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**Programme Specification**

**Title of Course:** BA (Hons) Working with Children and Young People: Social Pedagogy

**Date Specification Produced:** February2013

**Date Specification Last Revised:**  June 2022

This Programme Specification is designed for prospective students, current students, academic staff, stakeholder partners and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Guides.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | BA (Hons) Working with Children and Young People: Social Pedagogy |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Kingston Hill Campus |
| **Programme Accredited by:** | Kingston University |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

The BA (Hons) Working with Children and Young People: Social Pedagogy is a full time 3 year undergraduate degree that offers students a unique opportunity to learn different approaches to work creatively and positively with children, young people, families and carers. The course sits within the Faculty of Health, Science, Social Care and Education and is managed by the Department of Social Work and Social Care.

This innovative degree, delivered by a multidisciplinary Faculty team modeling sound inter-professional practice is ideal for those who want to work with children, young people and their families. It is endorsed by the Social Pedagogy Professional Association for the UK, and affords graduates the title of Social Pedagogy Practitioner upon successful completion.

BA Working with Children & Young People: Social Pedagogy is ideal for sixth form and further education college students with A-levels or relevant qualifications, mature students, and those looking for a career change. The course offers opportunities to contribute to society through constructive challenge such as volunteering, undertaking practical field trips and two practice experience modules which can be taken either locally, nationally or internationally. Opportunities to develop international perspectives of work with children, young people, families and carers are an integral part of the programme, which is informed by clear strands of research evidence and practice-led teaching delivered by a cross disciplinary team. In their second year students can opt to study abroad for the spring semester at one of our partner institutions. Students will also learn about the diverse range of professional groups who work with children and young people across the Private, Voluntary and Independent (PVI) sectors as well as the state-maintained sector and how they work together inter-professionally.

This course will enable students to use the knowledge and skills gained on the programme to engage in a range of activities with children, young people and carers, taking a social pedagogical approach to their practice. In the first year the focus is on developing knowledge and transferable practice skills relevant for future career development. Students will learn the theories and concepts of human growth and development and how social contexts affect children and young people’s worlds. Students will be introduced to the relevant legal and policy requirements that underpin the provision of services for children and young people. They will study social pedagogy values and ethics, learning how to recognise and challenge discrimination and oppression and how to work within ethical frameworks. As part of the first year, students will be encouraged to undertake voluntary work with non-statutory agencies working with children, young people and carers. In the second year, students pursue a multidisciplinary programme aimed at enabling them to develop in-depth social pedagogic knowledge and practice in relevant settings both locally and internationally. Students will gain awareness of the issues affecting children and young people, their families and carers, and of the range of interventions and service provisions to meet young people’s needs. They will develop an understanding of safeguarding and support, across the workforce, and of how to use best practice in their professional role.

The final year is specifically designed to help prepare students for future employment or undertaking professional training at post-graduate level. Students will undertake a further practice experience module in order to build on their application of theory and knowledge to work with children and young people. They will gain confidence, skills and knowledge to respond to critical issues creatively, practically and through enhanced technology. Students will also complete an extended study project on a relevant topic which will support their career progression.

Upon successful completion of the course, graduates will be well equipped to make informed career choices about professional work with children and young people, and will have achieved not only an Honours degree, but the title of Social Pedagogy Practitioner. They may elect to pursue a professional qualification by undertaking a Master’s level professional qualifying programme within the Faculty. The range of options includes professional studies in social work, education, children’s nursing, and early years’ programmes.

1. **Aims of the Programme are to:**

* enable students to develop and use relevant social pedagogy and social pedagogy-aligned skills and knowledge for working with children and young people; including knowledge of relevant theory, research, social policy, regulatory and legislative frameworks, and ethics and values
* enable them to understand the perspectives, remit and cultures of different professions working with children and young people
* enable them to develop and apply theoretical knowledge, research-led best practice, and creative skills for working effectively in inter-professional teams, and equip them to explore the dynamics of inter-professional practice and critically consider the contributions of each profession
* encourage the development of autonomy, self-awareness, reflective ability, resilience, organisational skills, ability to work inter-professionally and in accordance with the Social Pedagogy Charter, and the appreciation of the perspectives and voice of children and young people
* enable students to understand and apply the principles of social pedagogy practice and theoretical perspectives relevant to inter-professional work with children and young people
* produce capable honours graduates as Social Pedagogy Practitioners, with a sound knowledge of the principles of social pedagogy practice and a suitable basis of transferable skills necessary for employment in inter-professional contexts or further post-graduate study

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas in the table below [Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008)].

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| **Programme Learning Outcomes** | | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will have knowledge and understanding of:** |  | **Intellectual skills – able to:**  **On completion of the course students will be able to:** | |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| A1 | The social and human sciences relating to working with children and young people, including law and policy | B1 | Gather information, critically evaluate and synthesise it and form coherent plans based on that evaluation | | C1 | Communicate with and establish effective working relationships with children and young people |
| A2 | The role and remit of a range of professionals who work with children and young people and what promotes effective interprofessional work | B2 | Apply knowledge to problem-solve and to develop coherent and creative plans to work with children and young people in complex situations | | C2 | Assess complex situations, make decisions, form plans and develop creative responses |
| A3 | Effective intervention with children and young people | B3 | Use knowledge to address ethical problems and dilemmas | | C3 | Evaluate risk and need and act to create increased safety and wellbeing |
| A4 | Ethical theory and concepts and principles governing equality and anti-oppressive practices | B4 | Use knowledge to address ethical problems and dilemmas and use reflection to learn from their practice experiences and to manage their personal responses | | C4 | Collaborate and negotiate with relevant professionals and advocate effectively and appropriately for children and young people |
| **Key Skills** | | | | | | |
|  | **Self Awareness Skills** |  | **Communication Skills** | |  | **Interpersonal Skills** |
| AK1 | Take responsibility for own learning and plan for and record own personal development | BK1 | Express ideas clearly and unambiguously in writing and the spoken word | | CK1 | Work well with others in a group or team |
| AK2 | Recognise their own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | BK2 | Present, challenge and defend ideas and results effectively orally and in writing | | CK2 | Work flexibly and respond to change |
| AK3 | Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | BK3 | Actively listen and respond appropriately to the ideas of others | | CK3 | Discuss and debate with others and make concessions to reach agreement |
| AK4 | Work effectively with limited supervision in unfamiliar contexts |  |  | | CK4 | Give, accept and respond to constructive feedback |
|  |  |  |  | | CK5 | Show sensitivity and respect for diverse values and beliefs |
|  | **Research and information Literacy Skills** |  | **Numeracy Skills** | |  | **Management & Leadership Skills** |
| DK1 | Search for and select relevant sources of information | EK1 | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | | FK1 | Determine the scope of a task (or project) |
| DK2 | Critically evaluate information and use it appropriately | EK2 | Present and record data in appropriate formats | | FK2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources |
| DK3 | Apply the ethical and legal requirements in both the access and use of information | EK3 | Interpret and evaluate data to inform and justify arguments | | FK3 | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |
| DK4 | Accurately cite and reference information sources | EK4 | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | | FK4 | Motivate and direct others to enable an effective contribution from all participants |
| DK5 | Use software and IT technology as appropriate |  |  | |  |  |
|  | **Creativity and Problem Solving Skills** |  |  | |  |  |
| GK1 | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |  |  | |  |  |
| GK2 | Work with complex ideas and justify judgements made through effective use of evidence |  |  | |  |  |
| **Teaching/learning methods and strategies** | | | | | | |
| The range of learning and teaching strategies includes:  Formal lectures with questions and discussion, Workshops and seminars (staff and student-led); Personal and professional development planning; Simulation activities; On-line activity; Case Studies; Group work activities and Tutorials; Work experience including an international option. | | | | | | |
|  | | | |  | | |
| **Assessment strategies** | | | | | | |
| The assessment strategies employed in the Fields include the following:  Essays; Media presentations; Capstone project; Annotated Script; Self-assessment; Peer assessment | | | | | | |

**D. Entry Requirements**

The minimum entry qualifications for the programme are:

**From A levels:** 96 points from three A-levels (or equivalent)

**BTEC:**  BTEC National Diploma in Health and Social Care or other relevant National Diplomas (Merit, Merit, Merit)

**Access Diplom**a: Access Diploma 45 Level 3 credits of which 18 credits should be at Distinction, 9 at Merit

**Plus:**  GCSE A\*–C (or comparable numeric score under newly reformed GCSE grading) in five subjects, including English Language.

All applicants must confirm prior to interview that they have the ability to use basic IT facilities, including word processing, internet browsing and use of email.

A minimum IELTS score of 7 (Reading, Writing, Listening), TOEFL 88 (with a minimum of 22 in all areas) or equivalent is required for those for whom English is not their first language.

A Home Office Disclosure and Barring Check at enhanced level and a Self-Declaration of Health Status to confirm that the applicant does not have a health condition that would affect their ability to work with children and young people are also required.

**E. Programme Structure**

This programme is offered in full-time mode, and leads to the award of BA (Hons) Working with Children and Young People: Social Pedagogy. Intake is normally in September.

**E3. Outline Programme Structure**

Levels 4, 5 and 6 are made up of four modules each worth 30 credit points. A student must complete 120 credits at each level. This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. This course permits progression from level 5 to level 6 with 90 credits at level 5 or above.

All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides. The programme of study has been tailored to enable students both to learn about diverse approaches to working with children and young people, and focus, in their final year of study, on an area of practice which is of particular interest to them personally in their capstone project.

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| **Outline Programme Structure**  **Level 4** (all core) | | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **% practical exam** | **%**  **course-work** | **Teaching Block** |
| Working with Children and Young People: Roles and Professional Contexts | SW4005 | 30 | 4 | 40 | 60 | 1&2 |
| Children and Young People’s Development, Relationships and Social Contexts | SW4007 | 30 | 4 | 20 | 80 | 1&2 |
| Social Pedagogy Practice Values and Ethics | SW4009 | 30 | 4 | 50 | 50 | 1&2 |
| Preparation for Practice with Children & Young People | SW4015 | 30 | 4 | 50 | 50 | 1&2 |

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| **Level 5** (at least 60 credits = core) | | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **% practical exam** | **%**  **course-work** | **Teaching Block** |
| Children and Young People: Rights and Responsibilities | SW5005 | 30 | 5 | 40 | 60 | 1 |
| Inter-professional Perspectives: Safeguarding and Support for children and young people | SW5009 | 30 | 5 | 50 | 50 | 1 |
| Social Pedagogy | SW5007 | 30 | 5 | - | 100 | 1 |
| Practice Experience: Local and International contexts | SW5008 | 30 | 5 | 40 | 60 | 2 |

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| **Level 6** (at least 60 credits = core) | | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **% practical exam** | **%**  **course work** | **Teaching Block** |
| Working with Children and Young People in Context: Relationships and Professional Practice | SW6011 | 30 | 6 | - | 100 | 2 |
| Practice experience 2: Planning for your Future Career | SW6005 | 30 | 6 | - | 100 | 1 |
| Working with Children and Young People: Capstone Project | SW6010 | 30 | 6 | 30 | 70 | 2 |
| Developing Creative  Approaches to Working with Children and Young People | SW6009 | 30 | 6 | - | 100 | 2 |

**F. Principles of Teaching Learning and Assessment**

This field has been designed to take account of Kingston University Curriculum Design Principles. Learning in each setting is informed and reinforced by learning in the others. This variety of learning opportunities enables different learning styles whilst also reflecting the sorts of learning needed for effective inter-professional practice.

Preparation for teaching sessions and consolidation afterwards take place generally through e-learning and guided private study whilst concepts may be introduced most often through formal lectures. Knowledge of research methods is fostered incrementally and critical thinking is supported along with debate and the exploration of diverse views. A strong emphasis is placed on equal opportunities, valuing diversity and challenging discrimination. Through volunteering and field placements students provide an important practical contribution to local communities.

The Virtual Learning Environment (Canvas) will be used in various ways in all modules, as will Microsoft Teams, and students will be introduced to and share new technologies to enhance learning as these become available. Internet, web-based and personal technologies will be used to develop students’ skills, foster learning communities and personalise the curriculum.

Emphasis is placed throughout the programme on developing group work skills, written and oral communication and presentation skills, analytic skills, and independent learning skills giving the basis for students to enhance their personal objectives after graduation, whether these relate to further research and/or training, careers, lifelong learning or personal and professional development plans.

Flexibility and choice is built into the assessment programme so that wherever possible students’ individual interests can be reflected in the assessments. Methods include course work, oral presentations, group presentations, screenplay style scripts with annotation, posters, and media pitches. The assessment regime for each module has been designed to provide formative opportunities that allow students to practice and to receive feed-forward on their performance in preparation for summative assessments. Quality is assured through careful moderation processes, external examination, student feedback, and systematic module review at Department, School, and Faculty level, whilst assessment processes are open to appeal.

Students are supported in their learning by a personal tutor, who will help them to draw together the themes of the curriculum. The development of academic research skills is threaded throughout the course and assessed on a formative and summative basis. Additional support is available via the Academic Skills Centre or other tailored support as necessary. Employability skills are embedded throughout the course and designed in such a way as to enable students to relate the knowledge and skills they are learning to the reality of practice in the contexts in which they may work in their future career choice.

**G. Support for Students and their Learning**

On this Programme there is a strong emphasis placed on student support whilst encouraging self-directed learning. Students are supported to develop skills that reflect social pedagogy values key to inter-professional practice. Students are supported by:

* Meetings with a Personal Tutor to assist them in planning their course of study, consider career development options, and support them in developing and achieving their personal and professional development plans. Wherever possible, students will retain their Personal Tutor as they progress through the course, building up a supportive working relationship. Personal Tutors help students to enhance their personal and professional development over the three years and are a resource when the learning process is challenging.
* Designated members of staff who act as Cohort Leads and function as a whole-group support and representation for the students in that cohort.
* VLE Canvas – a versatile on-line interactive intranet and enhanced learning environment. A Canvas app is available on both iPhone and android devices.
* MS Teams – the site on which online lectures and seminars take place; there is a ‘Team’ for each Module on MS Teams. Students must ensure they are logged onto Microsoft with their KU credentials.
* Student Voice meetings, where Student Reps meet with staff to put forward student views and to receive important course updates.
* The Kingston Students’ Union.
* Kingston University offers a wide range of student services, including KUSU, Counselling Service, Chaplaincy, Disability and Dyslexia Support Service, Library Support.
* A GP service available at the Penrhyn Road campus.
* The KU Extra app, which helps students to stay active, meet new people, improve their skills, make a difference through volunteering, and enhance their job prospects.

**H. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External Examination by External Examiners
* Boards of Study with student representation
* Annual review and development plans
* Periodic review undertaken at subject level
* Student evaluation
* Moderation processes

For this programme, there is also:

* Review and Accreditation by the Social Pedagogy Professional Association for the UK.

**I. Employability Statement**

Students graduating with this BA (Hons) degree will be well equipped with knowledge and skills to work creatively and positively with children, young people, families and carers in a range of roles within the social care sector. They will have gained a more detailed understanding of the knowledge, skills and experience of inter-professional practice from a variety of perspectives, making them attractive to a wide range of employers. Additionally, those who choose to pursue a professional career will be able to progress to undertake professional qualification at post-graduate level in a variety of careers working with children and young people. These include social work, teaching, child nursing, early years practice and youth justice. The module ‘Practice experience 2: preparing for your future’ will provide opportunities for reflection on career choices and give practical experience of a possible future role. The course also fosters a range of more broadly transferable skills that graduates could take to any workplace or further study. The Programme is endorsed at Category 2 by the Social Pedagogy Professional Association, and students graduating with this BA (Hons) degree acquire the title ‘Social Pedagogy Practitioner’ at Level 6, which also enhances their employability in the social care field.

**J. Approved Variants from the UMS (Undergraduate Marking Scheme) / PCF (Postgraduate Credit Framework)**

There are no variants to the UMS.

**K. Other sources of information that you may wish to consult**

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| POTENTIAL ROUTES   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **MA Early Years / PGCE** |  | **Master of Social Work (MSW)** |  | **Nursing / Children’s Nursing / Midwifery (MsC)** |     Opportunity for BA (Hons) WWCYP: SP graduates to apply to study on PG Courses  **GRADUATION POINT**   |  | | --- | | **Level 6**  BA (Hons) Working with Children and Young People: Social Pedagogy |  |  |  | | --- | --- | | **Level 5**  BA (Hons) Working with Children and Young People: Social Pedagogy |  |  |  | | --- | | **Level 4**  BA (Hons) Working with Children and Young People: Social Pedagogy | |

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

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|  |  |  | **Level 4** | | | | **Level 5** | | | | **Level 6** | | | |
|  | **Module Code** |  | SW4005 | SW4007 | SW4009 | SW4015 | SW5005 | SW5009 | SW5007 | SW5008 | SW6011 | SW6005 | SW6010 | SW6009 |
|  | **Knowledge & Understanding** | A1 |  | F/S |  |  |  | F/S |  |  |  | F/S | F/S | F/S |
| A2 | F |  |  |  | F/S | F/S |  |  | F/S | F/S | F/S |  |
| A3 |  |  |  | F/S |  |  | F/S | F/S |  | F/S | F/S | F/S |
| A4 | F |  | F/S |  | F/S |  | F/S | F/S | F/S | F/S | F/S | F/S |
| **Intellectual Skills** | B1 | F | F/S |  |  | F/S | F/S | F/S | F/S | F/S |  | F/S | F/S |
| B2 | F |  |  |  | F/S | F/S | F/S | F/S | F/S |  | F/S | F/S |
| B3 |  |  | F/S | F/S | F/S | F | F/S | F/S | F/S | F/S | F/S | F/S |
| B4 | F |  |  |  | F/S | F/S |  |  | F/S | F/S |  | F/S |
| **Practical Skills** | C1 | F/S |  |  | F | F/S |  |  |  | F/S | F/S |  | F/S |
| C2 | F/S |  |  | F | F/S |  | F/S | F/S | F/S |  | F/S | F/S |
| C3 | F |  |  | F | F/S |  | F/S | F/S | F/S |  |  | F/S |
| C4 | F |  |  |  | F/S | F/S |  |  | F/S |  |  |  |
| **Transferable Skills** | D1 |  |  |  |  |  |  |  | F |  |  |  |  |
| D2 |  |  |  |  |  |  |  | F |  |  |  |  |
| D3 |  |  |  |  |  |  |  | F |  |  |  |  |
| D4 |  |  |  |  |  |  |  | F |  |  |  |  |

**S**  indicates where a summative assessment occurs.

**F**  where formative assessment/feedback occurs.

Indicative Module Summative Assessment Map: **BA (Hons) Working with Children and Young People: Social Pedagogy**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | | | | | **Assessment Method 1** | | | **Assessment Method 2** | | | **Assessment Method 3** | | |
| **Level** | **Module Name** | **Code** | **Credit value** | **Core/**  **option** | **Type** | **Word length /**  **Duration** | **Weighting %** | **Type** | **Word length /**  **Duration** | **Weighting %** | **Type** | **Word length /**  **Duration** | **Weighting %** |
| 4 | Social Pedagogy Practice Values & Ethics | SW4009 | 30 | Core | Short Essay | 750 | 20 | Group Pitch | 10min | 80 |  |  |  |
| 4 | WWCYP: Roles & Professional Contexts | SW4005 | 30 | Core | Poster Present-ation |  | 40 | Case study | 1,500 | 60 |  |  |  |
| 4 | Preparation for Practice with Children and Young People | SW4015 | 30 | Core | Group Supervision | 10min | 50 | Individual Super-vision | 10min | 50 |  |  |  |
| 4 | Children’ and Young People’s Development, Relationships & Social Contexts | SW4007 | 30 | Core | Short Essay | 750 | 20 | Group present-ation | 10min | 60 | Case Note | 500 | 20 |
| 5 | Children & Young People: Rights and Respons-ibilities | SW5005 | 30 | Core | Group Present-ation | 20min | 40 | Case Study | 1,500 | 60 |  |  |  |
| 5 | Inter-professional Perspectives: Safe-guarding and Support for Children & Young People | SW5009 | 30 | Core | Mixed Media Pre-sentation | 10min | 50 | Case Study Essay | 1,500 | 50 |  |  |  |
| 5 | Social Pedagogy | SW5007 | 30 | Core | Essay | 2500 | 100 |  |  |  |  |  |  |
| 5 | Practice Experience: Local & International Contexts | SW5008 | 30 | Core | Poster Present-ation | 10min | 40 | Practice Exp-erience Portfolio | 2000 | 60 |  |  |  |
| 6 | WWCYP in Context: Relationships  & Professional Practice | SW6011 | 30 | Core | Annotated Script | 3000 | 100 |  |  |  |  |  |  |
| 6 | Practice experience 2: Planning for your future career | SW6005 | 30 | Core | Practice Experience Portfolio | 3500 | 100 |  |  |  |  |  |  |
| 6 | Developing Creative approaches to Working with Children & Young People | SW6009 | 30 | Core | Group or individual present-ation and written statement | 20 min/  1500 words | 100 |  |  |  |  |  |  |
| 6 | Working with Children & Young People: Capstone Project | SW6010 | 30 | Core | Poster present-ation | 5 min | 30 | Study Report | 3000 | 70 |  |  |  |

**Technical Annex**

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| **Final Award(s):** | *BA (Hons) Working with Children and Young People: Social Pedagogy* |
| **Intermediate Award(s):** | *Certificate of Higher Education in Working with Children and Young People: Social Pedagogy*  *Diploma of Higher Education in Working with Children and Young People: Social Pedagogy* |
| **Minimum *period of registration*:** | *Three years* |
| **Maximum period of registration:** | *Seven years* |
| **FHEQ Level for the Final Award:** | *Level 6* |
| **QAA Subject Benchmarks:** | *Early Childhood Studies; Youth and Community Work* |
| **Modes of Delivery:** | *Taught* |
| **Language of Delivery:** | *English* |
| **Faculty:** | *Health ,Science, Social Care and Education* |
| **Department:** | *Social Work and Social Care* |
| **JACS code:** |  |
| **UCAS Code:** | *B740* |
| **Course Code:** UFCYS1CYS20 |  |
| **Route Code:** UFCYS1CYS20 |  |
|  |  |