# COURSE SPECIFICATION

## *BA (Hons) Childhood and Youth Studies with Psychology*

**Academic Standards, Quality and Partnerships**
**Department of Student and Academic Administration**

**July 2021**

### Copyright

# COURSE SPECIFICATION

| Course Title | *BA (Hons) Childhood and Youth Studies with Psychology* |
|---|---|
| Final Award | *BA (Hons)* |
| Exit Awards | *BA, DipHE, CertHE* |
| Course Code / UCAS code (if applicable) | *C2400S / L5C8* |
| Mode of study | *Full time* |
| Mode of delivery | *Campus* |
| Normal length of course | *3 years, 4 years with placement* |
| Cohort(s) to which this course specification applies | *from September 2019 intake onwards* |
| Awarding Body | *University of Portsmouth* |
| Teaching Institution | *University of Portsmouth* |
| Faculty | *Faculty of Humanities and Social Sciences* |
| School/Department/Subject Group | *School of Education and Sociology* |
| School/Department/Subject Group webpage | *https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/our-academic-structure/faculty-of-humanities-and-social-sciences/school-of-education-and-sociology* |
| Course webpage including entry criteria | *https://www.port.ac.uk/study/courses/ba-hons-childhood-and-youth-studies-with-psychology* |
| Professional and/or Statutory Regulatory Body accreditations | *Not applicable* |
| Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level | *Level 4, 5, 6* |

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the Course and Module Catalogue for further information on the course structure and modules.

## Educational aims of the course

- To offer students the key skills and knowledge required for working with children, young people and families.
- To provide a framework allowing students to follow a flexible coherent programme of study across Childhood and Youth Studies and Psychology, thereby developing specialist interests and knowledge.
- To foster an enabling learning environment where students can critically engage with current research and scholarship pertaining to Childhood Studies and Psychology.
- To equip students with sound social and educational research and analysis skills, by providing opportunities to research topics and substantiate arguments.
- To support students in gaining the skills and knowledge required to maximise career and postgraduate study opportunities.

The Education QAA benchmark statement requires the degree to provide students with the skills:
- To analyse, examine new concepts, apply theory, reflect, and communicate knowledge.
- Explore the key skills and knowledge required for working with children, young people and families
- Understand central aspects of this applied social science discipline.
- Apply appropriate techniques of analysis to the subject area.
- Research topics and devise and sustain arguments related to the subject area.
- Critically engage with 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 combined 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.

## Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The Quality Assurance Agency for Higher Education (QAA) sets out a national framework of qualification levels, and the associated standards of achievement are found in their Framework for Higher Education Qualifications document.

The Course Learning Outcomes for this course are outlined in the tables below.

**A. Knowledge and understanding of:**

| LO number | Learning outcome | Learning and Teaching methods | Assessment methods |
|---|---|---|---|
| A1 | A range of classical contemporary educational, psychological and sociological theories and concepts related to children, young people and families, including international contexts. | Lectures, class-based critical reading of applied theory. | Essays, article reviews/critiques. Presentations, use of different media (e.g., posters, webpages, etc.) |

| A2 | Societal structures relating to the nature of the relationship between young people, families and community including perspectives from social psychology theory. | Lectures, class-based critical reading of applied theory. | Essays, article reviews/critiques. Presentations, use of different media (e.g., posters, webpages, etc.). |
|---|---|---|---|
| A3 | Interdisciplinary approaches to working with young people and families within the context of main institutions of the UK welfare and education system. | Lectures, seminars, placement experience. | Essays, groups presentations, formative assessment through class based and tutorial based discussion. |
| A4 | Key legislation and social policy, including historical and contemporary perspectives which impact on the young person and their families. | Specific modules which focus on traditional and alternative curricula; lectures, seminars. | Essays, article critiques/reviews, group presentations. |
| A5 | The strengths and weaknesses of the range of research methods required to study and research young people vis-à-vis social psychological theory. | Specific modules of study, lectures, seminars and related reading. | Essay, group presentation, applied knowledge demonstrated through assessed observation. |

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

| LO number | Learning outcome | Learning and Teaching methods | Assessment methods |
|---|---|---|---|
| B1 | Appreciate the complexity and diversity of social situations taking account of educational and psychological theory. | Use of VLE based stimulus material to represent diverse populations, lectures, seminar-based discussion of literature and student research. | Reflective portfolio (placement), essays, group presentations. |
| B2 | Gather, retrieve, analyse and synthesise information in order to make reasoned arguments. | Seminar based research activities, dissertation supervision, formative feedback in class. | Summative and formative assessment in written submissions, dissertation. |

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| B3 | Understand the significance and limitations of theory and research. | Lecture-based teaching presenting critical arguments, seminar discussion & debate. | Essays, group presentations, dissertation. |
|---|---|---|---|
| B4 | Reflect on own value system. | Seminar discussion of related literature and contemporary issues, dissertation supervision. | Written work, essays, reports. |
| B5 | Accommodate new principles and understanding through critical thinking. | Focused modules of study to prepare students for dissertation/empirical major project. Lectures and seminar-based reading. | Dissertation proposal, article critique. |

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

| LO number | Learning outcome | Learning and Teaching methods | Assessment methods |
|---|---|---|---|
| C1 | Contribute to, and work within, an inclusive environment that respects the values and interests of others whilst studying and working with young people and their families. | Both taught and role modelled through the School's ethos and teaching approaches. Child-centred, needs-led discussions which are inclusive and sensitive to individual differences. | Presentations, case studies, professional practice placement, reflective writing. |
| C2 | Analyse and interpret a range of theories and research in the area of the development of young people to include psychological theories. | Teaching and application of theory to the lives of children and young people; lectures, seminar discussions. | Essays and oral assessments specifically focused on social needs and issues. |
| C3 | Construct effective social research proposal(s). | Scaffolded learning and assessment, ongoing tutorial support. | Applied project reports, dissertation. |

| LO number | Learning outcome | Learning and Teaching methods | Assessment methods |
|---|---|---|---|
| C4 | Plan for, assess and evaluate learning opportunities for young people. | Focused teaching through Research with Children and Young people module. | Dissertation proposal, assessed pathway to empirical major project. |
| C5 | Display knowledge of the need to work collaboratively and ethically to<br>a) meet the needs of young people and families,<br>b) promote the health, welfare and safety of young people<br>c) be able to identify strategies to manage these processes effectively | Focused teaching through research with children module, in class research activities. | Dissertation/ major project proposal. |

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

| LO number | Learning outcome | Learning and Teaching methods | Assessment methods |
|---|---|---|---|
| D1 | Interpret a range of primary and secondary sources of data including numerical sources. | Reflective activities identifying areas of strength/ need, targeted and detailed feedback, formative assessment. | Employability focused activities through identified modules at levels 4, 5 & 6, assessed through successful self-directed study. |
| D2 | Communicate and present in a variety of contexts and formats, including the appropriate use of technology. | Teaching and learning that engages active participation of students. | **Written forms of assessment**: essays, reports, posters, web pages.<br>**Oral forms of assessment**: group presentations, podcasts. |
| D3 | Work as a member of a team and demonstrate self-reflective skills to consider the effectiveness of the team. | Lectures, seminars, group work, work placements, simulations. | Group presentations, reflective self-review. |
| D4 | Undertake independent study, demonstrate skills of time planning and project management and take responsibility for own critical review using self-reflection as tool for future learning. | Teaching of research skills from first assessments to dissertation, drawing mainly | Assignments that require the use of information technologies; Microsoft Office |

| | | on secondary sources. Engagement with primary sources through reflective portfolio on placement, and for empirical major project students in L6. | suite software, VLE, Turnitin. Use of apps and specialised tools (e.g., voice recorder) and software depending on module needs.. Submission of deliverables within deadline. |
|---|---|---|---|
| D5 | Use critical thinking to present a range of theoretical positions and a well-informed opinion to engage with problem solving activities. | Scaffolded approach to self-directed study. | Essays, reports, dissertation. |

## Academic Regulations

The current University of Portsmouth Academic Regulations will apply to this course.

## Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the MyPort student portal.

In addition to these University support services this course also provides dedicated induction activities and student tutorial programmes which are specifically designed to support the transition of direct entry students to the requirements for studying at University.

Students in this course are also supported by:

- A Course Leader
- A Personal Tutor for each student throughout their studies
- A Senior Tutor
- Learning Development Tutors
- Practice Supervisors within the work placement
- A Dissertation Supervisor in the third year

## Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our Policy for Listening to and Responding to the Student Voice where you can also find further information.

## Reference Points

The course and outcomes have been developed taking account of:

- University of Portsmouth Curriculum Framework Specification
- University of Portsmouth Strategy
- University of Portsmouth Code of Practice for Work-based and Placement Learning
- Quality Assurance Agency UK Quality Code for Higher Education
- Quality Assurance Agency Qualification Characteristic Statements
- Quality Assurance Agency Subject Benchmark Statement for Education Studies (2019)

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- [Quality Assurance Agency Subject Benchmark Statement for Youth and Community Work (2019)](#)
- [Quality Assurance Agency Subject Benchmark Statement for Early Childhood Studies (2019)](#)
- [Quality Assurance Agency Subject Benchmark Statement for Psychology (2019)](#)
- [Quality Assurance Agency Framework for Higher Education Qualifications](#)
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- National Occupational Standards

## Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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## Document details

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