

## Programme Specification

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Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details		
1.1	Awarding body	Wrexham University
1.2	Teaching institution	Coleg Cambria
1.3	Final award and programme title (Welsh and English)	BA (Hons) Childhood and Adolescent Studies
1.4	Exit awards and titles	BA Childhood and Adolescent Studies (Ordinary) Diploma of Higher Education in Childhood and Adolescent Studies Certificate of Higher Education in Childhood and Adolescent Studies
1.5	Credit requirements	Bachelor Honours degree: 360 credits in total including a minimum of 120 credits at level 6 Bachelor degree (Ordinary): 300 credits in total Dip HE: 240 credits in total including a minimum of 120 credits at level 5 Cert HE: A minimum of 120 credits at level 4
1.6	Intake points	One intake point in September
1.7	Mode of study	Full & Part time Blended delivery
1.8	Length of delivery	Full-time - 3 years Part-time - 6 years
1.9	Location of delivery	All Coleg Cambria campuses
1.10	Language of delivery	English
1.11	Faculty	Faculty of Social and Life Sciences (FSLs)
1.12	Subject area	Childhood Studies and Education
1.13	HECoS Code	(100455) childhood and youth studies
1.14	Suitable for applicants requiring a student visa?	N/A
1.15	Is DBS check required on entry?	All students will be expected to hold a DBS check before undertaking work-based learning or placement. The college will ask to see an existing check for an appropriate setting or will support a student to complete a check. DBS checks will be paid for by Coleg Cambria.  ● Enhanced Check and Child Barred List
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A
1.17	Welsh Medium Provision	Our Welsh language provision is rooted in a commitment to bilingualism, ensuring Welsh is integrated into every session. We actively encourage students to submit assignments, presentations,

Section 1 – regulatory details		
		and audio assessments in their preferred language. To support this, work is assessed by Welsh-speaking staff or translated via our dedicated service. Furthermore, students can access personal tutorials and assignment guidance in Welsh, fostering a supportive environment for first-language speakers to excel.
1.18	External reference points	<a href="#">QAA Subject Benchmark Statements (Early Childhood Studies)</a>
1.19	Derogation to Academic Regulations	N/A
1.20	Foundation Year route	N/A
1.21	Placement / Work based learning	<p>The following modules ask students to gather a portfolio of evidence from their work-based learning.</p> <p>Foundations of Reflective Practice (L4)</p> <ul style="list-style-type: none"> <li>Students will be expected to complete a minimum of 50 hours of work-based placement for this module. These hours can be completed in pre-existing employment.</li> </ul> <p>Critical Inquiry into Professional Practice (L5)</p> <ul style="list-style-type: none"> <li>Students will be expected to complete a minimum of 50 hours of work-based placement for this module. These hours can be completed in pre-existing employment.</li> </ul>
1.22	Length and level of the placement	Level 4 - 50 hours Level 5 - 50 hours
1.23	Collaborative arrangement	Validated by Wrexham University for delivery by Coleg Cambria

## Section 2 – programme details

### 2.1 Aims of the programme

The BA (Hons) Childhood and Adolescent Studies programme aims to provide a multidisciplinary foundation for understanding the lives of young people, integrating psychology, sociology, and law. It seeks to develop students' ability to define and analyse child development, safeguarding policies, and children's rights within contemporary society.

The programme aims to bridge theory and practice through professional placement and reflective inquiry, particularly regarding Additional Learning Needs (ALN). Ultimately, it intends to produce research-literate graduates capable of evaluating global educational perspectives and advocating for children across diverse professional settings.

### 2.2 Programme structure and diagram, including delivery schedule

#### Full-time Programme Structure

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
4	EDY410	Study Skills	20	Core	1
4	EDY411	Safeguarding Children and Adolescents	20	Core	1
4	EDY412	Introduction to Child and Adolescent Psychology	20	Core	1

Full-time Programme Structure					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
4	EDY413	Foundations of Reflective Practice	20	Core	2
4	EDY414	Introduction to Additional Learning Needs	20	Core	2
4	EDY415	Foundations of Educational Studies	20	Core	2
5	EDY506	Inequalities in Childhood and Adolescence	20	Core	1
5	EDY507	Contemporary and Global Perspectives in Educational Studies	20	Core	1
5	EDY508	Social and Emotional Development in Children and Young People	20	Core	1
5	EDY509	Research Methods	20	Core	2
5	EDY510	Critical Inquiry into Professional Practice	20	Core	2
5	EDY511	Additional Learning Needs in Practice	20	Core	2
6	EDY610	Dissertation	40	Core	1 & 2
6	EDY611	Children, Adolescents and Criminal Justice	20	Core	1
6	EDY612	Contemporary Challenges in Child and Adolescent Psychology	20	Core	1
6	EDY613	Philosophy, Values and Beliefs in Education	20	Core	2
6	EDY614	Specialist Provision and Advanced Additional Learning Needs Studies	20	Core	2

Part-time Programme Structure						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
4	EDY410	Study Skills	20	Core	1	1
4	EDY411	Safeguarding Children and Adolescents	20	Core	1	2
4	EDY412	Introduction to Child and Adolescent Psychology	20	Core	1	1
4	EDY413	Foundations of Reflective Practice	20	Core	2	1
4	EDY414	Introduction to Additional Learning Needs	20	Core	1	2
4	EDY415	Foundations of Educational Studies	20	Core	2	2
5	EDY506	Inequalities in Childhood and Adolescence	20	Core	1	3
5	EDY507	Contemporary and Global Perspectives in Educational Studies	20	Core	1	3
5	EDY508	Social and Emotional Development in Children and Young People	20	Core	1	4
5	EDY509	Research Methods	20	Core	1	4

<b>Part-time Programme Structure</b>						
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit Value</b>	<b>Core/ Option</b>	<b>Delivery (i.e. semester 1,2)</b>	<b>Year of Study (PT only)</b>
5	EDY510	Critical Inquiry into Professional Practice	20	Core	2	3
5	EDY511	Additional Learning Needs in Practice	20	Core	2	4
6	EDY610	Dissertation	40	Core	1,2	6
6	EDY611	Children, Adolescents and Criminal Justice	20	Core	1	5
6	EDY612	Contemporary Challenges in Child and Adolescent Psychology	20	Core	2	5
6	EDY613	Philosophy, Values and Beliefs in Education	20	Core	1	5
6	EDY614	Specialist Provision and Advanced Additional Learning Needs Studies	20	Core	1	6

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
1	Demonstrate a foundational knowledge of the principles of child development and the various factors that influence the lives of children and adolescents (e.g., social, environmental, and economic).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Identify and describe the legislative and statutory frameworks for safeguarding and protecting children, including digital safety.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Use essential study and academic skills to access, retrieve, and organize information from various sources to support learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Recognise and respect the uniqueness of individuals and the importance of diversity and inclusion in childhood settings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Communicate effectively in both oral and written formats for different purposes, such as explanation and description.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Analyse the interrelationship between political, economic, and cultural contexts and how they shape the lives of young children and families.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Critically evaluate different pedagogical approaches and theoretical perspectives related to children's learning and holistic development.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	Apply research and observation skills to identify patterns in children's play and development to inform planning and support transitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Demonstrate an understanding of the challenges and constraints of multi-professional and multi-agency working.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
10	Reflect on personal and professional development, identifying areas for growth and demonstrating an awareness of ethical practice.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	Critically analyse and evaluate competing positions regarding the social construction of childhood across different cultures and time periods.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12	Act as an advocate for children's rights and participation, ensuring their voices are heard and their uniqueness is celebrated.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13	Generate and explore research questions through an independent empirical study, adhering to strict ethical guidelines.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
14	Understand and evaluate multi-professional teams, demonstrating the ability to negotiate, persuade, and influence decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
15	Formulate and implement creative learning opportunities and pedagogical judgements that promote social justice and sustainability.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## 2.4 Learning and teaching strategy

This learning and teaching strategy is informed by the University Strategy for Supporting Student Learning and Achievement (SSSLA), which promotes high levels of challenge and support within an Active Learning Framework (ALF). This aligns with the wider University Vision to provide 'Teaching that Inspires'.

The delivery of the programme by Coleg Cambria adheres to the principles of ALF, ensuring that modules on the BA (Hons) Childhood and Adolescent Studies are designed with a flexible and engaging approach. Embracing the principles of Universal Design for Learning (UDL), all materials are accessible in various formats. Full-time students will engage with:

- Classroom teaching: Engagement through lectures, workshops, and collaborative activities (both indoor and outdoor) is central to the learning experience.
- Asynchronous online materials: Situated within the VLE, these materials (including pre-recorded video, audio, and web-based content) are designed to initiate and extend learning.
- Work-based learning: Each module is aligned with the University Skills Framework. While there is no specific hourly requirement, students are required to complete a professional placement to bridge the gap between theory and practice. This ensures ample opportunity to develop the attributes and skillsets necessary for the children's workforce.
- External engagement: Guest speakers from the sector and third-sector organisations provide insight into contemporary practice and career pathways.

The teaching team is committed to a growth mindset and the use of digital technologies to foster an active, inclusive, and flexible environment that inspires students to achieve their academic and professional goals.

## 2.5 Assessment strategy

### 1. Accessibility, Variety, and Skill Development

All module assignments comply with ALF, ensuring that assessment types are varied and accessible. Where possible, modules offer multiple assessment points using different formats. For example, a traditional academic essay may be paired with a practical task, such as a recorded reflection or a practitioner handout. This approach provides students with diverse ways to demonstrate their abilities and ensures that key academic skills are developed through repetition and progression across levels.

### 2. Authentic Assessment and Employability

Assessments are designed to mirror real-world professional requirements. As the expectations of the children's workforce evolve, so too must the skills students demonstrate. Key employability skills are embedded into assessment types at every level, including:

- Professional presentation and communication.
- Writing for specific audiences (e.g., parents, practitioners, or policy-makers).
- Designing informative materials and digital artefacts.
- Report writing and research proficiency.
- Reflective practice and career development planning.

### 3. Digital Fluency and Technological Advancement

Assessments are primarily conducted within a digital environment. Students submit work electronically and receive feedback via Turnitin, while assignment guidance is provided on the VLE in accessible formats.

From Level 4, students are encouraged to engage with a range of technologies - from audio and video recording to design software. Students are supported in assessing their digital literacy through tools such as the JISC Discovery tool, with the expectation that their technical skills will advance year-on-year.

## 2.5 Assessment strategy

### 4. Academic Integrity and AI Integration

In response to the development of Generative AI (such as ChatGPT), the programme team has moved away from single, descriptive assessment types. Instead, we utilise 'patchwork' assessments and multiple touchpoints that require students to contextualise their knowledge, apply it to specific case studies, and demonstrate authentic understanding in various formats that ensure academic integrity.

### 5. Formative Assessment and Continuous Feedback

To bridge the gap between instruction and final submission, formative assessment is integrated into the weekly teaching schedule. These low-stakes activities - such as peer-review workshops, live polls, and draft submissions - provide students with regular, ongoing opportunities to monitor their progress. By receiving iterative feedback before summative deadlines, students can identify areas for growth, refine their technical skills, and build the confidence necessary to succeed in more complex, authentic tasks.

## 2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

## Section 3 – Programme set up (office use only)

3.1	Framework	FRAME001 FRAME022
3.2	Board dates (progression)	Choose an item. <b>Linked to Framework selection only complete if non-standard.</b>
3.3	Cost centre	GAEC
3.4	Course type (HESA)	N/A
3.5	Fee model	Other If other, please specify Coleg Cambria Fee Model is to apply
3.6	In-year resits	Yes
3.7	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	No
3.8	Progression points	Assessment Board at end of year/level
3.9	Semesters per intake	6 FT If other, please specify 12 PT
3.10	Semesters per progression point	2 If other, please specify
3.11	Start and end dates	Standard September If other, please specify
3.12	Student funding model	Students will apply for funding through Coleg Cambria
3.13	Does the Suitability for Practice Procedure apply to the programme?	No

Section 3 – Programme set up (office use only)		
3.14	Programme Leader	Hannah Roberts
3.15	Date of Approval	6 May 2026
3.16	Date and type of Revision	