



LEEDS
BECKETT
UNIVERSITY

Course Specification

BA (Hons) Childhood Development and Playwork

Course Code: BCDAP

2021/22

BA (Hons) Childhood Development and Playwork (BCDAP)

Applicant Course Specification for 2021/22 Undergraduate Entrants

Confirmed at March 2021

General Information

Award	Bachelor of Arts with Honours Childhood Development and Playwork
Contained Awards	Bachelor of Arts Childhood Development and Playwork Diploma of Higher Education Childhood Development and Playwork Certificate of Higher Education Childhood Development and Playwork
Awarding Body	Leeds Beckett University
Level of Qualification and Credits	Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total).
Course Lengths and Standard Timescales	Start dates are notified to students via their offer letter. The length of the course is confirmed below and modes of delivery are confirmed prior to the start date in line with Government guidance: <ul style="list-style-type: none">• 3 years, full-time• 6 years, part-time
Part Time Study	Part-time delivery is usually at half the intensity of the full-time equivalent course, although there may be flexibility to increase the pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence from that defined within this specification but the modules offered within each level are consistent.
Location of Delivery	City Campus, Leeds, plus location of placements
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning . Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk .
Course Fees	Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk .

Timetable Information

Timetables are made available to students during induction week via:

- The Student Portal
- The Leeds Beckett app

Any difficulties relating to timetabled sessions can be discussed with your Course Administrator.

Policies, Standards and Regulations www.leedsbeckett.ac.uk/academicregulations

There are no additional or non-standard regulations that relate to your course.

Level 6 Playwork: Therapeutic Interventions module: This module is recognised by the Academy of Play and Child Psychotherapy (APAC) and completion of the module allows graduates to apply to be exempt from the first stage of the APAC play therapy programme. Although attendance is ‘standard’ for the module on the BA (Hons) Childhood Development and Playwork course, for APAC to recognise the module, graduates need to evidence a minimum of 80% attendance and that the module was passed.

Your Key Contacts

Course Director	Alexandra Long
Academic Advisor	Confirmed during induction
Course Administrator	Urszula Scibior, u.scibior@leedsbeckett.ac.uk

Placement Information

Summary

Students are required to undertake a period of sustained experiential learning at both levels 4 and 5 of the course. For full-time students, the requirement of 360 hours is usually achieved over a period of approximately 14 weeks, though this is determined by the nature of the placement setting. For part-time students, their experiential learning module is generally split across a two year period and the allocation of the 360 hour placement at level 4 and 5 requirement, is portioned as appropriate.

Length

360 hours undertaken at level 4 and level 5

Location

Normally in West Yorkshire.

Professional Accreditation or Recognition Associated with the Course

This course does not have professional body accreditation or recognition.

Course Overview

Aims

Through the exploration of subjects of childhood development and playwork, the aims of the course are to:

- Provide students with the theoretic knowledge and practical skills required by employers across the diverse Children and Families Workforce.
- Provide flexibility to enable students to develop progression routes into their preferred graduate destinations.

Course Learning Outcomes

At the end of the course, students will be able to:

- 1 Work with children and families in diverse contexts, demonstrating a deep understanding of child development from the perspective of a broad range of psychological disciplines.
- 2 Apply a transferable approach to reflexive playwork practice across a range of child-focussed occupations informed by theories of childhood, processes of strategic organisational development and play, as practiced and refined in the field.
- 3 Make strategic, informed decisions about provision for children, demonstrating a systematic understanding of the key theories and research informing the study of childhood development and playwork.
- 4 Recognise the multiplicity of childhoods as diverse, socio-culturally constructed concepts, and understand the implications of the expression of these concepts for children's lived experiences in respect of practice, policy, legislation and rights provision.
- 5 Develop small-scale social research projects, demonstrating an understanding of critical ethical issues and applying suitable methodologies commensurate with undergraduate studies and forming a foundation for postgraduate research.

Teaching and Learning Activities

While the majority of teaching is class-based, incorporating a mix of lectures, seminars and workshops, the role of experiential learning is central to the course. Enabling students to relate theory to practice is critical to the achievement of the learning outcomes of the course and this is facilitated through various means.

A number of modules incorporate field-trips, allowing students to experience a range of settings first-hand whilst meeting practitioners in their professional context. Some modules include contributions from specialist practitioners from across the children's workforce, to share their expert knowledge with students. This ensures the authenticity and relevance of the teaching through valuable insights into operational aspects of service delivery and approaches to working with children in a range of contexts.

Experiential Learning modules offer students a guided learning opportunity which is informed, in the main, by students' personal interests. Critically, the two periods of experiential learning at levels 4 and 5, allow students to enter a community of practice, exploring and witnessing theory in practice, trialling a playwork

approach to working with children. This is supported through a range of online guided learning resources, offering students opportunities for formative feedback throughout the period of practice. Here students are supported to examine approaches to practice and provision for children and their play.

Students are supported to develop the skills necessary to engage in self-directed, academic study. This is supported by the academic librarian and colleagues from Skills for Learning.

Your Modules

This information is correct for students progressing through the course in standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery is provided in your timetable.

Full-time Semester 1	Core Y/N	Semester 2	Core Y/N
Level 4			
Playwork: Foundations of Theory and Practice (20 credits)	Y	Experiential Learning: Theory and Practice Explored (20 credits)	Y
Child Development: Exploring Issues and Perspectives on Play (20 credits)	Y	Experiential Learning: Organisation Development (20 credits)	Y
Childhood: Theory, Constructs and Concepts (20 credits)	Y	Experiential Learning: Preparation and Reflection (20 credits)	Y

Full-time Semester 1	Core Y/N	Semester 2	Core Y/N
Level 5			
Playwork: Critical Applications (20 credits)	Y	Experiential Learning: Theory and Practice Advanced (20 credits)	Y
Childhood: Rights and Society (20 credits)	Y	Experiential Learning: Objectives and Evaluation (20 credits)	Y
Child Development: Developing while Playing (20 credits)	N	Experiential Learning: Developing Reflexivity (20 credits)	Y
Project Development: Places and Spaces for Play (20 credits)	N		

Full-time Semester 1	Core Y/N	Semester 2	Core Y/N
Level 6			
Childhood: Research Perspectives (20 credits)	Y	Project Development: Managing Design and Delivery (20 credits)	Y
Child Development: Contemporary Perspectives (20 credits)	N	Playwork: Therapeutic Interventions (20 credits)	Y
Childhood: Global Perspectives (20 credits)	N		
Childhood Development and Playwork: Dissertation (40 credits)	Y	Childhood Development and Playwork: Dissertation (40 credits) <i>Continued from Semester 1</i>	Y

Part-time - indicative Semester 1	Core Y/N	Semester 2	Core Y/N
Level 4			
Year 1			
Playwork: Foundations of Theory and Practice (20 credits)	Y	Experiential Learning: Theory and Practice Explored (20 credits)	Y
Childhood: Theory, Constructs and Concepts (20 credits)	Y		
Year 2			
Child Development: Exploring Issues and Perspectives on Play (20 credits)	Y	Experiential Learning: Organisation Development (20 credits)	Y
		Experiential Learning: Preparation and Reflection (20 credits)	Y

Part-time - indicative Semester 1	Core Y/N	Semester 2	Core Y/N
Level 5			
Year 3			
Playwork: Critical Applications (20 credits)	Y	Experiential Learning: Theory and Practice Advanced (20 credits)	Y
Childhood: Rights and Society (20 credits)	Y		
Year 4			
One option module (20 credits) <ul style="list-style-type: none"> • Child Development: Developing while Playing • Project Development: Places and Spaces for Play 	N	Experiential Learning: Objectives and Evaluation (20 credits)	Y
		Experiential Learning: Developing Reflexivity (20 credits)	Y

Part-time - indicative Semester 1	Core Y/N	Semester 2	Core Y/N
Level 6			
Year 5			
One option module (20 credits) <ul style="list-style-type: none"> • Child Development: Contemporary Perspectives • Childhood: Global Perspectives 	N	Playwork: Therapeutic Interventions (20 credits)	Y
Childhood: Research Perspectives (20 credits)	Y		
Year 6			
		Project Development: Managing Design and Delivery (20 credits)	Y
Childhood Development and Playwork: Dissertation (40 credits)	Y	Childhood Development and Playwork: Dissertation (40 credits) <i>Continued from Semester 1</i>	Y

Assessment Balance and Scheduled Learning and Teaching Activities by Level

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard 20 credit module equates to 200 notional learning hours, comprising teaching, learning and assessment, embedded placement activities and guided independent study. Modules may have more than one component of assessment.

Assessment

Level 4 is assessed by coursework mainly, with some practical assessments.

Level 5 is assessed by coursework mainly, with some practical assessments.

Level 6 is assessed by coursework mainly, with some practical assessments.

Workload

Overall workload in hours	Level 4	Level 5	Level 6
Teaching and Learning	174	174	194
Independent Study and Assessment	666	666	1006
Placement	360	360	0
Total	1200	1200	1200

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Representative or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Advice Hub on either campus. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Advice Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. Email enquiries may be directed to studentadvicehub@leedsbeckett.ac.uk.

Within MyBeckett there are two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.