



## Course Information Form

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

### General Course Information

Course Title	Child and Family Studies
Qualification	FdA
FHEQ Level	Level 5
Intermediate Qualification(s)	N/A
Awarding Institution	University of Bedfordshire
Location of Delivery	FB, Bedford College FA, Barnfield College FD, Central Bedfordshire College
Mode(s) of Study and Duration	Two Years Full Time Three Years Part Time
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Not applicable
UCAS Course Code	CBC (C27, L511) BED (B23, L990) BAR (B09, L520)
External Benchmarking	<ul style="list-style-type: none"> <li>• QAA FHEQ Level 5 descriptors for Foundation Degree 2014</li> <li>• QAA Foundation Degree Characteristics 2015</li> <li>• UoB Foundation Degree Framework 2015 QH Chapter 2</li> <li>• QAA Subject Benchmark Statement Social Policy 2016</li> </ul>
Entry Months	October

### Why study this course

This course will help you gain an in-depth understanding of the essential aspects of child development and welfare and equip you with the skills required to provide high-quality services for children, young people and families. Their rights, and the belief that they have equal access to services and life opportunities regardless of social difference, feature strongly throughout the course. You will apply knowledge to current practice

Your studies will have a strong vocational orientation, with 'real' practice issues informing the curriculum and your work. This Foundation degree, which has been designed to equip you with the up-to-date knowledge and skills you will need to be an effective and successful practitioner in the field of child and family studies.

## Educational Aims

During the course you will:

- Develop extensive knowledge and skills in all areas of child development and child care service provision
- Understand various related theoretical perspectives and how these are linked to and inform policy and practice in the area of childcare
- Cultivate independent thinking and creative and innovative approaches to working with children, young people and families
- Develop a sound working knowledge of childcare legislation and current government policy and initiatives

Following completion of this Foundation Degree you will have the opportunity to undertake a third year in order to gain a BA (Hons) degree in Child and Adolescent Studies, Health and Social Care or Applied Social Studies.

## Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
	4	30	Introduction to Working with Children, Young People and Families in Practice (work integrated learning unit)	Core
	4	30	Introduction to Academic study and Work Based Learning (work based learning unit)	Core
	4	30	Understanding the Human Services (Child and Family)	Core
	4	30	Law, Society and Controversy (Child and Family)	Core
	5	30	Perceptions and Discourses of Childhood	Core

			(Child and Family)	
	5	30	Researching Child and Family Practice (work based project)	Core
	5	15	Multi-Agency Working (Child and Family)	Core
	5	15	Child welfare: Perspectives on and approaches to risk assessment (Child and Family)	Core
	5	30	Management and applied experience within a Work based learning environment (work integrated activity)	Core

### Course-Specific Regulations

N/A

### Additional Course Costs

Cost of the optional Residential in the second year. Approx. £200

### Entry requirements

14 Hours per week placement/paid work for the duration of the course

### 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 in order to provide a service that is effective, informed and based on the newest research findings and recommendations. Responses that are informed by policy and research are key to service provision in this sector.
- Work individually and in collaboration with others in a variety of situations to assess, reach conclusions and develop solutions that address child and family related needs of individuals and groups with a commitment to equal opportunities and anti-discriminatory practice.
- Use appropriate research tools and theory that will enable you to apply research tools and skills to the issues and concerns that impact on the client group that your organisation works with to provide an informed response through service delivery.

### Course Learning Outcomes

1. Demonstrate a sound working knowledge of relevant policy, legislation and service provision, together with in-depth knowledge of specialised areas of study and the ability to recognise when legislation is relevant for different workplace practices;
2. Engage in reflective working and innovative approaches to working with children, young people and families;

3. Relate theory to practice and reflect on practice through utilising your own experiences gained from existing practice in the field of children's and young people's services,
4. Evidence an understanding of key theoretical perspectives and their applications within child care policy and practice;
5. Demonstrate a familiarity with key research methodologies and techniques, selecting and applying a methodology appropriately in order to complete assessments and prepare for higher levels of study.
6. Evidence a solid grounding from which to pursue child care related careers and professions, including the potential to become reflective practitioners with the self-awareness and ability to transfer knowledge and skills to children and young people's services.
7. To build on your academic skills to enhance your future employability, your communication skills both oral and written and finally to promote critical thinking skills giving you the confidence to question and reason information received.

## PSRB details

Not Applicable

## Learning and Teaching

Being in employment (or voluntary work) is integral and essential to this Foundation degree. A letter of support is required from employers. Each learner must have a work-based mentor for the length of the course. We have an excellent relationship with local employers, and regularly hold meetings and visits to their organisations.

The course allows you to remain in your childcare employment whilst you continue to study allowing you to relate theory to practice and reflect on your learning throughout the course. The time table runs over one afternoon and one evening allowing for minimum disruption to the working week. The course seeks to develop your personal, professional and study skills in areas such as multi-agency working and working in social or child care. Employability is also core to the Foundation Degree and is part of the teaching programme at every level in units such as the Level 4-units Introduction to Working with children, young people and families in practice as well as Introduction to academic skills and work-based learning, and the Level 5-unit Researching child and family practice and the unit Management and applied experience within a work based learning environment. As part of the Management and applied experience within a Work based learning environment unit we have a student residential which consists of two days away including an overnight stay on a Friday and Saturday. We work in groups to prepare a presentation for formative assessment. This also provides an excellent opportunity for team building and group work ready for the second year.

Students attending the course come from a diverse range of employment and have a wealth of experience to share. There are various assessment methods to meet individual needs including the standard essays and presentations to seminars, Wikis and case studies.

As per the QAA Quality Code (2012) Chapter B10 Managing higher education provision with others, this course requires you to be in either paid or voluntary work for a minimum of 2 days per week working with children, young people and families.

The Foundation Degree Bench mark 2010 and the FHEQ Level 5 Foundation Degree descriptors 2014 states that integrate academic and work-based learning through close collaboration between employers and programme providers is a distinct feature of this course and it is designed to appeal to learners wishing to enter a profession as well as those seeking continuing professional development.

## Assessment

The overall strategy of the Foundation degree seeks to reflect the breadth of study possible, as well as ensuring that you have the opportunity to build on areas of particular interest or relevance to themselves.

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 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 assessments will allow you to demonstrate your understanding and the application of relevant and up to date knowledge to the field of children, young people and family 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
LEVEL 4																														
Intro to working with Children, YP and Families	C										Pr-oral			F/G										Pj-coll			F/G			
Law Society & Controversy	C															Wr-i			F/G										EX	
Academic Study & WBL	C													Cw-rw			F/G											Cw-report		
Understanding the Human Services	C					Cw-ess			F/G																	Pj-art		F/G		
LEVEL 5	C																													
MAW	C										Pr-oral			F/G																
Perceptions & Discourses of Youth	C																		Cw-ess		F/G					Pj-coll		F/G		
Child Welfare: perspectives on and approaches to risk assessment	C																												Wr-i	
Researching children and family practice																						Pj-proj			F/G			Pj-oral		
Managing applied experience	C										Cw-rw			F/G										Wr-wb		F/G				

## Developing your employability

Being in employment (or voluntary work) is integral and essential to this Foundation degree. A letter of support is required from employers. Each learner must have a work-based mentor for the length of the course. We have an excellent relationship with local Employers, and regularly hold meetings and visit to their organisations.

The course allows you to remain in your childcare employment whilst you continue to study allowing you to relate theory to practice and reflect on your learning throughout the course. The time table runs over 1 afternoon and 1 evening allowing for a minimum time taken from work. The course seeks to develop your personal, professional and study skills in areas such as multi-agency working and working in social or child care. Employability is also core to the Foundation Degree and is part of the teaching programme at every level in units such as the Level 4-units Introduction to working with children, young people and families in practice and Introduction to academic study and work based learning, the Level 5-units Management and Applied Experience within a work based setting and Researching child and family practice. As part of the Management and Applied Experience within a work based setting unit we have a student residential which consists of two days away including an overnight stay on a Friday and Saturday. We work in groups to prepare a presentation for formative assessment. This also provides an excellent opportunity for team building and group work ready for the second year.

Students attending the course come from a diverse range of employment and have a wealth of experience to share. There are various assessment methods to meet individual needs including the standard essays and presentations to seminars, Wiki's and case studies.

As per the QAA Quality Code (2012) Chapter B10 Managing higher education provision with others, this course requires you to be in either paid or voluntary work for a minimum of 2 days per week working with children, young people and families.

In line with the QAA Foundation Degree Characteristic 2015 this course provides you with integrated academic and work-based learning. This is achieved through close collaboration between employers and course providers in order to support you in your professional and academic development.

## After Graduation

On completion of this course you will have developed the skills and knowledge required to support your career prospects within the sector. You are likely to progress into the following areas:

- Educational welfare
- Family support/family centre's
- Youth remand centre's/prisons
- Residential social work
- Special schools
- Statutory schools
- Children's rights/complaints
- Outreach and community based project work
- Early years provision

Further study:

Completion of the Foundation degree allows the learner to enter the final year of the BA (Hons) Applied Social Studies, BA (Hons) in Child and Adolescent Studies or BA (Hons) Health and Social Care.

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Opportunities will also be available to undertake further training, develop existing skills, and acquire new competences that will enable you to assume responsibility within organisations. You will also have acquired new qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making. Finally, you will have the ability to utilise opportunities for lifelong learning.

## **Additional Information**

As part of the Foundation degree it is compulsory that students have either paid employment or a placement for 14 hours per week for the duration of the course. This can be with a child or young person from birth to 18 years old or working with a family with children. The setting can be of the students' choice and would usually coincide with their career goals.

## **Student Support during the course**

### College level

Students registering on the Foundation Degree Child and Family Studies consist of both mature students and school leavers from a variety of social and cultural backgrounds. Educational backgrounds consequently range from the traditional 'A' level route through to Access to Higher Education and NVQ courses. With this diversity in mind, the course team puts strong emphasis on student support in order that all students are given the opportunity to achieve their maximum academic potential and gain the most from their undergraduate experience at the College and University. This awareness of the differing needs of the student body is reflected in the degree of support offered, with particular emphasis on the accessibility and availability of the course team.

New and continuing students meet staff during induction week both at the College and the University and are presented with a range of written material and advice. The induction programme is tailored to run with the college's programme and is intended to provide a range of activities that kick-start the academic programme and foster a sense of membership of both the college and the University and the award programme. Short talks will also be given during induction by various services available to you in the university, for example, the Mitigation and the Retention Team, Professional and Academic Development (PAD) Team, Learning Resources Centre (LRC) and the Careers and Employment Service, amongst others.

New students meet the core teaching team at the college in an induction meeting to discuss their learning needs and academic support. Thereafter all members of the teaching team are contactable by telephone, or by email. Issues relating directly to the study of an individual unit can be discussed first hand with the unit coordinators and teaching team; and in practice most issues are resolved at this level.

The Course Coordinator is responsible for monitoring students' progress and supporting their academic progress throughout the course and acts as the students' personal tutor at Levels 4 and 5. In the first year, Level 4 students have weekly 1-hour study skills sessions with their Course Coordinator. This gives Course Coordinators the chance to understand what additional academic support students might require and advise students accordingly. It also gives students the chance to get to know his/her Course Coordinator. An appointment is made with every student identified as at risk at the board in February by the Course Coordinator to provide guidance and support and to encourage retention. The Head of Department is also available to discuss issues concerned with academic progression.

The College and University will provide mediation services to support students experiencing difficulties in their placement and in the eventuality of a breakdown in the placement students will be supported through the College and University in securing further employment where this is required in order to successfully complete the course.

### University level

At the University, the Engagement Team in Student Services is available to all students and can give you independent and confidential advice if you are having difficulties, for example if you are unwell during an assignment hand-in or exam period. When you have extenuating circumstances, perhaps an untimely illness then the Mitigation Team in Student Services can provide you with extra time to complete your work or postpone an exam without penalty when the work is marked. You can contact them via the Student Information Desk (SiD) – email [sid@beds.ac.uk](mailto:sid@beds.ac.uk) or telephone 0300 300 0042 for

an appointment. The Professional and Academic Development (PAD) team can help you through study skills workshops or with one-to-one sessions to help you improve the quality of your written assignments, understanding statistical concepts, organisations skills to help you manage your study programme, language skills and much more. PAD can be contacted via the PAD online BREQ site that you will be automatically enrolled on or via SiD (contact details above). The PAD online BREQ site also offers additional resources for students to improve his/her study related skills English language development support, for example in the area of academic writing skills, offers further support at the Language Centre on the top floor of the Vicarage Street building on the Luton campus – telephone 01234-400400 for an appointment.

In the Campus Centre on the Luton campus you will find the Disability Advice Team and the Counselling and Mental Health Support Service. The Disability Advice Team is available to discuss any issues you may have and can provide services such as dyslexia screening. The Learning Resources Centre (LRC) offers a range of services and specialist software and equipment. You can find out more on the LRC website: <http://lrweb.beds.ac.uk/libraryservices/additional> The LRC provides valuable resources to enable you to develop essential information literacy skills, knowledge and understanding of the range of online databases available to you so that you are in a good position to expand your knowledge of Child and Family Studies. In addition, our subject librarian is available for one to one support outside of the teaching programme on the Luton campus. For more information, go to <http://lrweb.beds.ac.uk/guides/subjectguides/applied-soc-studies>

The Careers and Employability Service helps students to reflect on their unique capabilities, interests and circumstance which can be expanded whilst at university and to prepare you for successful employment or postgraduate study. This service offers one-to-one career coaching on job search, how to complete application forms, interviews techniques, and study and career planning. Also available to help you with your future after graduating is the Job Shop which is a service designed to help you gain valuable skills such as team-working, problem solving, communication, planning and organisation. If you are interested in Community Volunteering, then visit the Careers and Employment Service to help to build your personal confidence and participate in work experience. The Field of Applied Social Studies works closely with the Careers and Employment Service. We also host a Going Professional Conference every year where employers and graduates are available to discuss your current and future career options. As a student of a Partnership College and Child and Family Studies, you will be invited to attend this day with other Level 5 students that attend courses in the Field of Applied Social Studies on the Luton campus. For more information on the services offered go to: <http://careers.beds.ac.uk/>

For more details on the services identified above please visit: <http://www.beds.ac.uk/studentlife/current>

Students may be required, at the discretion of the Course Coordinator, to undergo diagnostic testing for academic English language abilities, and may further be required, at the Course Manager's discretion, to participate in academic English support workshops or classes provided by the University.

## 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 and 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.	Y	There are some aspects of the curriculum that might present difficulties for disabled students. However, as with any employment and volunteer environments the student will have a conversation with the employer to ensure that they are not discriminated against and that the environment is accessible.
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	No element of the course will have an adverse impact on any group with protected characteristics.
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 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.

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

Administrative Information – Faculty completion	
Faculty	Health and Social Sciences
Portfolio	Undergraduate Applied Social Studies
Department/School	Applied Social Studies
Course Coordinator	Dr Liesl Conradie
Trimester pattern of operation	n/a
PSRB renewal date (where recognised)	
Version number	1/16
Approved by (c.f. Quality Handbook ch.2)	Approval Panel
Date of approval (dd/mm/yyyy)	27/02/2017
Implementation start-date of this version (plus any identified end-date)	2017/2018
Study model type (e.g. study centre)	

Form completed by:

Name: ...Dr Liesl Conradie and Nikki Southgate      Date: ...18/11/2016.....

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:

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

## 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>	<i>Child and Family Studies</i>
<b>Qualification</b>	<i>Foundation Degree</i>
<b>Route Code (SITS)</b>	<i>Bedford College FDCASFBF Barnfield College FDCASFAF Central Bedfordshire College FDCASFDF</i>
<b>Faculty</b>	<i>Health and Social Sciences</i>
<b>Department/School/Division</b>	<i>Applied Social Studies</i>
<b>Version Number</b>	<i>1/17</i>

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

Unit code	Intro to academic study and WBL	Intro to working with children	Law, Society and Controversy	Understanding the Human services		MAW	Perception & discourses of youth	Child welfare: Perspectives on and approaches to risk assessment	Researching children and family practice	Managing Applied Experience within WBL			
<b>Level</b>	4	4	4	4		5	5	5	5	5			
<b>Credits</b>	30	30	30	30		15	30	15	30	30			
<b>Core or option</b>	C	C	C	C		C	C	C	C	C			
<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			LO1	LO1		LO1	LO1						
2		LO1		LO2				LO1					
3							LO2						
4		LO2				LO2		LO2		LO1			
5									LO1				
6	LO2									LO2			
7	LO1		LO2						LO2				

1. Demonstrate a sound working knowledge of relevant policy, legislation and service provision, together with in-depth knowledge of specialized areas of study and the ability to recognise when legislation is relevant for different workplace practices;
2. Engage in reflective working and innovative approaches to working with children, young people and families;
3. Relate theory to practice and reflect on practice through utilization of student's own experiences gained from existing practice in the field of children's and young people's services,
4. Evidence an understanding of key theoretical perspectives and their applications within child care policy and practice;
5. Demonstrate a familiarity with key research methodologies and techniques, selecting and applying a methodology appropriately in order to complete assessments and prepare for higher levels of study.
6. Evidence a solid grounding from which to pursue child care related careers and professions, including the potential to become reflective practitioners with the self-awareness and ability to transfer knowledge and skills to children and young people's services.
7. To build on your academic skills to enhance your future employability, your communication skills both oral and written and finally to promote critical thinking skills giving you the confidence to question and reason information received.

## 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>	FdA Child and Family Studies
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FHEQ Descriptor for a higher education qualification	FHEQ Level 5 for Foundation Degree 2015	Course Learning Outcome(s)												
		1	2	3	4	5	6	7						
knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed		✓	✓	✓	✓	✓	✓	✓						
ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context		✓	✓	✓	✓	✓	✓	✓						
knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study		✓	✓	✓	✓	✓	✓	✓						
an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.		✓	✓	✓	✓	✓	✓	✓						
Typically, holders of the qualification will be able to:														
use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis		✓	✓	✓	✓	✓	✓	✓						
effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively		✓	✓	✓	✓	✓	✓	✓						

undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.	✓	✓	✓	✓	✓	✓	✓			
And holders will have: The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.	✓	✓	✓	✓	✓	✓	✓			

Subject Benchmark Statement(s)	Social Policy 2016	Evidence and/or Course Learning Outcome(s)						
		How the course takes account of relevant subject benchmark statements						
Knowledge and understanding		1	2	3	4	5	6	7
<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	✓	✓	✓			✓	✓
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 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.	✓		✓		✓	✓	✓

The format of the following mapping tables may be adjusted.

<b>Qualification Characteristic</b>	<i>QAA Foundation Degree Characteristics 2015</i>	<b>Evidence</b> <i>How the course takes account of relevant qualification characteristics documents</i>
Foundation degree graduates are able to demonstrate:		
knowledge and critical understanding of the established principles in their field of study, and understanding of the limits of their knowledge		<ul style="list-style-type: none"> <li>-Through meeting the Social Policy 2016 subject benchmarks and these are clearly linked to the Course Learning Outcomes</li> <li>-FHEQ Level 5 for Foundation Degree descriptors that is clearly linked to Course Learning outcomes</li> <li>- Unit outcomes that clearly meets the course learning outcomes</li> </ul>
knowledge of the main methods of enquiry in the subject and the ability to use established techniques to undertake critical analysis of information in order to propose solutions		<ul style="list-style-type: none"> <li>-Through meeting the Social Policy 2016 subject benchmarks and these are clearly linked to the Course Learning Outcomes</li> <li>-FHEQ Level 5 for Foundation Degree descriptors that is clearly linked to Course Learning outcomes</li> <li>- Unit outcomes that clearly meets the course learning outcomes</li> </ul>
the ability to evaluate critically the appropriateness of different approaches to solving problems and to apply these in a work context		<ul style="list-style-type: none"> <li>-Through meeting the Social Policy 2016 subject benchmarks and these are clearly linked to the Course Learning Outcomes</li> <li>-FHEQ Level 5 for Foundation Degree descriptors that is clearly linked to Course Learning outcomes</li> <li>- Unit outcomes that clearly meets the course learning outcomes</li> </ul>
the ability to apply their knowledge and skills to new situations, including in the workplace		<ul style="list-style-type: none"> <li>-Through meeting the Social Policy 2016 subject benchmarks and these are clearly linked to the Course Learning Outcomes</li> </ul>

	<p>-FHEQ Level 5 for Foundation Degree descriptors that is clearly linked to Course Learning outcomes</p> <p>- Unit outcomes that clearly meets the course learning outcomes</p>
<p>effective communication skills in a variety of forms and for a range of audiences</p>	<p>-Through meeting the Social Policy 2016 subject benchmarks and these are clearly linked to the Course Learning Outcomes</p> <p>-FHEQ Level 5 for Foundation Degree descriptors that is clearly linked to Course Learning outcomes</p> <p>- Unit outcomes that clearly meets the course learning outcomes</p>

Professional body or other external reference points	<i>n/a</i>	Evidence
		<i>How the course takes account of Professional body or other external reference points</i>