

# BA (Hons) Child & Youth Support Studies Top Up 2025

## 1. Programme Summary

Title of Programme	Child & Youth Support Studies Top Up
Award Types	BA (Hons)
Contained Awards	Pass Degree for successful completion of 60 credits at level 6
Awarding Body	TEC Partnership
UCAS Codes	L455
HECOS Codes	100455 60% 100503 20% 100628 20%
References used in the design of the programme	QAA Subject Benchmark Statement: Youth and Community Work (2019) (YC)  QAA Subject Benchmark Statement: Social Work (2019) (QSW) Social Work England: Professional Standards Guidance (2020) (SW) National Occupational Standards in Youth Work (2019) (YW) <i>These benchmark statements have been used to aid the programme's design, but the course does not have professional status within these areas.</i>
Accrediting Professional or Statutory Body (if applicable)	n/a
Mode of study (full and part time)	Full & Part Time
Duration of study (in years)	1 year full-time 2 years part-time
Number of weeks per academic year	31
Location of Delivery and Faculty	Grimsby Institute of Further and Higher Education
Minimum numbers to start the programme	6 FT 1 PT

## 2. Entry Requirements

Standard offer

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 field of children

& families. Students must have an up-to-date Enhanced DBS and a letter/email confirming their placement, which will be recorded prior to enrolment.

All applicants will be interviewed by the programme leader.

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.

### 3. Degree Classification Weightings

Bachelors Top-Up Degree

The degree classification is awarded based on the average percentage mark achieved at level 6 of the degree.

### 4. Aims of the Programme

The BA (Hons) Child & Youth Support Studies Top Up is designed to provide a comprehensive course that helps students critically analyse various aspects of children's lives such as sociological factors, legislative changes, and social care interventions that impact the lives of children 0 -19 years and their families. The programme aims to deepen understanding of key concepts and practices within the children and family sector, equipping students with advanced theoretical and practical knowledge and skills to enable them to support children, young people, and their families effectively. To achieve this, the course includes key modules that will foster leadership skills for managing teams and projects within the workplace and adhering to ethical and legal practices, especially for safeguarding children and their families.

It will train students skills in solution-focused approaches using goal-oriented interventions to address challenges children and their families face and will provide in-depth knowledge of youth work and youth justice principles and practice focusing on engagement, advocacy, and support strategies for working specifically with young people.

The programme aims were designed in consultation with employers and professionals from within the children and young people sector to make this programme fit for purpose. The modules and assessments are designed in a way that advances subject knowledge and prepares the students for critical thinking about literature, theory, and application to practice. The Action Research module incorporates professional practice hours that are integral in allowing students to align assessments to their own areas of practice, influencing and assessing outcomes for children and young people. Students will develop solid research skills that will enable them to plan and create new or improved practice, effectively becoming change agents within their placement. This will allow them to gain transferable knowledge and skills for their future career. Critical thinking and reflective practice underpin all areas of the programme to ensure students can critically reflect on their practice and that of their organisation, enabling continued professional development.

The programme aims to:

- Develop students' ability to be proactive, flexible, and adaptable in the face of changes in social policy, the law, and organisational structures.
- Develop students' ability to be self-evaluative and self-critical and take responsibility for their own personal and professional development.
- Develop students' ability to be articulate about and act upon professional values, including a commitment to tackling discrimination and oppression in practice.
- Develop students' ability to analyse and utilise a wide range of practice methods and models to work across the child and youth support sector including supervision and leadership to effect change in practice.

The programme is focused on preparing 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 national perspectives, and theory from a range of areas such as leadership, safeguarding, solution-focused practice, and child and youth support, giving students sound knowledge and skills that 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 which will enable them to affect change and develop project management skills in practice. Students can use their employment in sector as their placement with the support of their manager. The part-time route will enable students to complete their studies over two years. Students who are not in employment are expected to have secured a relevant placement before the start of the programme.

Whilst there are currently no opportunities for postgraduate study within the subject area at Grimsby other providers offer Master's in Youth Work or Social Work. There are opportunities to complete postgraduate study in teaching in the post-compulsory sector at Grimsby or undertake a Master's in Education.

Employment opportunities will be in schools in the role of pastoral and attendance support, Family Hubs such as early help practitioners and family support roles, Youth Support Services and Youth Justice Service as youth support workers.

## 5. Programme Learning Outcomes (FHEQ)

No.	Programme Learning Outcomes <i>By the end of this programme students will be able to:</i>	Subject Benchmark Reference
1.	Critically evaluate contemporary issues affecting the personal and social development of children and young people including health, education, and youth justice.	(YC 4.6ii, iii, iv, 4.7, vii, 4.8i, iii, 4.9ii, iii, iv, 4.10, i, iii, 5.3i, ii, 5.6i SW: 5.2iv, 5.4i, iii, iv, v, 5.6i )
2.	Understand and critically evaluate relevant research and be able to collect, analyse, and interpret qualitative and/or quantitative data.	(YC: 5.8i, ii, vi, vii) (SW: 5.2vi, vii, 5.3iv, 5.4ii, 5.7iii, 5.11iii, iv 5.13i, iv, 5.17viii )
3.	Utilise knowledge of the theoretical principles underpinning the practice of support work with children and young people which are underpinned by standards in Youth Work, Social Work, and Youth Justice.	YC: 4.10i, 4.14iv, v, vi, 4.16, vii, viii 4.17, 4.18 5.3vi, vii, viii, 5.7, ii, v, 5.8xi) (SW: 5.1i, iii, vii, viii, 5.11 ii, iv, 5.15vi, 5.17 viii)
4.	Demonstrate the ability to foster democratic and inclusive practice through building trusting relations, encouraging participation, and increasing voice and influence.	(YC: 4.7i, ii, iii, viii, ix 4.14iv, v, vi, 5.4i, ii, iii) (SW: 5.2ix, 5.3vi, 5.4iv, v, 5.5iv, v, viii, 5.16iii, iv, vi 5.17i)
5.	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: 4.16, i, ii, v, vii, viii, ix, 4.7i, ii, iv, v, viii, 4.10, i. (SW: 5.5vi, vii 5.5viii, 5.6vii, viii, ix, x, 5.14iv, 5.16iii, iv, vi)
6.	Critically reflect and apply professional skills in relation to values and ethics in social care and youth support practice.	(YC: 4.4, 4.11ii, 4.17 5.3vi, vii, viii, 5.8xii) (SW: 5.2i, ix, 5.3i, ii, iii, vii, ix, x, 5.6, vi, 5.11i, iii, iv 5.14ix, xi 5.17, i)
7.	Apply and critically evaluate current social policy and legislative frameworks which direct core practice and demonstrate the ability to respond to change.	(YC; 4.14vi, 4.7ix, 5.5ii,) (SW: 5.2iii, 5.6v, vi, 5.11iv, 5.17, iv)
8.	Utilise knowledge of leadership and management theory when planning and implementing project development to affect change.	SW: 5.6v, viii, xi) (YC: 4.15i, ii, iii, vi 5.5i, ii, iii)

## 6. Additional Outcomes Aligned to PSRB or Apprenticeship Standards

No.	Learning Outcomes	Reference
1.	n/a	

## 7. Graduate Attributes and Threshold Characteristics

### Level 6

A student achieving level 6 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- The ability to critically evaluate the key theoretical ideas of disciplines within child and youth support.
- Be able to provide information based on academic research in an appropriate manner verbally or in a written format.
- Understand and evidence professionalism in all practice situations.
- The ability and confidence to be able to affect research-based change that will improve or develop new practice.
- Utilise solution-focused practice approaches when supporting children, young people, and their families.
- Use knowledge and skills for effective safeguarding practice across the sector.
- Use flexible leadership approaches to effect and manage change in organisations using different models and theories.

## 8. Programme Structure Full/Time

Module Title	Core / Option	Credits	Level	Delivery
Action Research Project	C	40	6	T1,2 & 3
Solution Focused Practice	C	20	6	T1
Leading Change	C	20	6	T2
Youth Work and Youth Justice	C	20	6	T2
Safeguarding	C	20	6	T3
Programme Structure Part/Time Year 1				
Module Title	Core / Option	Credits	Level	Delivery
Solution Focused Practice	C	20	6	T1
Leading Change	C	20	6	T2
Safeguarding	C	20	6	T3
Programme Structure Part/Time Year2				
Module Title	Core / Option	Credits	Level	Delivery
Action Research Project	C	40	6	T1, 2 & 3
Youth Work & Youth Justice	C	20	6	T2

## 9. Teaching and Learning Strategy

Approaches to teaching and learning for work in the field of child and youth support 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:

1. Awareness raising, skills, and knowledge acquisition.
2. Conceptual and intellectual understanding.
3. Practice skills and experience.
4. Reflection on performance.

The programme aims to facilitate critical thinking and reflection by questioning and critically discussing beliefs, discourses, and attitudes.

As this is a level 6 programme, the use of self-directed learning will be prevalent as the mode of learning will be based on traditional methods of lectures, workshops, seminars, and work-based learning at their professional practices. 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).

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. Mentors play a key role in supervising students in practice and completing a report that contributes to their final assessment. An observation of practice undertaken by the course leader also contributes to the development of skills in practice.

Students have access to additional training programmes provided by employers in relation to safeguarding and family support enriching the students' learning experience and developing current methods of working required within the sector (1, 2, 3 & 4).

As this programme sits across several disciplines within the children and young people sector, the teaching and learning will align itself to the approaches set out within QAA Subject Benchmark 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. The outcomes of the programme are strongly linked to the skills and knowledge required for multi-disciplinary work within the child and youth support sector.

## 10. Support for Student Learning

The needs of learners with disabilities are taken into account in the design of all learning programmes.

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.

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.

In addition to study skills embedded in the programme, TEC Partnership provides an Academic Achievement Service. The Academic Achievement Service will work 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.

## 11. Quality and Standards Indicators

The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points.

TEC Partnership 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.

External Examiner reports are received by the HE Quality Office and a copy forwarded to the relevant academic area 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.

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 (or equivalent) and then submitted to the HE Quality Office to ensure key sources such as External Examiner reports are fully reflected upon before being published and to reduce variability in the quality of information presented.

## 12. Methods for evaluating and improving the quality of learning.

All students will have the opportunity to comment on the quality of the learning experience in 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 give consideration to 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.

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.

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.

Further, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Student Senate meets monthly, and their remit is to:

- 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 for the development of Institutional policy and strategy.
- Enhance the student learning experience by promoting academic and research events and cultural events on campus.
- Increase student engagement in all aspects of Higher Education quality processes.

### 13. Management of Ethical issues within the programme.

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.

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.

The programme has modules where case studies are used; in these instances, case studies will be provided by academic staff. This prevents students from considering their own, or previous places of work, protecting confidentiality further.

With all professional practices, there is an element of risk. TEC Partnership has a Practice Learning team that provides support for all students on work professional practices. They are a student's first contact should they have an issue that they are not able to deal with alongside their professional practice mentor. For further details, students should refer to the Code of Practice on Work-Based Learning and the module handbook for Action Research Project.

### 14. Management of Work Based Learning Opportunities

This BA is work-based learning with 40 credits of work-based learning and 80 credits of work-related learning.

Students progressing onto this programme will have already completed a minimum of 200 hours in a workplace setting or can demonstrate significant experience of working in the sector and will have developed core practice skills and knowledge in relation to working with children and/or young people

in a relevant organisation. All students are required to be in a placement/work setting at the beginning of the programme as this is aligned with the Action Research module that runs throughout the year. Students need to gain written consent from their manager to give permission for the placement and research to be undertaken in the setting and confirm that they will provide mentor support. Students must achieve and evidence a total of 80 hours over the duration of the programme. Failing to achieve placement hours by the end of Level 6 will result in failing the course.

All applicants will be advised of the following conditions required for entry on the programme at interview, and these will be detailed in the offer provided to each applicant via the HE Admissions department:

- Students must have a confirmed placement at the point of enrolment.
- Students must provide a confirmation letter from the placement manager.
- Have a completed DBS at the point of enrolment.

The TEC Partnership Placement Team undertakes DBS and Health & Safety checks prior to students starting and undertakes one placement visit during the academic year with the student and the mentor to check learning opportunities and progression. The placement team is the first point of contact for students if they have any questions or concerns about placement.

The students follow the placement code of practice and are provided with a placement handbook to guide them and their mentor through the placement requirements and learning outcomes.

Mentors in placement are required to meet with the mentee 4 times during the year and complete an end-of-year report that contributes to the student's Action Research Report. The programme leader will undertake an observation of practice during the academic year and the report feeds into the student's Action Research Report. Both reports offer different lenses which will contribute to the student's reflection to enhance their professional development.

As this programme may involve regular contact with children, a Disclosure and Barring Service (DBS) check must be completed prior to attending any placement. The cost of undertaking the DBS check is the responsibility of the student and the outcome of the DBS check will be considered on an individual basis.

## **15. Resources needed to pass the programme.**

An enhanced DBS is an expectation of all prospective students. Without this, students will be unable to go into placement and complete the hours associated with the programme.

## **16. Resources supplied to the student.**

- The programme will draw upon sector expertise for specific modules.
- Guest lectures will form a part of the teaching across various modules delivered on the programme, and these will utilise sector expertise in relation to expanding the students' application of knowledge and skill sets needed.
- Career enhancement and progression events.

## 17. Curriculum Map

Key: WBL – Work-Based Learning, WRL – Work-Related Learning, Comp – Compensation Y or N.

P – Partially achieved learning outcome, F – Fully achieved learning outcome

Module Name	Level	WBL/WRL	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8
Action Research Project	6	WBL	Linda Lobendhan	Action Research Project 9000 words with 80 placement hours. (100%)	N		F	F		F	F	F	F
Solution Focused Practice	6	WRL	Andy Cowdroy	Essay 2000 words (40%) Client Skills Practice Video plus Reflective Skills Evaluation 1000 words (60%)	N	F			F		F		
Leading Change	6	WRL	Linda Lobendhan	Case Study Report 3000 words (60%) Funding Bid Application (40%)	Y			F		F			F
Youth Work & Youth Justice	6	WRL	Alexandra Knight/Linda Lobendhan	Conference Paper (100%)	Y	F	F	F		F			
Safeguarding	6	WRL	Andy Cowdroy	Case Study 2500 words (50%) Individual Reflective Skills Viva (50%)	N	F		F	F	F	F	F	

## 18. TEC Partnership Graduate Attribute Mapping

Fortitude and Criticality	Assessment References	Module References	To be covered in tutorial
Adaptability to changing situations	The placement element of the action research project requires students to be adaptable to the work setting and be responsive to the outcomes of their primary research.		
Being productively disruptive	The action research project requires students to assess practice and affect change within their work setting. This leads them to develop new practices and improve existing methods and approaches.		
Resilience	Working with client issues on the solution-focused practice module requires students to develop resilience of self and to support clients to develop resilience and coping strategies when facing life challenges.		
Preparing for unknown futures			<p>Guest speakers to talk about post-graduate study and career opportunities.</p> <p>Students will also be invited to organised trips to other universities to explore postgraduate opportunities.</p>

<p>Finding alternative solutions to problems</p>	<p>Client skills development in solution-focused practice requires students to develop solutions-focused questions and focus clients to set their own goals for positive action.</p>		
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Teamwork	Assessment References	Module References	To be covered in tutorial
<p>Human interaction skills</p>	<p>Students undertake role play during client skills development on solution-focused practice where they need to develop enabling relationships with clients.</p>		
<p>Leadership and followership skills</p>	<p>The leading change case study assessment sees students taking on the role of a manager to apply different theories and models to make changes within a children and families setting.</p>		
<p>Project development and/or management</p>	<p>The action research project is assessed through a report that evidences how students have researched, planned, implemented a change or developed new practice in collaboration with managers and staff within the work setting. Key evaluation skills are developed using the action research process.</p>		

Presentation	Assessment References	Module References	To be covered in tutorial
Confidence in communication	The conference paper assessment on the Youth Work and Youth Justice module requires students to confidently present the findings of their research and create active discussion and debate with the audience.		
Digital skills and adaptability	In the solution-focused practice module, students have to record the client work skills session using video equipment and submit this recording for assessment.	SFP	
Timekeeping	Students must evidence good timekeeping on the Action Research project when out in a placement or work setting. This is assessed with mentors.		
Self-presentation	The leading change module provides learning on different management and leadership approaches. Assuming the role of the manager students must use the leadership approaches to create and manage change, The funding bid requires effective writing skills that meet specific criteria.		

Personal Values	Assessment References	Module References	To be covered in tutorial
Professional attitudes and values		The youth work & youth justice module provides learning that is tailored towards challenging stereotypes and developing anti-discriminatory and anti-oppressive practice that meet youth work standards	
Ethics and morals	In the action research module students must evidence that they are undertaking ethical research to protect participants and their data. They must seek ethical approval prior to research being undertaken.		
Self-Care and Care of others	Reflective practice is a core element of the safeguarding module where students are assessed through a reflective skills Viva to critically review how they have responded to a safeguarding situation following policy and procedures that protect the service user and the student as a practitioner.		Organisation skills Stress Management



