



Programme Specification

FSW-2016: Family Support and Wellbeing

LU Foundation Degree in Arts awarded by Lancaster University (FHEQ Level 5)

LU Bachelor of Arts with Honours (Top-up) awarded by Lancaster University (FHEQ Level 6)

Programme Status: Approved | Version: 1

Introduction

This programme specification provides a summary of the main features of the Family Support and Wellbeing programme and the learning outcomes that you as a student might reasonably be expected to achieve and demonstrate on successful completion of the programme.

Further detailed information related to this programme and the College can be found in the following resources:

- Programme Handbook
- B&FC Student Handbook
- B&FC Admissions Policy
- Work based and placement learning handbook (for foundation degrees)
- Student guide to assessment and feedback

Key Programme Information

Programme Code	FSW-2016
Programme Title	Family Support and Wellbeing
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	Foundation Degree: 3V4S Hons Degree: 3V5S
Language of Study	English
Version	1
Approval Status	Approved
Approval Date	08 December 2016
JACS Code	
Programme Leader	Victoria Smith

Programme Awards

Award	Award Type	Level	Awarding Body
LU Foundation Degree in Arts	Foundation Degree (240 credits)	Level 5	Lancaster University
LU Bachelor of Arts with Honours (Top-up)	Honours Top-up Degree (120 credits)	Level 6	Lancaster University

Programme Overview

Blackpool and the Fylde College remains committed to providing a highly responsive curriculum that is employment and future-focused and will enable students to develop the essential knowledge and skills that will prepare them for future success in work and life.

The programme considers approaches to working with families, with a particular emphasis on working holistically with hard-to-reach families. The programme is suitable for those in a wide variety of roles working directly with children, young people, and their families, including family/parent support workers and parenting practitioners, residential workers, leaving care workers, learning mentors, early intervention project workers, 'nurture group' workers, respite carers, and those working in children's/family centres. You will be provided with the opportunity to develop knowledge and understanding of social, sociological, psychological and legislative theories and perspectives and apply these sensitively to your work with families. The support

and wellbeing nature of the degree will not only equip you with the knowledge and skills to fulfil your demanding role but also enhance development of self-resilience strategies.

The first year of the foundation degree programme consists of six 20 credit modules at level 4 which introduce you to the values and principles inherent in family support work, alongside health and wellbeing practices, development and resilience, policies and provision and psycho-social perspectives on children and families. During your first year you will also have opportunity to develop the skills essential for study in higher education, by undertaking the academic and digital literacy module.

At level 5 you will complete modules which apply many of the principles and practices studied at level 4 into a practical family support and wellbeing setting. These modules include work based learning, dealing with crisis and conflict, therapeutic practices, contemporary issues, safeguarding and ethical practice and leadership and management within family support practice.

The range of modules studied during the foundation degree will enable you to develop criticality and professional evaluation with links to wider social processes. This programme requires you to be in work or volunteering in the family support and wellbeing sector and the programme is designed to integrate this experience with your development of subject knowledge, personal and transferable skills and professional values and attitudes.

Having completed levels 4 and 5 of the Foundation Degree, on progression to level 6 of the BA honours programme, you will study modules which develop criticality and professional evaluation skills which link to wider social processes. At level 6, modules deal with research informed theoretical perspectives of 21st century families, legislation policy and practice, managing change in wellbeing practices and international perspectives of family support and wellbeing practice. Throughout the BA (Hons) top up year you will undertake a dissertation project in which you will engage in research and produce a dissertation report relevant to a particular area or areas of family support and wellbeing.

Admission Criteria

Admission to the foundation degree at level 4 would normally be on the basis of the applicant possessing:

- Level 3 qualifications in the areas of Health, Social Care, Early Years, Teaching Assistant and Youth Work. A typical profile would be 120 UCAS points, (old tariff) 48 points (new tariff) with level 3 vocational awards as above.

Applicants must provide documentary evidence, in the form of a letter from an employer, confirming that they will be actively employed in an appropriate setting in a relevant sector e.g. pastoral support in schools & colleges, health & social carers working with vulnerable families, key workers in children's centres, on either a paid or voluntary basis, for a minimum of 256 hours each year. This will also be taken to confirm that applicants have current DBS.

Non-standard entrants (i.e. those who do not possess 'A' levels or a recognised equivalent level 3 qualification) must be able to provide evidence of current and relevant experience in a related sector on a paid or voluntary basis.

Admission to the BA (Hons) programme requires the successful completion of one of the following programmes:

- FdA Family Support and Wellbeing (validated by Lancaster University)
- FdA Family Support and Wellbeing (validated by the University of Salford for B&FC)
- FdA Working with Young People

In addition you are required to provide documentary evidence, in the form of a letter from an

employer, confirming that you will be actively employed in an appropriate setting in a relevant sector e.g. pastoral support in schools & colleges, health & social carers working with vulnerable families, key workers in children's centres, on either a paid or voluntary basis, for a minimum of 256 hours each year. This will also be taken to confirm that applicants have current DBS

Career Options and Progression Opportunities

On completion of the Foundation Degree you will be able to progress on to the BA (Hons) Family Support and Wellbeing Degree programme. (Subject to achievement of a minimum pass grade at Foundation Degree level).

Achievement of the Foundation Degree will enable you to access employment opportunities in the public and private sector both locally and in a wider geographical area. Examples of employment include:

- Working with vulnerable children, young people and families
- Family support in children's centres
- Pastoral support / learning mentors in schools & colleges
- Residential childcare
- Coaching and mentoring
- Mediation

On completion of the BA (Hons) Family Support and Wellbeing Degree programme a range of opportunities are available to you.

Postgraduate study opportunities are available in Social Work, Education and Health and Social Care. Lancaster University, University of Cumbria and Edge Hill University offer Post Graduate opportunities in these subject disciplines. Students wishing to pursue a career in post compulsory teaching may also access Professional Graduate Certificate in Education (PGCE) programmes.

The support and wellbeing nature of the degree will equip you with knowledge, skills and attitudes to work in the demanding roles of family support. Family support and wellbeing opportunities are increasingly being sought both locally. Regionally and nationally to support vulnerable families.

Programme Aims

Foundation Degree:

- To provide an integrated teaching, learning and assessment programme that facilitates the acquisition and development of academic and professional skills through reflecting on work within family support.
- To introduce students to analytical approaches, theoretical perspectives and concepts and to develop understanding of the wider social, political and economic issues related to work with children, young people and their families.
- To develop personal, academic and professional expertise in partnership with employers and other stakeholders in relation to family support practice.
- To provide the opportunity for students to gain access to and develop understanding of current knowledge and skills directly related to effective family support and well-being practice in the workplace.

- To equip students with the skills and knowledge relevant to family support job roles and the requirements of employers in this sector.

BA (Hons):

- To develop criticality through the review of a range of theoretical perspectives, analytical approaches and issues relevant to therapeutic work with families.

- To provide a learning experience which develops the skills of criticality and analysis required in relation to work-based situations and concerns of the wider sectors.

- To develop supervisory level skills which provide varied opportunities to apply knowledge and understanding in professional practice settings.

- To enable students to critically evaluate wider social, political and economic issues related to work with families.

Programme Learning Outcomes

Level 5

Upon successful completion of this level, students will be able to:

1. Discuss a range of philosophical, historical, psychological, sociological and health perspectives on personal, social and educational support in families
2. Examine a range of perspectives, theories, values and principles and their practical applications within the family support and wellbeing sector
3. Apply legislation and processes for family support services in safeguarding the health and welfare of service users, promoting effective family development and meeting welfare, health and safety needs.
4. Analyse partnership working in the context of engagement with families, the community and a range of supportive networks
5. Evaluate the appropriateness of different approaches to solving family problems and apply these in a work context
6. Work collaboratively with others evidencing interpersonal skills and the capacity to plan, to share goals and to propose solutions in a practical context
7. Improve own learning and performance, through reflective practices in order to plan and manage continued personal and professional development
8. Analyse management and leadership practices to promote the development of resilience and effective family support ethics values and principles

Level 6

Upon successful completion of this level, students will be able to:

9. Critically analyse the development of strategies and best practice in family support and wellbeing
10. Critically examine leadership in the context of work with vulnerable people in order to determine effective leadership and management practices in the sector
11. Plan, and produce a critical, evaluative response to family support and wellbeing policies and practices using theories and concepts from contemporary research
12. Critically apply knowledge of policy, legislation and relevant theoretical perspectives in order to make informed judgments and speculate on possible solutions

13. Use research and inquiry skills to critically investigate family support and wellbeing practices in order to analyse data and draw considered conclusions and recommendations
14. Critically evaluate the appropriateness of different approaches to solving problems and apply these in a Family support and wellbeing context
15. Critically analyse comparative international and national policies, practices and strategies in family support

Programme Structure

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
Stage 1						
Stage exit award: LU Certificate of Higher Education (Awarded by Lancaster University)						
All	B4SHACFSW: Introduction to Academic Study (Mandatory)	4	20	60%	40%	
	FSW402: Values and Principles (Mandatory)	4	20	80%	20%	
	FSW403: Health and Wellbeing Practices (Mandatory)	4	20	80%	20%	
	FSW404: Development and Resilience (Mandatory)	4	20	80%	20%	
	FSW405: Sociological Perspectives on Children and Families (Mandatory)	4	20	100%		
	FSW406: Policy and Provision of Family Support Services (Mandatory)	4	20	100%		
Stage 2						
Stage award: LU Foundation Degree in Arts (Awarded by Lancaster University)						
All	BFC501: Work Based and Placement Learning (Mandatory)	5	20	100%		
	FSW502: Working with Crisis and Conflict (Mandatory)	5	20	100%		
	FSW503: Specialist Therapeutic Practices (Mandatory)	5	20	100%		
	FSW504: Contemporary Issues in Family Support (Mandatory)	5	20	100%		
	FSW505: Principles of Safeguarding and Ethical Practice (Mandatory)	5	20	100%		
	FSW506: Leading and Managing Family Support Practice (Mandatory)	5	20	90%	10%	
Stage 3						
Stage award: LU Bachelor of Arts with Honours (Top-up) (Awarded by Lancaster University)						
All	FSW601: Dissertation (Mandatory)	6	40	100%		
	FSW602: Legislation, Policy and Practice in Work with Families (Mandatory)	6	20	80%	20%	
	FSW603: Managing Change in Wellbeing Practices (Mandatory)	6	20	100%		
	FSW604: International Perspectives on Wellbeing Practices (Mandatory)	6	20	100%		
	FSW605: Theoretical Perspectives of 21st Century Families (Mandatory)	6	20	80%	20%	

Programme Delivery: Learning and Teaching

The approach to teaching, learning and assessment will provide you with an equal and effective opportunity to achieve the intended learning outcomes. The needs of employers, considered to be crucial to the success of this foundation degree programme, were taken into account when designing the curriculum content and modes of delivery.

You will learn in a variety of ways appropriate to the level and content of the programme. Theoretical perspectives, concepts and legislative aspects will be delivered using presentations such as lectures and interactive presentations where you will make and take notes to support your understanding. The team also use interactive group activities to further develop your understanding, these group activities require you to discuss ideas and their applications with your group and contribute to whole class feedback sessions. You will be encouraged to engage in activities where you will communicate your ideas in visual, written and spoken forms through poster production, mini presentations and role plays. In addition to the more class based sessions you will be encouraged to develop the skills of inquiry through the use of traditional and on line research activities. Seminars will be used to support your development of analytical and evaluative skills where you will analyse a contemporary piece of research and then present your overview to your group and respond to questions. You will participate in reflective activities and use critical incidents to explore the link between the theoretical aspects of the programme and your working context. Visiting guest speakers from the sector will provide a contemporary employment focussed lecture and workshop input adding to the variety of teaching and learning approaches on the programme.

Tutorials are seen as an essential part of the teaching and learning strategy at all levels and are integrated throughout the programme. You will be assigned a personal tutor who will be available, both online and at designated times during the week, for individual tutorial support and guidance. The individual tutorial will be used to support your further development of study skills, monitor your progress and plan further action.

Formative assessment will consist of team-based case studies or problem-solving exercises assessed by a class discussion, Q & A sessions and seminar presentation Moodle and/or text-based reading and research exercises, carried out either during class time or as independent learning and assessed by online tasks, reflective pieces and Moodle forums.

You will also have the opportunity to submit draft assignments, which will be formatively assessed by either brief written feedback or in one to one discussions during subject tutorials.

Summative assessment will consist of essays, reports, presentations and case studies which have been selected by the team to enable you to meet the learning outcomes of the programme

The BA (Hons) top up in Family Support and Wellbeing will provide you with the opportunity to further develop your critical skills, essential for an undergraduate and family support professional. You will experience seminar sessions where you will be expected to read and critically evaluate theories, concepts and practices in the sector as well as identify and discuss your own experiences. The discussions led by the tutor, but increasingly at this level by students themselves, which follow the seminars and lectures will help you to enhance your understanding of more complex ideas and to evaluate these in the light of experience. Although lectures will be used to provide structured input there is less reliance on this approach at BA (Hons) level.

Interactive teaching sessions utilising group, pair, case studies and presentations will form a significant part of the teaching and learning activities in this BA (Hons) top up year and this is further enhanced by access to a Tutorial to enable you to identify your own strengths and areas for further development.

There will be lots of opportunities to individualise your learning activities through your extended

dissertation project which will not only provide a final synoptic assessment on the programme but will support you in developing independence and autonomy and evidence your understanding of theory, research and the relationship this has to practice. Your Dissertation is supported by lecture input on general research and study themes and then further supported through individual supervision as the project progresses.

You will also have the opportunity to submit draft assignments, which will be formatively assessed by either brief written feedback or in one to one discussions during subject tutorials.

Tutorials are seen as an essential part of the teaching and learning strategy at all levels and are integrated throughout the programme. You will be assigned a personal tutor who will be available, both online and at designated times during the week, for individual tutorial support and guidance. The individual tutorial will be used to support your further development of study skills, monitor your progress and plan further action.

Formative assessment strategies for the BA (Hons) top up include verbal and written feedback, as appropriate, and self and peer assessment. Having developed your knowledge, skills and confidence, you will take responsibility for you own learning and to support this will be given opportunity to review and evaluate your own progress to enable self-assessment. Summative assessment will include the production of essays, reports, case studies and presentations as well as the extended synoptic dissertation project.

Programme Delivery: Work Based and Placement Learning

The foundation degree programme is strongly underpinned by theoretical perspectives, with the practice of specialist techniques being embedded within this framework. We believe that knowledge and skills in a variety of academic areas can offer insights and benefits to you in your work and enhance your career prospects, whilst offering employers skilled and confident professionals in the workplace. Therefore employment in a relevant work setting or an appropriate voluntary position is essential for admission to this foundation degree.

This work based or placement experience will provide you with the opportunity to gain access to and develop understanding of current knowledge and skills directly related to effective family support and well-being practice in the workplace. Classroom activity will focus upon students' workplace activity;

in-class exercises will frequently be based upon the work carried out by you in the work setting.

In second year at Level 5 the Work Based Placement Learning module requires you to negotiate a work related project with the employer and then to reflect on your development of work related skills and practices informed by theory.

Study Costs: Equipment Requirements

The resources required to achieve the learning outcomes of the programme are provided by the College. You should be aware that there may be additional costs to consider such as optional educational visits and photocopying/printing.