COURSE SPECIFICATION

BA (Hons) Childhood and Youth Studies

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

July 2021

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COURSE SPECIFICATION

Course Title	BA (Hons) Childhood and Youth Studies
Final Award	BA (Hons)
Exit Awards	BA , DipHE, CertHE
Course Code / UCAS code (if applicable)	C1989S / U1989PYC, L590
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 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
Professional and/or Statutory Regulatory Body accreditations	None
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

The course content of this degree will provide students with the following, as detailed in the QAA benchmark statement:

- the underlying values, theories and concepts relevant to education
- the diversity of learners and the complexities of the education process
- the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process
- the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process

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 key 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
- 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

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 and technological contexts.	Lectures, class based critical reading of applied theory,	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 communities.	Class based discussion of the needs of Children and	Essays, case studies, reflective ePortfolio based

LO	Learning outcome	Learning and Teaching methods	Assessment methods
		young people in contemporary context. Scholarship of leading authors in the field	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.	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 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, further reading. Independent study.	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. Reflective writing in ePortfolio linked to placements.
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 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 the development of young people.	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 module	Dissertation proposal, assessed pathway to empirical major project
C5	Understand the need to work collaboratively and ethically to meet the needs of young people and families, to promote the health, welfare and safety of young people and be able to identify strategies to manage this effectively	Focused teaching through research with children module, in class research activities	Dissertation/major project proposal. Placements and ePortfolios.
C6	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.

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 units at levels 4,5,& 6, assessed through successful self-directed study.
D2	Communicate and present in a variety of contexts and modes including the appropriate use of ICT	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.
D4	Undertake independent study, demonstrate skills of time planning and management and take	Teaching of research skills	Requirement to use IT; word,

		from 1st assessments to dissertation, drawing mainly on secondary sources. Primary sources through reflective ePortfolio on placement, and for empirical major project students in 3rd year learning.	PPT, VLE, turnitin, and other forms within some option units.
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 ePortfolio and 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;

- A personal tutor for each student throughout their studies;
- A Wellbeing and Diversity Co-ordinator;
- 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:

Contemporary approaches in the related fields of education, social care and community work, identified as being typical career destinations of our graduates.

- [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](#)
- [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 students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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