

Programme Specification

1	Awarding Institution/Body	Luminate Education Group									
2	Delivery Location(s)	Mabgate Campus									
3	Programme Externally Accredited by (e.g., PSRB)	N/A									
4	Award Title(s)	BA (Hons) Children and Young People's Care and Education (Top up)									
5	UCAS Code	L525									
6	Apprenticeship	N/A									
7	HECoS Code and Description	100457 Early Childhood Studies 100459 Education Studies									
8	Mode of Attendance	Duration Full Time: 1 year – face to face									
9	Relevant QAA Subject Benchmarking Group(s)	Early Childhood Studies (2022) Education Studies (2019)									
10	Relevant Additional External Reference Points <i>(e.g., National Occupational Standards, PSRB Standards)</i>	<ul style="list-style-type: none"> Quality Assurance Agency for Higher Education. (2014) The Framework for Higher Education Qualifications of UK Awarding Bodies (FHEQ). London: QAA. Quality Assurance Agency for Higher Education (2018) UK Quality Code for Higher Education (Quality Code). London: QAA. Department for Education (2021) Statutory Framework for the Early Years Foundation Stage 									
11	Date of Approval/ Revision	September 2026									
12	Criteria for Admission to the Programme										
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 40%; text-align: center;">Typical offer</th> <th style="width: 30%; text-align: center;">Minimum Offer</th> </tr> </thead> <tbody> <tr> <td>Foundation Degree:</td> <td>An overall Pass grade (module average) on the second year of an FD in a relevant subject (e.g. FD Early Years Care and Education or FD Supporting Teaching and Learning desirable to be reviewed during the interview).</td> <td>An overall Pass grade (module average) on the second year of an FD</td> </tr> <tr> <td>HND:</td> <td>Merit grade in a relevant subject</td> <td>Pass grade in a relevant subject</td> </tr> </tbody> </table>		Typical offer	Minimum Offer	Foundation Degree:	An overall Pass grade (module average) on the second year of an FD in a relevant subject (e.g. FD Early Years Care and Education or FD Supporting Teaching and Learning desirable to be reviewed during the interview).	An overall Pass grade (module average) on the second year of an FD	HND:	Merit grade in a relevant subject	Pass grade in a relevant subject
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	IELTS:	IELTS 6.0 with no less than 5.5 in any component. Or a recognised English Level 2 qualification.								
	International qualifications:	International qualifications will be assessed against these criteria.								
	Mature applicants:	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. <i>*21 years and over at the start of the course</i>								
13	Educational Aims of the Programme The overall aims of the programme are to: <ul style="list-style-type: none"> • Prepare suitably qualified and knowledgeable graduates with the ability to work towards the changing requirements of the children and young people’s care and education sector. • Offer a robust BA (Honours) programme that is relevant to contemporary children and young people’s care and education philosophy and practice that will allow learners to be autonomous and progress onto their chosen career. • Produce graduates who have the ability to relate underpinning theory to improve workplace practice. • Produce graduates who have both subject specific and transferable skills (communication, teamwork, project management, reflective and reflexive practice) which are key to employability within the children and young people’s care and education sector. 									
14	Programme Learning Outcomes The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to: <table border="1" data-bbox="197 1641 1378 1955"> <tr> <td colspan="2" data-bbox="197 1641 1378 1682"> Knowledge and Understanding </td> </tr> <tr> <td data-bbox="197 1682 320 1787"> K1 </td> <td data-bbox="320 1682 1378 1787"> Critically appraise theories, concepts and principles relevant to the childcare and education sector. </td> </tr> <tr> <td data-bbox="197 1787 320 1892"> K2 </td> <td data-bbox="320 1787 1378 1892"> Demonstrate a comprehensive and detailed knowledge of the role of the practitioner in the childcare and education sector. </td> </tr> <tr> <td data-bbox="197 1892 320 1955"> K3 </td> <td data-bbox="320 1892 1378 1955"> Critically evaluate research design and process. </td> </tr> </table> Cognitive/Intellectual Skills		Knowledge and Understanding		K1	Critically appraise theories, concepts and principles relevant to the childcare and education sector.	K2	Demonstrate a comprehensive and detailed knowledge of the role of the practitioner in the childcare and education sector.	K3	Critically evaluate research design and process.
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	C1	Critically appraise new knowledge and understanding to work practices in the children and young people's care and education sector.
	C2	Critically evaluate a range of alternative perspectives in identifying and defining complex problems relating to children and young people's care and education.
	C3	Make recommendations to develop future practice through synthesis of research.
Professional Skills		
	P1	Outline ethical practice in a professional context, adhering to ethical constraints and with due regard to the professional framework within the sector.
	P2	Act autonomously with limited supervision.
Key Transferable Skills		
	T1	Communicate clearly, fluently and effectively in a range of styles appropriate to the context
	T2	Adopt an evaluative stance to own professional approaches relating to acquisition of new knowledge, skills and perspectives.
15	Key Learning & Teaching Strategy and Methods	
	<ul style="list-style-type: none"> • Case Study Reviews • Collaborative Teaching • Critical Friendship Groups • Critical Incident Method • Discussions and debates • Discussion Seminars • Guest speakers • Master Lectures • Modelling • Peer Led Discourse • Peer observation • Practitioner Research Method • Practical Activities • Problem Solving Protocols • Reflective Observations • Self-Regulated Learning and Research • Seminar • Situated Workplace Learning • Storytelling • Suggestion Circles • Supervision • Video Analysis • Virtual Classrooms 	

16	<p>Key Assessment Strategy and Methods</p> <p>The assessment process is an essential element of the programme design. Methods are varied to support and enhance the module design and structure. Some modules are linked to allow application of theory to practice to be assessed.</p> <p>Assessment strategies encourage students to design and evaluate interventions that support children and young people within real-world contexts. This includes considering barriers to engagement such as socioeconomic disadvantage, additional needs, and cultural diversity. Through this applied approach, graduates develop the knowledge and practical skills required to contribute to initiatives that promote wellbeing, inclusion, and social sustainability.</p> <p>The Dissertation module provides students with the opportunity to investigate a topic of their choice related to children and young people. This may include areas such as inclusive practice, mental health and wellbeing, safeguarding, community engagement, or reducing inequalities. Students are encouraged to consider sustainability within their research, including how services can be designed to have lasting, positive impact.</p> <p>The tasks and assessment criteria are clearly explained to the learners in the module handbooks and by the module tutors for clarity.</p> <p>Formative feedback is integral to the teaching, learning, and assessment strategy of the course. Learners will take part in discussions, seminars, peer review, and evaluations on an on-going basis. They are encouraged to share good practice from their work placement opportunities with their peers in group work, discussions, and seminar groups. Assessment methods used within the course are:</p> <ul style="list-style-type: none"> • Case studies • Proposals • Reports • Presentations / Seminars • Research • Dissertation • Professional Discussion
17	<p>Industry Specific Skills Development</p> <p>Students will develop a working knowledge of the Early Years Foundation Stage (EYFS) Framework and the National Curriculum for Key Stage 1, enabling them to understand statutory requirements and apply curriculum guidance effectively within a range of educational and childcare settings. They will demonstrate the ability to plan and deliver engaging learning experiences that support children's development, learning, and wellbeing.</p> <p>The programme will equip students with the skills to assess and respond to the diverse needs of children and young people through the planning and implementation of targeted interventions. Students will develop competence in designing both one-to-one and group-based sessions, applying appropriate pedagogical approaches to meet individual learning and developmental needs. They will also be able to differentiate activities effectively to ensure inclusive participation and positive outcomes for all children.</p>

	<p>Students will gain an enhanced understanding of the role of multi-disciplinary teams (MDTs) in supporting children, young people, and families. They will develop knowledge of the contributions made by a range of professionals and recognise the importance of collaborative working in promoting holistic support and safeguarding outcomes.</p> <p>The programme will foster a clear understanding of professional roles and responsibilities within safeguarding frameworks. Students will develop the knowledge and skills required to identify, respond to, and report safeguarding concerns appropriately, in line with current legislation, policy, and professional expectations.</p> <p>Students will explore concepts relating to equality, diversity, inclusion, and children's understanding of the world. Through critical engagement with contemporary issues and diverse perspectives, they will develop the ability to promote inclusive practice and support children's appreciation of different cultures, identities, and experiences.</p> <p>Professionalism is embedded throughout the programme, with students expected to demonstrate conduct aligned with the ethical principles and professional standards outlined by the British Educational Research Association (BERA). They will develop reflective practice skills and an understanding of ethical decision-making within educational and childcare contexts.</p> <p>The programme will also enable students to engage critically with research and evidence-informed practice. Students will develop the ability to locate, evaluate, and apply relevant research to inform their professional decision-making, supporting continuous improvement in practice and contributing to positive outcomes for children and young people.</p>
18	<p>Transferable Skills Development</p> <p>Transferable skills are integrated throughout the programme, with a particular focus on communication, critical reflection, and autonomy.</p> <p>Students develop communication skills by engaging in academic and professional discussions, which are taught through seminars, group discussions, and debates. In the Play and Creative Learning module, these are delivered through practical methods such as storytelling, and modelling.</p> <p>Academic skills and techniques and formal presentation techniques are taught within the research methods and dissertation modules where students for presenting their research findings.</p> <p>The curriculum supports the student to become reflective practitioners, particularly through the use of critical friendship groups and value-based reflection tasks in the Contemporary Issues and Dissertation modules. Reflection is also supported through peer feedback allowing students to evaluate their professional development and the impact of their practice.</p>

	<p>Autonomy and independent learning are developed in the research methods and dissertation modules, where students are taught to act with limited supervision while adhering to ethical guidelines.</p>
<p>19</p>	<p>Sustainability</p> <p>The programme embeds sustainability through a strong focus on supporting the wellbeing, development, and long-term outcomes of children and young people within community and educational contexts. Central to this is the promotion of positive behaviour change and equitable access to opportunities.</p> <p>Across West Yorkshire, there are employment opportunities within early years settings, primary and secondary education, youth work, family support services and community-based provision. These roles form part of a wider children’s workforce focused on safeguarding, supporting development, improving life chances, and promoting the wellbeing of children and young people. This highlights the importance of graduates who are equipped with the knowledge, skills, and professional values required to work effectively within these settings.</p> <p>Leeds is as a regional hub for employment across schools, local authority services, and third-sector organisations supporting children, young people, and families. The city’s provision reinforces the need for graduates who are prepared to work within multi-agency environments, collaborating with professionals across education and health to deliver coordinated and support.</p> <p>At a wider regional level, continued investment in services for children and young people plays a vital role in promoting social development, addressing inequalities, and strengthening communities. This further emphasises the need for graduates who can contribute to sustainable practice, implement early intervention strategies, and support positive long-term outcomes for children, young people, and their families.</p> <p>Sustainability is embedded throughout the top-up year, ensuring students understand how to apply sustainable and ethical practices within their professional roles. Students are encouraged to reflect critically on how their work can contribute to long-term positive outcomes for individuals, families, and communities.</p> <p>Within the programme, students explore sustainable approaches to working with children and young people, including the responsible use of resources, ethical practice, and the importance of creating inclusive, supportive environments. There is a focus on low-cost, accessible interventions that reduce reliance on resource-intensive provision while maximising community impact.</p> <p>Through this embedded approach, the programme prepares graduates to contribute to sustainable practice within education, youth work, and community settings, supporting healthier, more inclusive, and resilient communities.</p> <p>Career sustainability and employability are central to the programme. Students develop industry-relevant knowledge, skills, and professional behaviours aligned with roles in education, community development, and related sectors. Digital capability is encouraged throughout the curriculum, ensuring students are confident in using tools and technologies relevant to professional practice.</p>

	<p>Student wellbeing and professional resilience are also key themes. The programme encourages students to reflect on their own wellbeing and recognise the importance of maintaining personal and professional sustainability when working with children and young people.</p>
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20	Programme Modules				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Research Methods	20	Core	Compensatable
		Behaviour, Wellbeing and Safeguarding	20	Core	Compensatable
		Contemporary Issues in Childhood and Youth	20	Core	Compensatable
		Play and Creative Learning	20	Core	Compensatable
		Dissertation	40	Core	Non- Compensatable

21	<p>Programme Structure</p> <p><u>Programme Structure – Level 6 - Full Time</u></p> <table border="1" data-bbox="169 412 1375 792"> <thead> <tr> <th>Compulsory Modules</th> <th>Credit Points</th> <th>Optional Modules</th> <th>Compensatable/ non- compensatable</th> <th>Semester runs in</th> </tr> </thead> <tbody> <tr> <td>Research Methods</td> <td>20</td> <td></td> <td>Compensatable</td> <td>1</td> </tr> <tr> <td>Behaviour, Wellbeing and Safeguarding</td> <td>20</td> <td></td> <td>Compensatable</td> <td>1</td> </tr> <tr> <td>Contemporary Issues in Childhood and Youth</td> <td>20</td> <td></td> <td>Compensatable</td> <td>2</td> </tr> <tr> <td>Play and Creative Learning</td> <td>20</td> <td></td> <td>Compensatable</td> <td>2</td> </tr> <tr> <td>Dissertation</td> <td>40</td> <td></td> <td>Non- compensatable</td> <td>Full Year</td> </tr> </tbody> </table>	Compulsory Modules	Credit Points	Optional Modules	Compensatable/ non- compensatable	Semester runs in	Research Methods	20		Compensatable	1	Behaviour, Wellbeing and Safeguarding	20		Compensatable	1	Contemporary Issues in Childhood and Youth	20		Compensatable	2	Play and Creative Learning	20		Compensatable	2	Dissertation	40		Non- compensatable	Full Year
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22	<p>Apprenticeships</p> <p>N/A</p>																														
23	<p>Support for Students and Their Learning</p> <p>At University Centre Leeds we have a specialised Student Support team where students can access support for learning, wellbeing, welfare, and financial support, designed to suit the needs of individual students and support their studies. This support includes access to diagnostic assessments and an Disabled Students Allowance Support Officer who can provide disability advice and Study Skills for students with a disability, neurodiversity, diagnosed mental health condition, or long-term health condition. The team will support eligible students to apply for Disabled Students’ allowance (DSA); a government grant to provide individualised support such as specialist computer equipment, assistive software, mentoring support, study skills support, and/or or help with travel costs. Working with the student, the team will agree tailored support for learning including accessible learning practices, adjustments, and additional considerations.</p> <p>Our Counsellors provide tailored support to students including confidential short term counselling support, workshops, mentoring, referral and signposting, self-care tools, and resources to promote resilience and positive mental health. Our Student Funding and Welfare Adviser provides students with support to help understand how student finance works, find out what financial support is available, apply for student finance, how to manage budgets and money matters, and other financial guidance and advice to ensure students feel prepared financially whilst studying. They also offer advice on bursaries and financial support available. The Student Accommodation Adviser can support students to find suitable housing options that are right for them to study, socialise and mix with other like-minded students. They will offer guidance on accommodation available and ensure that all students feel supported, included, and equipped to succeed. There is also specific support available for students who are care experienced, estranged, carers, or seeking sanctuary.</p> <p>The University Centre Leeds library offers a range of physical and online resources. The online resources, including ebooks, ejournals and specialist websites are available to students whether they are on site or off campus. The HE Librarian can deliver a range of study skills</p>																														

sessions, in areas such as academic skills, research skills, critical thinking, and referencing. These can be for student groups or as 1:1 sessions for individual students, to support their overall information literacy and the development of their academic, research and digital skills.

Programme Specific Support

- A robust communications system functions to give learners access to lecturers and management; this includes e-mail, the VLE and notice boards.
- All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE.
- Learners are allocated a tutor for regular tutorials, personal development planning and dissertation support.
- There is a range of learning resources in the library, supported by specialist staff who provide bespoke study skills sessions for learners.
- The University Centre offers a range of support mechanisms for learners, including learning support and access to counselling.
- Learners will have access to support from the UC Leeds Welfare Team to overcome any barriers that are impacting on attendance, progression and achievement, such as money worries, housing problems, loss of income, student finance loans and access to benefits
- Support for Parents A childcare advisor provides targeted support to learners who are parents, helping to find childcare places and manage relationships with childcare providers.
- Mental Health Support Learners will have access to mental health support, including initial assessment and short-term counselling.

24 **Distinctive Features**

- The programme has been designed with an integrated work-based focus. It is recommended that learners attend a suitable work experience placement (paid or voluntary) on an on-going basis throughout their studies as the assessments have a strong emphasis on relating theory to practice.
- An emphasis on the balance between academic studies and work-related projects, enables learners to succeed in employment with appropriate key transferable skills and reflection on practice.
- A fixed timetable throughout the programme of study, rather than being spread across a whole week, allows those whose work / life responsibilities would mean they are unable to participate in a more traditional degree pathway.
- Learners are encouraged to disseminate good practice from their work-based learning. These opportunities are planned for throughout the year through group work, discussion and seminars.
- Group sizes are small which enable greater support for learners on programme and for dissertation support.
- The facilities at UC Leeds will incorporate a range of blended learning design features and design tools to facilitate self-regulatory learning. All modules blend online learning with face-to-face teaching. The online element of the programme, delivered via Google, includes readings, a professional discussion forum for learners and key programme materials. It includes online activities to meet the part-time learners' training and development needs in a flexible and accessible way.
- Guest speakers are used to support learners with preparation for employment through mock interview sessions and links with external employers.

Map of Outcomes to Modules

Outcome Key										
Module Titles	K1	K2	K3	C1	C2	C3	P1	P2	T1	T2
Behaviour, Wellbeing and Safeguarding		X		X		X		X		X
Contemporary Issues in Childhood and Youth	X				X		X		X	X
Dissertation			X		X	X	X			X
Play and Creative Learning	X	X		X			X		X	
Research Methods			X				X	X	X	

Map of Teaching and Learning Methods

Level 6

Methods							
Module Titles	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills Workshops	Practicals (design and production sessions)	Group activities	Guest speakers
Behaviour, Wellbeing and Safeguarding	X	X	X	X	X		
Contemporary Issues in Childhood and Youth	X		X			X	X
Dissertation	X		X				
Play and Creative Learning	X	X	X	X	X		
Research Methods	X	X				X	

Map of Assessment Methods

Level 6

Methods						
Module Titles	Report	Research Proposal	Dissertation	Demonstration	Viva	Presentation
Behaviour, Wellbeing and Safeguarding						Case study (30 min. pre-recorded presentation) 100% Week 14
Contemporary Issues in Childhood and Youth	3000 words 60% Week 25 Week 13				Professional Discussion 40% Week 30	
Dissertation			9000 words 100%			

			Week 30			
Play and Creative Learning	3000 words 60% Week 25			15 mins 40% Week 28		
Research Methods		2000 words 50% Week 8				20 mins 50% Week