

## Course Specification

<b>Published Date:</b>	02-Apr-2019
<b>Produced By:</b>	Oliver Jones
<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>	CF018K23UV	Sandwich	4 Years
<b>UCAS Code:</b>	L594		
<b>Course Title:</b>	BA (Honours) Young People, Family and Community with Placement		
<b>Hierarchy of Awards:</b>	Bachelor of Arts with Honours Young People, Family and Community, having satisfactorily completed a sandwich placement Bachelor of Arts Young People, Family and Community, having satisfactorily completed a sandwich placement 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		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	08/Feb/2018		
<b>Last Review:</b>	2017/8		
<b>Course Specification valid from:</b>	2017/8		
<b>Course Specification valid to:</b>	2023/4		

## Academic Staff

<b>Course Leader:</b>	Mrs Lynn Richards
<b>Head of Department:</b>	Mrs Faye Stanley

# 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)

### 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:

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A placement opportunity has been designed into the programme at each level of study. This will offer you the chance to work and learn alongside a professional team and to integrate your learning from University with the practical skills in the field. Drawing on these experiences, you will be encouraged to reflect on their significance and so create knowledge to add to your growing repertoire of professional attributes and understanding.

You will also benefit from excellent learning resources and a blended learning approach which has been exemplified as good practice by our external examiner.

All members of the teaching staff are actively involved in research in the field, or research within Higher Education.

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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This undergraduate degree programme is designed to develop your skills and understanding required for a range of careers working with families and the community organisations that support them. The course is suitable for those new to this area or experienced practitioners looking for career development.

The programme will emphasise 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 individuals and groups to shape their own lives, often within constrained circumstances. You will explore issues around risk, consider a range of perspectives on family life, and investigate how social policy influences the everyday life of family and community. Work-based learning will afford you the opportunity to foster democratic and inclusive practice and to apply a range of theoretical perspectives.

While an intergenerational approach will be taken to supporting families and communities, this programme will offer a focus on children and young people

The blended teaching and learning approach adopted within this programme enables you to become digitally literate, share knowledge, reflect on practice, and use ideas in an enterprising way.

### Intakes:

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September

### Major Source of Funding:

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HE FUNDING COUNCIL FOR ENGLAND (HEFCE)

### 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
2017/8	H	Full Time / Sandwich	£9250.00
2017/8	EU	Full Time / Sandwich	£9250.00
2017/8	Overseas	Full Time / Sandwich	£11475.00
2018/9	H	Full Time / Sandwich	£9250.00
2018/9	EU	Full Time / Sandwich	£9250.00
2018/9	Overseas	Full Time / Sandwich	£11700.00
2019/0	H	Full Time / Sandwich	£9250.00
2019/0	EU	Full Time / Sandwich	£9250.00
2019/0	Overseas	Full Time / Sandwich	£12000.00

### PSRB:

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None

Course Structure:

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## September (Sandwich)

### Year 1

Module	Title	Credits	Period	Type
4CF003	Power, Inclusion and Diversity	20	SEM1	Core
4CF010	Connecting Communities	20	SEM1	Core
4CF011	Child and Young Person Development	20	SEM1	Core
4CF012	Role of Play in Childhood	20	SEM2	Core
4CF004	Growing Up in the 21st Century	20	SEM2	Core
4CF005	Safeguarding and Promoting Well-Being	20	SEM2	Core

## September (Sandwich)

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

### Year 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 (Sandwich)

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

### Year 3

Module	Title	Credits	Period	Type
5HU004	Supervised Work Experience	40	YEAR	Core

## September (Sandwich)

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

academic calendar year.

## Year 4

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

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

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4.4.3. Exemption from the requirement to compensate marginal failure in module 4CF005. Note: Section: 4.4.4 will now not apply to this module.

ARSC on 27th May 2010

### Reference Points:

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QAA Subject Benchmarks for Early Childhood Studies and QAA Benchmarks for Youth and Community Work have been inter-related.

Equality Act 2010.

These have been considered in 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 folios 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 equality and diversity and underpin the values of working as ethical, respectful and reflexive workers to critically consider the importance of anti-oppressive practice

### 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)

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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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## 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:

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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 Promoting Well-Being	CHECLO1, CHECLO5
4CF010	Connecting Communities	CHECLO2, CHECLO3, CHECLO4
4CF011	Child and Young Person Development	CHECLO1, CHECLO2, CHECLO4
4CF012	Role of Play in Childhood	CHECLO2, CHECLO5
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
5ED002	Research Methods	DHECLO2, DHECLO3, DHECLO4, DHECLO6
5HU004	Supervised Work Experience	DHECLO1, DHECLO3, DHECLO6
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
6ED015	Education Research Project	DEGCLO2, DEGCLO4, DEGCLO6, ORDCLO2, ORDCLO4, ORDCLO6

### Teaching, Learning and Assessment:

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Lectures, seminars, debates, small group learning sets, presentations, online tasks and blogging, tutorials, independent research, video analysis, case studies, workplace investigations. A placement element at each level of study will give you the opportunity to bring together theory and practice within the workplace and to learn from professionals within the field.

### Student Support:

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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 placement experience by an allocated facilitator within the setting and, in addition at L4, all students will have a personal tutor to support their progress through the placement activities.



The learning centre provides learning support and resources. Many books and journals are also available electronically for you to support your learning. There is a range of student support at the University's Walsall campus. Provision is available through study skills sessions and workshops at the Learning Centre and access to electronic and interactive resources:

<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

As part of your level four study, a co-ordinated approach has been devised to ensure a range of study skills is embedded into subject content, including writing and reading activities, oral presentations, time management and referencing skills.

The University personal tutoring role is an integral part of the course; this includes both face-to-face meetings and online support through the use of e-portfolio blogs. There is also support for student learning within modules undertaken as part of formative assessments and tutorial opportunities.

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. The Institute of Education also provides a Special Needs Tutor for students who identify a special or additional need that may affect their learning, achievement or inclusion within University life.

## Employability in the Curriculum:

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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, using critical thinking, and becoming a reflective practitioner.

Successful completion of this course could lead to 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.

You may also wish to consider other progression routes via postgraduate study: if you wish to go into teaching within a school, you may choose to undertake a Postgraduate Certificate in Education (PGCE) or if you wish to go into teaching/ lecturing within a college of Further Education, you may choose a PGCE in Post –Compulsory Education. Alternatively, you may wish to consider a Graduate Nursing or Social Work course or undertaking a Master's Degree in Education or Social Work before considering lecturing or research.

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.

