

This Course Information Form provides the definitive record of the designated course

## General Course Information

Course Title	Child and Adolescent Studies Child and Adolescent Studies (with Professional Practice year)
Qualification	BA (Hons)
FHEQ Level	6
Intermediate Qualification(s)	
Awarding Institution	University of Bedfordshire
Location of Delivery	AA (University Square Campus)
Mode(s) of Study and Duration	Full-time over 3 years Part-time pathway typically over 6 years 4 years full-time with Professional Practice Year
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	none
UCAS Course Code	L550
External Benchmarking	QAA Subject Benchmark Statements Social Policy 2016 QAA Quality Code FHEQ for level 6 (2014)
Entry Month(s)	October and February

### Why study this course

The BA (Hons) Child and Adolescent Studies course is highly relevant and reflects current practice and expectations of employers within the field of working with children , young people and their families. This course explores how and why we work with children, young people and their families in a multi-agency context. The course will prepare you for the world of work by providing you with both an academic and vocational relevant curriculum which focuses on the needs of children, young people and families.

## Educational Aims

Aims of the BA Child and Adolescent Studies:

- To provide subject-specific knowledge and skills that prepares students for a career in the field of working with children, young people and their families as part of the wider society.
- To foster a commitment amongst students of the nature of discrimination, oppression and inequality in services for children, young people and their families and of ways to minimise these in practice and to be able to work with the impact of these on children, young people and their families.
- To promote learning that fosters co-operation and collaboration as a means of addressing some of the complexities inherent in children and young people's services through a multi-disciplinary teaching approach that is based on recent policy and research initiatives, for example, multi-agency working.

## Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

Unit Code	Level	Credits	Unit Name	Core or option
ASSXX9-1	4	15	Developing Academic Skills	Core
ASS XX11-1	4	30	Working with People	Core
ASS XX10-1	4	15	Human Growth Across the Lifespan	Core
ASS XX15-1	4	15	Sociology and Social Policy in Practice	Core
ASSXX14-1	4	15	The Legislative Framework for Professional Practice	Core
EDC048-1	4	30	Narratives of Childhood	Core
ASS081-2	5	30	Researching, Representing and Evidencing the Social World	Core
ASS069-2	5	15	Multi-Agency Working	Core
ASS099-2	5	15	The Social Sciences at Work	Core
ASS060-2	5	15	Child Welfare: perspectives on and approaches to risk assessment	O
ASS067-2	5	15	Young People, Gangs and Group Offending	O

ASS091-2	5	15	Mental Health and Society	O
ASS062-2	5	15	Disability in Childhood: critical perspectives on policy and practice	O
	5	0	Professional Practice Year (Applied Social Studies)	Core for students on 'with Professional Practice Year' only
			Level 6	
ASS116-3	6	45	Independent Project in Child and Adolescent Studies	Core
ASS009-3	6	30	Child protection: Legislation, Policy and practice.	Core
ASS105-3	6	15	Inclusion and Exclusion in Education	O
ASS100-3	6	15	Exceptional Behaviour in Early Childhood	O
ASS062-3	6	15	Leadership and Management in the Human Services	O
ASS061-3	6	30	Innovation and service development in practice	O
ASS013-3	6	30	Comparative Youth Justice: Youth Justice: models and approaches	O
ASS023-3	6	15	Childhoods in a global context	O

### Course-Specific Regulations

None

### Entry requirements

Only indicate any changes from the normal requirements as approved by Academic Board.

### Additional Course Costs

None

### Graduate Impact Statements

The course has been designed to develop graduates who are able to

- Apply a comprehensive understanding of key concepts, debates and theories to the area of working with children and young people and their families to provide a service that is effective, informed and based on the newest research findings and recommendations. Providing responses that are informed by policy and research are key to service provision in this sector.
- Take part in and develop current debates, policies, approaches and theories relevant to child and adolescent studies to evaluate and develop the organisation and sector in which you work in order to improve services and outcomes for children, young people and their families as part of the broader society.
- Work individually and in collaboration with others in a variety of situations to assess, reach conclusions and develop solutions that address child and adolescent related needs of individuals and groups with a commitment to equal opportunities and anti-discriminatory practice.

### **Course Learning Outcomes**

LO 1. Demonstrate a sound working knowledge of relevant domestic and international policy, legislation and service provision and how these are constructed in relation to social need and social problems.

LO 2. Evidence a contextualised understanding of key theoretical perspectives and their applications within child care policy and practice in relation to welfare provision.

LO 3. Evaluate the impact of difference, diversity and social construction of childhood within both a national and international context with regards to the lived realities of children's lives, opportunities and service provision.

LO 4. Relate theory to practice in the field of children and young people's services gained through direct experience and the literature in this and related areas;

LO 5. Demonstrate a familiarity with key research methodologies and techniques, selecting and applying a methodology appropriately to complete a theory or practice-related dissertation project investigating a relevant social problem, issue or question relating to childhood taking account of relevant ethical considerations.

LO 6. Evidence a firm foundation in reflection and reflexivity to develop your learning throughout your degree enabling you to apply knowledge gained in both a national and international context relevant in the service provision for children and young people.

In order to qualify for the award of BA (Hons) Child and Adolescent Studies (with Professional Practice year) students will need to meet all of the outcomes above and:

- Demonstrate knowledge and analytical understanding of professional practice by successfully completing an approved period of approved work place practice.

## **PSRB details**

### **Learning and Teaching**

A variety of teaching methods are employed across all levels of the degree in order to encourage the acquisition of subject knowledge and foster the subject specific and transferable skills associated with specified learning outcomes. These teaching methods include lectures, discussion-based seminars, presentations by class members, group-work, tutorial activities, problem solving, computer-based activities, problem based learning, and online interactive activities using Virtual Learning Environment (VLE) known as BREO (Bedfordshire Resources for Education Online). BREO is utilised at all levels of study and it contains a variety of material and is used in a variety of ways including e-learning and accessing sites elsewhere that provide practice at certain skills. Multiple teaching and assessment methods are used to ensure students' personal learning style and preferences are accommodated as far as possible.

During the first semester at Level 4, all units are shared with BA (Hons) Youth and Community Studies and BSc (Hons) Social Work students. This foundational curriculum will allow students to consider alternative pathways into professional qualifying routes should they choose as well as enabling students to subsequently pursue study strategies more independently. At level 4 the workshops and seminars will have pathway differentiation and will be tailored specifically for Child and Adolescent Studies students linking and extending the lecture material directly to relevant topic areas and research to do with children and adolescents.

At Levels 5 and 6 lectures are more discursive, highlighting debates, controversies or issues which students can pursue further through workshops and independent study. The learning will shift from guided to more independent styles as students take more responsibility for the direction of their learning.

### **Assessment**

A range of appropriate and effective assessments will enable you to demonstrate your acquisition of knowledge and skills. The assessment methods used across the course include:

- Written assignments – these will vary in style and will include essays, reports, reflective accounts as well as other written tasks that we will prepare you for.
- Examinations: These will be a range of multiple choice computer examinations at level four demonstrating subject knowledge. Throughout your three years there will also be several in-class tests allowing you to apply and use the theory and knowledge that you have gained through your studies.
- Oral and Poster presentations that demonstrate verbal and presentation skills through sharing information and knowledge with others in innovative ways.
- Group work will allow you to demonstrate your skills of research in a group, it will develop your skills in collaborative and multi-agency working and group management. Even though you will be working in a group you will be assessed on an individual basis and will receive an individual grade based on your input and performance.
- The Dissertation allows you to undertake a complex research project and communicate knowledge, findings and recommendations demonstrating your ability to implement and deliver a self-directed, complex and solution focused task.

The assessments will develop across the course and will allow you to gain skills and acquire knowledge, receive feedback on your progress that will allow you to implement knowledge and feedback into further assessments. For example, at level four the learning of the skill of report/essay writing will take place before you write your first essay or report. At level five and six assessment will allow you to demonstrate your understanding and the application of relevant and up to date knowledge to the field of children and young people's services.

Working in groups is an important attribute and as part of the assessment process you will work in groups with others. However, your contribution will be individually graded and you will receive a grade based on your contribution to the assessed group work. Assessment will be a part of the learning process to develop your knowledge and skills in order to become a highly effective practitioner by the end of your studies

# Assessment Map

Unit Code	C/O	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Semester-teaching weeks		2	3	4	5	6	7	8	9	10	RW	11	12	RV	EX	1	2	3	4	5	6	7	8	9	10	11	12	RW	RV	EX	
<b>Level 4</b>																															
Dev Ac Skills	C												CW-PORT																		
WWP	C										CW-RW				CW-RW																
HGAL	C													CW-ESS																	
Soc & Soc Pol	C																										CW-ESS				
Leg Framework	C																													Ex-PT	
Narratives	C																													PJ-Exhib	
<b>Level 5</b>																															
Perceptions	C					CW-ESS			F/G				PJ/COLL			F/G															
RR&ESW	C														CW/PORTRT			F/G													
MAW	C																														
SSAW	C																														
Mental Health	O																														
YP, gangs	O																														
Child Welfare	O																														
Disability	O																														
<b>Level 6</b>																															
Child Protection	O																														
Inclusion	O													CW-CS			F/G														
Exceptional Behaviour	O													PJ-COLL			F/G														
Innovations	O													CW-PORT			F/G														
IPCAS	C																														
Com Youth Justice	O																														
Childhoods GC	O																														

**RW = central university reading week** RV = revision week  
 Feedback/grade due - 15 working days after submission

EX = exam week

A - Assessment

F –

## **Developing your employability**

Students are able to change course at the end of semester 1 if they have chosen to pursue a career in either social work or youth and community work and have the maths/English requirements. There is a shared curriculum at level 4, semester 1 for all students registered on these programmes which allows them to explore the potential offered by making an alternative choice and opting to undertake a professional qualification.

Students who register for the degree with professional practice year will additionally attend a series of workshops and activities related to securing a suitable placement and compulsory briefings at the end of year 2 to ensure that all legal requirements for health and safety, safeguarding etc. training have been met. This will be explained more fully in your professional practice handbook once you have registered with the Careers and Employability Service's Student Development and Awards Team in your first year. If you will be working with children and/or vulnerable people you will be required to have a DBS check and undertake Safeguarding and Prevent training.

## **After Graduation**

Typical graduate destination for Child and Adolescent Studies students include

- Direct work with service users in areas such as:
  - children and families
  - drug and alcohol misuse
  - young people
  - youth offending services
  - working with disabled and/or special education needs
- Work in other areas of the human services such as:
  - policy development
  - welfare
  - community development

Further study at Masters level (Level seven), for example, MSc Social Work, MA International Social Work and Social Development, MA Childhood and Youth: Applied Perspectives can be applied for.



## **Additional Information**

### **Student Support during the course**

All students will be allocated a personal academic tutor at the start of the course. The personal academic tutor will provide students with personal tutorials providing academic support and monitoring of academic and professional development. For part-time students, the initial meeting with personal academic tutors will focus on clarifying the study programme and making unit choices, where required, to ensure a progressive and meaningful academic pathway over the duration of the course. Students are also placed in learning sets, which provide informal peer-support. Unit leads and the course coordinators are available to discuss unit and course level concerns through published office hours and personal appointments arranged by e-mail.

Peer Assisted Learning (PAL) is a part of the Level 4 curriculum. As you enter your first year of University you may have a lot of questions and concerns about the course you are doing, your lectures, using the library, finding your way on campus, the subjects you are covering, the preparing and submitting assignments, and so on. PAL sessions are designed to help you address these. PAL sessions are compulsory timetabled lessons, but they are less formal than the lectures and seminars that you will be getting used to. They are run by specially trained second and third year students who studied the same material as you in their first years, and who will be able to give you their advice and the benefit of their experience. You will work through hand-outs, notes, textbooks and set reading based on your course material. These small group sessions are designed to help you to achieve your full potential in your first year and to set you on the path to excel throughout your degree.

The core Level 4 unit Developing Academic Skills develops both students' study skills and Academic English skills required to succeed. The feedback given to students as part of the assessment process will enable self-assessment and development of learning and skills, and promote progress to overcome any learning problems identified. Tutors will also refer students onto appropriate services in the event of issues that lie outside the boundaries of the tutor.

For students requiring additional input on study and/or academic writing skills, the teaching team will advise students to make use of Professional and Academic Development (PAD) study support drop-ins where appropriate support can be provided to support specific learning needs. For students where English is a second language, the University provides free English lessons from intermediate up to more advanced level English language skills. For students needing further assistance with developing their IT skills, Library Services offer tutor lead computer skills training workshops.

## Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	The promotion of the course is open an inclusive in terms of language, images and location.
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	N	
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics <sup>1</sup> ?	N	
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N/A	
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	I can confirm that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	I can confirm that the course handbook makes appropriate reference to the support of disabled students.

<sup>1</sup> Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation



<b>Administrative Information – Faculty completion</b>	
<b>Faculty</b>	<b>Health and Social Sciences</b>
<b>Portfolio</b>	<b>Undergraduate Applied Social Studies</b>
<b>Department/School</b>	<b>Applied Social Studies</b>
<b>Course Coordinator</b>	<b>Ashley McCormac</b>
<b>Trimester pattern of operation</b>	Trimester 1 and 2
<b>PSRB renewal date (where recognised)</b>	
<b>Version number</b>	1/17 2/18, 3/19
<b>Approved by (c.f. Quality Handbook ch.2)</b>	Approval Panel
<b>Date of approval (dd/mm/yyyy)</b>	27/02/2017
<b>Implementation start-date of this version (plus any identified end-date)</b>	2017/2018
<b>Study model type (e.g. study centre)</b>	

**Form completed by:**

**Name: Dr Fiona Factor     Date: 14. 03.19**

**Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)**

Chair: .....

Date: .....

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
21.05.18	Addition of option unit Childhoods in a global context	
21/03/2019	Diet change at L4 and removal of L6 unit Updated CIF to include Childhoods in a Global Context Change of Course Coordinator Change of learning and teaching Change to Employability Change to student support	

Administrative Information – Academic Registry completion	
Route code (post approval)	BAASC-S
JACS / HECoS code (KIS)	<i>HS034</i>
SLC code (post approval)	
Qualification aim (based on HESA coding framework)	

## Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

### General course information

<b>Course Title</b>	Child and Adolescent Studies
<b>Qualification</b>	BA (Hons)
<b>Route Code (SITS)</b>	BAASC-S
<b>Faculty</b>	Health and Social Sciences
<b>Department/School/Division</b>	Applied Social Studies
<b>Version Number</b>	1/17, 2/19

## Annex A: Course mapping of unit learning outcomes to course learning outcomes

Upon successful completion of the course, a graduate of typical standard will be able to:

LO 1. Demonstrate a sound working knowledge of relevant domestic and international policy, legislation and service provision and how these are constructed in relation to social need and social problems.

LO 2. Evidence a contextualised understanding of key theoretical perspectives and their applications within child care policy and practice in relation to welfare provision.

LO 3. Evaluate the impact of difference, diversity and social construction of childhood within both a national and international context with regards to the lived realities of children’s lives, opportunities and service provision.

LO 4. Relate theory to practice in the field of children and young people’s services gained through direct experience and the literature in this and related areas;

LO 5. Demonstrate a familiarity with key research methodologies and techniques, selecting and applying a methodology appropriately to complete a theory or practice-related dissertation project investigating a relevant social problem, issue or question relating to childhood taking account of relevant ethical considerations.

LO 6. Evidence a firm foundation in reflection and reflexivity to develop your learning throughout your degree enabling you to apply knowledge gained in both a national and international context relevant in the service provision for children and young people.

<b>Unit name</b>	<b>Developing Academic Skills</b>	<b>working with people</b>	<b>The legislative framework</b>	<b>Human Growth across the lifespan</b>	<b>Sociology and social policy in practice</b>	<b>Narratives of childhood</b>
<b>Level</b>	4	4	4	4	4	4
<b>Credits</b>	15	30	30	15	15	30

Core or option	C		C		C		C		C		C	
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>											
	1	2	1	2	1	2	1	2	1	2	1	2
1					✓							
2				✓		✓	✓		✓			✓
3			✓				✓					✓
4						✓		✓				
5	✓	✓										
6										✓		



<b>Unit name</b>	Researching	Perception & discourses of childhood	MAW	Preparing for Employment	Mental Health	Disability	Child Welfare	Young people, gangs
<b>Level</b>	5	5	5	5				
<b>Credits</b>	30	30	15	15	15	15	15	15
<b>Core or option</b>	C	C	C	C	O	O	O	O

<b>Course Learning Outcome (number)</b>	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>															
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
1			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
3			✓	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓
4			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
5	✓	✓												✓		
6				✓	✓	✓	✓	✓								

Independent project	Child Protection	Comparative Youth Justice	Innovations in the Human Services	Childhoods in a global Context	Inclusion and Exclusion	Exceptional Behaviour
45	30	30	30	15	15	15
C	C	O	O	O	O	O

Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>													
	1	2	1	2	1	2	1	2	1	2	1	2	1	2
1	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4	√	√	√	√	√	√	√	√			√	√	√	√
5	√	√				√								
6	√	√	√	√				√		√		√		√

# Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

<b>Course (or intermediate) qualification and title</b>	BA (Hons) Child and Adolescent Studies
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FHEQ Descriptor for a higher education qualification	QAA Quality Code FHEQ for level 6 2014	Course Learning Outcome(s)					
		1	2	3	4	5	6
<b>Bachelor's degrees with honours are awarded to students who have demonstrated:</b>							
<b>a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline</b>		✓	✓	✓	✓	✓	✓
an ability to deploy accurately established techniques of analysis and enquiry within a discipline		✓	✓	✓	✓	✓	✓
conceptual understanding that enables the student: to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline		✓	✓	✓	✓	✓	✓
an appreciation of the uncertainty, ambiguity and limits of knowledge		✓	✓	✓	✓	✓	✓
the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).		✓	✓	✓	✓	✓	✓
<b>Typically, holders of the qualification will be able to:</b>							
apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects		✓	✓	✓	✓	✓	✓

critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem	✓	✓	✓	✓	✓	✓
communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	✓	✓	✓	✓	✓	✓
<b>And holders will have:</b> the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; and the learning ability needed to undertake appropriate further training of a professional or equivalent nature.	✓	✓	✓	✓	✓	✓

Subject Benchmark Statement(s)	Social Policy 2016	Evidence and/or Course Learning Outcome(s)					
		<i>How the course takes account of relevant subject benchmark statements</i>					
Knowledge and understanding		1	2	3	4	5	6
<b>3.2... knowledge</b>							
• origins and development of welfare institutions within and across the UK, and the social and demographic contexts in which they have operated		✓	✓	✓	✓		✓
• role, remit, organisation and contemporary activities of the main institutions of UK welfare systems, including the provision, financing and regulation of social security, education, employment, health and social care, and housing		✓	✓	✓	✓	✓	✓
• framework, operation and financing of the processes of policy making and implementation		✓	✓	✓	✓		✓
• operation and impact of non-governmental sources of welfare, including the informal, voluntary and private sectors, and of how these interact within mixed economies of welfare		✓	✓	✓	✓		✓
• main features of the interrelationships between social policies and differently placed communities, families and individuals		✓	✓	✓	✓	✓	✓
• ways in which other countries organise their social policies and welfare institutions and the effectiveness with which they realise objectives		✓	✓	✓	✓	✓	✓
• subnational and supranational dimensions of Social Policy, including the role and organisation of the European Union and other regional organisations internationally		✓	✓	✓	✓	✓	✓
• international and global contexts of Social Policy		✓	✓	✓	✓	✓	✓
• main issues and contemporary policy debates surrounding social, economic, environmental, cultural and political problems in the UK and beyond		✓	✓	✓	✓	✓	✓

• key thinkers in the area and the theoretical and conceptual ideas and principles driving the development of the subject	✓	✓	✓	✓	✓	✓
• significant sources of data about social welfare, and the main quantitative and qualitative social research approaches and methods used to collect and analyse data.	✓			✓	✓	✓
<b>3.3 ...understanding</b>						
• a complex body of knowledge about the key concepts, theories and philosophies of welfare, including human needs, human well-being, and social welfare; poverty, inequality and social exclusion; citizenship and human rights; needs and social justice; social and cultural difference and diversity; theories of the state and policy making; theories and methods of comparative analysis	✓	✓	✓	✓	✓	✓
• the complex multi-level legislative contexts in which Social Policy is developed and implemented, including local, regional, devolved, national and supranational environments.	✓	✓	✓	✓	✓	✓
• impact of contemporary patterns, problems and persistence of social inequalities	✓		✓	✓	✓	✓
• where and in what ways individual and social well-being is not being achieved; and ways in which different social groups and individuals experience, respond to and contest social policies	✓	✓	✓	✓	✓	✓
• interdisciplinary approaches to Social Policy topics and issues	✓	✓	✓		✓	✓
• the political economy of welfare and how values and principles are related to political and economic interests	✓	✓	✓	✓	✓	✓
• the history of contemporary social problems and of social policy responses to them	✓	✓	✓	✓	✓	✓
• how key drivers such as globalisation, economic and demographic change affect social policy making and the nature of the policy process	✓	✓	✓	✓	✓	✓
• the strengths, weaknesses, limitations and appropriate applications of social research and social research methods, including ethical considerations in their production and use	✓	✓	✓	✓	✓	✓
<b>3.4 Subject specific abilities and skills</b>						
i use established theories and concepts of Social Policy and other social sciences to analyse how social needs, social problems and policies themselves are constructed, reconstructed and understood in national, international and global contexts	✓	✓	✓	✓	✓	✓
ii distinguish between, critically reflect on and evaluate different theoretical, empirical, normative, moral and political approaches to social problems and issues	✓		✓	✓	✓	✓
iii understand the political and economic contexts of Social Policy and ways in which these impact on policy development and implementation	✓	✓	✓	✓	✓	✓
iv locate, retrieve, interpret, evaluate, and apply, relevant qualitative and quantitative data derived from social surveys and other sources	✓		✓	✓	✓	

v undertake individually and/or collaboratively investigations of social questions, issues and problems. This involves the ability to frame appropriate research questions; identify suitable research problems; and techniques in the collection, management and manipulation of data, including secondary data, and other information; the use of established electronic databases for information retrieval; the construction of coherent and reasoned arguments; and the presentation of clear conclusions and recommendations.	✓		✓	✓	✓	
<b>3.5 Generic Skills</b>						
i problem-solving skills: Social Policy encourages problem-based learning, imagination and flexibility in seeking and evaluating alternative solutions, through critical reflection, to social problems	✓	✓	✓	✓	✓	✓
ii social research skills: Social Policy enables students to work independently using a range of established social research methods to gather relevant information, manage and manipulate data, and analyse and interpret their meaning addressing human social needs in a global context.	✓	✓	✓	✓	✓	
iii evaluative and analytical skills: Social Policy produces policy-literate and numerate students, able to summarise, analyse and critique arguments, reports, documents and other written audio-visual and verbal data	✓	✓	✓	✓	✓	
iv sensitivity to the values and interests of others: the teaching of Social Policy contributes to the development of students' capacity for self-reflection and, in particular, their ability to listen to, reflect on, and interact with, the views and beliefs of others; and to take account of their own normative and moral positions in order to understand how human needs are experienced and met	✓	✓	✓	✓	✓	✓
v an ability to relate to wider international and global contexts: Social Policy fosters critical awareness and appreciation of transnational and globalised social problems, and of addressing human social needs in a global context.	✓	✓	✓	✓	✓	✓
<b>3.6 Additional Generic Skills</b>						
i personal communication skills: the ability to convey ideas and arguments effectively, using a variety of media, to a range of audiences. This includes verbal and written presentations, technology-enhanced where appropriate, clearly communicating meaning to a third party, and using appropriate academic conventions	✓	✓	✓	✓	✓	✓
ii self-management of learning and personal resilience: the ability to work independently, within deadlines, supported only by broad guidance as to sources and objectives. Graduates are able to organise their learning in terms of effective planning, time-management and presentation. Furthermore, they are able to reflect on their learning in ways that enhance their personal and professional development.	✓	✓	✓	✓	✓	✓

iii team-working skills: Social Policy graduates have interpersonal skills that allow them to collaborate with others and to contribute effectively in group-based research and problem solving	✓	✓	✓	✓	✓	✓
iv information and communications technology skills: Social Policy graduates are proficient in the use of a range of technologies and software, including the internet and social media platforms, to access, search, store, transit and manipulate relevant information; and to conduct various forms of computer-based data analysis and presentation.	✓	✓	✓	✓	✓	✓

## Annex D: Diet Template

<b>Course Title:</b>	<b>BA (Hons) Child and Adolescent Studies</b>		
<b>Route Code:</b>	BAASC-S	<b>Mode:</b> e.g. <b>Full Time</b>	
<b>Length of course:</b>	<b>3 year FT</b>	<b>Full time or part time</b>	

### Location of delivery (please tick):

Luton AA	√	October
Bedford AB		
Milton Keynes AD		
Other		

### Delivery pattern - please highlight all applicable start months, if other please state):

<u>Semesterised</u>	<b>OCT</b>	FEB	JUN	Exception.....		
<u>PG Block delivery (intake months ONLY)</u>	BLK1 OCT	BLK2 NOV	BLK3 FEB	BLK4 APR	BLK5 JUN	BLK6 AUG
<u>Yearlong delivery</u>	OCT (TY)	FEB (FY)				
<u>Other (outside of agreed patterns)<sup>2</sup></u>						

A list of valid available period codes can be found on the intranet at <https://in.beds.ac.uk/registry/student-records/srs-training-and-development/sits>.

Please refer to this when completing the diet sheet below. If your diets differ year to year e.g. SET A, SET B, please indicate clearly the academic year and set applicable.

If your diet includes units which have not yet been assigned codes, please ensure this is clear by using NEW in the unit code column, followed by the correct prefix to be used e.g. ASS. Student Records will then assign a new unit code. **Please note that a change in the credit value of an existing unit will require a new unit code to be created.**

<sup>2</sup> Where you are proposing a teaching pattern outside of the University agreed patterns, you should provide a mapping document for the course against the University standard patterns of assessment points, exam boards, terms dates and breaks



### Units for Year 1 for Academic Year 19/20

Unit Code	Level	Credits	Unit Name	Core or option
ASSXX9-1	4	15	Developing Academic Skills	Core
ASS XX11-1	4	30	Working with People	Core
ASS XX10-1	4	15	Human Growth Across the Lifespan	Core
ASS XX15-1	4	15	Sociology and Social Policy in Practice	Core
ASSXX14-1	4	15	The Legislative Framework for Professional Practice	Core
EDC048-1	4	30	Narratives of Childhood	Core

### Units for Year 2

ASS081-2	5	30	Researching, Representing and Evidencing the Social World	Core
ASS069-2	5	15	Multi-Agency Working	Core
ASS099-2	5	15	The Social Sciences at Work	Core
ASS060-2	5	15	Child Welfare: perspectives on and approaches to risk assessment	O
ASS067-2	5	15	Young People, Gangs and Group Offending	O
ASS091-2	5	15	Mental Health and Society	O
ASS062-2	5	15	Disability in Childhood: critical perspectives on policy and practice	O

### Units for Year 3

ASS116-3	6	45	Independent Project in Child and Adolescent Studies	Core
ASS009-3	6	30	Child protection: Legislation, Policy and practice.	Core
ASS105-3	6	15	Inclusion and Exclusion in Education	O
ASS100-3	6	15	Exceptional Behaviour in Early Childhood	O

ASS062-3	6	15	Leadership and Management in the Human Services	0
ASS061-3	6	30	Innovation and service development in practice	0
ASS013-3	6	30	Comparative Youth Justice: Youth Justice: models and approaches	0
ASS023-3	6	15	Childhoods in a global context	0

\*If your diet includes optional units, please ensure the appropriate rules are noted on the diet.

Please contact Student Records at [studentrecords@beds.ac.uk](mailto:studentrecords@beds.ac.uk) with any queries.