De Montfort University

Course Template

1. Basic information

- Course Name: Children, Families and Community Health
- Course Code: PH003A
- Level (UG, PG):   Undergraduate
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: School of Applied Social Sciences
- PMB   APSS
- Offered at: C0 - Leicester College
- Type (single, joint.):   SI
- Highest Award :   Foundation Degree in Arts
- All possible exit awards   Certificate of Higher Education; Institutional Undergraduate Credit;
  :   University Certificate In Professional Development
- Award notes :

Professional Body Recognition
- Accreditation by Professional/Statutory body:

No

- Exemption by Professional/Statutory body:

No

- Details

- Modes of attendance: Main MOA: Part-Time
                             Other MOA:
- Mode Notes:

- Course leader: Karen Sweeney

2. Entry Requirements and Profile

> UCAS Points
>
> Minimum of 180 points
> GCSEs
>
> At least 5 GCSEs at grade C or above including Maths and English Plus one of the
> following:
>
> Alevels
>
> From a minimum of 1 a level. NB - NVQs can be considered in conjunction with other
> qualifications and as part of an applicant's overall profile
>
> BTEC
>
> BTEC National Diploma - BTEC with Merit/Merit/Pass
> BTEC National Certificate - BTEC Distinction/Merit
> BTEC National Award - only in combination with other accepted qualifications
> BTEC Extended Diploma (3 A2s) - BTEC with Merit/Merit/Pass
> BTEC Diploma (2 A2s) Science - BTEC Distinction/Merit
> BTEC Subsidiary Diploma (1 A2) - only in combination with other accepted qualifications
> BTEC certificate (1 A1) - only in combination with other accepted qualifications

Access course
Pass. English and Maths GCSE equivalency required, 12 level 2 credits in each subject

Interview: Yes

Work Experience: Paid or voluntary involvement in a course related employment setting beyond school-based experience (should be a minimum of 6 months). Recent written reference from employer on headed paper.

International Baccalaureate:26+

This course welcomes mature students and values their experience. In some cases an alternative experiential and academic profile may be accepted for entry.

You must complete a declaration form and enhanced Disclosure and Barring Service disclosure application form before starting the course, which needs to be cleared in accordance with DMU's admissions policy. Contact us for up-to-date information. You will also need a declaration form clearance prior to the start of the course.

International Students:
If English is not your first language, we require an English language level of IELTS 6.5 or equivalent. International students are required to provide a criminal records certificate clearance from home country prior to the start of the course.

Personal Statement selection criteria

Clear communication skills, including good grammar and spelling
Information relevant to the course applied for
Interest in the course demonstrated with explanation and evidence
If relevant for the course - work and life experience.

3.   **Course Description**

Characteristics and Aims

The Foundation Degree in Children, Families and Community Health, incorporating the UCPD in Children, Families and Community Health, emerged from the collaborative efforts of the Faculty of Health and Life Sciences, Leicester College and Sure Start personnel. It offers students a means by which those interested and/or engaged in the promotion of the physical, intellectual and social development of infants and young children can develop practical and vocationally relevant academic skills. It reflects the desire and commitment by the University to widening participation in HE by offering an applied, multi-disciplinary programme to those who work or wish to work with families and communities. It provides, through flexible entry routes and innovative modes of delivery, a route to 'full' honours degree for non-traditional students.

The Foundation Degree firmly locates the developing child and those responsible for parenting him or her within the social context of the family and the community. It enables students to develop a critical understanding of the health and welfare of communities, families and children and an understanding and practical experience of engaging with them. Modules relate to child development and parenting, and to families and communities as the social context for these. Modules foster critical understanding, based principally on the application of social scientific perspectives, as well as familiarity with various skills entailed in engagement at the level of the child, parent, family or community.

The Foundation Degree fosters an understanding of organisations responsible for the delivery

of health and social care in the UK. It also enables students to develop a critical awareness of key management and organisational theories and the application of these theories.

Teaching, Learning and Assessment Strategies

Strategy:
Learning strategies are shaped by the characteristics of the current and anticipated student body and by the overarching objective of widening participation in higher education. Students will include many who had not previously thought of themselves as potential HE learners. They may have 'A' level or equivalent qualifications or have little post-16 education.

The strategy adopted for the Foundation Degree entails creating a learning environment which is geographically and socially accessible and non-threatening and a learning process which facilitates progression from the threshhold of level four to the threshhold of level six. This is achieved through taking the learning out into the community, by teaching in local Colleges and placement centres, through maintaining small class sizes (normally 10-15), through facilitating the linking of theory and concepts on the one hand with everyday experience on the other, and through diverse modes of assessment which become progressively more typical of what might be found on a more traditional 'full' honours programme.

A major part of the learning strategy is the provision of adequate learner support through employer's own initiatives and through a co-requisite module which all students will be required to take upon enrolment, called 'Research, Study Skills and Personal Development'. Additional support is available through a post-class tutorial/ workshop slot of one hour, built into each module, which permits one-to-one discussions between module deliverers and students as well as workshop or small group activity. These slots can be used for individual or group guidance relating to module content, advice relating to progress through the course or the discussion of any concerns raised by either students or College staff.

Following discussion with Sure Start personnel, it was agreed that modules running over a few months on a regular weekly basis would be most likely to enable students to join and sustain commitment to study, provided that teaching slots are not too long (not exceeding two hours of formal class time) and occur within the school day. School holidays, including half-terms, will be taken into consideration in module planning. Components of assessment will be timed to allow some early feedback on achievement.

Key Skills: Skills relating to literacy, communication, group-work, information technology and problem-solving will be enhanced; more limited numerical skills development is offered. Other skills relating to personal development such as self-assessment will also be enhanced.

Teaching and learning methods: A range of teaching and learning methods are implemented, including: mini-lectures to impart theoretical and conceptual information; group discussion and collaborative work around particular projects; one-to-one tutorials; practical activities such as collecting information about a community; listening to visiting speakers selected for their expertise and professional experience; making visits to workplaces or agencies in the community to learn about their role and function; and the use of diverse materials for learning including books, appropriate journals, videos, case studies, newspapers and Internet-based materials; assessment through mixed modes such as essays, a community profile, annotated lists, observation analysis, reflective logs and the production of leaflets and diaries.

Work-based learning: Most students will be required to undertake 150 hours of work based learning in each level of the Foundation Degree. Some students, who enter the Foundation Degree via the UCPD, will be required to complete 75 hours at level one. At level four, students will maintain a simple record of their own activities in the framework of the Research, Study Skills and Personal Development module. At level five, they are required to apply the concepts and theories acquired in academic sessions to their engagement in the practical activities experienced in the workplace.

4.   Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
• **Knowledge & understanding**	1. Utilise a range of perspectives and theories to understand and evaluate
	2. Compare and contrast theoretical perspectives
	3. Apply theories and concepts to particular problems both work-based and academic
	4. Understand and use a range of research designs and undertake literature reviews
• **Cognitive skills**	5. Apply theoretical and conceptual knowledge reflexively to develop a deeper understanding of self as biographically and socially shaped
	6. Use good language skills to articulate opinions and formulate arguments effectively in speech and in writing
	7. Learn independently and from the example of others and show the capacity to learn from self-reflection
	8. Choose from a range of alternative strategies in a number of contexts, some of which may be non-routine
• **Subject specific skills**	9. Draw upon different social scientific perspectives to analyse and understand families and their diversity
	10. Understand and appreciate the constraints within which engagement with families occurs, including professional, policy and legal frameworks as well as individual life history
	11. Use psychological theory to analyse and understand language development and psychological development in the context of family and community life and to identify ways of promoting language learning in early years settings
	12. Draw upon social scientific concepts and theories to examine patterning and experiences of health and illness and the socio-political and historical processes which have shaped the services underpinning the health and welfare of community life
	13. Draw upon management theories and concepts with reference to the delivery of health and social care in different settings.
	14. Apply management theories to understand

	the concepts of partnership and team working to the delivery of health and social care in diferent settings and to develop skills in partnership and team working
• **Key Skills**	15. Read and summarise information from extended documents and write different types of documents about straightforward subjects, including extended document images where appropriate
	16. Interpret information from different sources, including material containing a graph and present findings
	17. Present combined information for different purposes, including examples of text, images and numbers
	18. Help set short term targets with another person and plan how these will be met; review progress of achievements
	19. Check if an identified problem has been solved by applying given methods, describe results and explain approach to problem solving
	20. Exchange information on progress and agree ways of improving work with others to help achieve objectives.
	21. Understand the importance of and engage effectively in team and partnership working.

5.   Structure and Regulations

Relationship Details

Module	Credits	Level	Take/Pass	Semester	Locations
HEST1001	**15.00**	**1**	**Neither**	**1, 2, X**	**C0**
HEST1003	**15.00**	**1**	**Neither**	**1, 2, X**	**C0**
HEST1005	**15.00**	**1**	**Must Take**	**1, 2, X**	**C0**
HEST1006	**15.00**	**1**	**Must Take**	**1, 2, X**	**C0**
HEST1010	**15.00**	**1**	**Neither**	**1, 2, X**	**C0**
HEST1011	**15.00**	**1**	**Neither**	**1, 2, X**	**C0**
HEST1012	**15.00**	**1**	**Must Take**	**1, 2, X**	**C0**
HEST1013	**15.00**	**1**	**Must Take**	**1, 2, X**	**C0**
HEST2001	**15.00**	**2**	**Must Take**	**1, 2, X**	**C0**
HEST2006	**15.00**	**2**	**Must Take**	**1, 2, X**	**C0**
HEST2008	**15.00**	**2**	**Must Take**	**1, 2, X**	**C0**
HEST2009	**15.00**	**2**	**Must Take**	**1, 2, X**	**C0**
HEST2010	**15.00**	**2**	**Must Take**	**1, 2, X**	**C0**
HEST2011	**15.00**	**2**	**Must Take**	**1, 2, X**	**C0**
HEST2013	**15.00**	**2**	**Must Take**	**1, 2, X**	**C0**
HEST2014	**15.00**	**2**	**Must Take**	**1, 2, X**	**C0**

Structure

Structure notes

Course Specific Differences or Regulations

Numbers at sites, including partner institutions

Relevant QAA Subject Benchmarking statement(s)

6. **Quality Assurance Information**

QA of Workbased Learning

The work-based learning at level 4 is attached to the Research, Study Skills and Personal Development module and is monitored by the module coordinators at Associate Colleges. The work-based learning at level 5 is related to the Work-Based Practice module and is also monitored by the module coordinators. The Programme Leader at DMU, in conjunction with the programme team, will liaise with staff at the work-based learning placements in order to ensure consistency of support & delivery across different centres.

Liaison with Collaborative Partners

The Foundation Degree is offered at Associate Colleges as agreed by the University, currently Leicester College (which will be delivering modules) and Sure Start or other local centres for work-based practice. The aim is to make the work-based practice element of the course locally available but the precise location of centres for work-based practice will depend upon the numbers undertaking the course.

Procedures for Maintaining Standards

Programme/ module coordinators (Associate College staff), maintain weekly contact with staff at placement centres. Module coordinators, through this contact and through the tutorial time built into each weekly module session, will identify any issues or concerns raised by Sure Start or other placement centre staff or by students. Where possible these will be resolved by the programme coordinator; where not , they will be referred to the relevant member of the De Montfort University team (for example, programme leader or module leader). This will help secure student satisfaction as well as monitoring quality issues.

Quality at programme level will also be monitored through termly meetings between programme/ module coordinators, Sure Start or other work-based centre staff and the programme leader/ module leaders from DMU with student representation.

Quality at module level will be secured through ongoing informal as well as formal evaluation of modules with any issues of concern being discussed at programme team meetings and at the PMB, recorded and tracked where appropriate through the Programme Enhancement Plan (PEP).

Module leaders at DMU will moderate a sample of work from each college. Module leaders will compare work across all Associate Colleges. From each college, the sample to be moderated will consist of all fails, all borderline passes (i.e. 40/41), all those with marks of 70 and above, highest (if not 70+) and lowest mark (if not a fail or borderline fail) and one mid 40s, 50s, and 60s. Any problematic scripts will also be included. Module leaders will liaise with the first marker where there is a disagreement about marks given and will also provide written comments.

After moderation by DMU module leaders, the assignment samples will then be sent to the external examiner for a final overview and comments.

Course Handbook Descriptor