Course Specification

Course Summary Information		
1	**Course Title**	Foundation Certificate in Society, Childhood and Education Leading to BA (Hons) Working with Children Young People and Families with Foundation Year
2	**Course Code**	US1486F
3	**Awarding Institution**	Birmingham City University
4	**Teaching Institution(s)** (if different from point 3)	
5	**Professional Statutory or Regulatory Body (PSRB) accreditation** (if applicable)	

6	**Course Description**
	Overview Our BA (Hons) Working with Children, Young People and Families course has at its heart a strong commitment to social justice and equalities. We will provide you with a range of teaching and learning experiences to build on your existing skills and motivation so that you can contribute to a changing society, particularly with services who work with, or for, vulnerable children, young people and their families. **Foundation Year** The BA (Hons) Working with Children, Young People and Families with a Foundation Year course has been specifically designed to support your transition to degree-level study in Education. As a student, you will undertake a foundation year situated at level 3 study, which has been designed as a prelude to your chosen degree course, providing opportunities for you to develop your knowledge, skills and understanding. Your learning journey through your foundation year will provide a secure platform on which you can build throughout your academic career in higher education. As part of the foundation year, you will explore and develop number of essential academic, interpersonal and professional skills that will help you succeed in your future degree level studies. On successful completion of your foundation year, you are guaranteed to progress on to the first year of the BA (Hons) Working with Children, Young People and Families degree. If you are interested in progressing on to one of our other Education and Social Work degrees, this will be subject to space available on those courses and on meeting the relevant entry requirements, which may include passing an interview.

7	**Course Awards**		
7a	**Name of Final Award**	**Level**	**Credits Awarded**

7b	Exit Awards and Credits Awarded		
	Foundation Certificate in Society, Childhood and Education	Level 3	120

8	Variation from the University Regulations
	Not applicable

9	Delivery Patterns			
	Mode(s) of Study	**Location(s) of Study**	**Duration of Study**	**Code(s)**
	Full Time	City South	1 year	US1486F

10	Entry Requirements	
	Home:	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk or may be found by searching for the course entry profile located on the UCAS website.
	EU:	
	International:	
	Access:	

11	Course Aims
1	Pursuing excellence: To establish a clear understanding of the requirements and expectations of academic study in higher education.
2	Practice-led, knowledge applied: To apply your knowledge and understanding to the processes and protocols of studies in higher education, and to begin to recognise their relevance in a range of subject disciplines and related professional context.
3	Interdisciplinarity: To recognise the interrelated nature of subjects and topics across a range of disciplines and their potential impact on related professions.
4	Employability-driven: To provide a foundation upon which knowledge and understanding can be built in preparation for related and relevant employment.
5	Internationalisation: To promote a global understanding of higher education.

12	Course Learning Outcomes
1	Demonstrate a commitment to continuing personal and professional development and career planning.
2	Demonstrate an ability to adapt behaviours in accordance with diverse cultural and individual factors.
3	Conduct yourself in a manner that is consistent with the values of your future profession.
4	Become an autonomous learner, who is confident, adaptable and capable of independent enquiry.
5	Demonstrate a wide range of transferable skills to appropriately prepare for higher levels of study and employment. Such as: communication and literacy; problem solving; presentation skills; independent learning and working; collaboration and teamwork; IT skills; and a reflective approach to learning

13	Course Learning, Teaching and Assessment Strategy
	Course Learning and Teaching

The learning, teaching and assessment strategy reflects the commitment of the course team to deliver high quality teaching and learning experiences that will transform lives and empower students to become independent learners. Our teaching sessions are interactive where students are engaged and active participants who feel confident to ask questions, clarify understanding and to challenge key ideas presented. We know that students learn in a wide range of ways, so we incorporate different strategies that respond to their needs. The learning approaches that students may expect to engage in, include:

- Workshops
- Seminars
- Lectures
- Tutorials
- Small group work
- Independent study
- Online learning via the virtual learning environment (Moodle)
- Peer discussion and peer learning
- Online lessons

We are committed to supporting students to develop their technological skills to prepare them for future work, so we incorporate technology where possible to facilitate learning and teaching. We offer a blended learning approach which includes both face-to-face teaching, and some online learning to support students in engaging in modules in different ways, which we utilise to meet the needs of our students.

Whilst studying with us, we expect students to become autonomous learners; we will set tasks for them to complete either in preparation for their next session, or as a directed learning task after a session. These tasks are designed to support students in extending their knowledge and understanding of key concepts and we expect full engagement with these. A key part of being an active and engaged learner is attendance in sessions, and therefore attendance is a requirement in all scheduled learning activities. In class, we encourage and expect full participation. We are strongly committed to promoting collaborative learning and in sessions we will work with students to support their developing skills. The team collectively appreciate the varied needs of students and work to ensure all needs are adequately met.

Assessment

Our assessment methods are designed based on the modules offered and in line with practice. We recognise that students respond well when there is a clear connection to their learning and assessment, and we provide support within each module to support students in understanding the assessment tasks and ways that they can be approached. We assess students' knowledge and understanding of the key concepts explored, and we will support them to further develop skills to strengthen graduate attributes. We know that students will need to draw upon a wide range of skills when working in their intended professions, so our assessment methods are designed to help them develop these.
Throughout the course we will offer different assessments that draw on a wide range of written and verbal skills. These may include (but are not limited to):

- Essays
- Posters
- Portfolios
- Projects
- Reflective journals
- Patchwork assessments
- Presentations
- Exams

	Support is ongoing in all modules where students can receive formative feedback. In the formative submissions, students will receive feedback from their tutor either verbally (which is recorded) or written to identify strengths and areas of improvement prior to final submissions. Students will be supported by module leaders throughout the modules to ensure they understand the assessment. After each summative assignment submission, students will receive written, detailed, and individual 'feedback' to enable them to understand the grade they achieved on the work submitted and 'feedforward' which will provide key points to improve upon for their next submission. All information about the assignments, including the marking criteria is made available to students at the start of each module. Tutors refer to this throughout teaching sessions and will plan for formative teaching opportunities when, for example, students may be asked to peer review other students work or projects, complete self-assessment tasks against learning outcomes, demonstrate current learning and thinking about a particular concept through preparing a short presentation or piece of writing.

14	**Course Requirements**
14a	**Level 3:** **In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):**

Module Code	Module Name	Credit Value
HEL3000	Academic Skills for Success	20 credits
HEL3010	Interpersonal and Communication Skills	20 credits
HEL3003	Negotiated Studies	20 credits
HEL3018	Equality and the Child	20 credits
HEL3005	Policy and Politics	20 credits
HEL3014	Foundations of Child Development	20 credits

14b	**Structure Diagram**

Level 3

SEMESTER ONE	SEMESTER TWO
HEL3000: Academic Skills for Success (20 credits) HEL3005: Policy and Politics (20 credits) HEL3010: Interpersonal and Communication Skills (20 credits)	HEL3003: Negotiated Studies (20 credits) HEL3014: Foundations of Child Development (20 credits) HEL3018: Equality and the Child (20 credits)

15 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 3

Workload

16% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	196 hours
Directed Learning	180 hours
Private Study	824 hours
Total Hours	1200 hours

Balance of Assessment

Assessment Mode	Percentage
Coursework	67%
Exam	0%
In-Person	33%

Course Specification

Course Summary Information		
1	**Course Title**	BA (Hons) Working with Children, Young People and Families
2	**Course Code**	US1486
3	**Awarding Institution**	Birmingham City University
4	**Teaching Institution(s)** (If different from point 3)	
5	**Professional Statutory or Regulatory Body (PSRB) accreditation** (if applicable)	N/A

6	**Course Description**
	BA (Hons) Working with Children, Young People, and Families is a course with social justice and equality at its heart. It is an exciting, contemporary degree which will equip you with the knowledge, skills, and competencies to work effectively with children, young people and families in a range of professional settings. The ethos of social justice is woven throughout the theoretical and practical aspects of the course. We will provide you with a range of teaching and learning experiences to build on your motivations and existing skills so that you can contribute positively to a changing society, particularly with services who work with, or for, vulnerable children, young people, and their families. We recognise the importance of giving you the autonomy to shape your academic path. Alongside essential core components which will ensure you explore the breadth of this subject, you will have choices in your placement settings and optional modules, which will enable you to tailor your degree to your career aspirations as they evolve. Practical placements are an important part of the course, in each year of the programme you will gain valuable hands-on experience working in a professional setting. This will allow you to apply the theoretical knowledge you have gained in classes to real-life situations, developing the practical skills and competencies essential for you to work in the field. You will have the opportunity to observe and learn from experienced professionals, gaining insight into best practices, techniques, and approaches used in the field. Your time in practice will also give you the chance to build professional networks and make connections that may prove beneficial when you are looking to move into employment after graduation. Overall, this course will provide you with a rich and rewarding learning experience that will be invaluable to a range of potential future careers in areas of work with young people, community development and education, youth engagement and inclusion, community cohesion, as well as postgraduate study. Whatever path you choose to pursue on completion of the course, you will take with you a professional practice grounded in the theory and practice of community-based, informal education. **What's covered in the course?** With a focus on personal and professional development, our course will support you to understand the complexities of working with children, young people, and their families, in theory and in practice. We want to support you so that you can develop into an effective agent of change, making a difference to vulnerable children and young people, and providing family support.

	Many people who choose to undertake this degree do so because they want to make a difference. The rights of children and young people, and a commitment to social justice, equity, sustainability, anti-discrimination, community empowerment and collective action are at the centre of what we believe, teach and research. As you progress through the course you will work and learn together with experienced tutors and professionals to become a confident and competent advocate of children and young people, developing your own personal and professional skills so that you can be influential in developing sustainable practice, provision, and policy in your future career. We will encourage you to develop your communication skills in a supportive and nurturing learning environment. Drawing on our close interaction and partnerships with the sector, as well as digital technologies, case studies and practical experiences, we will help you to take calculated risks as you deepen your knowledge of yourself, alongside your skills and understanding of working with children, young people, and families. Tutors on the course come from a wide range of professional backgrounds and are research active, understanding the demands of study, work, and family life. They are committed to the agenda of social justice, equity, anti-discrimination, community empowerment, sustainability and collective action that underpins the course.

7	**Course Awards**		
7a	**Name of Final Award**	**Level**	**Credits Awarded**
	Bachelor of Arts with Honours Working with Children, Young People and Families	6	360
7b	**Exit Awards and Credits Awarded**		
	Certificate of Higher Education Working with Children, Young People and Families	4	120
	Diploma of Higher Education Working with Children, Young People and Families	5	240
	Bachelor of Arts Working with Children, Young People and Families	6	300

8	**Variation from the University Regulations**
	Not applicable

9	**Delivery Patterns**		
Mode(s) of Study	**Location(s) of Study**	**Duration of Study**	**Code(s)**
Full Time	City Centre	3 years	US1486

10	**Entry Requirements**
	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk, or may be found by searching for the course entry profile located on the UCAS website.

11	Course Aims	
	1.	To enable you through excellence in academic achievement to be effective problem solvers, creative and resourceful planners, able to offer and implement solutions.
	2.	To become knowledgeable and understanding of the development and needs of vulnerable children, young people and their families and the impact of current policy and legislation
	3.	To be advocates of the rights of children and young people and confidently place them at the heart of policy and practice decision, through a commitment to diversity, inclusion and equality.
	4.	To develop graduates with the capacity and breadth of professional skills to work in a range of children services, adopting an integrated attitude and approach.
	5.	To promote an outward looking awareness of global issues that impact on the well-being and protection of vulnerable children, young people and their families.

12	Course Learning Outcomes
By the end of your course, you will:	
Knowledge and understanding	
1	Recognise and articulate how a range of factors and issues can influence the lives children, young people and their families.
2	Critically reflect and evaluate on how different agencies work together in an interdisciplinary manner to support children, young people and families.
3	Critically analyse and apply relevant policies and theories that guide practice with children, young people and their families.
4	Appraise the underlying professional value base and ethical principles surrounding youth and community work and use these to conduct practice.
5	Identify and reflect upon the range of perspectives attaining to contemporary debates and contested issues surrounding work with children, young people and families.
Skills and Other Attributes	
6	Cultivate a professional commitment to being an advocate for social justice who promotes equality, diversity, human rights, autonomy, freedom, responsibility and justice for children and young people.
7	Develop as an independent reflective thinker, who can seek out, use, and evaluate information from a range of sources and communicate the findings effectively.
8	Develop a range of transferable professional skills reinforced through a reflexive approach to one's own practice in response to context, service users and professional development needs.
9	Understand the concept of sustainability and ensure your practice aligns with the sustainable development goals across environmental, social and economic contexts.
10	Develop the necessary skills to communicate effectively in academic and professional settings, demonstrating a high level of competence and professionalism in your verbal and written communication.

13	Level Learning Outcomes
	Upon completion of Level 4 / the Certificate of Higher Education, students will be able to:
1	Build an awareness of the key factors and issues that can influence the lives of children, young people and their families.
2	Develop an awareness of personal, professional and academic skills, attributes and values and reflect upon how they can influence practice.
3	Reflect upon and evaluate how different agencies work together in an interdisciplinary manner to support children, young people and families.

4	Demonstrate relevant study skills, including reflective thinking, independent learning and research, information searching and collection, group work skills, IT skills, written and oral communication, problem solving and time planning and management.
	Upon completion of Level 5 / the Diploma of Higher Education, students will be able to:
5	Evaluate their own placement and practice experiences and use this reflection to enhance their skills in working with children, young people, and families.
6	Understand and apply the safeguarding policy and legislative framework that underpins work with children, young people and families.
7	Recognise how social and cultural contexts can influence outcomes and life chances of children, young people and families and develop strategies to support them in practice.
8	Evaluate a range of research methods and assess the appropriateness of their use and be able to communicate information, ideas and arguments in a range of academic formats.
	Upon completion of 60 credits at Level 6 / the Bachelor's degree, students will be able to:
9	Conduct independent research to investigate a specific topic and be able to communicate findings, information, ideas, problems and solutions to both specialist and non-specialist audiences.
10	Critically discuss ethical issues such as social justice, equity and children's rights that require an awareness of the current trends.
11	Be able to engage in reflective practice to enhance their ongoing learning and development, both professionally and academically.

14	**Course Learning, Teaching and Assessment Strategy**
	This learning, teaching and assessment strategy reflects the commitment of the course team to deliver high quality teaching and learning experiences that will change lives and empower students to be both independent learners and advocates for change. Teaching sessions are interactive and multifaceted to ensure all types of learners are supported through a range of learning and teaching approaches, activities, and experiences. Learning approaches that students may engage with include: - Lectures - Workshops - Tutorials - Seminars - Self-directed group work and projects - Visits and exchanges - Peer-to-peer learning and discussion - Online tools - Collective problem-solving and participative enquiry-action learning - Practice simulations - Practice learning opportunities in lectures - Conferences Attention is given to the effective use of information and communications technology to facilitate learning and teaching and the development of students' digital literacies. Therefore, we offer a blended learning approach, whereby we offer both face-to-face and online teaching, which meets the needs of students' diverse lifestyles. We expect students to be active learners which means we will often ask you to read materials or undertake specific tasks before taught sessions and to work on case studies and other tasks in classes. As many of the academic staff have utilised 'direct work' activities (role play, art, 'games' etc.) with children, young people, and their families in practice settings, we often use these in teaching settings as this helps you to learn techniques you can use with service users, but also helps us to learn about ourselves. We believe in a collaborative approach to learning,

	whereby students are part of the learning experience, and not 'taught at', facilitating interesting teaching sessions and effective learning offering a transformational and collaborative classroom. Our aim is to work with our students so they may develop into confident, enquiring, reflective and resilient individuals, who are able to critically apply their knowledge in an innovative way, to problem-solve, and make a positive contribution within their personal and professional lives. Teaching staff and practice learning staff are culturally sensitive and follow professional values and standards, possessing substantial practice experience, drawn from a broad mix of specialist areas. Assessment is sustainable and aligned to practice. This recognises that students learn more deeply when the planned learning is constructively aligned with the assessment process. Planned learning is designed in accordance with the learning outcomes, then the assessment is constructively aligned to evaluate students' attainment of the learning outcomes, so students can see how the learning enables them to do or know key information at the end of the module and the assessment will demonstrate their attainment of this. Sustainable assessment methods are fit to assess knowledge and understanding of the subject area. They also strengthen graduate attributes in their use of assessments or in their capacity to make professional judgements across a range of future practice contexts. Assessment is thus formative, summative and sustainable in its alignment to professional practice and involves an appropriate range of methods of gathering evidence about student achievement and progress. It includes using data from both higher education providers and practice agencies in which the student is undertaking her/his professional education. The assessment draws upon a diversity of methods which reflect the range of practical, academic, and digital skills required by practitioners in the field. Throughout this course, we will offer a range of interactive and contemporary assessment types, which may include: - self-negotiated assessments - campaign portfolios - simulations such as multiagency meetings, funding applications and needs assessments presentations - patchwork assessments - work-based portfolio - reflective logs and journals - posters - development of practice resources - essays - reports - podcasts There are no exams on this course, as it is not a valuable assessment method for youth and community students. We ensure there are multiple opportunities on every module for formal and informal formative feedback. In the formal formative submissions, students will receive verbal

	'feedforward' (which is recorded) or written, to identify strengths and areas of improvement before their final submission. Students will be supported by module leads throughout each module to ensure they understand the assessment, and we will work collaboratively to design a 'fit to submit' document with each group, outlining what every assessment needs to pass. After each formative assessment, students will receive written, detailed, and individual 'feedback' to enable them to understand the grade they achieved on the work submitted and 'feedforward' which will provide key points to improve upon for their next submission. Most assignments will be submitted electronically, although presentations will occur in real time. All assignments are to be submitted at the end of the semester in which the module was taught. We make every effort to spread the assignments across the assessment period so that students do not have multiple assessments in one given week. Regarding digital literacies, we have built up considerable expertise in supporting students in creating and using e-portfolios. We use this approach particularly when the assignment is directly linked to placement or professional development experiences. Feedback, students' marks and markers' comments are provided twenty working days after submission (this does not include weekends). Students will have their marks explained to them, and there will be a clear indication of what they need to do to improve their marks in the future. Students will be able to seek further advice as to how they can improve from their Personal Development tutors, who will meet with them regularly to review their progress and support them in planning how to improve so they can reach their full potential. All information about the assignments, including the marking criteria, is made available to students at the programme's start. Tutors refer to this throughout teaching sessions and will plan for formative teaching opportunities when, for example, students may be asked to peer review other students' work or projects, complete self-assessment tasks against learning outcomes, demonstrate current learning and thinking about a particular concept through preparing a short presentation or piece of writing. Reasonable adjustments are made for students with disabilities as identified by the Student Disability team. This may mean that individual students work to different time frames and may have additional support in teaching sessions.

15	**Course Requirements**
15a	**Level 4:** ***In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):***

Module Code	**Module Name**	**Credit Value**
EDU4198	Self-Awareness for Personal and Professional Growth	20
EDU4188	Preparing to Study in Higher Education	20
EDU4199	Social Justice: Diversity, Equity and Inclusion	20
EDU4200	Effective Early Intervention	20
EDU4196	Preparing for Placement	20
EDU4197	Professional Placement	20

Level 5:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 100 credits):

Module Code	Module Name	Credit Value
EDU5208	Reflecting on Placement	20
EDU5207	Reflecting on Personal and Professional Development	20
EDU5193	Preparing to Research	20
EDU5202	Children and Young People's Rights and Identities	20
EDU5186	Safeguarding and Child Protection	20

In order to complete this course a student must successfully complete at least 20 credits from the following indicative list of OPTIONAL modules.

Module Code	Module Name	Credit Value
EDU5199	Mental Health and Wellbeing	20
EDU5204	Empowering Youth and Communities through Social Pedagogy	20
EDU5203	Contemporary Perspectives	20
EDU5190	Introduction to Special Educational Needs	20

Level 6:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 100 credits):

Module Code	Module Name	Credit Value
EDU6303	Individual Research Project	40
EDU6318	Advocacy, Activism and Social Change	20
EDU6322	Family-Centred Practice in Diverse Contexts	20
EDU6321	Employability in Interdisciplinary Contexts	20

In order to complete this course a student must successfully complete at least 20 credits from the following indicative list of OPTIONAL modules.

Module Code	Module Name	Credit Value
EDU6320	Decolonising Children, Young People, and Family Work: Reclaiming Voices and Empowering Communities	20
EDU6323	Promoting Mental Health and Wellbeing: Effective Support Skills for Children, Young People and Families	20
EDU6317	Anti-Racist Practice	20
EDU6324	Reflective Practice in an Interprofessional Context (Placement)	20

15b	Structure Diagram

Please note list of optional modules is indicative only. Students' choice will not be guaranteed for optional modules, but a fair and transparent process will be adopted and shared with students.

Include a structure diagram for each mode of study. Level 4 is completed as an example including modules which extend the whole year.

Level 4

SEMESTER ONE	SEMESTER TWO
Core EDU4188 Preparing to Study in Higher Education EDU4198 Self-Awareness for Personal and Professional Growth EDU4196 Preparing for Placement	**Core** EDU4199 Social Justice: Diversity, Equity and Inclusion EDU4200 Effective Early Intervention EDU4197 Professional Placement

Level 5

SEMESTER ONE	SEMESTER TWO
Core EDU5186 Safeguarding and Child Protection EDU5208 Reflecting on Placement	**Core** EDU5193 Preparing to Research EDU5202 Children and Young People's Rights and Identities EDU5207 Reflecting on Personal and Professional Development
Optional EDU5199 Mental Health and Wellbeing EDU5204 Empowering Youth and Communities through Social Pedagogy EDU5203 Contemporary Perspectives EDU5190 Introduction to Special Educational Needs	

Level 6

SEMESTER ONE	SEMESTER TWO
Core: (all year) EDU6301: Individual Research Project (40 credits)	
Core	**Core**

EDU6321 Employability in Interdisciplinary Contexts	EDU6322 Family Centred Practice in Diverse Contexts EDU6318 Advocacy, Activism and Social Change
Optional EDU6323 Promoting Mental Health and Wellbeing: Effective Support Skills for Children, Young People and Families EDU6320 Decolonising Children, Young People, and Family Work: Reclaiming Voices and Empowering Communities EDU6317 Anti-Racist Practice EDU6324 Reflective Practice in an Interprofessional Context (Placement)	

16 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable.
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+ and peer learning.
- *Private Study* includes preparation for exams.

The *balance of assessment* by mode of assessment (e.g., coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 4

Workload

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	196
Directed Learning	295
Private Study	709
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	100%
Exam	0%

In-Person	0%

Level 5

Workload

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	204
Directed Learning	256
Private Study	740
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	76.33%
Exam	0%
In-Person	23.67%

Level 6

Workload

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	191
Directed Learning	190
Private Study	819
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	100%
Exam	0%
In-Person	0%