



LEEDS
BECKETT
UNIVERSITY

Course Specification

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

Course Code: BWCYP

2026/27

leedsbeckett.ac.uk

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

Applicant Facing Course Specification for 2025/26 Entrants

Confirmed at November 2025

General Information

Award	Bachelor of Arts with Honours Working with Children, Young People and Families
Contained awards	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)
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)
Location(s) of delivery	The majority of teaching will be at City campus but on occasion may be at Headingley campus, plus location of work-related learning.
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 except where noted below.

Exceptional third assessment attempts

A student may be eligible for an exceptional third attempt for failed assessments on academic modules at level 4 and level 5 if the criteria for this attempt is met and a pass for the assessment is required to meet the progression profile in the Academic Regulations. To meet the criteria, a student must have passed 60 credits or more of the level and have no non-submissions of any assessments on the level.

Professional Accreditation or Recognition Associated with the Course

This course does not have professional body accreditation or recognition.

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 Max Bell

Your course administrator Urszula Scibior, u.scibior@leedsbeckett.ac.uk

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

Summary

Delivery of the course is face to face, with lectures and seminars scheduled on campus.

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 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.

Level 4

Compulsory modules

Module title	Credits	Semester/ teaching period
Professional and Academic Skills	20	1
Politics of Everyday Life	20	1
Human Growth and Development across the Lifespan	20	2
Social Justice and Inequality	20	2
Engaging and Communicating	20	2
Working Positively: Children and Families	20	Year-long
Number of credits of compulsory modules	120	

Level 5

Compulsory modules

Module title	Credits	Semester/ teaching period
Communities and Enterprise	20	1
Enhanced Communication: Therapeutic Approaches to Support	20	1
Safeguarding: Adult and Child Protection	20	1
Developing Research in Practice: Children, Young People and Families	20	2
Emerging Issues in Practice	20	2
Number of credits of compulsory modules	100	

Option modules

Module title	Credits	Semester/ teaching period
Contemporary Themes in Crime and Justice	20	2
Working in Communities	20	2
Number of credits of option modules a student should choose	20	

Level 6

Compulsory modules

Module title	Credits	Semester/ teaching period
The Global Practitioner	20	1
Contemporary Challenges for Practice: Working with Children, Young People and Families	20	1
Advanced Communication: Empowerment and Advocacy	20	2
Leadership and Personal Effectiveness	20	Year-long
Dissertation	40	Year-long
Number of credits of compulsory modules	120	

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, with some practical assessments.

Level 5

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

Level 6

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

Workload

Overall Workload	Level 4	Level 5	Level 6
Teaching, learning and assessment	186 hours	194 hours	172 hours
Independent study	914 hours	886 hours	878 hours
Work-Related Learning	100 hours	120 hours	150 hours