



LEEDS  
BECKETT  
UNIVERSITY

# Course Specification

**BA (Hons) Working with  
Children, Young People  
and Families**

**Course Code: BWCYP**

**2024/25**

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# BA (Hons) Working with Children, Young People and Families (BWCYP)

## Applicant Course Specification for 2024/25 Undergraduate Entrants

Confirmed at November 2023

### General Information

<b>Award</b>	Bachelor of Arts with Honours Working with Children, Young People and Families
<b>Contained Awards</b>	Bachelor of Arts Working with Children, Young People and Families (Level 6) Diploma of Higher Education Working with Children, Young People and Families (Level 5) Certificate of Higher Education Working with Children, Young People and Families (Level 4)
<b>Awarding Body</b>	Leeds Beckett University
<b>Level of Qualification and Credits</b>	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).
<b>Course Lengths and Standard Timescales</b>	Start dates are notified to students via their offer letter. The length and mode of delivery of the course are: <ul style="list-style-type: none"><li>• 3 years, full-time, campus based</li></ul>
<b>Location of Delivery</b>	The majority of teaching will be at City campus but on occasion may be at Headingley campus, plus location of work-related learning.
<b>Entry Requirements</b>	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: <a href="https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/">https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/</a> . Admissions enquiries may be directed to: <a href="mailto:AdmissionsEnquiries@leedsbeckett.ac.uk">AdmissionsEnquiries@leedsbeckett.ac.uk</a> .
<b>Course Fees</b>	Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to <a href="mailto:Fees@leedsbeckett.ac.uk">Fees@leedsbeckett.ac.uk</a> .

## Timetable Information

Timetables for semester one are made available to students during induction week via:

- The Student Portal (MyBeckett)
- The Leeds Beckett app

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

## Policies, Standards and Regulations

<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations>

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

## Your Key Contacts

<b>Course Director</b>	Max Bell
<b>Academic Advisor</b>	Confirmed at induction
<b>Course Administrator</b>	Urszula Scibior <a href="mailto:u.scibior@leedsbeckett.ac.uk">u.scibior@leedsbeckett.ac.uk</a>

## Professional Accreditation or Recognition Associated with the Course

This course does not have professional body accreditation or recognition.

## Course Overview

### Aims

This course provides students with the necessary knowledge, skills and values to work in a supporting context in communities with children, young people and families. The overall aim of the course is therefore to develop graduate qualified workers who can demonstrate specific skills for employment or future learning and have attributes valued by employers within community and social care settings. This includes the ability to undertake research and evaluation into areas of professional practice, using a wide range of approaches and evidence.

In seeking to enhance the employability of students, one of the central features of the course is the integrated work-related learning opportunities offered at each level. This approach allows students to build and enhance their employability, enterprise skills and confidence in a range of diverse community based practice contexts.

The course also aims to enhance students critical thinking skills and develop their capacity to respond to complex social needs in community practice settings. To do this the course provides students with a learning experience which helps them to understand the complex interaction between social exclusion and social crises at a local individualised level; and the way that these are connected to broader structural issues. Students also make links with the way that emerging social policy and legal frameworks are used to manage social crises. This in turn fosters an understanding of crises experienced at a micro level and the complexities

of responses at a macro level. At each level students are introduced to a range of theoretical concepts which link to the contemporary context of professional practice in social care, health and welfare services.

### **Course Learning Outcomes**

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

- 1 Critically reflect on their personal and professional value base and how it informs their understanding of the wider community, society and health and social care service provision.
- 2 Develop a critical and theoretical understanding of social complexity and inequality at a local, national and global level; and the interconnections that exist between these.
- 3 Use evidence-based practice and research to critically analyse and evaluate models of integrated community based care and multi-disciplinary practice within an emerging practice framework.
- 4 Demonstrate high levels of interpersonal and problem-solving skills, that inform career choices and transferable, graduate skills, including digital literacy, enterprise and a global outlook.
- 5 Develop a critical, in-depth understanding of participatory frameworks, advocating on behalf of, and using dialogical approaches to working with individuals and groups.
- 6 Identify, assess and intervene in complex social issues using a range of appropriate practice interventions promoting multi-disciplinary working and contributing to positive outcomes for service users and carers.

### **Teaching and Learning Activities**

Delivery of the course is face to face with lectures and seminars scheduled on campus. There may be occasional activities online, such as tutorials.

The course team are aware that different teaching and assessment methods suit different students' learning styles, and we are committed to a variety of practices such as presentations, reflective learning, written assignments, reports and group work activities, in order to promote active learning and student engagement on the course. Formal teaching takes place and is delivered in a variety of formats. Lectures, seminars and tutorials are primary modes of delivery, supported by challenging and authentic/real world tasks within groups and skills workshops.

To develop active learning, students are encouraged to participate in student-led seminars and presentations, as well as group work activities and action learning sets to promote shared learning, peer feedback and team working skills. Analytical skills and critical thinking are developed through reflective learning as problem based learning activities. Seminars offer students an opportunity to debate, question and discuss the chosen topic, enabling them to develop skills of critical questioning and thinking as well as the confidence to express their informed views in a safe space. This also offers students the opportunity to convey complex information with confidence, developing their public speaking and advocacy potential.

Digital learning objects and digital audio and video tools are widely used throughout the curriculum to support teaching and learning. Multimedia sources are used to engage and support students learning in a comprehensive manner. Students engage in authentic learning experiences throughout the course; this can be observed throughout our inclusion of communication skills modules at all levels. This approach to communication based skills develops a comprehensive toolbox of skills for practice. Level 4 has the Engaging and Communicating; level

5 Enhanced Communication: Therapeutic Approaches to Support; and level 6 has Advanced Communication Skills. The modules emphasise direct practice skills, the importance of inter disciplinary working and the ability to interact with socially complex service user groups.

Multi-disciplinary and inter-professional learning are key components of learning and teaching activities. At all levels students undertake a work-related learning module which consists of a mix of academic study and vocational opportunities, where students are supported to undertake a work related experience in a health, social care or community setting of their choice. The work related learning modules help students to develop the skills, knowledge and experience needed to work in a variety of relevant settings and enhances the potential for graduate employability.

## 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.

Semester 1	Core Y/N	Semester 2	Core Y/N
<b>Level 4 Year 1</b>			
Professional and Academic Skills 20 credits	Y	Human Growth and Development across the Lifespan 20 credits	Y
Politics of Everyday Life 20 credits	Y	Social Justice and Inequality 20 credits	Y
		Engaging and Communicating 20 credits	Y
Working Positively: Children and Families 20 credits	Y	Working Positively: Children and Families continues	Y
<b>Level 5 Year 2</b>			
Communities and Enterprise 20 credits	Y	Developing Research in Practice: Children, Young People and Families 20 credits	Y
Enhanced Communication: Therapeutic Approaches to Support 20 credits	Y	Emerging Issues in Practice 20 credits	Y
Safeguarding: Adult and Child Protection 20 credits	Y	One option module, 20 credits: <ul style="list-style-type: none"> <li>Contemporary Themes in Crime and Justice</li> <li>Understanding Child and Adolescent Mental Health</li> <li>Working in Communities</li> </ul>	N
<b>Level 6 Year 3</b>			
The Global Practitioner 20 credits	Y	Advanced Communication: Empowerment and Advocacy 20 credits	Y
Contemporary Challenges for Practice: Working with Children, Young People and Families 20 credits	Y		
Leadership and Personal Effectiveness 20 credits	Y	Leadership and Personal Effectiveness continues	Y
Dissertation 40 credits	Y	Dissertation continues	Y

*NB The option modules are indicative of a typical year and there may be some variance in their availability.*

## 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, work-related learning activities and guided independent study. Modules may have more than one component of assessment.

### Assessment

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

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

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

### Workload

Overall workload in hours	Level 4	Level 5	Level 6
Teaching and Learning	210	208	172
Independent Study and Assessment	890	872	878
Work Related Learning	100	120	150
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.

### Student Services

If you have any questions about life at University, call into our Student Services Centre at either campus or contact Student Advice directly. This team, consisting of trained officers and advisers 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. They also work on a wide range of projects throughout the year all designed to enhance your student experience and ensure you make the most of your time with us. Student Advice are located in the Student Services Centre in the Leslie Silver Building at City Campus and on the ground floor of the Priestley Building at Headingley Campus. The team can also be contacted via email at [studentadvice@leedsbeckett.ac.uk](mailto:studentadvice@leedsbeckett.ac.uk), telephone on 0113 812 3000, or by accessing our online chat link, available on the student homepage.

## **Support and Opportunities**

Within MyBeckett you will see two tabs, Support and Opportunities, where you can find online information and resources.

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.