

## Course Specification

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<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Institute of Education		
<b>Course Code(s):</b>	CF006K23UV	Sandwich	4 Years
<b>UCAS Code:</b>	LX34		
<b>Course Title:</b>	BA (Hons) Childhood and Family Studies and Sociology with Sandwich Placement		
<b>Hierarchy of Awards:</b>	Bachelor of Arts with Honours Childhood and Family Studies and Sociology, having satisfactorily completed a sandwich placement Bachelor of Arts with Honours Childhood and Family Studies and Sociology Bachelor of Arts Childhood and Family Studies and Sociology, having satisfactorily completed a sandwich placement Bachelor of Arts Childhood and Family Studies and Sociology, having satisfactorily completed a sandwich placement Diploma of Higher Education Childhood and Family Studies and Sociology Certificate of Higher Education Childhood and Family Studies and Sociology University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	25/Sep/2017		
<b>Last Review:</b>	2016/7		
<b>Course Specification valid from:</b>	2014/5		
<b>Course Specification valid to:</b>	2022/3		

## Academic Staff

<b>Course Leader:</b>	Miss Saphiya Rajer
<b>Head of Department:</b>	Mrs Faye Stanley Mrs Jenny Worsley

# Course Information

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Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

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## Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

GCSE English at grade C level or above (or equivalent) AND 220 UCAS points from 'A' levels or equivalent including a minimum of 180 points from two full 6-unit awards or one full 12-unit award. Entry to this course requires a DBS.

## Distinctive Features of the Course:

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- This course involves work and community placements at every level of study.
- The teaching team are from a range of professional backgrounds including education, health professions, social work and youth work and are all actively involved in research
- You can choose which age group you wish to focus on depending on your personal interests and career aspirations.
- This course has academic rigour and professional practice.

A placement can be undertaken anywhere; local, national or even, in some instances, international. During a placement, you will be doing similar work to a normal employee of the organisation giving you a unique insight into your chosen profession or sector, the opportunity to acquire crucial personal skills and also the opportunity to build a network of useful contacts. Many companies that employ graduates use placement programmes as a method of recruitment so you could be fast tracked into employment or onto one of their graduate schemes if you impress them.

The team at [The Workplace](#) constantly search for new placement opportunities but if you find an opportunity that interests you or you have been successful in securing one yourself, contact them for further information and support.

## Educational Aims of the Course:

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The Childhood and Family Studies and Sociology degree will develop your skills and knowledge required for a range of careers in the statutory and voluntary sectors; particularly social care, educational and community organisations working with children, young people and their families.

You will develop attributes to become an ethical and reflexive professional and explore issues around safeguarding and perspectives on family life. The programme provides you with the opportunity to understand the complexities of the world in which we live. Students are encouraged to apply their sociological knowledge to a range of key social issues and to understand the impact such issues have on children and families.

Work experience and community placements are an integral part of the course. These can be negotiated in a variety of settings such as schools, nurseries, community care centres, hospitals and other relevant settings. Such experiences will broaden your knowledge, deepen your appreciation of civic responsibility and enhance employment opportunities.

Teaching and learning is designed to support your digital literacy through use of a range of on-line tools, such as virtual learning environments and e-portfolios and you will be encouraged to share knowledge and be

enterprising with your ideas. An international perspective is taken within the degree and you will also have the opportunity to learn about how other countries support children and their families in a range of settings.

#### Intakes:

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September

#### Major Source of Funding:

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Office for Students (OFS)

#### Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00

#### PSRB:

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None

#### Course Structure:

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Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

#### Academic Regulations Exemption:

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Section 4.4.3 - Exemption in accordance with the standards required for Early Years Teacher Status (granted by the National College for Teaching and Leadership) and the Children's Workforce Development Council (CWDC). Compensation will not be permitted for the following core module (repeats will be allowed);

4CF005 Safeguarding and Promoting Well-Being (20 credits).

APPROVED by AFRSC.

#### Reference Points:

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QAA Subject Benchmarks for Early Childhood Studies, QAA Subject Benchmarks for Youth and Community Work and the QAA Subject Benchmarks for Sociology are integrated into the degree.

[www.qaa.ac.uk/academic\\_infrastructure/benchmark/honours/sociology07.asp](http://www.qaa.ac.uk/academic_infrastructure/benchmark/honours/sociology07.asp)

Framework for Higher Education Qualifications – [www.FHEQ.ac.uk](http://www.FHEQ.ac.uk)

Equality Act 2010, These benchmarks state that the knowledge, skills associated with a UG degree should be

delivered through a diverse and innovative range of methods that will reflect the diversity of learners needs. These acts have been considered by the development of a blended delivery approach involving both online and face-to –face teaching and learning. This will help to

- Ensure reasonable adjustments have taken place to ensure the inclusion of all learners
- Challenge barriers to learning, such as making the learning environment more accessible via the use of teaching web folio's using text, images and sound
- The inclusion of online forums or web quest tasks for students who may have difficulty in participating in discussions, asking questions or group activities in the classroom
- Provision of teaching materials online
- Tutorial support via module lecturers and personal tutor
- Assessments that encourage learners to review their learning, reflect on any difficulties they have encountered and strategies that were successful

The learning outcomes reflect the importance of diversity and equal opportunities and underpins the values of working as early years practitioners to critically consider the importance of anti-discriminatory practice

University Assessment Strategy – assessment strategies have been chosen to ensure that the full range of skills is developed.

### Learning Outcomes:

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#### CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study.

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#### CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

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#### CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work.

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#### CertHE Course Learning Outcome 4 (CHECLO4)

Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments.

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#### CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

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#### DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

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#### DipHE Course Learning Outcome 2 (DHECLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were

first studied, including, where appropriate, the application of those principles in an employment context.

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DipHE Course Learning Outcome 3 (DHECLO3)

Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.

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DipHE Course Learning Outcome 4 (DHECLO4)

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

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DipHE Course Learning Outcome 5 (DHECLO5)

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.

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DipHE Course Learning Outcome 6 (DHECLO6)

Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

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Ordinary Course Learning Outcome 1 (ORDCLO1)

A range of theoretical and methodological approaches in Sociology and comprehend the distinctive character of sociological thought.

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Ordinary Course Learning Outcome 2 (ORDCLO2)

The expected pattern of children and young person's development of the life course, inclusive of the ecological context, pedagogical approaches for working with children and young people and methods of researching these.

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Ordinary Course Learning Outcome 3 (ORDCLO3)

The importance and challenges of working in diverse educational, social care and community organisations in order to meet the needs of children, young people and families.

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Ordinary Course Learning Outcome 4 (ORDCLO4)

Issues in relation to rights, diversity, equity, identity, power, and inclusion in relation to working with children, young people, families and communities.

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Ordinary Course Learning Outcome 5 (ORDCLO5)

Demonstrate an ability to critically review, analyse and evaluate a wide range of sociological evidence in relation to various discipline-based theories, and to mobilise a reasoned sociological argument.

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Ordinary Course Learning Outcome 6 (ORDCLO6)

Conduct preliminary research and communicate findings to a range of audiences using appropriate technologies in digitally literate ways.

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#### Honours Course Learning Outcome 1 (DEGCLO1)

A range of theoretical and methodological approaches in Sociology and comprehend the distinctive character of sociological thought.

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#### Honours Course Learning Outcome 2 (DEGCLO2)

The expected pattern of children and young person's development of the life course, inclusive of the ecological context, pedagogical approaches for working with children and young people and methods of researching these.

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#### Honours Course Learning Outcome 3 (DEGCLO3)

The importance and challenges of working in diverse educational, social care and community organisations in order to meet the needs of children, young people and families.

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#### Honours Course Learning Outcome 4 (DEGCLO4)

Issues in relation to rights, diversity, equity, identity, power, and inclusion in relation to working with children, young people, families and communities.

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#### Honours Course Learning Outcome 5 (DEGCLO5)

Demonstrate an ability to critically review, analyse and evaluate a wide range of sociological evidence in relation to various discipline-based theories, and to mobilise a reasoned sociological argument.

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#### Honours Course Learning Outcome 6 (DEGCLO6)

Conduct preliminary research and communicate findings to a range of audiences using appropriate technologies in digitally literate ways.

#### Overview of Assessment:

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Module	Title	Course Learning Outcomes
4CF003	Power, Inclusion and Diversity	CHECLO3, CHECLO4
4CF005	Safeguarding and Multi-Agency Perspectives	CHECLO3, CHECLO4
4CF011	Child and Young Person Development	CHECLO2, CHECLO4
4SL005	The Sociological Imagination	CHECLO5
4SL009	Introduction to Classical Sociological Theory	CHECLO1, CHECLO5
4SL010	The Media and the Manufacture of Deviance	CHECLO5
5CF005	Families and Communities in Context	DHECLO3, DHECLO4, DHECLO6
5CF010	Youth Culture and Identity	DHECLO3, DHECLO4, DHECLO6
5CF014	Working with Individuals and Groups	DHECLO1, DHECLO4, DHECLO5, DHECLO6
5ED002	Research Methods	DHECLO3, DHECLO4, DHECLO6
5ED004	Enhancing Professional Practice on Placement	DHECLO3, DHECLO4
5SL001	Racism, Diversity and difference in the British Context	DHECLO1, DHECLO5, DHECLO6
5SL002	Making Gender	DHECLO1, DHECLO5, DHECLO6
5SL005	Issues and Debates in Sociological Thought	DHECLO1, DHECLO6
5SL007	Doing Quantitative Research	DHECLO1, DHECLO5, DHECLO6
5SL008	Volunteering in Action	DHECLO3, DHECLO4
6CF003	Tackling Inequalities	DEGCLO4, DEGCLO6, ORDCLO4, ORDCLO6
6CF005	Rights, Responsibilities and Advocacy	DEGCLO3, DEGCLO4, ORDCLO3, ORDCLO4
6CF009	Exploring Risk in Late Modernity	DEGCLO2, DEGCLO5, DEGCLO6, ORDCLO2, ORDCLO5, ORDCLO6
6ED015	Education Research Project	DEGCLO2, DEGCLO4, DEGCLO6, ORDCLO2, ORDCLO4, ORDCLO6
6SL002	Global Educational Issues	DEGCLO1, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO5, ORDCLO6
6SL004	Community Link in Sociology	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4
6SL011	The Sociology of Migration	DEGCLO2, DEGCLO3, DEGCLO4, ORDCLO2, ORDCLO3, ORDCLO4
6SL014	The Sociology of the Body	DEGCLO5, DEGCLO6, ORDCLO5, ORDCLO6

## Teaching, Learning and Assessment:

Learning will be face to face and on-line and will consist of the following:

- Lectures
- Seminars
- Tutorials
- Debates
- Small and large group work
- Discussion forums and wikis
- Student presentations
- Work- and community-based and learning through placements (to support employability skills)
- Research activities
- Independent and guided study
- Collaborative on-line tasks and activities

- Individual on-line tasks and activities
- Video and image analysis
- Case studies
- Role play

The on-line activities and electronic presentations the students will prepare will support their digital literacy.

The group tasks and seminars will support students' enterprising ideas.

The international perspectives to topics taken in lectures and learning tasks will support students' global citizenship.

## Assessment Methods:

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At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
 Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
 Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

## Student Support:

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For all semester based modules there will be 3 hours face to face sessions per week and then an additional 1hr either face to face or on-line activities to support learning (e.g. via seminars or small group tasks).

Study skills (such as using Harvard referencing and writing for academic purposes) are embedded in some modules at level 4 and extended at levels 5 and 6. Also LSSC provides specialist academic study skills sessions and individual support. This is available to all students at all levels.

Students will receive feedback informally throughout the modules and formally through written feedback for their formative and summative assignments. This feedback will be constructive and indicate to students how to progress in their learning.

Students will be supported throughout their professional practice/ community link or sociology project report by an allocated academic supervisor.

All students will have a personal tutor to support their progress through the course.

The learning centre provides learning support and resources. Many books and journals are also available electronically for the students to access to support their learning.

<http://www.wlv.ac.uk/lib> - the Learning Centre pages

<http://www.wlv.ac.uk/lib/education> - Education Subject pages

<http://www.wlv.ac.uk/lib/skills> - the Skills for Learning page (study skills)

<http://www.wlv.ac.uk/lib/referencing> - Harvard Referencing and RefWorks reference management software

There is also a Faculty Enabling Tutor for students who feel they have a special or additional need that may affect their learning, achievement or inclusion in University life.



The Childhood, Family and Community department also provides an academic member of staff who offers academic support sessions; the opportunity to work alongside and talk through issues and concerns that students may wish to focus on to improve their academic skills further.

### Employability in the Curriculum:

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- You may go into teaching, lecturing or research in the field of and childhood, youth, family and community Studies or Sociology
- There is a range of options in community care, family support, play work, young people, nursery management, children's charities or work within initiatives such as Sure Start.
- If you want to become a teacher you may choose to undertake a Postgraduate Certificate in Education (PGCE)
- You could also choose to apply for a Master's Degree in Sociology; Social Work or Education or you could gain further qualifications as a play therapist or youth counsellor/worker

The completion of a Sandwich Year will enable you to gain valuable hands on experience in a relevant work environment. This will not only provide additional practical subject skills but it will also develop personal transferable skills such as communication skills, problem solving skills and demonstrate competency in working with other people. This will increase your employability and assist you in gaining employment in the future.



THE UNIVERSITY OF OPPORTUNITY