

Course Specification

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| Published Date: | 18-May-2023 |
| Produced By: | Multi Type Usr Record For All Personnel |
| Status: | Validated |

Core Information

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|---|--|-----------|---------|
| Awarding Body / Institution: | University of Wolverhampton | | |
| School / Institute: | Institute of Education | | |
| Course Code(s): | ED092T01UV | Full-time | 4 Years |
| | ED092T31UV | Part-time | 8 Years |
| Course Title: | BA (Hons) Education, Childhood and Youth with Foundation Year | | |
| Hierarchy of Awards: | Bachelor of Arts with Honours Education, Childhood and Youth Bachelor of Arts Education, Childhood and Youth Diploma of Higher Education Education, Childhood and Youth Certificate of Higher Education Education, Childhood and Youth University Statement of Credit Education, Childhood and Youth | | |
| Language of Study: | English | | |
| Date of DAG approval: | 13/Jul/2020 | | |
| Last Review: | 2019/0 | | |
| Course Specification valid from: | 2019/0 | | |
| Course Specification valid to: | 2025/6 | | |

Academic Staff

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|----------------------------|------------------|
| Course Leader: | Miss Alison Wren |
| Head of Department: | |

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. |

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) Education, Childhood and Youth 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 Education, Childhood and Youth 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 Education, Childhood and Youth services. 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 underpin the teaching and learning that you will experience. You will benefit from the latest research in the areas of Education, Childhood and Youth such as 'mental health and resilience,' 'pedagogy of play' and 'the impact and influence of teaching assistant support.' 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.

Work experience and/or placements are expected as part of this course which can be negotiated in a variety of educational, childhood and youth settings. We offer the BA (Hons) Education, Childhood and Youth with Foundation Year part-time so you are able to study more flexibly.

Educational Aims of the Course:

Education, Childhood and Youth with provides an academic study of formal and informal contexts of education as well as a framework for understanding some aspects of human and social development. You will gain a broad and balanced knowledge and understanding of the principal features of Education, Childhood and Youth and engage with key questions concerning the aims, values and outcomes of education and its relationship to society. You will explore issues around risk and resilience for children and youth and consider how social policies and inequality influence the everyday life of children and youth.

Education, Childhood and Youth aims to promote your knowledge and skills of learning, teaching and education systems. You will actively engage in investigating the cultural, sociological, psychological, and political and language dimensions of teaching and learning in a range of contexts. In addition, this programme will offer a focus on children and youth including 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 children and youth to encourage them to shape their own lives, often within constrained circumstances.

You will also develop a range of graduate attributes skills through demonstrating the ability to construct and communicate oral and written arguments; work effectively with others as part of a team, taking different roles and improve your own learning and performance through the development of study and research skills, and a capacity to plan, manage and reflect on your own learning.

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 |
| 2023/4 | H | Full Time / Sandwich | £9250.00 |
| 2023/4 | Overseas | Full Time / Sandwich | £14450.00 |

PSRB:

None

Course Structure:

September (Full-time)

| 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 (Part-time)

| Module | Title | Credits | Period | Type |
|--------|-----------------------------------|---------|--------|------|
| 3ED002 | Preparing for Undergraduate Study | 40 | YEAR | Core |
| 3CF002 | The Developing Child in the World | 20 | SEM1 | Core |

September (Full-time)

| Module | Title | Credits | Period | Type |
|--------|--|---------|--------|------|
| 4CF011 | Child and Young Person Development | 20 | SEM1 | Core |
| 4ED002 | Education and Social Justice | 20 | SEM1 | Core |
| 4CF005 | Safeguarding and Multi-Agency Perspectives | 20 | SEM1 | Core |
| 4ED013 | Education Studies in the Modern World | 20 | SEM2 | Core |
| 4ED001 | Education in Europe | 20 | SEM2 | Core |
| 4CF004 | Growing Up in the 21st Century | 20 | SEM2 | Core |

September (Part-time)

| Module | Title | Credits | Period | Type |
|--------|--|---------|--------|------|
| 3ED003 | Valuing the Self & Others | 20 | SEM1 | Core |
| 3ED004 | Interprofessional Working | 20 | SEM2 | Core |
| 3ED005 | Exploring Inclusive Education and Practice | 20 | SEM2 | Core |

September (Full-time)

| Module | Title | Credits | Period | Type |
|--------|--|---------|--------|------|
| 5ED004 | Enhancing Professional Practice on Placement | 20 | SEM2 | Core |
| 5ED003 | The Psychology of Educational Achievements | 20 | SEM1 | Core |
| 5ED002 | Becoming a Researcher | 20 | SEM1 | Core |
| 5ED001 | Understanding Curriculum | 20 | SEM2 | Core |
| 5CF010 | Youth Culture and Identity | 20 | SEM2 | Core |

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

| | | | | |
|--------|--|----|------|--|
| 5SN004 | Exclusion from School and Social Justice | 20 | SEM1 | |
| 5CF013 | Understanding Children's Worlds | 20 | SEM1 | |

September (Part-time)

| Module | Title | Credits | Period | Type |
|--------|--|---------|--------|------|
| 4CF011 | Child and Young Person Development | 20 | SEM1 | Core |
| 4CF005 | Safeguarding and Multi-Agency Perspectives | 20 | SEM1 | Core |
| 4ED013 | Education Studies in the Modern World | 20 | SEM2 | Core |

September (Full-time)

| Module | Title | Credits | Period | Type |
|--------|--|---------|--------|------|
| 6ED015 | Dissertation | 40 | YEAR | Core |
| 6CF016 | Childhood and Youth in a Global Context | 20 | SEM2 | Core |
| 6ED002 | Policy and Practice of Learning and Teaching | 20 | SEM1 | Core |
| 6ED003 | Education in Challenging Contexts | 20 | SEM2 | Core |

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

| | | | | |
|--------|--|----|------|--|
| 6CF003 | Tackling Inequalities in Children, Young People and their Families | 20 | SEM1 | |
| 6CF020 | Pedagogy of Play | 20 | SEM1 | |

September (Part-time)

| Module | Title | Credits | Period | Type |
|--------|--------------------------------|---------|--------|------|
| 4ED002 | Education and Social Justice | 20 | SEM1 | Core |
| 4ED001 | Education in Europe | 20 | SEM2 | Core |
| 4CF004 | Growing Up in the 21st Century | 20 | SEM2 | Core |

September (Part-time)

| Module | Title | Credits | Period | Type |
|--------|--|---------|--------|------|
| 5ED004 | Enhancing Professional Practice on Placement | 20 | SEM2 | Core |
| 5ED001 | Understanding Curriculum | 20 | SEM1 | Core |

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

| | | | | |
|--------|--|----|------|--|
| 5SN004 | Exclusion from School and Social Justice | 20 | SEM1 | |
| 5CF013 | Understanding Children's Worlds | 20 | SEM1 | |

September (Part-time)

| Module | Title | Credits | Period | Type |
|--------|--|---------|--------|------|
| 5ED003 | The Psychology of Educational Achievements | 20 | SEM1 | Core |
| 5ED002 | Becoming a Researcher | 20 | SEM2 | Core |
| 5CF010 | Youth Culture and Identity | 20 | SEM2 | Core |

September (Part-time)

| Module | Title | Credits | Period | Type |
|--------|--|---------|--------|------|
| 6CF016 | Childhood and Youth in a Global Context | 20 | SEM2 | Core |
| 6ED002 | Policy and Practice of Learning and Teaching | 20 | SEM1 | Core |

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

| | | | | |
|--------|--|----|------|--|
| 6CF003 | Tackling Inequalities in Children, Young People and their Families | 20 | SEM1 | |
| 6CF020 | Pedagogy of Play | 20 | SEM1 | |

September (Part-time)

| Module | Title | Credits | Period | Type |
|--------|-----------------------------------|---------|--------|------|
| 6ED015 | Dissertation | 40 | YEAR | Core |
| 6ED003 | Education in Challenging Contexts | 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/19/5.1.15 FEHW Undergraduate degrees with Foundation Years.

Section 1.3.1 - Exemption to exceed normal module credits within the standard University Framework allowing for the use of 40 credit modules at Level 3 including Year Long delivery.

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).

Effective date: September 2020.

APPROVED by AFRSC.

Reference Points:

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

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

[Subject Benchmark Statements Education Studies](#) (2019)

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

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

[Equality Act](#) (2010)

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

| Learning Outcomes | Modules |
|--|---------|
| FY01 Develop an independent, reflective and self-managed approach to study. | |
| FY02 Develop and utilise skills appropriate for study in Higher Education. | |
| FY03 Improve confidence in learning, study and approaches to finding information. | |
| FY04 Develop an understanding and insight into a range of relevant disciplines. | |
| FY05 Be aware of 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 Assess 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 | |
| DIPHE02 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 | |

DIPHE03 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.

DIPHE04 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.

DIPHE05 Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

DIPHE06 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.

DIPHE07 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 Demonstrate knowledge and understanding of underlying theories, values and principles relevant to Education Studies, Childhood and Youth

BHONSN02 Demonstrate knowledge and understanding of underlying theories, values and principles relevant to Education Studies, Childhood and Youth

BHONSN03 Recognise a variety of principles and approaches to education and educational issues, e. g. Social justice, inclusion, youth culture, perspectives on childhood and globalisation.

BHONSN04 Review, consolidate and apply course-appropriate knowledge from a variety of sources in a systematic way

BHONSN05 Reflect and analyse their own value system, development and practices with reference to concepts and theories encountered in Education Studies, Childhood and Youth Studies.

BHONSN06 Communicate understanding using a variety of vocal/ written/ multi-modal formats

BHONS01 Demonstrate knowledge and understanding of underlying theories, values and principles relevant to Education Studies, Childhood and Youth

BHONS02 Show Awareness of the different physical and virtual contexts in which learning can take place and the range of different participants in the learning process

BHONS03 Recognise a variety of principles and approaches to education and educational issues, e. g. Social justice, inclusion, youth culture, perspectives on childhood and globalisation.

BHONS04 Review, consolidate and apply course-appropriate knowledge from a variety of sources in a systematic way.

BHONS05 Reflect and analyse their own value system, development and practices with reference to concepts and

BHONS06 Communicate understanding using a variety of vocal/ written/ multi-modal formats.

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 the public and private sector, with the opportunity for you to gain employment in local education authorities, prison education services, museums and heritage industries, private training providers, and charities. You may also consider family support work, parenting assessment, working with youth 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.

