

Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Education		
Course Code(s):	CF018T01UV	Full-time	4 Years
	CF018T31UV	Part-time	8 Years
Course Title:	BA (Hons) Young People, Family and Community with Foundation Year		
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:	01/Apr/2020		
Last Review:	2019/0		
Course Specification valid from:	2020/1		
Course Specification valid to:	2026/7		

Academic Staff

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

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

Level 2 English, this could be GCSE Grade 4 or above OR equivalent.

Please note we do NOT accept GCSE Short Courses.

You must provide a satisfactory personal statement detailing your motivation for studying this course. See our Personal Statement Guidance for further information.

If you've got other qualifications or relevant experience, please contact The Gateway for further advice before applying.

Applicants must be 18 years old or above at the start of the course.

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.

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 £38.00 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 with Foundation year 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. Our Foundation Year programme has been designed to prepare you for studying at undergraduate level. The modules will provide you with the required skills and knowledge to transition effectively into Level 4 study. During your Foundation Year you will develop skills appropriate to University such as finding and using information, working collaboratively with others, challenging and debating ideas and expressing yourself with greater confidence. We hope the Foundation year helps you to become familiar with University life and to feel at home on campus.

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 3, 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 four 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
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00
2021/2	H	Part Time	£3100.00
2022/3	H	Full Time / Sandwich	£9250.00
2022/3	Overseas	Full Time / Sandwich	£13450.00
2022/3	H	Part Time	£3120.00

PSRB:

None

Course Structure:

September (Full-time)

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

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

Module	Title	Credits	Period	Type
3ED002	Preparing for Undergraduate Study	40	YEAR	Core
3ED003	Valuing the Self & Others	20	SEM1	Core
3CF002	The Developing Child in the World	20	SEM1	Core
3ED004	Interprofessional Working	20	SEM2	Core
3ED005	Exploring Inclusive Education and Practice	20	SEM2	Core

September (Full-time)

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

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

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

NOTE: For Part-time students, module 5CF006 will run in semester 1 and 5CF017 in semester 2.

Module	Title	Credits	Period	Type
5CF006	The Enquiring Practitioner	20	SEM2	Core
5CF014	Effective Engagement with Individuals and Groups	20	SEM1	Core
5ED002	Becoming a Researcher	20	SEM2	Core
5CF017	Young Lives, Parenting and Families	20	SEM1	Core
5CF010	Youth Culture and Identity	20	SEM2	Core

Group 01 | Min Value: 20 | Max Value: 20

5CF012	Working in Voluntary Organisations	20	SEM1	
5CF016	Health in the Early Years	20	SEM1	

September (Full-time)

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

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

Group 01 | Min Value: 20 | Max Value: 20

6CF003	Tackling Inequalities in Children, Young People and their Families	20	SEM1
6CF017	Perspectives on Children and Childhood	20	SEM1

Group 02 | Min Value: 20 | Max Value: 20

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

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 Children's Workforce Development Council). 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:

[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 \(2010\)](#)

Overview of Assessment:

Learning Outcomes**Modules**

FY01 Develop an independent, reflective and self-managed approach to study.

FY02 Utilise skills appropriate for study in Higher Education.

FY03 Apply new approaches to learning, study and finding information.

FY04 Describe your existing transferable skills and new skills and how these may be developed.

CERTHE01 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

CERTHE02 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.

CERTHE03 Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

CERTHE04 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

CERTHE05 Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

DIPHE01 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.

DIPHE02 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

DIPHE03 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

DIPHE04 Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

DIPHE05 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

DIPHE06 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.

BHONSN01 Apply and synthesise knowledge and

Learning Outcomes
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.

Modules

BHONSN02 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.

BHONSN03 Recognise and critically analyse powerful social policy and media discourses that may influence practice within the field of family and community work.

BHONSN04 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

BHONSN05 Be able to critically reflect on personal value systems, and that of others, in a systematic way to develop your professional and ethical practice.

BHONSN06 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.

BHONS01 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.

BHONS02 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

BHONS03 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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BHONS06 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.

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

- The level 3 modules are designed to prepare you for, and facilitate your progress into study at Level 4.
- 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.



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