



UNIVERSITY OF
PORTSMOUTH

COURSE SPECIFICATION

BA (Hons) Childhood and Youth Studies with Criminology

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COURSE SPECIFICATION

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| Course Title | BA (Hons) Childhood and Youth Studies with Criminology |
| Final Award | BA (Hons) |
| Exit Awards | BA , DipHE, CertHE |
| Course Code / UCAS code (if applicable) | U2807PYC |
| 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 2020 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, Languages and Linguistics |
| 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-languages-and-linguistics |
| Course webpage including entry criteria | http://www.port.ac.uk/courses/education-childhood-and-youth-studies/ba-hons-childhood-and-youth-studies-with-criminology/ |
| Professional and/or Statutory Regulatory Body accreditations | N/A |
| 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 their families.
- To enable students to follow a flexible coherent programme of study across Childhood and Youth Studies and Criminology, thereby developing specialist interests and knowledge.
- To foster an enabling and inclusive learning environment where students can critically engage with current research and scholarship pertaining to Childhood Studies and Criminology.
- To equip students with sound social and educational research and analysis skills, enabling them to research topics and substantiate arguments.
- To encourage students' ability to develop their own knowledge, values and practices to critically position themselves in relation to theoretical propositions, models of practice, and policy debates around children, young people, and their families.
- To cultivate in students an appreciation for the importance of context in the experiences and development of children and young people, on an interpersonal and structural level.
- To present students with opportunities to engage with cross-cultural perspectives and to consider their learning and skills for the development of their global citizenship.
- To support students in gaining the transferable skills and knowledge required to maximise career and postgraduate study opportunities.

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 and contemporary educational and criminology theories and concepts including international contexts and crime causation explanations, the ways in which agencies respond to crime, theories of punishment and punitive and rehabilitative approaches to sentencing those who offend. | Lectures, class based critical reading of applied theory, discussions. | Essays, article reviews/critique, presentations, use of different media i.e. posters, webpages, etc. |
| A2 | Societal structures relating to the nature of the relationship between young people, families and community and criminal justice systems. | Class based discussion of the needs of Children and young people in contemporary context. Scholarship of leading authors in the field. | Essays, case studies, reflective ePortfolio based on placement experience. |
| A3 | Interdisciplinary approach to working with young people and families within the context of main institutions of the UK welfare and education system, including technological contexts. | Lectures, seminars, placement experience | Essays, groups presentations, formative assessment through class based and |

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| | | | 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 | Interdisciplinary approach to working with children, young people and families within real world contexts of main institutions of the UK welfare and education system taking into account the changing nature of the 'criminal justice state.' | Lectures, seminars, placement experience | Essays, groups presentations, formative assessment through class based and tutorial-based discussion |
| A6 | The strengths and weaknesses of the range of research methods required for study and research relative to young people. | Specific modules of study, lectures, seminars and related reading taught in class | 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. | Use of VLE based stimulus material to represent diverse populations, lectures, seminar-based discussion of literature and student research | Reflective ePortfolio (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, article critiques, further reading. | Summative and formative assessment in written submissions Dissertation. |
| B3 | Understand the significance and limitations of theory and research | Lecture based teaching presenting balanced 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 of to include multiple and competing perspectives to criminological issues 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 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 in ePortfolios. |
| C2 | Analyse and interpret a range of theories and research in the area of child development and criminological ideas. | Teaching of theory and application of theory to the lives of children and young people; lectures, seminar discussions, in class reading of related literature | Essays and oral assessments specifically focused on social needs and issues. |
| C3 | Construct an effective social research proposal(s). | Scaffolded learning and assessment, tutorial support as students' progress over 3 years of study. | Attainment at levels 4,5 & 6 through written and oral assessment forms |
| 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 | Understand the ethical implications when studying and working with children, young people and their families. | Focused teaching on research methods, some students undertake empirical project in 3 rd year, seminar discussion of related reading | Essays and reports. |
| C6 | Display knowledge of the need to work collaboratively and ethically to <ul style="list-style-type: none"> a) meet the needs of young people and families, b) promote the health, welfare and safety of young people 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. |

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| C7 | Apply learning to real world contexts with children and young people, including technological contexts. | Discussions, group work, reflective writing and formative feedback. | Essays, case studies, interventions, major projects/ dissertations. |
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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 | Essays, article reviews, empirical dissertations, presentations, discussions, reports, posters. |
| D2 | Communicate and present in a variety of contexts and modes including the appropriate use of technology | Teaching and learning which engages active participation of students | Written forms of assessment; essays, reports, posters, web pages, animations, Oral forms of assessment; group presentations, group debate |
| 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 and reflective self-review. Development of ePortfolios with reflective accounts and employability enhancement. |
| D4 | Undertake independent study, demonstrate skills of time planning and management and take responsibility for own critical review using self-reflection as a tool for future learning. | Teaching of research skills from 1 st assessments to dissertation, drawing mainly on secondary sources. Primary sources through reflective ePortfolio on placement, and for empirical major project students in 3 rd year learning | Requirement to use IT; word, PPT, VLE, Turnitin, and other forms within some option units. Employability focused activities through identified units at levels 4,5, & 6, assessed through successful self-directed study |
| D5 | Use critical thinking to present a range of theoretical positions and a well-informed opinion in order to engage with problem solving activities | Scaffolded approach to self-directed study | Ability to manage deadlines, commit to longer term pieces of work i.e. reflective |

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;

- A personal tutor for each student throughout their studies;
- A Wellbeing and Diversity Coordinator;
- Learning Development Tutors;
- Buddy Mentors for first year students;
- Practice supervisors within the work placement
- A dissertation supervisor in their 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 Education Strategy 2020 - 2030](#)
- [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 \(2019\)](#)
- [Quality Assurance Agency Subject Benchmark Statement for Criminology \(2022\)](#)
- [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

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 Course specification for [BA \(Hons\) Childhood and Youth Studies with Criminology](#)

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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| Minimum student registration numbers | |