BA (Hons) Childhood and Youth Studies

Programme Specification

Primary Purpose:

Course management, monitoring and quality assurance.

Secondary Purpose:

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer:

The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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Programme Specification

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1. Named Awards

BA (Hons) Childhood and Youth Studies

2. Course Code (and UCAS Code if applicable)

L590 / C1989S

3. Awarding Body

University of Portsmouth.

4. Teaching Institution

University of Portsmouth.

5. Accrediting Body

None.

6. QAA Benchmark Groups

Education Studies 2015
Sociology 2007
Social Policy and Administration 2007

7. Document Control Information

July 2015

8. Effective Session

2015/16.

9. Author

Joy Chalke

10. Faculty

Humanities and Social Sciences.

11. Department

School of Education and Continuing Studies.

12. Educational Aims

- Explore the common core of skills and knowledge for children and young people workforce
- Understand key aspects of a multi-disciplinary area
- Apply appropriate techniques of analysis to the subject area
- Research topics and devise and sustain arguments related to the subject area
- Discuss current research and scholarship related to the subject area
- Discuss current limits of knowledge in the subject area
- Communicate information in a manner appropriate to the subject and intended audience
- Complete an extended piece of independent enquiry in the subject area

- Take responsibility for their own learning in a single honours degree programme
- Show initiative and be able to make and justify decisions
- Interrogate a variety of learning media to develop knowledge
- Be self reflective

Provide:
- A broad social science approach when examining the child as a central focus
- A challenging and stimulating study environment
- Flexibility in teaching to embrace a rapidly changing field of study

13. Reference Points

- University of Portsmouth Curricula Framework 2012
- The scholarship and research expertise of academic members of staff
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education
- National Qualifications Framework
- The Benchmark statements for Education Studies, Sociology and Social Policy
- Learning outcomes that are directly cross referenced are shown as: Education studies (E), Sociology (S), Social Policy (SPA)
- Framework for Higher Education Qualifications (FHEQ).
- Previous Common Core Framework for working with children and young people (CCF) (Now archived by the DFE)

14. Learning Outcomes

A. Knowledge and Understanding of:

1. A range of classical and contemporary educational and sociological theories and concepts (E) (S)
2. Underlying values and principles relevant to the study of human needs (E) (CCF)
3. Key concepts used to understand human needs and social welfare e.g. equity, poverty (SPA) (CCF)
4. The social processes underpinning social change and social stability (SPA)
5. Social nature of the relationship between individuals, groups and social institutions (S) (CCF)
6. Interdisciplinary approaches to themes e.g. education, family, youth (SPA) (CCF)
7. Key legislation and its historical and contemporary impact on the child and young person (E)
8. Contemporary activities and organisation of main institutions of the UK welfare and education system (SPA)
9. Societal and organisational structures and purposes of education systems (E) (CCF)
10. The diversity of learners and complexities of educational process (E) (CCF)
11. Different contexts in which learning can take place and the range of roles of participants in the learning process (E)
12. The strengths and weaknesses of the range of sociological and educational research methods
13. International differences in the concept of child and young person
14. Study skills strategies to enhance own learning and understand that of others

Learning and Teaching Strategies and Methods
- Lectures are used to set out the major theories, concepts, issues and evidence in a given area of study (1,2,3,4,5,6,7,8,9,10,11,13)
- Seminars, workshops, poster presentations, group and individual projects enable students to advance their knowledge and understanding in a more interactive environment (1,2,3,4,5,6,7,8,9,10,11,12,13)
- Tutorials provide individual support with regard to specific learning needs
- Guided study enables students to make use of a range of learning materials and resources and together with Web based activities promotes independent study (1,2,3,4,5,6,7,8,9,10,11,13, 14)

- The final year dissertation enables a deeper level of study in a chosen area (12, 14)

Assessment

Assessment is a crucial component of student learning. It is necessary to monitor student progress in both knowledge and skills, motivate learning, provide feedback and grade students. Assessment reflects progression within the programme and enables students to demonstrate a wide range of ability and skill. Early opportunities for formative feedback are given through study skill units to help students in transition to H.E. The assessment methods used on the programme are varied:

- Individually assessed coursework takes the form of essays, seminar journals, individual projects and reports, article reviews, poster presentations, assessed seminars and the dissertation
- Group-based course work assessments
- Computer based assessments – VLE

B. Cognitive (Intellectual or Thinking) Skills, able to:

1. Appreciate the complexity and diversity of social situations (S) (CCF)
2. Gather, retrieve and synthesise information (S)
3. Make reasoned arguments (S)
4. Analyse and question concepts, theories and issues in systematic way (E)
5. Understand the significance and limitations of theory and research (E)
6. Review and evaluate evidence and texts (S)
7. Reflect on own value system (E)
8. Accommodate new principles and understanding (E)

Learning and Teaching Strategies and Methods

The teaching and learning of cognitive skills will be developed alongside the teaching and learning of knowledge and understanding. More specifically development will be through discursive activities including those in formal seminar groups, through e-mail and with tutors and VLE activities.

Assessment

- Assessment feedback addresses coherence and structure of argument as well as specific subject knowledge
- The range of assessments outlined in section A develops students' cognitive skills in a variety of contexts and situations. For example a presentation to a group will rely on planned limited responses whereas the dissertation demands an extended period of research, reflection and evaluation
- Marking criteria for assessment are designed to address a range of intellectual skills, and give students clear guidance on expectations.

C. Practical (Professional or Subject) Skills, able to:

1. Be sensitive to the values and interests of others (SPA) (CCF)
2. Analyse social needs using theory and concepts (SPA)
3. Analyse and interpret a range of educational and research data (E) (S) (SPA)
4. Undertake scholarly work
5. Understand the ethical implications of sociological and educational enquiry (S) (E) (CCF)
6. Construct an effective social research proposal (S) (CCF)

Learning and Teaching Strategies and Methods

- Substantive issues are taught and further knowledge in relation to these is developed through independent reading and seminar discussion
- The practical application of theory and analysis is developed through seminars, workshops and discussions

Assessment

- The ability to apply practical, professional and subject specific skills will be met through the modes of assessment strategies utilised over the three years of study.

- In addition the LIFE elective will allow students the opportunity to meet appropriate practice based outcomes

D. Transferable (Graduate and Employability) Skills, able to:

1. Use learning and study skills (S) (SPA) (E)
2. Communicate in a variety of contexts and modes (S) (SPA) (E) (CCF)
3. Demonstrate information retrieval skills in relation to primary and secondary sources of information (S)
4. Demonstrate communication and IT skills (S) (SPA) (E)
5. Demonstrate skills of time planning and management (S)
6. Work as a member of a group (S) (SPA) (E) (CCF)
7. Present material in a variety of formats (S)
8. Undertake independent study and take responsibility for own critical review

Learning and Teaching Strategies and Methods

- The development of transferable skills is an important aspect of teaching and learning of all core and optional units and are incorporated in to seminar discussions
- At level 4 learning and study skills are developed through a specific programme. These include time management, note-taking, group work, library and web-based skills, essay planning and writing, referencing and IT skills
- At level 4 and 5 career awareness and job application skills are developed in the context of a programme delivered by academic staff and members of the University Careers Service
- At level 6 students draw upon and further develop a range of transferable skills in the production of a dissertation. These include information retrieval skills, time planning and project management skills and the effective presentation of an extended piece of written work. These are introduced in a specifically tailored programme
- There has been consideration of the Core Employability skills (UoP Curricula framework) throughout the whole course

Assessment

- At all levels these skills are integrated in the LOs and assessment opportunities
- At level 4 this will be through the Developing Professional Perspectives and Inclusion and Diversity Units.
- At level 5 this will be through personal tutorials linked to the Professional Involvement with Children and Young People unit
- At level 6 the dissertation will be the assessed artefact

15. Course Structure, Progression and Award Requirements

- Childhood and Youth Studies (CYS) is offered as a single full time (3 years) pathway
- One credit is equivalent to one hour of learning. Each level comprises of a minimum of 120 credits. Units are offered as 20 credits, with the final year dissertation being 40 credits
- 360 credits are required to achieve the degree. Standard University rules apply. The regulations must be consulted for a full description of exit awards

16. Employability Statement

This degree offers many curricula and co-curricula opportunities that will improve the employability skills of students. It is intended that this is explicitly communicated to students at all levels in order that they can be pro-active in collating a useful career entry profile throughout the three years of the degree. This will be achieved in the following way:

Curriculum:

- Units will give students the opportunity to manage a range of tasks, manage others, manage information and manage themselves and their learning. This is more explicitly covered in the following units:

- Developing Professional Perspective and Diversity and Inclusion – time management, resources, own best-study practice, learning styles, multiple intelligences, cognitive development – self and others, theory of group dynamics, group tasks, reflections
- Professional Involvement with Children and Young People – theory, case-studies, visiting speakers from different jobs in multi-agency situations (ideally ex-students in the field)
- Personal Development Planning will be introduced in tandem with the 2 core skills units at level 4 – Developing Professional Perspectives and Diversity and Inclusion - and thereafter delivered through the Personal Tutor system and aspects of certain units (see above). It will use centrally produced materials, which will be enhanced with departmentally produced supplementary tasks. The course has been designed with a progression of study skills and is an integral part of the Teaching, Learning and Assessment strategy.

Employability skills will be delivered (and assessed where applicable) throughout the curriculum. We will provide structured support to enable students to develop their employability skills from L4 to L6. Core units at each level will include most of the academic and employability skills that are listed in Annex 5 of the 2012 Curriculum Framework. In addition, there will be relevant work-related units in the curriculum, such as Professional Involvement with Children and Young People, Family and Social Environments, and Education, Society and the Curriculum. ***Career management skills*** specifically (as a subset of employability skills) will be embedded throughout the curriculum:

At a basic level (L4), the management of self, learning, tasks, the communication of information, and the development of interpersonal skills will be embedded in the first 'short fat' subject foundation unit ('Developing Professional Practice'). This unit will help students 'learn how to learn' as part of studying the discipline of a subject area. Additionally, students will be introduced to basic career management skills (self awareness, professional development planning, CV development etc) in order to get them thinking about their existing skills and career plans.

At L5, we will continue with developing Career Management skills during Induction Week. There will be plenary sessions for students on the further development of career management skills and this will be backed up by interactive online exercises and website resources related to the subject area. We will develop an interactive, online Employability Hub – building on the current online resources that we already have.

At L6, as part of Induction Week, personal tutorials and PDP, we will provide further guidance and activities for students (as part of what are currently termed 'Pathfinder Exercises'). This will be linked to individual research/project skills related to the core 40 credit dissertation/project and group research/project skills in core units.

For both L5 and L6 students we also will run (as we currently do) a series of Faculty-wide careers events with employers from a range of relevant employment sectors during the year (including a Faculty Alumni Day).

All these activities will be supported by the Personal Tutor system and a refocused PDP – developing students as professionals - ***Professional Development Planning***.

We will also provide opportunities for students to engage in work-related learning through active learning and the application of skills in work-related environments. This will consist of an understanding of working environments and the impact of globalisation on career goals. This will take place through work-related activities in one or more core units. For some students, this will involve real-world working environments, such as the LIFE option. This is a Faculty-wide ***Learning from Experience (LiFE)*** unit – which allows students to gain credit from paid/unpaid work, volunteering, placements, internships, working on research projects for staff etc. Additionally there is the option for students to take an optional sandwich year.

Finally, we are committed to providing opportunities for students to study a ***language*** as part of preparing students for the global labour market and as part of our commitment to internationalisation.

17. Support for Student Learning

- The Course is managed by a Course Leader.
- Extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance.
- University support services include careers, financial advice, housing, counselling etc.
- Academic Skills Unit (ASK)
- The SECS based Learning Support Tutor.
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities.
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.
- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Feedback is provided for all assessments.
- Personal Development Planning (PDP) for all awards.

18. Admissions Criteria

A. Academic Admissions Criteria

- A/AS levels – 240-300 points to include 3x6 and/or 12 unit awards
- Professional qualifications and experience are considered positively
- Access students are welcomed
- Other qualifications e.g. Equivalent to the above
- Mature students and International students are welcome
- IELTS – minimum requirement Level 6
- If appropriate, prior learning may be assessed and accredited

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review.
- Head of Department's Annual Standards and Quality Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Periodic Programme Review.
- Student Representatives and Student/Staff Consultative Committees.
- National Student Survey.
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery.
- Course Leader for day-to-day running of course.
- Board of Studies with overall responsibilities for operation and content of course.
- Head of Department.
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies.
- Student Staff Consultative Committees.
- Unit and Course level student feedback questionnaires.
- University participates in external student surveys, eg National Student Survey (NSS), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.
- All academic staff encouraged to seek Higher Education Academy membership.
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

20. Assessment Strategy

All assessments are considered to enable some level of knowledge and understanding. Certain assessments lend themselves more readily to the development of cognitive (intellectual or thinking) skills, practical skills and transferable (graduate and employability) skills. Consideration of this has been given at each level with an acknowledgement that there is a rising expectation of the development of these skills.

The assessment approaches for the core units in Level 4 include essays, reports, on-line discussions, web-based activities, individual and group presentations, an open exam and journal writing. These have been selected in order to introduce students to the broadest range of assessment experiences so that these can be developed and consolidated in subsequent levels.

- Essay and report writing provide opportunities to manage tasks and their own learning by identifying key features and planning a course of action, which is completed independently. This will develop sound knowledge and comprehension skills
- The group tasks (some assessed formatively and some assessed summatively) provide opportunities to work collaboratively, respect others views and to provide and receive constructive criticism. Additionally they develop practical and creative skills and imaginative and original ways of communicating with a range of audiences
- The individual presentational provides the opportunity to develop the confidence, planning and skills in effective oral communication
- The on-line discussion and group summary in the Studying at HE unit introduces students at the earliest point to the eLearning and eAssessment culture that is an integral part of the programme

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- The journals in Introduction to Sociological Analysis and Development of Learning develop reflective skills

The assessment approaches at level 5 include:
- Essays in 2 of the 3 core units –provide opportunities to develop intellectual skills of evaluation, application of knowledge and analysis
- Group presentations, develops collaborative skills and an understanding of group dynamics and roles together with an analysis of own role in group activities
- The opportunity to develop a range of careers skills
- Optional units provide a range of assessment opportunities and allow students to develop and demonstrate skills in evaluating own experiences with regard to culture, employment and the acquisition of coaching skills, developing further research skills

The assessment at level 6 includes:
- The opportunity to explore the implication of global influence on children and young people services
- The Dissertation develops skills of self management of a sustained, substantial piece of written work including skills of analysis and enquiry, synthesis of information
- Option units at this level will include assessment opportunities to further develop skills of synthesis, analysis and evaluation of a range of complementary themes

21. Assessment Regulations

Standard university rules apply (see Assessment and Regulations).

22. Role of Externals

Subject External Examiners who will:
- oversee unit assessment and usually attend Unit Assessment Boards;
- approve unit assessment strategy;
- sample assessment artefacts;
- present report to Unit Assessment Boards.

Award External Examiners (usually also a Subject External Examiner) who will:
- oversee and attend Award/Progression Boards;
- scrutinise and endorse the outcomes of assessment;
- ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom.

23. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

B. Periodic Programme Review (or equivalent)

A Periodic Review was conducted in March 2015 and confirmed the 'fitness of purpose' of the curriculum and the effectiveness of its annual monitoring and review processes.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see Higher Education Review of the University of Portsmouth, March 2015*[1]).
[1] www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

D. Others

24. Other Sources of Information

Other sources of information may be found in

- Course Approval Document.
- Student Handbook.
- University of Portsmouth Curricula Framework.
- University of Portsmouth Undergraduate Prospectus.
- Assessment Regulations.
- University of Portsmouth (http://www.port.ac.uk/) and (http://www.port.ac.uk/departments/academic/secs) website.