

Course Specification

Published Date:	15-Sep-2020
Produced By:	Laura Clode
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Education		
Course Code(s):	CF007J01UV	Full-time	3 Years
UCAS Code:	LL5K		
Course Title:	BA (Hons) Childhood & Family Studies and Social Policy		
Hierarchy of Awards:	Bachelor of Arts with Honours Childhood and Family Studies and Social Policy Bachelor of Arts Childhood and Family Studies and Social Policy Diploma of Higher Education Childhood and Family Studies and Social Policy Certificate of Higher Education Childhood and Family Studies and Social Policy University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	10/May/2017		
Last Review:	2015/6		
Course Specification valid from:	2009/0		
Course Specification valid to:	2021/2		

Academic Staff

Course Leader:	Miss Saphiya Rajer
Head of Department:	Mrs Faye Stanley Mrs Jenny Worsley

Course Information

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.

Entry Requirements:

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)

2017 Entry

- CCD from 'A' levels or equivalent
- BTEC National Diploma grade MMM, BTEC National Certificate DD
- BTEC QCF Extended Diploma grade MMM, BTEC QCF Diploma grade DD
- Access to HE Diploma full award (Pass of 60 credits - of which a minimum of 45 credits must be at level 3 including 18 at Merit or Distinction).
- Successful completion of the [International Foundation Year in Education, Health and Wellbeing](#)
- If you've got other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.
- International entry requirements and application guidance can be found at <http://www.wlv.ac.uk/international/apply>

Other Requirements

Entry to this course requires a Disclosure and Barring Service (DBS) Check.

Students must have studied a minimum of two years post GCSE level. However, it is expected that some applicants will be mature students with work experience, who wish to further their career development. These applicants will be processed through standard procedures, which may involve an interview as part of the process. [Please see http://wlv.ac.uk/mature](http://wlv.ac.uk/mature) for further information.

Those who do not meet the entry requirements may be offered an alternative course.

Distinctive Features of the Course:

This course programme is delivered over two campuses. The Childhood and Family Studies modules are delivered on Walsall campus within the Faculty of Education, Health and Well-Being; the Social Policy modules are delivered at City campus within the Faculty of Social Sciences.

Educational Aims of the Course:

The Childhood and Family Studies and Social Policy degree will develop your skills and knowledge required for a range of careers working with children, young people, their families and the educational, social and community organisations that support them.

You will develop attributes to become an ethical and reflexive professional and explore issues around safeguarding, perspectives on family life and investigate how social policy influences the everyday lives of families.

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:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

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:

None

Course Structure:

Continuing students will follow the programme indicated below:

September (Full-time)

Year 2

Module	Title	Credits	Period	Type
5CF005	Families and Communities in Context	20	SEM1	Core
5SA007	Paying for Welfare	20	SEM1	Core
5ED002	Research Methods	20	SEM2	Core

For this option group you must choose a minimum of 20 credits and a maximum of 20 credits

5PO006	Contemporary Britain	20	SEM1	
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Linked Option Group Rule: Select a minimum of 40 credits and a maximum of 40 credits from the linked (*) groups.

***For this option group you must choose a minimum of 0 credits and a maximum of 40 credits**

You should select 120 credits from either Groups A OR Groups B, do NOT mix groups. If you need help selecting your modules please consult your Course Leader or an Academic Adviser.

5SL002	Making Gender	20	SEM2	
5SA009	Communities in Social Policy	20	SEM2	

***For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

You should select 120 credits from either Groups A OR Groups B, do NOT mix groups. If you need help selecting your modules please consult your Course Leader or an Academic Adviser.

5SL008	Volunteering in Action	20	SEM2	
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***For this option group you must choose a minimum of 0 credits and a maximum of 40 credits**

You should select 120 credits from either Groups A OR Groups B, do NOT mix groups. If you need help selecting your modules please consult your Course Leader or an Academic Adviser.

5CF010	Youth Culture and Identity	20	SEM2	
5ED004	Enhancing Professional Practice on Placement	20	SEM2	

Continuing students will follow the programme indicated below:

September (Full-time)

Year 3

Module	Title	Credits	Period	Type
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Linked Option Group Rule: Select a minimum of 120 credits and a maximum of 120 credits from the linked (*) groups.

***For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

You need to select 120 credits depending on your final year project, from either Groups A OR Groups B, do NOT mix groups. If you need help selecting your modules please consult your Course Leader or an Academic Adviser.

GROUP A - Childhood and Family Studies route

6SA005	Policy-Making in Britain	20	SEM1
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***For this option group you must choose a minimum of 0 credits and a maximum of 40 credits**

GROUP A - Childhood and Family Studies route

6CF003	Tackling Inequalities	20	SEM1
6CF005	Rights, Responsibilities and Advocacy	20	SEM1

***For this option group you must choose a minimum of 0 credits and a maximum of 80 credits**

GROUP B - Social Policy route

6SA005	Policy-Making in Britain	20	SEM1
6SA003	Approaches to Poverty and Social Exclusion	20	SEM1
6SA004	Independent Project in Social Policy	20	SEM1

***For this option group you must choose a minimum of 0 credits and a maximum of 40 credits**

GROUP B - Social Policy route

Both 6CF003 and 6CF005 are core on this route - please select both modules.

6CF003	Tackling Inequalities	20	SEM1
6CF005	Rights, Responsibilities and Advocacy	20	SEM1

***For this option group you must choose a minimum of 0 credits and a maximum of 40 credits**

You need to select 120 credits depending on your final year project, from either Groups A OR Groups B, do NOT mix groups. If you need help selecting your modules please consult your Course Leader or an Academic Adviser.

GROUP A - Social Policy route

6SA008	Social Policy of Work and Labour Markets	20	SEM2
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*** For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

GROUP A - Social Policy route

6CF005	Rights, Responsibilities and Advocacy	20	SEM2
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*** For this option group you must choose a minimum of 0 credits and a maximum of 100 credits**

GROUP B - Childhood and Family studies route

6SA004	Independent Project in Social Policy	20	SEM2
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6SA008	Social Policy of Work and Labour Markets	20	SEM2
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6SL002	Global Educational Issues	20	SEM2
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*** For this option group you must choose a minimum of 0 credits and a maximum of 40 credits**

GROUP B - Childhood and Family studies route

6CF005	Rights, Responsibilities and Advocacy	20	SEM2
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6CF009	Exploring Risk in Late Modernity	20	SEM2
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*** For this option group you must choose a minimum of 0 credits and a maximum of 40 credits**

You need to select 120 credits depending on your final year project, from either Groups A OR Groups B, do NOT mix groups. If you need help selecting your modules please consult your Course Leader or an Academic Adviser.

6ED015	Education Research Project	40	YEAR
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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:

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:

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

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 on-line 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 – a wide range of differing assessment strategies have been chosen to ensure that the full range of skills are developed.

Learning Outcomes:

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

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.

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

CertHE Course Learning Outcome 4 (CHECLO4)

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

CertHE Course Learning Outcome 5 (CHECLO5)

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

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.

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

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

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

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

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.

Ordinary Course Learning Outcome 1 (ORDCLO1)

To apply and synthesise knowledge and understanding of the importance and challenges of working diverse community based contexts in order to meet the needs of children, young people and families

Ordinary Course Learning Outcome 2 (ORDCLO2)

Appraise a range of factors in relation to the development of the life course, inclusive of the ecological model, pedagogical approaches and policies for working with children, young people and families and methods of researching these

Ordinary Course Learning Outcome 3 (ORDCLO3)

Reflect on and understand social, political and cultural diversity, issues of identity, power, rights and social exclusion

Ordinary Course Learning Outcome 4 (ORDCLO4)

Apply social policy theories to analyse social needs and policy outcomes particularly in relation to children and families

Ordinary Course Learning Outcome 5 (ORDCLO5)

To recognise and critically analyse issues in relation to rights, diversity, equity and inclusion in relation to working with children, young people and families in the UK and globally

Ordinary Course Learning Outcome 6 (ORDCLO6)

Apply a critical approach to methods and enquiry and evaluation in a social policy context.

Honours Course Learning Outcome 1 (DEGCLO1)

To apply and synthesise knowledge and understanding of the importance and challenges of working diverse community based contexts in order to meet the needs of children, young people and families

Honours Course Learning Outcome 2 (DEGCLO2)

Appraise a range of factors in relation to the development of the life course, inclusive of the ecological model, pedagogical approaches and policies for working with children, young people and families and methods of researching these

Honours Course Learning Outcome 3 (DEGCLO3)

Reflect on and understand social, political and cultural diversity, issues of identity, power, rights and social exclusion

Honours Course Learning Outcome 4 (DEGCLO4)

Apply social policy theories to analyse social needs and policy outcomes particularly in relation to children and families

Honours Course Learning Outcome 5 (DEGCLO5)

To recognise and critically analyse issues in relation to rights, diversity, equity and inclusion in relation to working with children, young people and families in the UK and globally

Honours Course Learning Outcome 6 (DEGCLO6)

Apply a critical approach to methods and enquiry and evaluation in a social policy context.

Overview of Assessment:

Module	Title	Course Learning Outcomes
4CF003	Power, Inclusion and Diversity	CHECLO3, CHECLO5
4CF005	Safeguarding and Multi-Agency Perspectives	CHECLO1, CHECLO5
4CF011	Child and Young Person Development	CHECLO2, CHECLO4
4GK010	Contemporary Capitalism	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4SA007	The Development of the Welfare State: 1945-2010	CHECLO3, CHECLO4, CHECLO5
4SA008	Contemporary Social Policy	CHECLO1, CHECLO2, CHECLO5
4SL010	The Media and the Manufacture of Deviance	CHECLO1, CHECLO2, CHECLO3, CHECLO4
5CF005	Families and Communities in Context	DHECLO1, DHECLO5
5CF010	Youth Culture and Identity	DHECLO1, DHECLO3, DHECLO4
5ED002	Research Methods	DHECLO2, DHECLO4, DHECLO6
5ED004	Enhancing Professional Practice on Placement	DHECLO1, DHECLO5
5GK015	Contemporary Britain	DHECLO4, DHECLO6
5GK016	Supervised Work Experience	DHECLO1, DHECLO3, DHECLO6
5SA007	Paying for Welfare	DHECLO3, DHECLO4, DHECLO6
5SA009	Communities in Social Policy	DHECLO3, DHECLO4, DHECLO6
5SL002	Making Gender	DHECLO1, DHECLO2, DHECLO3, DHECLO5
5SL008	Volunteering in Action	DHECLO1, DHECLO2, DHECLO5, DHECLO6
6CF003	Tackling Inequalities	DEGCLO1, DEGCLO5, ORDCLO1, ORDCLO5
6CF005	Rights, Responsibilities and Advocacy	DEGCLO1, DEGCLO5, ORDCLO1, ORDCLO5
6CF009	Exploring Risk in Late Modernity	DEGCLO1, DEGCLO3, DEGCLO5, ORDCLO1, ORDCLO3, ORDCLO5
6ED015	Education Research Project	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6SA001	Participation and Policy	DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO3, ORDCLO4, ORDCLO6
6SA003	Approaches to Poverty and Social Exclusion	DEGCLO1, DEGCLO2, DEGCLO4, ORDCLO1, ORDCLO2, ORDCLO4
6SA004	Independent Project in Social Policy	DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO3, ORDCLO4, ORDCLO6
6SA005	Policy-Making in Britain	DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO3, ORDCLO4, ORDCLO6
6SA007	Community Link in Social Policy	DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO4, ORDCLO6
6SA008	Social Policy of Work and Labour Markets	DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6SL002	Global Educational Issues	DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO3, ORDCLO4, 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 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:

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:

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).

For all year long modules there will be 2 hours face to face sessions per week and appropriate on-line activities to support learning.

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.

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 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:

- You may go into teaching, lecturing or research in the field of children, youth, family and Community Studies or Sociology
- There is a range of options in community care, family support, play work, working with young people, nursery management, children's charities or work within initiatives such as Sure Start, policy writing in the voluntary and public sector, and careers working in a range of services that support children, young people and their families.
- 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 Social Work or Education or you could gain further qualifications as a play therapist or youth counsellor/worker.



THE UNIVERSITY OF OPPORTUNITY