr 4 T1/T2 |
| Continuing Professional Development | C | 20 | 5 | Yr4 T1/T2/T3 |
| Partnerships and Integrated Working | C | 20 | 5 | Yr 4/T3 |

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| 19 | References used in designing the programme |
| <p>QAA Subject benchmark statement: Youth and Community Work (2019)</p> <p>QAA Subject benchmark Statements: Social Work (2019)</p> <p>National Occupational Standards: Work with Parents (2011)</p> <p>National Occupational Standards in Youth Work (2017)</p> | |
| 20 | Indicators of quality and standards |
| <p>The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points.</p> <p>QAA reviews, through TEC Partnership will be published and any weaknesses addressed as appropriate. TEC Partnership also undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.</p> <p>External Examiners reports are received by the HE Quality department and a copy forwarded to the relevant School at TEC Partnership. TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to our HE Committees. TEC Partnership also monitors External Examiner reports and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report.</p> <p>Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager and then submitted to the HE Quality department to ensure key sources such as External Examiner reports are fully reflected upon before being published and also to reduce variability in the quality of information presented.</p> | |
| 21 | Particular support for learning |
| <p>The needs of disabled learners are considered in the design of all learning programmes.</p> <p>Students will be screened at induction to identify those with individual learning support needs. TEC Partnership 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.</p> <p>Students will also be invited in for advice and support through the DSA procedure.</p> <p>Each student is entitled to one tutorial per trimester with the programme leader to discuss individual issues relating to both modules and the programme overall.</p> <p>In addition to study skills embedded in the programme, TEC Partnership employs an Academic Achievement Coach. The Academic Achievement Coach is responsible for working with students to support them in the development of their study skill 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 support and also timetabled study skill workshops.</p> | |

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| 22 | Methods for evaluating and improving the quality of learning |
| | <p>All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must consider modification to improve the delivery of any module, and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.</p> <p>TEC Partnership's policy requires that all teaching staff should be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.</p> <p>Student satisfaction is measured by student surveys on larger courses, on the smaller course's student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.</p> <p>Further, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Senate meets on a monthly basis and their remit is to:</p> <ul style="list-style-type: none"> • Consider matters relating to the student experience within Higher Education. • Enhance the Student Voice within TEC Partnership's Higher Education strategic and operational agenda. • Provide feedback on areas of good practice. • Put forward suggestions of the development of Institutional policy and strategy. • Enhance the student learning experience by promoting academic and research events and cultural events. • Increase student engagement in all aspects of Higher Education quality processes. |
| 23 | Identify any ethical issues that relate to this programme's teaching and assessment |
| | <p>The teaching and learning strategies employed by tutors within TEC Partnership comply with the ethical values of TEC Partnership.</p> <p>All staff teaching on the programme are required to annually engage in continuing professional development to ensure the quality of teaching and learning. Practice learning based modules are focused on the enhancement of ethical practice and are designed to ensure client and organisational confidentiality. The School of Education and Social Science is committed to ethical standards, and as such, placement contracts are signed and abided by both the organisation and student cohort.</p> <p>When submitting assessments, students must adhere to professional principles of confidentiality, as failure to do so may lead to action being taken to prevent students from completing their programme of study.</p> <p>This programme has been designed to ensure that appropriate ethical concepts and frameworks are incorporated throughout and that students are aware of, and encouraged to demonstrate, the need for ethical considerations within their proposals and practical work. Where assessments are judged, by module tutors, to require ethical approval, such as in the case of dissertations and final major projects, students will be expected to submit a proposal to the School/Faculty and/or the Institute's Ethics Committee.</p> |

The aim of the programme is to provide students with the foundations to become a high-quality practitioner in the children, young people and families sector. As such, assessments must demonstrate safe and ethical practice when students are reflecting on individual circumstances. Should an assessment fail to meet the learning outcomes, or demonstrate unsafe practice, the student will be referred to the fitness to practice panel.

Information regarding ethics approval can be obtained from TEC Partnership's Higher Education Quality Handbook at the following link [Higher Education Quality and Standards Home \(grimsby.ac.uk\)](https://grimsby.ac.uk/higher-education-quality-standards-home)

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| 24 | Is the Work Based or Work Related? | Work-based |
| 25 | How are WBL/WRL opportunities managed, monitored and reviewed, and what particular arrangements are there for student support | |
| <p>Students are required to complete a minimum of 200 hours for their work-based learning commitment and are expected to find their own placements. This remains their responsibility; however, we have a placement team that will help with this, and all required documentation that needs to be gained before starting any placement.</p> <p>The 200 hours are split between 50 hours on Level 4 and 150 hours on Level 5. As part of the level 4 Preparing to be a Professional and level 5 Continuing Professional Development modules, students are visited by their module tutor to assess performance. It is these modules that will provide and prepare you for your placement, assess your work and progress, and work in the CYPF sector.</p> <p>Confidentiality is an expectation of all students who go out onto placement, and students are expected to complete a work-based learning handbook and to ensure that all parts of this are signed off by the student, the placement mentor, and the work-based learning team or module tutor.</p> <p>Students will be visited once per academic year in their placement by the work-based learning team and once by their module tutor. This is to ensure that students are progressing well in their placement and that SMART targets have been set by the students and are being implemented into their practice and then reviewed.</p> | | |
| 26 | Resources Supplied to the Student | |
| Work Based Learning Handbook | | |
| 27 | Resources needed to pass the programme | |
| Valid Enhanced DBS Certificate | | |
| 28 | Revision History | |
| Version | Details of major modification | Date of approval |
| 1 | Study and Research modules combined Professional modules combined | 09/06/2023 |
| 2 | Amendment of the part-time route Study and Research Skills assessment change Research Skills for Practice amendments to MLOs, indicative content and rationales Children and Young People’s Wellbeing method of reassessment change | 10/04/2025 |

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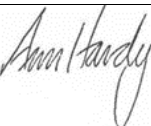
| Curriculum Map | | | | | | | | | | | | | | | | |
|---|---|------|---------------------------|--|------|---|---|---|---|---|---|---|---|---|----|--|
| Key | Work – State WB or WR or blank Comp = Compensatable Y or N P = Partially achieved Learning Outcome F = Fully achieved Learning Outcome | | | | | | | | | | | | | | | |
| Module name | Level | Work | Module Leader | Assessment and Weighting | Comp | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Preparing to be a Professional | 4 | WB | Jo Pettit | Personal Development Plan (50%) Portfolio of Tasks (50%) | N | P | P | P | P | P | P | P | | P | P | |
| Study and Research Skills | 4 | - | | Essay (50%) Research Presentation (50%) | Y | P | | P | P | P | | | P | | | |
| Children and Young People's Rights and Safeguarding | 4 | WR | Linda Lobendhan/Jo Pettit | Case study (50%) Video Essay (50%) | N | P | P | P | | P | P | | P | | P | |
| Lifespan Development | 4 | - | Marie Robbins | Report (100%) | Y | P | | P | P | P | P | | P | | | |
| Social Policy and Welfare State | 4 | - | | Essay (50%) Poster Presentation (50%) | N | P | | | P | P | P | P | P | | | |
| Children and Young People's Wellbeing | 4 | WR | Linda Lobendhan | Group Practical Exercise (50%) Reflective Essay (50%) | Y | P | P | | | P | P | P | P | | P | |
| Continuing Professional Development | 5 | WB | Jo Pettit | Reflective Report 40% Portfolio of Tasks (30%) Professional Interview (30%) | N | | F | | F | F | F | F | | | F | |
| Research Skills for Practice | 5 | - | | Research Proposal Presentation (50%) Literature Review (50%) | Y | F | F | | | F | F | | F | F | | |
| Equality, Diversity and Anti-Oppressive Practice | 5 | - | Linda Lobendhan/Jo Pettit | Group Campaign (40%) Individual Report (60%) | Y | F | | F | F | F | | | | F | F | |
| Sociology and Contemporary British Society | 5 | - | | Essay (50%) Group Media Publication (50%) | Y | F | | F | F | | P | | | P | | |
| Partnership and Integrated Working | 5 | WR | Jo Pettit | Group Multi-Agency Process (60%) Reflection of Group Multi-Agency Meeting (40%) | N | | F | F | | F | F | F | | F | F | |
| Youth Support | 5 | - | Linda Lobendhan | Report (100%) | Y | F | F | F | F | | F | | F | F | | |

TEC Partnership Graduate Mapping

| TEC Partnership Graduate Attributes | | Assessment References | Module References | To be covered in tutorial |
|-------------------------------------|---|--|---|---------------------------|
| Fortitude and Criticality | <ul style="list-style-type: none"> • Adaptability to changing situations | The multi-agency meeting assessment, as part of the partnerships and integrated working module, supports graduates in understanding the complexity of change when working within the CYPF arena, with an appreciation of how they would manage this change in a real-world situation. | The children and young people's rights and safeguarding module contains learning regarding adaptability to understand and assess risk in an ever-fluid situation. | |
| | <ul style="list-style-type: none"> • Being productively disruptive | The multi-agency meeting assessment, as part of the partnerships and integrated working module, supports graduates in understanding the complexity of change when working within the CYPF arena, with an appreciation of how they would manage this change in a real-world situation. | | |
| | <ul style="list-style-type: none"> • Resilience | | The CYPF wellbeing module supports students to understand the importance of resilience and teaches them how to promote this in the CYPF sector. | |
| | <ul style="list-style-type: none"> • Preparing for unknown futures | | The module Contemporary Sociological Issues allows students the opportunity to understand the challenges that contemporary issues, such as human trafficking, and how these apply to the people that we support within the CYPF sector. | |
| | <ul style="list-style-type: none"> • Finding alternative solutions to problems | | The CYPF wellbeing module allows students the opportunity to look at holistic approaches to managing mental health within the CYPF sector. | |
| Teamwork | <ul style="list-style-type: none"> • Human interaction skills | The Preparing to be a Professional assessment and the Continuing Professional Development assessment allow students to consider the development of their skills when working with others and reflect on their progress. | | |
| | <ul style="list-style-type: none"> • Leadership and followership skills | | The partnership and integrated working module allow students to take turns chairing multi-agency meetings within the CYPF context. The CPD module will enable students to consider suitable leadership qualities. | |
| | <ul style="list-style-type: none"> • Project development and/or management | The equality, diversity and anti-oppressive practice module allows students the opportunity to work in groups to complete a group rights campaign. Students can work together, manage the project, and then present their work to their peers. | | |
| Presentation | <ul style="list-style-type: none"> • Confidence in communication | Students are given a wide range of opportunities to use and develop their communication skills, where assessments require presentation and campaigning skills. In addition, the Partnership and CPD modules require students to demonstrate confident communication in professional scenarios. | | |
| | <ul style="list-style-type: none"> • Digital skills and adaptability | The CYPF rights and safeguarding module assessment requires the students to prepare a video essay for their assessment. | All modules within the CYPF programme are delivered in the classroom and on teams. All work is hosted on the IT system CANVAS. | |
| | <ul style="list-style-type: none"> • Time Keeping | Timed presentations are a key part of the CYPF programme and are included in many modules assessment processes. | | |
| | <ul style="list-style-type: none"> • Self-Presentation | | The preparing to be a professional assessment and CPD module allows students to consider their self-presentation and understand the requirements of working within professional | |

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| | | | environments. The Partnership's module also encourages students to consider professional responsibility and behaviour. | |
| Personal Values | <ul style="list-style-type: none"> • Professional attitudes and values | | This is intrinsic to the CYPF programme as students understand the values required to work within the CYPF sector. They are taught the values required within social work on the preparing to be a professional assessment and the CPD module. This is also covered on equality, diversity and anti-oppressive practice and youth support modules. | |
| | <ul style="list-style-type: none"> • Ethics and morals | | This is intrinsic to the CYPF programme as students understand the values required to work within the CYPF sector. Ethical and moral practice underpins the professional modules students undertake and is a key feature of the equality module. Students also consider ethical approaches in terms of research skills for practice. | |
| | <ul style="list-style-type: none"> • Self-Care and care of others | | This is intrinsic to the CYPF programme as students understand the values required to work within the CYPF sector. They are taught the values required within social work on the preparing to be a professional assessment and the CPD modules. This is also a key feature of CYPF's wellbeing module. | |

THIS COMPLETED PRO FORMA **MUST** BE SUBMITTED **ELECTRONICALLY** TO
HEQA@tecpartnership.ac.uk

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| 33 | Signature of Chair of FAP |  |
| 34 | Date | 30/04/24 |
| 35 | Signature of Chair of HECQS |  |
| 36 | Date | 06/05/25 |

For FAP Use

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| 37 | Date approved by HECQS | 21/05/25 |
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