

**City College Norwich
Higher Education: Programme Summary Specification**

This Summary Programme Specification sets out the essential features and characteristics of the BA (Hons) Childhood and Youth Studies course.

Course Title	Childhood and Youth Studies
Awarding Body	University of East Anglia (UEA)
Level of Award	Level 6
Professional, Statutory and Regulatory Bodies Recognition	n/a
Credit Structure	360 credits, made up of: - 120 at level 4 120 at level 5 120 at level 6
Mode of Attendance	Full Time in person
Standard Length of Course	3 Years
Intended Award	BA (Hons), Bachelor of Arts (with Honours)
Fall-back Awards	Cert HE Diploma HE
Entry Requirements	<p>The student entry point (and target audience) for this course will typically be students with a minimum of 48 UCAS points (or equivalent).</p> <p>In addition, applicants should have sufficient and appropriate prior experience in childcare or a Level 3 qualification <i>and show the potential for successful study at HE level, commitment to study and work in the sector. It is desirable for applicants to have GCSE English grade 3-9 (A**- D) or equivalent qualification.</i> Mature candidates are welcome, if they can demonstrate appropriate qualifications and suitable experience.</p> <p>Applications from students whose first language is not English are welcome. For International students we require evidence of proficiency in English (including writing, speaking, listening and reading), the required minimum is: IELTS (SELT) 6.0 overall (minimum 5.5 in all components).</p>
Delivering Institution(s)	City College Norwich
UCAS Code	L530



Course Summary

This programme will suit people who are looking for a career in, or are already working, with children and young people. Many of the students who take this programme are working in nurseries, schools or special needs schools, in roles such as learning support assistants, or from various roles in Children's Services or voluntary organisations/charities. Others will come straight from level 3 study such as 'A' levels or BTEC Higher Nationals

It will enhance practice and facilitates professional progression through the acquisition of transferable skills, such as reflecting in and on practice, working collaboratively and effectively as a team member, and conducting research using appropriate tools and methodology. You will be able to analyse ethical and professional conflicts that arise and to develop the ability to communicate knowledge and ideas in your own existing or prospective settings.

Course Aims

The course programme is designed to: -

- Enable students to achieve the specified learning outcomes contained within the modules of the pathway.
- Enable students to develop generic and transferable skills, in order to improve their employability.
- Provide students with the underpinning knowledge of the work sector and prepare them for a professional approach to the workplace.
- Provide the opportunity to progress onto teaching and youth work qualification routes.
- Extend opportunity for participation in Higher Education to groups currently underrepresented in education and perceived to be under-valued in their work status nationally.
- Enable students to participate in collaborative learning that values the range of skills required across the sector.

Course Design

This course comprises modules at levels 4, 5 and 6.

Module Specifications for each of these modules will be made available to students on-line at the beginning of each academic year.

Each year of the programme contains core modules, focusing on skills development, as well as a range of subject specific modules.

Modules

Year 1 – Level 4 Modules		
Module Title	Credit Value	Module Summary (including associated assessments)
Childhood Development	20	<p>This module enables learners to develop knowledge and understanding of the key theories that underpin children’s learning and development along with methods to observe this.</p> <p>This module will include the opportunity to undertake an observation using an observation technique appropriate to the developmental area. Learners will be encouraged to evaluate the effectiveness of the method undertaken.</p> <p>Students will promote strategies to support a child’s development making clear links to relevant curricula, norms of development and theories and perspectives of child development.</p> <p>Assessment: -</p> <ul style="list-style-type: none"> • Childhood development report
Higher Learning Skills	20	<p>This module is designed to enable participants to identify and develop skills for successful higher education study and transferable employability skills. Delivery and assessment are designed to develop study skills through personal reflection and the identification of personal goals and communication skills. The skills are core to any undergraduate programmes.</p> <p>Assessment: -</p> <ul style="list-style-type: none"> • Group Presentation • Journal
Professional Practice	20	<p>This module provides the learner with the opportunity to focus on the diverse needs of children (0-18 years) in settings. Learners will explore the concept of inclusion looking at both the medical and social models of disability and how children with a wide range of needs can be supported. The nature and effectiveness of current legislation and issues surrounding inclusive practice will be explored.</p> <p>The management of children’s behaviour will be discussed as a contemporary issue in settings. The role that the educator and/or the environment can have on children and young people would be discussed to raise awareness. The students will be expected to reflect on their practice and learn the theories behind this work strategy. The module will look at how to model and promote behaviours that are expected of children. This section will be underpinned by looking at a range of reflective modules, and the use of a learning journal will be encouraged.</p>

		<p>Assessment: -</p> <ul style="list-style-type: none"> • Essay • Presentation
The Childhood Sector	20	<p>Every work sector is affected by external environmental influences. Thus, this module is designed to provide opportunity for the student to reflect upon external environmental influences on the place of work, and its place with the industry and the subsectors that it encompasses. Students need to examine these and assess the impact each has on the places of work in the industry and sub sectors.</p> <p>All organisations have to work within the dictates and requirements of various stakeholder groups. Here, students will reflect upon which groups exist, and potentially evaluate their relative importance.</p> <p>Using data gathered from a wide range of areas, students will also have the opportunity to evaluate trends and to speculate as to future developments in the sector and industry.</p> <p>Assessment: -</p> <ul style="list-style-type: none"> • Individual Oral Presentation • Discussion Paper
The Holistic Child	20	<p>This module will explore and debate the impact of micro and macro social ecologies on childhood. The module aims to take a look at the complexity of children's lives, giving the chance for students to study one particular childhood through their biography/autobiography, and identify and discuss the issues that have happened in the subjects' lives, as well as the levels of resilience, that these individuals have shown.</p> <p>This module also aims to give students the chance to study one of these issues in depth.</p> <p>Assessment: -</p> <ul style="list-style-type: none"> • Presentation of Book Review • Essay
Understanding Childhood	20	<p>This module explores the concept of childhood and how it has evolved over time and across different cultures and in society. Learners will be introduced to sociological perspectives of childhood and will use these to interpret children's experiences to further their understanding and knowledge of early childhood. They will be encouraged to explore how certain constructs of childhood have emerged which shape our knowledge and understanding of children's lives. In addition, students will be expected to examine and challenge, where appropriate, their own pre-conceived ideas, attitudes and values about childhood.</p>

		<p>Learners will present and discuss evidence which compares constructs of childhood. The formative assessment is a peer assessed poster presentation based on images of childhood. The poster presentation will allow learners to make meaningful comparisons using images of childhood as the basis of their evidence which can be shared with others. Learners will apply theories and perspectives on childhood to show how these shape knowledge and understanding of children's experiences. Learners will have the opportunity to use evidence which considers childhood from the past to the present and examine how competing views of childhood influence the experience of being a child.</p> <p>Assessment: -</p> <ul style="list-style-type: none"> Academic Presentation
Year 2 – Level 5 Modules		
Module Title	Credit Value	Module Summary (including associated assessments)
Career Management	10	<p>This module provides the opportunity to undertake purposeful career investigation and encourages future career skills development. Indicative content develops the themes of professionalism learnt in year one, whilst also exploring workplace professionalism and the changing demands of a sector, building on aspects from Professional Practice and the Childhood Sector (Level 4).</p> <p>The methods of delivery and assessment reflect the underlying philosophy of personal reflection, development of confidence, and the understanding of employability. This module provides opportunity to enhance employability skills and reflect upon work experience, personal and professional development in a relevant context.</p> <p>The module aims to enable reflection on work roles, skills and practice; to appraise own performance (knowledge and skills) and identify areas where skills may be developed.</p> <p>Assessment: -</p> <ul style="list-style-type: none"> Portfolio
Children's Health and Wellbeing	20	<p>Childhood practitioners need to have a good understanding of all aspects relating to maintaining and encouraging life skills which optimise child development. This includes the crucial role of safeguarding with awareness of how this contributes to a multi-disciplinary approach combined with a holistic view of the child and young person through health promotion and wellbeing.</p> <p>The module should encourage the childhood practitioner to review how government initiatives and theoretical models can impact on the role of the practitioner and their ability to</p>

		<p>carry out health promoting activities.</p> <p>It is also imperative that the childhood practitioner is fully aware of the ethical challenges that health promotion can present and therefore how professionals can work together to provide equality and diversity within the safeguarding framework.</p> <p>Assessment: -</p> <ul style="list-style-type: none"> • Essay • Poster
Curriculum in Practice	30	<p>This module will enable students to develop their knowledge and understanding of the characteristic of learning and development as children acquire concepts, skills and attitudes in communication and language, mathematics and science as well as other areas of learning.</p> <p>The module will focus upon the implementation of planning and delivery with reference to relevant curricula and an awareness of good practice. They will consider the effects of current initiatives and developments. Students will compare our legislated curricula with international perspectives.</p> <p>Students will develop effective techniques for assessing children's engagements in an activity and progress against identified knowledge, skills and understanding. This will enable them to develop an evaluative approach to learning and teaching.</p> <p>For the first assessment student will exhibit a resource of their creation that encourages the development of a specific area of learning or cross curricula approach. Included will be annotated plans, observations and an evaluation to demonstrate knowledge and understanding of the relevant curriculum at the appropriate level and links to relevant theories, principles and international perspectives.</p> <p>Assessment: -</p> <ul style="list-style-type: none"> • Presentation • Exhibition and learning plans
Digital Worlds	20	<p>This module is designed to enable participants to explore the digital worlds that children and young people inhabit. Learners will look at how technology changes, inhibits and develops the lives of users. There will be a focus on future technologies and the ethical debates surrounding their development and use.</p> <p>The development of a technological resource will be expected, both to evidence creativity and to provide an opportunity for learners to critique the use of technology in various contexts.</p>

		<p>Assessment: -</p> <ul style="list-style-type: none"> Digital Resource Essay
Research in a Childhood Context	20	<p>This module provides course members with an opportunity to explore a variety of research methods and overarching methodology.</p> <p>Course members should be able to identify appropriate research tools for a specific small-scale research project, situate their research within an appropriate methodological framework and explain why they are presenting it in this way.</p> <p>In writing their proposal course members should be able to clearly and cohesively identify the context, ethics and purpose of research.</p> <p>Assessment: -</p> <ul style="list-style-type: none"> Research Proposal
Safeguarding Children	20	<p>Students will consider the development of the concepts of safeguarding children relating this to different forms of harm. The role of a professional worker will be analysed demonstrating the importance of multi-agency working for all children as well as those within the safeguarding system.</p> <p>The students' personal attitudes and values will be acknowledged along with methods to remain professional in all situations. Part of the assessment will be an individual professional discussion allowing for the sensitivity of the topic. The module reflects the increasing recognition of the Multi-Agency Safeguarding Hub to promote early intervention. This module will utilise knowledge from previous modules particularly child development from Childhood Development.</p> <p>Assessment: -</p> <ul style="list-style-type: none"> Open Book Exam Professional Discussion
Year 3 – Level 6 Modules		
Module Title	Credit Value	Module Summary (including associated assessments)
Childhood Dissertation	40	<p>This module is intended to allow participants to research, on an individual basis, some agreed aspect that impacts on the area of childhood or to explore some 40 Page 1 of 8 City College Norwich in-depth theoretical aspects of childhood. This research can be in the form of a practical or theoretic exercise. The dissertation will provide the opportunity to reflect on work previously undertaken on the</p>

		<p>modules of the degree, whether this is in the form of classroom or individual learning. The module is designed to assess the student's ability to synthesise knowledge from a range of modules, critically evaluate evidence, and using that evidence discuss ideas and theories.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Dissertation
Contemporary Issues	20	<p>This module provides an exploration and evaluation of the place that creativity has in childhood. It promotes an exploration of students' own values, attitudes and beliefs in the provision of creative opportunities.</p> <p>The module promotes creativity and critical thinking and explores creativity as a vehicle for inclusive practice and for wellbeing as well as development and education. The module offers students a chance to demonstrate an understanding of the issues and dilemmas in promoting creativity, research the development of creativity through the changing curricula and to explore the differing attitudes and approaches to creativity.</p> <p>Students will be encouraged to engage in critical analysis of research and current development and application of theoretical understanding to practice. The module allows students to demonstrate their own creativity and leadership skills through the development of a practical, interactive workshop. The workshop will explore practical ideas and concepts around the idea of creativity in practice. This allows students to take the position of teacher or expert within an area of creativity.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Workshop • Workbook
Creativity	20	<p>This module provides an exploration and evaluation of the place that creativity has in childhood. It promotes an exploration of students' own values, attitudes and beliefs in the provision of creative opportunities.</p> <p>The module promotes creativity and critical thinking and explores creativity as a vehicle for inclusive practice and for wellbeing as well as development and education. The module offers students a chance to demonstrate an understanding of the issues and dilemmas in promoting creativity, research the development of creativity through the changing curricula and to explore the differing attitudes and approaches to creativity.</p>

		<p>Students will be encouraged to engage in critical analysis of research and current development and application of theoretical understanding to practice. The module allows students to demonstrate their own creativity and leadership skills through the development of a practical, interactive workshop. The workshop will explore practical ideas and concepts around the idea of creativity in practice. This allows students to take the position of teacher or expert within an area of creativity.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Workshop • Workbook
Leadership and Management	20	<p>This module is concerned with enhancing the learners' ability to understand and evaluate processes and techniques for leading and managing people in childhood work settings. Effective individuals and teams are essential to the planning, organising, evaluating and monitoring of work with children and their families. This unit aims to develop a high level of personal communication skills as a basis for good leadership. Students will be able to discuss leadership styles, and their appropriateness and effectiveness in childhood settings. There will be an underlying theme of self-analysis and positive self-criticism within the work-based context.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Essay
Supporting Additional Needs in Childhood	20	<p>This module offers learners the opportunity to develop a deeper understanding of issues related to policy, provision and practice within the field of Additional Needs in Childhood settings. Learners will have the opportunity to explore the underpinning ethos of inclusiveness and how policy is translated into practice. Additionally, by reflecting on practice, learners will explore the impact on curriculum delivery and opportunities for success in learning within the classroom.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Presentation • Exam

Awards

<p>On successful completion of the course, students will be awarded a BA (Hons) Childhood and Youth Studies</p>



Course Delivery

The full BA programme will run over 3 years with students attending two days per week. Each 20-credit module will contain 48 hours of lectures/tutorials with students expected to undertake around 152 hours of private study. Students also receive 3 hours of personal tutoring per year. Students will complete 120 credits per academic year and therefore the programme will be full time.

The course is mainly delivered at School of Higher Education, City College Norwich, Norfolk House, Exchange Street, Norwich.

Course Assessment

Assessment methods will include exams, assignments, seminars, presentations, workbooks and workshops and a dissertation.

Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

Course Costs

The tuition fees that new students pay will be fixed for the duration of the course and will not be subject to any further increases.

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Course Fees & Eligibility Statement and Rules and Regulations.

Students are likely to incur other costs for books, printing, and other learning materials they may choose to buy. This should amount to a total of not more than £300 per year.