

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):	CF018H01UV	Full-time	3 Years
	CF018H31UV	Part-time	6 Years
Course Title:	BA (Honours) Young People, Family and Community		
Hierarchy of Awards:	Bachelor of Arts with Honours Young People, Family and Community Bachelor of Arts Young People, Family and Community Diploma of Higher Education Young People, Family and Community Certificate of Higher Education Young People, Family and Community University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	08/Feb/2018		
Last Review:	2019/0		
Course Specification valid from:	2017/8		
Course Specification valid to:	2025/6		

Academic Staff

Course Leader:	Mrs Kay Bennett
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)

Typical entry requirement: 96 UCAS points

A Levels - grades CCC / BCD

BTEC L3 Extended Diploma or OCR Cambridge L3 Technical Extended Diploma - grades MMM

Access to HE Diploma: 45 L3 credits at Merit

Use the UCAS Tariff calculator to check your qualifications and points

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>

Successful completion of the International Foundation Year in Education, Health and Wellbeing

Other Requirements

Entry to this course requires a Disclosure and Barring Service (DBS) check if you do not already have one through your employer or as an individual through the DBS update service.

If you have accepted a Conditional Offer made by the University of Wolverhampton you will receive correspondence asking you to complete an enhanced Disclosure and Barring Service (DBS) check. The charge for this will be a DBS fee of £40.00 and a £6.00 ID check service fee. Please note: DBS charges can vary.

You must usually have studied for a minimum of two years post GCSE level. However, we will consider applications from students who do not have two years of post-16 study, where they have relevant work experience. Please see <http://wlv.ac.uk/mature> for further information.

Distinctive Features of the Course:

The BA (Hons) Young People, Family and Community is designed to help you to develop the skills, knowledge and confidence to succeed in your studies with the University of Wolverhampton at degree level. The course is suitable for people new to this area or experienced staff searching for career development. We value and promote your individual engagement, progression and success as all of our staff will recognise and celebrate your unique learning needs. The curriculum in Young People, Family and Community will be relatable to you through our inclusive approaches to your teaching and learning experience.

The course at level 4, 5 and 6 offers a unique blend of theories and practices in relation to services that support Young People, Family and Communities. We recognise that you will have a unique learning journey and we will maximise your potential through optional assessment choices such as presentations, written assessments, reflective journals, reports and written plans.

Staff are active researchers and these interests contribute to high quality teaching, curriculum development

and innovation which will underpin the teaching and learning that you will experience. You will benefit from the latest research in the areas of Young People, Family and Community such as 'mental health and resilience' and 'inter-agency working.' Your teaching team has a range of expertise and practice in Early Childhood, Special Educational Needs, Young People and Families and Education which will help you to make the link between your learning on the course and your experiences and practice.

This course is taught as a three year full time route and placements are expected as part of the course which can be negotiated in a range of settings such as charitable organisations, family support and youth and community centres.

Educational Aims of the Course:

As a student on this course, you will develop the skills and knowledge required to work with young people and families in local communities. You will look at issues of empowerment of individuals and groups, social justice, and partnership working to effect change. You will develop personal and professional attributes to become an ethical, respectful, and reflexive worker able to sensitively engage with young people and families to encourage them to shape their own lives, often within constrained circumstances. You will also develop your skills in building partnerships with other professionals in education and in health and social care and across community groups.

The linking of theory and practice is integral throughout the whole degree and you will undertake optional placements to gain work based experiences with young people, families and communities. This will allow you to consider theory in relation to your own for practice so you can evaluate and develop creative approaches to working with babies, children, young people, families and communities.

As you progress through your degree you will look at issues around risk and resilience for young people and consider a range of perspectives, including how social policies and inequality influence the everyday life of babies, children, young people, families and communities. This course will allow you the opportunity to foster inclusive practice and apply a range of theoretical perspectives to enable you to develop a value-base of professional practice. This undergraduate degree programme is designed to develop your skills and understanding required for a range of careers working with young people, families and community organisations that support them. The course is suitable for those new to this area or experienced practitioners looking for career development.

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
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00

PSRB:

None

Course Structure:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 1

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
4CF005	Safeguarding and Multi-Agency Perspectives	20	SEM1	Core
4CF015	Considering Communities	20	SEM1	Core
4CF011	Child and Young Person Development	20	SEM1	Core
4CF010	Connecting Communities	20	SEM2	Core
4CF004	Growing Up in the 21st Century	20	SEM2	Core
4CF003	Power, Inclusion and Diversity	20	SEM2	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 2

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
5CF006	Professional Studies	20	SEM1	Core
5CF014	Working with Individuals and Groups	20	SEM1	Core
5ED002	Research Methods	20	SEM2	Core
5CF017	Young Lives, Parenting and Families	20	SEM2	Core
5CF010	Youth Culture and Identity	20	SEM2	Core

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

5CF012	Third Sector Working	20	SEM1	
5CF016	Health in the Early Years	20	SEM1	

Continuing students will follow the programme indicated below:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 2

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
5CF012	Third Sector Working	20	SEM1	Core
5CF005	Families and Communities in Context	20	SEM1	Core
5CF014	Working with Individuals and Groups	20	SEM1	Core
5ED002	Research Methods	20	SEM2	Core
5CF006	Professional Studies	20	SEM2	Core
5CF010	Youth Culture and Identity	20	SEM2	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
6ED015	Education Research Project	40	YEAR	Core
6CF015	Empowering young people and vulnerable adults	20	SEM1	Core
6CF014	Leadership and Management in a Community Context	20	SEM2	Core

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

6CF003	Tackling Inequalities	20	SEM1	
6CF017	Perspectives on Children and Childhood	20	SEM1	

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

6CF016	Childhood and Youth in a Global Context	20	SEM2	
6CF018	Learning in the Outdoor Environment	20	SEM2	

Continuing students will follow the programme indicated below:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
6ED015	Education Research Project	40	YEAR	Core
6CF003	Tackling Inequalities	20	SEM1	Core
6CF005	Rights, Responsibilities and Advocacy	20	SEM1	Core
6CF008	Critical Debates in Social Policy	20	SEM2	Core
6CF009	Exploring Risk in Late Modernity	20	SEM2	Core

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:

AFRSC/19/16.1.2 Foundation Degree (Arts) Early Years Services/

BA (Hons) Early Childhood Studies/

BA (Hons) Education, Childhood & Youth/

BA (Hons) Young People, Family & Community/

BA (Hons) Education Studies/

BA (Hons) Special Educational Needs, Disability & Inclusion Studies.

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 (third attempts and repeats will be allowed);

4CF005 Safeguarding and Multi-agency Perspectives (20 credits).

Effective date: September 2020.

APPROVED

Reference Points:

[UK Quality Code for Higher Education](#) (2018)

[Qualifications and Credit Frameworks](#) (2014)

[Subject Benchmark Statements](#) Youth and Community (2019)

[University Policies and Regulations](#) (2019-2020)

[Equality Act \(2010\)](#)

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)

Apply and synthesise knowledge and understanding of diverse community-based contexts for practice, engaging with individuals and groups to meet and support the needs of children, young people and their families, including issues of health, risk, and well-being.

Ordinary Course Learning Outcome 2 (ORDCLO2)

Conduct research into a range of factors in relation to the development of the life course, inclusive of the ecological - social, cultural and political -context, issues of identity, power, rights, diversity, and social exclusion.

Ordinary Course Learning Outcome 3 (ORDCLO3)

Recognise and critically analyse powerful social policy and media discourses that may influence practice within the field of family and community work.

Ordinary Course Learning Outcome 4 (ORDCLO4)

Make critical judgements about key concepts, theories and principles in the global context, together with

current debates in the field of family and community studies, as part of ongoing development as an ethical and reflective practitioner.

Ordinary Course Learning Outcome 5 (ORDCLO5)

Be able to critically reflect on personal value systems, and that of others, in a systematic way to develop your professional and ethical practice.

Ordinary Course Learning Outcome 6 (ORDCLO6)

Undertake enterprising work-based investigation and problem-solving and be able to communicate clearly a wide range of theoretical positions to a range of audiences using appropriate media and digital literacy skills.

Honours Course Learning Outcome 1 (DEGCLO1)

Apply and synthesise knowledge and understanding of diverse community-based contexts for practice, engaging with individuals and groups to meet and support the needs of children, young people and their families, including issues of health, risk, and well-being.

Honours Course Learning Outcome 2 (DEGCLO2)

Conduct research into a range of factors in relation to the development of the life course, inclusive of the ecological - social, cultural and political -context, issues of identity, power, rights, diversity, and social exclusion.

Honours Course Learning Outcome 3 (DEGCLO3)

Recognise and critically analyse powerful social policy and media discourses that may influence practice within the field of family and community work.

Honours Course Learning Outcome 4 (DEGCLO4)

Make critical judgements about key concepts, theories and principles in the global context, together with current debates in the field of family and community studies, as part of ongoing development as an ethical and reflective practitioner.

Honours Course Learning Outcome 5 (DEGCLO5)

Be able to critically reflect on personal value systems, and that of others, in a systematic way to develop your professional and ethical practice.

Honours Course Learning Outcome 6 (DEGCLO6)

Undertake enterprising work-based investigation and problem-solving and be able to communicate clearly a wide range of theoretical positions to a range of audiences using appropriate media and digital literacy skills.

Overview of Assessment:

Module	Title	Course Learning Outcomes
4CF003	Power, Inclusion and Diversity	CHECLO2, CHECLO5
4CF004	Growing Up in the 21st Century	CHECLO2, CHECLO3, CHECLO5
4CF005	Safeguarding and Multi-Agency Perspectives	CHECLO1, CHECLO5
4CF010	Connecting Communities	CHECLO2, CHECLO3, CHECLO4
4CF011	Child and Young Person Development	CHECLO1, CHECLO2, CHECLO4
4CF015	Considering Communities	CHECLO1, CHECLO3, CHECLO4
5CF005	Families and Communities in Context	DHECLO2, DHECLO4, DHECLO5
5CF006	Professional Studies	DHECLO1, DHECLO4, DHECLO5, DHECLO6
5CF010	Youth Culture and Identity	DHECLO2, DHECLO3
5CF012	Third Sector Working	DHECLO1, DHECLO6
5CF014	Working with Individuals and Groups	DHECLO1, DHECLO2, DHECLO4, DHECLO6
5CF016	Health in the Early Years	DHECLO2, DHECLO3, DHECLO4, DHECLO5
5CF017	Young Lives, Parenting and Families	DHECLO2, DHECLO3, DHECLO4
5ED002	Research Methods	DHECLO2, DHECLO3, DHECLO4, DHECLO6
5SN001	Including Young Children	DHECLO2, DHECLO3, DHECLO4
6CF003	Tackling Inequalities	DEGCLO2, DEGCLO4, DEGCLO5, ORDCLO2, ORDCLO4, ORDCLO5
6CF005	Rights, Responsibilities and Advocacy	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO5
6CF008	Critical Debates in Social Policy	DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO3, ORDCLO4, ORDCLO5
6CF009	Exploring Risk in Late Modernity	DEGCLO1, DEGCLO3, DEGCLO5, ORDCLO1, ORDCLO3, ORDCLO5
6CF014	Leadership and Management in a Community Context	DEGCLO1, DEGCLO2, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO5, ORDCLO6
6CF015	Empowering young people and vulnerable adults	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO5
6CF016	Childhood and Youth in a Global Context	DEGCLO2, DEGCLO3, DEGCLO4, ORDCLO2, ORDCLO3, ORDCLO4
6CF017	Perspectives on Children and Childhood	DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6CF018	Learning in the Outdoor Environment	DEGCLO1, DEGCLO5, ORDCLO1, ORDCLO5
6ED015	Education Research Project	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6

Teaching, Learning and Assessment:

At the University of Wolverhampton there are a range of teaching and learning activities to help you achieve successfully on your course. Your sessions will have formative learning opportunities and formative assessment which will help you prepare for your final marked assessment (summative assessment). These

include

Active contribution to lectures, group activities, including critical debate and discussion in seminars.

Individual and group tutorials

Individual and group research activities using a range of sources, reading of the literature relating to issues raised in lectures and through independent research

Participation in online tasks and discussions

Problem solving activities

There are also a variety of assessment types are 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 will include a variety of assessment activity, which may include:

Coursework (for example, essays, reports, project proposals, case study analysis, poster presentation)

Practical (for example, oral and video presentations)

In the final year of your undergraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation

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:

General University support:

[University Libraries](#) are the key source of academic information for students, providing access to a wide range of books, journal, DVDs etc. Each library offers a range of study areas to allow students to study in the environment that suit them best, including group and quiet areas with access to PCs. In addition the Library enables access to wide range of online information sources, including eBooks, e-Journals and subject databases.

The Library also provides students with academic skills support via the [Skills for Learning programme](#) . Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support

· You will be allocated a Personal Tutor

- You will be allocated an Academic Coach who will provide you with academic support and pastoral care, to improve your independent learning skills to help you maximise your potential
- Specific assessment support will be factored into each module.
- If you have disabilities and/or specific learning difficulties you can gain a wide range of support from the Student Support and Well Being team and your Faculty Enabling Tutor.
- Higher Education academic skills will be embedded throughout the curriculum.
- You will be allocated a supervisor for your final year dissertation.

Employability in the Curriculum:

A range of employability skills is built into this programme in order that you develop and refine attributes that will be beneficial to you in the workplace, such as sharing information with others, working in groups, literacy and oral skills, leadership, using critical thinking, and becoming a reflective practitioner. You will also develop and consolidate a range of employability and transferable skills, including sharing information, working with and in groups, presenting information, digital literacy and critical thinking skills

Successful completion of this course could lead to careers in a variety of careers such as family support work, parenting assessment, working with young people and their families, and work within charities and the voluntary sector. In addition, there is a range of opportunities to work within local authorities and the criminal justice system. If you want to become a primary school teacher you may choose to undertake a Postgraduate Certificate in Education (PGCE). If you want to become an Early Years Teacher, you can choose to apply for the Postgraduate Early Years Initial Teacher training. You could also choose to apply for a Master's Degree in Social Work or Education or undertake a Post Graduate Teaching Certificate in Adult Education.

