

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

Academic Year:	2026/2027
Degree Awarding Body:	The University of Bradford
Subject Benchmark Statement:	Youth and Community Work (QAA 2015); Social Work (QAA 2016); Early Childhood Studies (Quality Assurance Agency 2014)
Qualifications Framework:	HE Qualifications of UK Degree Awarding Bodies (FHEQ: QAA 2024); Regulated Qualifications Framework (RQF: Ofqual 2015)
Target Degree Award:	Bachelor of Arts with Honours (BA Hons) Working with Children, Young People and Families [Framework for Higher Education Qualifications (FHEQ) Level 6]
Intermediate/exit Awards:	Degree of Bachelor of Arts (BA) [FHEQ Level 6]; Diploma of Higher Education (DipHE) [FHEQ Level 5]; Certificate of Higher Education (CertHE) [FHEQ Level 4]
Programme Admissions:	UK/home (all routes) and international students (excluding foundation)
Programme Start Month:	September
Programme Modes of Study:	UCAS code L590: 3 years full time UCAS code L591: 4 years full time with 'sandwich' placement year UCAS code L592: 4 years full time with integrated foundation year UCAS code L593: 5 years full time with foundation and placement years Partner entry only: 4-5 years full time (international incorporated Bachelors)

Please note: The University has a set of terms and conditions for all students accepting an offer to study on a course here at Bradford. This is called the Student Contract. This document sets out the Terms and Conditions which apply when you accept an offer of a place on a programme of study at the University of Bradford. [View our Student Contract for further details](#). Information about this programme and its modules has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them.

Minor Modification Schedule

1. May 2025: Annual review for 2025/6: Changes to Core modules at Stage 2; Introduction of two new modules SOW5024-B and SOW5023-B replacing SOW5006-B & SOW5012-B. including changes to academic regulations.
2. June 2026: Annual changes for 2026 entry including curriculum, format updates, new foundation year.

Introduction

Work with children, young people and families is high on the political agenda. Whether this involves supporting children at home, in schools, or in other settings, this degree will

provide you with the theoretical knowledge and practical skills to work with children, young people and their families. Many people who choose to undertake this degree, do so because they want to make a difference. Students on the programme often talk about wanting to work with some of the most vulnerable children and families in order to support them to build better futures.

Throughout the programme, you will develop skills which will enable you to undertake assessments and work directly with children and families to offer support. You will acquire theoretical knowledge on subjects such as attachment, positive parenting and interagency working, to name a few examples. You will also develop skills to help you work in ways which empower and enable others. We believe that it is important for you to have both the knowledge and skills to help you be successful in your future career, and therefore many of our assessments have a practice-focus and might involve you developing (for example) a parenting programme or direct work materials to use with children and young people. We want you to be excited, challenged, enthused, and through your studies develop an inquisitive approach which allows you to develop your critical thinking skills and creativity.

The theory-practice link is evident throughout the programme, and the staff team have a range of relevant academic and professional experiences which provide a basis for the teaching and learning which takes place. All our teaching is research-informed and our academic staff team have a range of expertise in social work and social care related fields. Our research areas of interest include: adult protection, adoption, child abuse and child protection, criminal justice, community arts, family support, fostering, mental health, residential child care, international social work and much more.

Teaching sessions are interactive and further details on our approach can be found below under our learning, teaching and assessment strategy. Module assessments are varied, including group work, essays, exams, presentations and portfolios.

- In Stage 0 and Stage 1 you will develop your skills in communication and also have the opportunity to explore your value base.
- Between Stage 2 and 3, students have the opportunity to go on a longer elective placement.
- Whilst in Stage 3, the optional module on 'Managing Projects in Social Care', will support you with developing your skills in management. The programme therefore incorporates teaching and learning on a range of subjects and levels to support your development.

We offer a rights-based approach to social justice and have a Social Justice Society which students can become part of, which encompasses a focus on collective responsibility and a respect for diversities. At Bradford we are proud to be part of a diverse city which is reflected by our staff and student's population and in how we have been named as the Daily Mail University of the Year for Social Inclusion in 2026. We recognize the diversity of learning styles, and our range of teaching and assessment strategies aim to be inclusive and supportive. We welcome students with Specific Learning Difficulties (SpLDs) or other support needs, recognizing that the children's workforce should reflect the children and families we are working with. We therefore provide a highly supportive learning

environment with an outstanding Disability Service which works very closely with students to offer support.

Programme Aims

The programme is intended to:

- A1. Support students in developing their understanding of values and ethics with a view to enhance ethical decision making in practice.
- A2. Develop student knowledge of practice methods in relation to working with children, young people and families.
- A3. Enable students to consider diverse cultural, economic and socio-political perspectives when working with children, young people and families.
- A4. Enhance student knowledge and understanding of theory and research relevant to this field of practice.
- A5. Advance the level of understanding, knowledge and proficiency of students who will work with children, young people and families within education and social care contexts.
- A6. Provide students with the opportunity to develop their critical thinking, reflective practice and professional competence.
- A7. Demonstrate relevant academic skills which include the ability to: critically reflect, undertake independent study, work in groups, use IT, communicate in both oral and written formats, plan, problem solve and manage time effectively.

Programme Learning Outcomes

Students who start the programme in Stage 0 and are eligible to progress to Stage 1 are able to:

- 0. Apply knowledge and understanding of key academic and professional skills, through exploration of contemporary issues, research, analysis and problem-solving in the subject discipline.

To be eligible for the FHEQ Level 4 Certificate of Higher Education award, students will be able to:

- 1. Demonstrate knowledge and understanding of factors that shape a child's identity and development.
- 2. Identify key issues in relation to work with children, young people and families within the UK taking into account how politics and social policy influence practice with children and families.
- 3. Understand the ethical implications of work with children, young people and families.

4. Demonstrate relevant study skills; these could include: reflective thinking, independent learning and research, information searching and collection, group work skills, IT skills, written and oral communication, problem solving and time planning and management.

Additionally, to be eligible for the FHEQ Level 5 Diploma of Higher Education award, students will be able to:

5. Understand, evaluate and apply key concepts and theoretical approaches involved in 'work with children, young people and families'.
6. Consider social policy and legislative framework underpinning work with children, young people and families.
7. Evaluate the social and cultural context in relation to childhood and youth, and the development of children and young people.
8. Critically evaluate the importance and complexities of inter professional and interagency work.

Additionally, to be eligible for the FHEQ Level 6 Degree award of Bachelor, students will be able to:

9. Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
10. Analyse and assess empirical information, conduct first level research enquiries, and undertake and present scholarly work.
11. Apply methods and skills that have been learnt to review, consolidate, extend and apply knowledge and understanding.

Learning, Teaching and Assessment Strategy

This learning, teaching and assessment (LTA) strategy reflects the commitment of the Department of Social Work and Social Care to deliver high quality teaching and learning experiences that will change lives. Teaching sessions are interactive. You will be taught in lectures (which tend to be larger groups of students), seminars (which involve smaller groups), group-work sessions (this is often when you are working on group presentations) and individual or group tutorials.

We offer a blended learning approach and therefore our teaching and learning takes place both face to face and online. We expect students to be active learners which means we will often ask you to read materials or undertake specific tasks before taught sessions and to work on case studies and other tasks in classes. As many of the academic staff have utilised 'direct work' activities (role play, art, 'games' etc.) with children, young people and their families in practice settings, we often use these in teaching settings as this helps you to learn techniques you can use with service users, but also helps us to learn about

ourselves (what sort of learner we are and how our lived experiences have made us who we are).

There is very little of lecturers standing at the front and just talking at you- we don't think this leads to interesting teaching or effective learning. Instead our LTA strategy is transformational and collaborative. Our aim is to work with our students so they may develop into confident, enquiring, reflective and resilient individuals who are able to critically apply their knowledge in an innovative way, to problem-solve, and make a positive contribution within their personal and professional lives.

Teaching staff and practice learning staff have substantial practice experience overall, drawn from a broad mix of specialist areas. The majority are professionally qualified Social Workers and currently registered with Social Work England (SWE). As registered Social Workers, staff are culturally sensitive and follow and engage the professional values and standards set out by SWE.

Curriculum

The BA Working with Children, Young People and Families curriculum is organised into modular units, studied across the "Academic Year" of September to May or discretely in a single Semester. Students study 120 credits in each stage/year, some of which are "core" to the programme and required to be studied, and some of which are "optional" from a list.

Students may start the course directly in Stage 1 or enter our foundation years before joining stage 1.

Students who join before stage 1 will build a strong foundation for studying at university level. Students will develop key academic and professional skills such as communication, teamwork, critical thinking and independent learning, while exploring contemporary issues affecting people, communities and society. Through project work and practical activities, students will develop skills in research, analysis and problem-solving.

UK/home students can join the "**Stage 0**" foundation year and study 4 core modules:

Stage 0 Core Modules (RQF Level 3)

Module Code	Module Title	Credit	Study Period
SAC3021-C	Core Concepts in the Social Sciences	30	Semester 1
SAC3022-C	Academic Literacy and Digital Competence	30	Semester 1
SAC3023-C	Understanding Crime and Punishment	30	Semester 2
SAC3024-C	Applied Project	30	Semester 2

International College students (UBIC) can join the "**International Year 0**" foundation stage, which has 3 intakes throughout the year.

UBIC students study 5 core modules and select 2 module options in the final term:

Stage 0 UBIC (International Year 0) Core/Optional Modules (RQF Level 3)

Module Code	Module Title	Credit	UBIC Period	Selection
BIC3029-B	Academic Skills	20	ACYR/NSYR	Core
BIC3030-B	Introduction to Maths, Data Analysis and Statistics	20	SEM1/ACYR/NSYR	Core
BIC3044-C	English for Academic Purposes	30	SEM1/ACYR/NSYR	Core
BIC3031-A	Research Project	10	SEM1/SEM3	Core
BIC3036-B	Introduction to the Social Sciences and Exploring Sociology	20	ACYR/NSYR	Core
BIC3040-A	Fundamentals of Economics	10	Semester 3	Option 1
BIC3041-A	International Relations	10	Semester 3	Option 2
BIC3012-A	Foundation Psychology	10	Semester 3	Option 3
BIC3042-A	Politics and Society	10	Semester 3	Option 4
BIC3043-A	Introduction to the English Legal System	10	Semester 3	Option 5

All students study Stage 1 together.

- The 'Academic, Personal and Professional Development' module will equip students with the skills required to successfully complete their studies within higher education.
- The module on 'Values and Ethics' will offer students an opportunity to begin to reflect on their value base and consider ethical dilemmas in practice contexts, whilst 'Engaging and Communicating with Children, Young People and Families' will provide an introduction to facilitating effective interactions.
- 'Transition and Development in Children and Young People', 'Ideology, Politics and Social Policy' and 'Attachment Theory in Practice' will allow students to begin to engage with key theoretical perspectives within the field, which underpin learning which takes place during Stage 2.

Stage 1 Core Modules (FHEQ Level 4/CertHE)

Module Code	Module Title	Credit	Study Period
SOW4006-B	Academic, Personal and Professional Development	20	Semester 1
SOW4010-B	Engaging and Communicating with Children, Young People and Families	20	Semester 1
SOW4007-B	Transition and Development in Children and Young People	20	Semester 1
SOW4011-B	Attachment Theory in Practice	20	Semester 2
SOW4012-B	Ideology, Politics and Social Policy	20	Semester 2
SOW4004-B	Values and Ethics	20	Semester 2

Students will study 120 core credits at Stage 2. During Stage 2 students will further develop their theoretical knowledge and practice-based skills in relation to working with children, young people and families.

- 'Effective Interventions with Families' and 'Direct Work with Children' will enable students to expand their knowledge and skills in terms of direct practice, whilst 'Children and Interagency Work' allows students to consider the importance of collaborative working.
- The module on 'Working with Children in Educational Contexts', offers key insights for students to better understand support work within school settings.
- The 'Sociology of the Family' module explores the changing nature of families and family dynamics.
- 'Research in Practice' introduces students to research methods within the social sciences; learning from this module underpins the 'Final Year Project' during Stage 3.

Stage 2 Core Modules (FHEQ Level 5/DipHE)

Module Code	Module Title	Credit	Study Period
SOW5017-B	Direct Work with Children	20	Semester 1
SOW5023-B	Working with Families	20	Semester 1
SOW5013-B	Research in Practice	20	Semester 1
SOW5024-B	Working Together to Safeguard Children	20	Semester 2
SOW5016-B	Working with Children in Educational Contexts	20	Semester 2
SOW5015-B	Sociology of the Family	20	Semester 2

This programme provides the option for students to undertake a work placement in the UK or overseas, or period of study abroad between Stages 2 and 3. This is possible after successful completion of stage 2. See the Placement/Study Abroad section for more details.

Students will study 100 core credits within Stage 3 and select a 20 credit choice in Semester 1.

- Throughout the Stage, students will complete a 'Final Year Project' (of 8000 words), by working independently with guidance from their allocated supervisor. This will enable students to undertake independent study and provide an opportunity for them to develop specialist subject knowledge.
- Students will also complete core modules in 'Childcare Law', 'Disability and Inclusive Practice, and 'Mental Distress, Recovery, Resilience and Wellbeing'.
- There is the option available in Semester 1 for students to either undertake a module on the perspectives of carers and people who use services in Social Work and Social Care or 'Managing Projects in Social Care' depending on their interests.

Stage 3 Modules (FHEQ Level 6/BA)

Code	Title	Credit	Period	Selection
SOW6012-D	Final Year Project	40	Academic Year	Core
SOW6005-B	Childcare Law	20	Semester 1	Core
SAC6026-B	Health in Society: Community Care Perspectives	20	Semester 1	Option 1
SOW6007-B	Service Users' and Carers' Perspectives in Social Work and Social Care	20	Semester 1	Option 2
SOW6013-B	Managing projects in Social Care	20	Semester 1	Option 3
SOW6010-B	Children, Disability and Inclusive Practice	20	Semester 2	Core
SOW6011-B	Mental distress, recovery, resilience and wellbeing	20	Semester 2	Core

Placement and/or Study Abroad

This programme provides the option for students to undertake a work placement in the UK or overseas, or period of study abroad between Stages 2 and 3. This is possible after successful completion of year two.

Through the International Opportunities Team, students can apply for funding for opportunities abroad: Study Placements in Europe or Worldwide (Full Year – Sandwich year), Work placements in Europe (Full Year – Sandwich Year; Summer), Overseas Placements outside of Europe (Full Year – Sandwich Year; Summer).

Please refer to our [International Opportunities website](#) for further information.

Placement or Study Abroad Year

This element of the BA programme with sandwich placement is student-centred and student-led, and thus the initiative for identifying and applying for placements is driven by the students. Planning for the placement/internship year starts several months in advance, usually in the first semester of Stage 2 and at the latest by the end of Semester 2. The Department will provide information sessions. The process may involve several steps including:

- Identifying and searching for voluntary placement/internship opportunities;
- Preparing applications, covering letters, supporting letters of reference;
- Contacting relevant organisations, arranging for and agreeing specifics such as location, domain of work, start and end dates, focal point, terms of reference of placement and what the student is expected to do and the days and hours;
- Sorting out financial planning issues, visas, travel risk assessments and permissions;
- Discussing with the relevant contact person in the host organisation about aims and reviewing arrangements.

Students wishing to take this option will be registered for the 4 or 5 year programme and the additional module SOW5026-Z (Placement). Students will complete a diary during the year followed by a short presentation on their experience when they return to the University.

After the placement or study abroad year is completed, students taking this BA Programme with sandwich placement return to the programme at the University of Bradford at the beginning of the next academic year to proceed with their final stage on the programme, with the same requirements and academic supervision as for students on the three-year programme.

Other Study Abroad

Shorter-term options are also available including summer schools, field trips and other short programmes up to seven weeks. Students can also use the funding schemes available to undertake a work placement during the summer (2-4 months). Short term international programmes are an opportunity to study further afield, for example, applying to hundreds of summer schools or short international programmes (1-7 weeks).

Students are welcome to explore available opportunities for a Study Abroad Semester that may be viable for them via our International Opportunities team.

A Study Abroad Semester can be available **ONLY** if the modules offered by the host institution allow the student to meet the learning outcomes of the Bradford Programme during Semester 1 **OR** Semester 2.

Any student wishing to study abroad for a semester should first contact the International Opportunities Team to explore the opportunities and funding in place. Following these checks, the International Opportunities Team will liaise with the Programme Leader to validate the modules and the semester exchange.

The semester exchange requires students to study only modules suitable to the Bradford programme when abroad. Therefore, all modules selected for the exchange will have to be mapped to the Bradford programme learning outcomes and be approved by the Programme Leader in advance of the exchange. During the exchange, if the student needs to change the modules, this can only be done after approval of the Programme Leader.

If the student fails a module abroad, the student must immediately inform the International Opportunities Team and explore the possibility of re-taking any exams at the host institution.

During the exchange, students will have support from the relevant University services. All credit successfully obtained whilst on study abroad semester will count towards the student's final degree. Our International Opportunities team can advise students about the available funding to support their study or work experience abroad.

The list of exchange partners and network of Universities available for Study Abroad Semester, as well as [further information about international opportunities](#) can be found online.

Please note: Some institutions are only available to undergraduate or postgraduate students. Any potential exchange is dependent on student eligibility, student finance, and the appropriate modules required to fulfil the requirements of the programme being available at either institution.

Assessment, Continuation and Award Regulations

This programme follows the Assessment, Continuation and Award regulations published on the University's website for undergraduate courses ([Regulation 2](#))

Admission Requirements

We are proud to be [one of the most inclusive universities in the UK](#). All our students have potential, and we believe that as many people as possible should have the chance to benefit from higher education, no matter what their background or circumstances.

We take the time to understand the background of our applicants, understand their journey to education, and make decisions based on an applicant's potential to thrive at university and beyond.

Language Requirements

In addition to satisfying the general admission requirements of the University of Bradford, as the programme is taught in English, all applicants are required to have GCSE Grade 4 (national grade C) or above in English Language. Alternative, equivalent RQF Level 2 qualifications like Key Skills are also acceptable.

For international students, the level of English required is listed on the [University of Bradford English language requirements website](#). International applicants who do not meet the IELTS English score can take a [University of Bradford pre-sessional English course](#), which takes 3 to 10 weeks, or can look at taking a pathway into BA Working with Children, Young People and Families with our [International College](#) from 1 term to a year.

Academic Requirements

A typical offer to someone joining the programme would be different for Stage 0 entry (4-5 year programme) or Stage 1 entry (3-4 year programme):

- **Stage 0 (Foundation Year) entry:** 64 Ucas tariff points. There are no subject specific requirements. In A-level results, this is DDE. Stage 0 entry is only open to UK and home students.
 - International students may join BA Working with Children, Young People and Families at Bradford through our partnership [University of Bradford International College](#) (UBIC) to the International Foundation Year or International Year Zero incorporated degree pathways if they do not meet the Stage 1 entry requirements.
- **Stage 1 (BA) entry:** 104 Ucas points. In A-level results, this is BBC. If you study A-levels, you must complete at least 2 of 3 A-levels taken.
 - International students are welcome to apply for Stage 1 entry and should [check the entry requirements page for their country on our website](#) details of equivalent qualifications.

- Check the University of Bradford course pages for example entry profiles in qualifications such as T-Levels, BTEC, Access to HE and International Baccalaureate. Links to course pages are provided at the end of this document.
- If you are currently studying at another university and would like to transfer to the University of Bradford, this course accepts students into Stage 2 or Stage 3. This is called [advanced entry](#). Applications for advanced entry will be considered on a case-by-case basis and must include an official transcript (not a screenshot of a portal), all module descriptors, and relevant qualifications. Module descriptors must include learning outcomes. Applications must be submitted through Ucas and the required documents emailed along with your Ucas Personal ID no later than 31 August prior to the course starting in September. Relevant documents should be emailed to admissions@bradford.ac.uk.

We are committed to raising aspirations and widening access to higher education, regardless of your background. The [University of Bradford Progression Scheme](#) welcomes Ucas applicants from a number of groups including adult learners who are 21+ on the first day of term, British armed forces families, carers and care experienced learners, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller family members.

On completion of a UCAS form students will be invited to the Faculty for an Open Day where they will have the opportunity to meet staff, view the facilities and discuss “the Bradford experience” with current students.

Access and Recognition of Prior Learning

Applications are welcome from students with non-traditional qualifications and experiences. For such applicants, evidence of their interests and any work experience would be required, and this would likely take the form of a portfolio of work and/or an interview with the programme. If applicants are an adult returning to study or "mature applicant" they will be eligible to apply for this course with just GCSEs/O-levels or other RQF Level 2 equivalents. Applicants will also need to provide a written statement and will be interviewed as part of the process. Please contact the Admissions Team at admissions@bradford.ac.uk or [01274 236088](tel:01274236088) if applicants have any queries regarding your application. Applicants may also be eligible to apply for student finance. Further information, including a student finance calculator, can be found on the [Student Finance website](#) and [further advice for mature applicants can be found at UCAS](#).

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University of Bradford has procedures to evaluate and recognise this learning to provide applicants with exemptions from specified modules or parts of the programme. Find more information about [recognition of prior learning decisions](#) on the University website.

People thinking of studying with the University of Bradford don't need to wait for the start of the year to contact our Disability Service. The University can arrange for anyone to talk to this team about what support is on offer at Bradford including an invitation to our Get Set Day. To contact the Disability Service please complete the [request support form](#).

Information in this document is for the contemporary recruitment cycle and was accurate at time of publication. The current tariff and accepted qualifications for entry onto the programme is published at the online course pages:

<https://www.bradford.ac.uk/courses/ug/working-with-children-young-people-and-families-ba/>

<https://www.bradford.ac.uk/courses/ug/working-with-children-young-people-and-families-integrated-foundation-year/>

Information about entry to UBIC provision for this programme including available pathways is published online by Oxford International Education Group:

<https://www.oxfordinternational.com/courses/detail/degree-university-of-bradford-ba-hons-working-with-children-young-people-and-families/>