

City College Norwich

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| Course Title | Childhood and Youth Studies |
| Awarding Body | University of East Anglia |
| Level of Award | Level 6 |
| Professional, Statutory and Regulatory Bodies Recognition | n/a |
| Credit Structure | 120 Credits at Level 4, 5 and 6, giving 360 credits in total |
| Mode of Attendance | Full Time |
| Standard Length of Course | 3 Years |
| Intended Award | BA (Hons) |
| Fall-back Awards | Certificate of Higher Education 120 credits Level 4 Diploma of Higher Education 240 credits Level 5 BA Childhood Studies 300 credits Level 6 |
| Entry Requirements | A level 3 qualification, for example A levels, AS levels or equivalent. Relevant experience of working with children in the care or education sector is desirable for background information. 48 UCAS points, Desirable but not essential Maths and English at 4. |
| Delivering Institution(s) | City College Norwich |
| CCN Course Code | F0049 |
| UCAS Code | L530 |

Course Structure

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| Level 4 | |
| <p>The Childhood Sector</p> <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> | 20 |
| <p>Childhood Development</p> <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> | 20 |
| <p>Higher Learning Skills</p> <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> | 20 |
| <p>The Holistic Child</p> <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> | 20 |

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| <p>This module also aims to give students the chance to study one of these issues in depth.</p> | |
| <p>Professional Practice</p> <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. 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>20</p> |
| <p>Understanding Childhood</p> <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>20</p> |

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| Level 5 | |
| <p>Curriculum in Practice</p> <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> | 30 |
| <p>Digital Worlds</p> <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> | 20 |
| <p>Children's Health and Wellbeing</p> <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 carry out health promoting activities.</p> | 20 |

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| <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>Research in a Childhood Context</p> <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> | 20 |
| <p>Safeguarding Children</p> <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> | 20 |
| <p>Career Management</p> <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.</p> <p>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> | 10 |

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| <p>Contemporary Issues</p> <p>This module provides the opportunity to study current issues and developments which are relevant to childhood professionals. These issues will be examined from philosophical, socio-political, health and comparative viewpoints as appropriate, and will be referenced to current government documents. Students will identify and discuss a range of contemporary issues and engage in a debate on an issue of general interest. At the end of the module students will present a seminar paper to their peers to elicit responses from a wider range of professional settings. Outside speakers are engaged to address their particular area of expertise where possible.</p> <p>Development of Skills: Knowledge and Understanding</p> <ul style="list-style-type: none"> • Researching a range of issues of importance in current practice <p>Cognitive / Intellectual</p> <ul style="list-style-type: none"> • Contributing to debates on a range of current issues • Critical evaluation of research literature and the media • Engagement with comparative viewpoints <p>Key Skills</p> <ul style="list-style-type: none"> • Use of ICT | <p>20</p> |
| <p>Creativity</p> <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.</p> <p>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</p> <p>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>20</p> |
| <p>Childhood Dissertation</p> <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</p> | <p>40</p> |

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| <p>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 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>Leadership and Management</p> <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.</p> <p>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>Development of Skills</p> <p>Development of Knowledge and Understanding</p> <ul style="list-style-type: none"> • Knowledge of the importance of good leadership and management practice to any organization • Knowledge of the importance of support • Understand the importance of good communication in a setting • Understand own strengths and weaknesses in interpersonal communication skills • Understand how to develop and motivate staff and teams <p>Key Skills</p> <ul style="list-style-type: none"> • To develop ability to work with others. • To develop communication skills and strategies <p>Practical Skills</p> <ul style="list-style-type: none"> • To develop self-awareness of management skills through practical tests <p>To develop strategies to improve existing skills</p> | 20 |
| <p>Supporting Additional Needs in Childhood</p> <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</p> <p>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> | 20 |

BA (Hons) Childhood Top-up

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| Level 6 | |
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