



LEEDS
BECKETT
UNIVERSITY

Course Specification

BA (Hons)

Childhood Studies

Course Code: BCHEY

2026/27

leedsbeckett.ac.uk

BA (Hons) Childhood Studies (BCHEY)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at October 2025

This is the date the information has been confirmed as correct by the Course Director

General Information

Award	Bachelor of Arts (with Honours) Childhood Studies
Contained awards	Bachelor of Arts Childhood Studies (Level 6) Diploma of Higher Education Childhood Studies (Level 5) Certificate of Higher Education Childhood Studies (Level 4)
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 will be notified to students via their offer letter. The length and mode of delivery of the course is: <ul style="list-style-type: none">• 3 years (full time, campus based)• 6 years (part time, campus based)
Part time study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence from that defined within this information set but the modules offered within each level are consistent. Please note that a work placement option is not generally available to PT students.
Location(s) of delivery	The teaching on your course will take place at Headingley campus, Leeds (plus location of work placement, if applicable).
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: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/ Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk .

Course fees

Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course.

Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Policies, Standards and Regulations

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

Standard regulations apply to this course.

'In Year' Work Placement Information

Summary

The course contains a modular placement.

Leeds Beckett is dedicated to improving the employability of our students and one of the ways in which we do this is to support our students to gain valuable work experience through work-based placements. Our placement teams have developed strong links with companies, many of whom repeatedly recruit our students into excellent placement roles and the teams are dedicated to supporting students through every stage of the placement process. More information about the many benefits of undertaking a work placement, along with details about how to contact our placement teams may be found [here](#).

60 hours at level 4, 90 hours as level 5 and 120 hours at level 6.

Location

In partnership with the course team and our placement office, students arrange a placement in each year that fulfils the requirement of the course and the assessments associated with it but also supports the student with their personal and professional development.

Approval

Whilst students source their own placements, they will need to meet requirements which will be outlined before module enrolment.

Timetable

Timetables for Semester 1 will be made available to students during induction week via:

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

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

Key Contacts

Your course director

Dr Doug Martin

Your course administrator

education@leedsbeckett.ac.uk

Course Overview

Aims

The aims of the programme are to:

1. Prepare students for graduate professional roles in a range of settings related to children.
2. Engage students in creative and contemporary teaching and learning that is informed by different academic disciplines, research and professional perspectives related to childhood and youth.
3. Engage students with developing ideas and approaches in the context of social change, social justice and children's rights.
4. Enhance student commitment to child centred practice and equality to enable them to act in the best interests of children.
5. Develop reflective, critically informed and confident professionals with the relevant academic skills to be able to question and enhance childhood practice.

Course learning outcomes

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

No	Course Learning Outcome
1	Be ready to enter graduate employment or further postgraduate study, and make a positive contribution to services for children.
2	Demonstrate extensive knowledge of contemporary ideas which reflect a multi-disciplinary approach to childhood, including relevant policies and services.
3	Demonstrate critical analysis of complex issues, and reflect upon a value-position based on social justice and a commitment to child rights within a global context.
4	Confidently use their knowledge, professional skills and personal attributes to promote equality and child-centred practice.
5	Demonstrate university-level study skills such as consistent academic writing, research skills, confident use and critical analysis of literature and digital sources, presentation and reflection to develop effective practice within a graduate career pathway with or for children.

Teaching and Learning Activities

Summary

Learning opportunities are provided through a variety of activities, including tutor led lectures, guest lectures, student-led seminars, tutor-led seminars, tutorials, self-directed learning tasks, and a virtual learning environment. Specialist bespoke study skills support is embedded into the programme and delivered by the expert subject librarian. The combination of learning activities from a variety of specialised

staff, as well as access to excellent teaching facilities provides an outstanding and varied learning environment suited to achieving the programme aims and learning outcomes. While much of the learning and teaching is delivered in a traditional, face-to-face, class-based fashion as the course's academic, social science base dictates, students can also expect off site visits to relevant settings, a variety of outdoor and creative learning opportunities together with practical hands-on sessions. The virtual learning environment (currently called MyBeckett) enhances this contact through supplementary material and other forms of engagement.

These activities fulfil the requirement of the principle of developing "An Inclusive Environment" as set out in the Course Development Principles handbook by being non-discriminatory, appropriate to the needs of individual learners, and transparent. For example:

- Materials used reflect perspectives and experiences of marginalised groups.
- An environment is encouraged where students can air their views and explore those of others with confidence and security.
- Reasonable adjustments are made in response to different learning needs.
- Critical thinking and academic reading exercises are required to challenge 'common sense' assumptions.

For each 20-credit module taught, students can expect a minimum of 36 hours of contact time with a tutor, supplementing the remaining 164 hours of independent study with support from a range of staff from the university such as academic librarians, learning technologists and student liaison officers.

Your modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Full Time - Level 4

Compulsory modules

Module title	Credits	Semester/ teaching period
Development Psychology	20	1
Sociology of Childhood	20	1
Academic Self	20	1
Professional Development 1	20	1-2
Children's Rights and Entitlements	20	2
Diverse Childhoods	20	2
Number of credits of compulsory modules	120	

Full Time - Level 5

Compulsory modules

Module title	Credits	Semester/ teaching period
Issues in Early Childhood	20	1
Philosophy and Childhood	20	1
Professional Development 2	20	1-2
Research Methods and Ethics	20	2
Childhood Wellbeing and the Family	20	2
Number of credits of compulsory modules	100	

Option modules

Module title	Credits	Semester/ teaching period
Play as an approach to learning	20	1
Critical Neurodiversity	20	1
Education Elsewhere	20	1
Cinematic Childhoods	20	1
Number of credits of option modules a student should choose	20	

Full Time - Level 6

Compulsory modules

Module title	Credits	Semester/ teaching period
Towards a Sustainable Childhood	20	1
Professional Development 3	20	1-2
Dissertation	40	1-2
Number of credits of compulsory modules	80	

Option modules

Module title	Credits	Semester/ teaching period
Transitions in the Early Years	20	1
Working with Vulnerable Families	20	1
Children, Crime and Social Justice	20	1
Creative Practice in Inclusive Education	20	1
Forest School and the Early Years	20	2
Race, Education and Life Chances	20	2
Health Promotion for Children and Families	20	2
Inclusive Education: Communication and Language	20	2
Number of credits of option modules a student should choose	40	

Part Time - Level 4

Compulsory modules

Module title	Credits	Semester/ teaching period
Development Psychology (Year 1)	20	1
Sociology of Childhood (Year 2)	20	1
Academic Self (Year 1)	20	1
Professional Development 1 (Year 2)	20	1-2
Children's Rights and Entitlements (Year 1)	20	2
Diverse Childhoods (Year 2)	20	2
Number of credits of compulsory modules	120	

Part Time - Level 5

Compulsory modules

Module title	Credits	Semester/ teaching period
Issues in Early Childhood (Year 3)	20	1
Philosophy and Childhood (Year 3)	20	1
Professional Development 2 (Year 4)	20	1-2
Research Methods and Ethics (Year 4)	20	2
Childhood Wellbeing and the Family (Year 3)	20	2
Number of credits of compulsory modules	100	

Option modules

Module title	Credits	Semester/ teaching period
Play as an approach to learning (Year 4)	20	1
Critical Neurodiversity (Year 4)	20	1
Education Elsewhere (Year 4)	20	1
Cinematic Childhoods (Year 4)	20	1
Number of credits of option modules a student should choose	20	

Part Time - Level 6

Compulsory modules

Module title	Credits	Semester/ teaching period
Towards a Sustainable Childhood (Year 5)	20	1
Professional Development 3 (Year 6)	20	1-2
Dissertation (Year 6)	40	1-2
Number of credits of compulsory modules	80	

Option modules

Module title	Credits	Semester/ teaching period
Transitions in the Early Years (Year 5)	20	1
Working with Vulnerable Families (Year 5)	20	1
Children, Crime and Social Justice (Year 5)	20	1
Creative Practice in Inclusive Education (Year 5)	20	1
Forest School and the Early Years (Year 5)	20	2
Race, Education and Life Chances (Year 5)	20	2
Health Promotion for Children and Families (Year 5)	20	2
Inclusive Education: Communication and Language (Year 5)	20	2
Number of credits of option modules a student should choose	40	

Assessment and Scheduled Learning and Teaching Activities

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 module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

Level 4

Level 4 is assessed by coursework predominately and practical assessments.

Level 5

Level 5 is assessed by coursework predominately and practical assessments.

Level 6

Level 6 is assessed by coursework predominately and practical assessments.

Workload

The number of hours of workload generally equates to 1200 per level for an honours degree or 1800 for a Masters programme, corresponding to the national standard of 10 notional hours of learning for each UK HE credit point.

Overall Workload	Level 4	Level 5	Level 6
Teaching, learning and assessment	216 hours	216 hours	162 hours
Independent study	924 hours	894 hours	918 hours

Overall Workload	Level 4	Level 5	Level 6
Placement	60 hours	90 hours	120 hours