

## Programme specification

### BA (Hons) Children, Young People & Families with British Sign Language (BSL)

<i>School:</i>	School of Education		
<i>Entry from:</i>	2018	<i>In:</i>	September
<i>Awarding Institution:</i>	York St John University		
<i>Teaching Institution:</i>	York St John University		
<i>Delivery Location:</i>	York St John University		
<i>Programme/s Accredited by:</i>	choose an item:		
<i>Exit Awards:</i>	Certificate of Higher Education <b>Children, Young People &amp; Families with BSL</b> Diploma of Higher Education <b>Children, Young People &amp; Families with BSL</b> BA (Ord) <b>Children, Young People &amp; Families with BSL</b>		
<i>UCAS Code / GTTR / Other:</i>	L5Q1		
<i>Joint Honours Combinations:</i>	Not applicable		
<i>QAA Benchmark Group(s):</i>	Early Childhood Studies (2014) Languages & Related Studies (2007)		
<i>Mode/s of Study:</i>	Full-time for 3 years Part-time for 6 years		
<i>Language of Study:</i>	English		

#### Introduction and Special Features

Children and young people grow and develop in a complex range of conditions, locations and family contexts. We are still learning about the influences that can have an effect on children's and young people's life chances due to the ever-changing nature of the social, cultural and political worlds in which they live. However, research findings do suggest that they are more likely to reach their full potential if:

- They experience positive relationships within their family and have a supportive home environment;
- They receive high quality support and provision from services;
- Professionals are well qualified and committed to their own personal development;
- Settings employ members of staff who are qualified to Foundation Degree level and above (DfE, 2012a).

Professionals in this field often work with deaf children, young people and adults who communicate in British Sign Language (BSL). Several specialist services require their staff to either have or study for BSL qualifications, as well as a deep understanding of the values and experiences of deaf people and the deaf community.

In this respect, BA (Hons) Children, Young People and Families with British Sign Language (BSL) provides a new and innovative programme of study that offers a strong theoretical grounding in the discipline, presented in such a way as to be relevant to real world situations in a range of settings. The integral BSL elements of the programme also provide the opportunity to achieve the nationally recognised BSL Signature accreditation which, given that many graduates are likely to follow career pathways that will involve contact with deaf people, means that BSL skills can be seen as a distinct advantage by employers. This is particularly important

in an increasingly diverse labour market. There is also no comparable degree programme on offer anywhere else in the UK in that York St John is one of only four UK universities offering BSL to students.

The BA (Hons) Children, Young People & Families with BSL allows you to pursue a combination of subjects that are challenging and intellectually stimulating as well as enabling you to be critical and reflective on your own understandings of childhood, youth and the family. It is through encouraging you to reflect on your own and others' values, beliefs and perceptions that will assist you in having a much better understanding of wider societal issues that affect children, young people and families on a day-to-day basis, thus contributing to your personal transformation not only as a learner, but as a future forward-thinking professional who 'thinks' rather than just 'does'.

### **Learning Opportunities**

The key features of the programme are to enable you to develop:

- An understanding of the principles of equality, inclusion and social justice;
- An awareness of how political and cultural values, including your own, have an impact on perceptions of childhood, youth and the family;
- An understanding of the dimensions of social divisions and social diversity in relation to children, young people and families;
- Values commensurate with those of responsible global citizens;
- The ability to apply a range of relevant theoretical perspectives towards contemporary concerns and issues on both a national and international scale;
- A greater capacity to appreciate issues of difference and diversity through the exploration of an anti-oppressive stance to the lives of children, young people and families;
- The ability to reflect critically about issues of categorisation and stereotyping;
- A reflective approach and a critical awareness towards the complex and multi-faceted problems surrounding children, young people and families in the world today.

We aim to produce graduates who have the confidence and knowledge to adapt to new learning situations and a variety of occupational roles. We enjoy strong links with a number of Local Authorities including York and Doncaster as well as a wide range of voluntary agencies within the surrounding area. The members of staff who work on the delivery of British Sign Language also have a wealth of contacts in a broad array of settings, which will prove invaluable for maximising the variety of placement opportunities available to students. The modules 'Community Development' and 'Vision & Change' in Year 3 provide additional opportunities whereby you can engage with ideas such as community profiling and social enterprise in providing the potential to further enhance your employability.

Throughout the degree you will learn about different theories as well as gaining an understanding of relevant research findings that can be used to help you think about how to deliver and/or improve quality services for children, young people and families. Consequently, as a student on BA (Hons) Children, Young People & Families with BSL, alongside the distinct focus on the theoretical knowledge that is essential for professional entry into the broad range of roles related to the subject area, you will also engage in work-related learning activities that run through all levels of study. The module 'Learning in Practice' at Level 2 contains a work placement component for a minimum of 15 days (DBS clearance will be managed in accordance with the University's current procedures). This will offer an opportunity for you to be able to apply your BSL language skills to a real life work setting. It also includes an element of reflective practice, which involves learning through and from experience so as to be able to challenge your own values as well as enabling you to become more self-aware.

There is an underlying focus throughout the programme on the rapidly changing and developing policy and practice in the UK and we will encourage you to be critical of the ideas that underpin these developments, particularly in recognising the intercultural nature of Britain today. There is also a strong international thread running through the modules as it is essential

in an increasingly globalised, multi-racial, multi-cultural world that issues of childhood, youth and families are seen in the widest of contexts. Comparisons will be drawn between policy, practice, theory and trends in other countries and attention will be drawn to global practice including situations where different cultures bring diverse perspectives to fundamental issues associated with the development, welfare and education of children, young people and families. In Year 2 (Semester 1) you will have the chance to study abroad at the University of Agder in Norway whereby you would undertake the Norwegian Society & Education (NORSEC) half-year programme. NORSEC is a comparative route of study. Its starting point is Norwegian society, the Norwegian school system and Norwegian culture. You are, however, invited to make comparisons with your home country during the semester. It is also envisaged that there will be the opportunity for study abroad provision in the United States.

**(N.B. eligibility to study abroad will be subject to the University's current selection criteria)**

The course is designed to enhance the career prospects of all students. As a Children, Young People & Families with BSL graduate you will be in a strong position from which to explore employment options within local authorities, health authorities, charities, housing and welfare associations, support services, and education. Jobs might include project managers, family support workers, residential care workers, classroom assistants, learning mentors, disability co-ordinators and more specialised deaf-centred services such as communication support workers, deaf tutors and BSL family therapists. It will also prepare you to undertake postgraduate study through which professional qualifications, such as primary teaching or social work might be attained or, for those of you who are interested in working in research and/or lecturing, it provides an initial step towards a diverse range of related MA/PhD academic pathways.

Inherent within the vision of the BA (Hons) Children, Young People & Families with BSL degree is the notion that everybody can learn and that everyone should be encouraged to learn to the best of their ability. The diversity of the assessment strategies, together with the provision for student support, help to ensure that all learners, whatever their interests, backgrounds and aptitudes, have the best possible chance to achieve their potential within the programme and beyond.

### Admissions Criteria

The BA (Hons) Children, Young People & Families with BSL programme adheres to the University's general entry criteria for [undergraduate](#) study. Any specific entry attainment will be made available to you through the University website and reviewed on a regular basis.

This programme is not suitable if you already have BSL Signature Level 2 or higher or if BSL is your first language.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorks.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#). We also consider applications for entry with advanced standing.

All applicants will be treated as set out in the York St John University Admissions Policy in line with the University's standard entrance requirements.

## Programme Aims

The Programme Aims for BA (Hons) Children, Young People & Families with BSL have been adapted from the Quality Assurance Agency (QAA) for Higher Education Subject benchmarks for Early Childhood Studies 2014 and for Languages and Related Studies 2007. The aims of the degree have also been informed by the QAA Higher Education Subject benchmarks for Youth & Community Work (2009) and Education Studies (2015).

In designing the programme, we have utilised the following subject benchmarks as they are an important external source of reference. In addition, however, we have also taken the opportunity to underpin these aims further to offer you a degree that is unique and contemporary as well as being highly pertinent to the ever-changing children, young people and families sector. In order to achieve this aim, we place a distinct focus on the theoretical nature of the field, which mirrors the success of our well-established BA (Hons) Education Studies and BA (Hons) Early Childhood Studies programmes in terms of not only producing conscientious and employable graduates, but also professionals who will take a key role in raising the status and academic standing of this area of expertise. Children, Young People & Families with BSL is a distinct, vibrant, challenging and exciting subject, which is recognised throughout the aims of the programme as a whole.

The aims of the BA (Hons) Children, Young People & Families with BSL degree are to:

1. engage with theoretical, philosophical, historical, psychological, sociological, communication and language perspectives and consider how these underpin different understandings of children, young people and families;
2. reflect upon the research methods, theories, evidence, communication and language practices and contexts that apply to children, young people and families;
3. demonstrate the ability to evaluate competing theoretical positions in relation to the construction of children and young people by different subject disciplines, societal agents, language communities and time, place and culture;
4. demonstrate the knowledge and awareness of the communication and language skills needed for working with children, young people and families in a range of settings, particularly in relation to the deaf community;
5. demonstrate an understanding of working effectively in teams with parents, carers and other professionals;
6. demonstrate an understanding of how to promote children's, young people's and families' language and communication, health, welfare and safety needs and the conditions that enable them to flourish;
7. demonstrate the ability to engage in critical arguments regarding multi-professional practices for children, young people and families;
8. reflect upon the ethics of studying children and young people;
9. present and evaluate research findings ;
10. demonstrate the ability to recognise and challenge social and cultural inequalities.

## Programme Learning Outcomes

These Learning Outcomes are described in relation to the Quality Assurance Agency's 'Framework for Higher Education Qualifications in England, Wales and Northern Ireland', August 2008.

### Year 1 / FHEQ L4

**For the award of Certificate of Higher Education you will have demonstrated the following learning outcomes:**

### Children, Young People & Families

1. Demonstrate an understanding of the underlying values and principles relevant to the broad field of children, young people and families.
2. Analyse basic concepts, theories and issues of policy that impact upon the lives of children, young people and families in a systematic way.
3. Apply, at a basic level, their developing value system to their work.
4. Demonstrate a broad-based knowledge and understanding of a range of underlying concepts, content and theoretical perspectives associated with studying children, young people and families.
5. Appropriately apply perspectives, skills and knowledge towards an understanding of children, young people and families.
6. Present, evaluate and interpret different forms of information, evidence, data, artefacts and performances appropriate to the study of children, young people and families.

### British Sign Language (BSL)

1. Use the target language for purposes of understanding, expression and communication as described on the CEFR2 at a higher level than the entry point.
2. Demonstrate explicit language knowledge at the appropriate competence level.
3. Understand aspects of the cultures, communities and societies where the target language is used.
4. Effectively use language reference materials, such as grammars, dictionaries and on-line resources.
5. Identify and plan individual strategies for language learning.
6. Work autonomously in a structured environment.
7. Work creatively and flexibly with others as part of a team.

'With' students will also:

1. Communicate effectively using a range of skills appropriate to the audience and purpose.
2. Demonstrate a range of basic key skills and literacies (including those for lifelong learning) appropriate for further study and future employment.

### Year 2 / FHEQ L5

**For the award of Diploma of Higher Education you will have demonstrated the following learning outcomes:**

### Children, Young People & Families

1. Demonstrate an understanding of the underlying values and principles relevant to the study of children, young people and families and a developing personal stance towards the subject which draws on their increasing knowledge.
2. Critically analyse more complex concepts, theories and issues of policy that impact upon the lives of children, young people and families in a systematic way.
3. Apply a more developed value system to their work and reflect on their own value system at a basic level.
4. Apply theoretical perspectives and concepts to a range of situations and issues relevant to the field of children, young people and families, including those associated with work-based settings.
5. Demonstrate a critical awareness of research strategies particular to the area of children, young people and families.
6. Critically analyse data and information relevant to the study of children, young people and families.
7. Communicate subject-relevant information, ideas and arguments effectively to specialist and non-specialist audiences.

8. Demonstrate an ability to apply knowledge and skills effectively in decision-making in the context of growing maturity as an independent learner.

#### British Sign Language (BSL)

1. Further develop the target language for the purposes of understanding, expression and communication as described on the CEFR at a higher standard than the Level 2 entry point;
2. Demonstrate explicit language knowledge at the appropriate competence level;
3. Critically reflect on aspects of intercultural awareness, understanding and competence in situations and locations where the target language is used;
4. Have a critical understanding of aspects of the cultures, communities and societies where the target language is used;
5. Develop mediating skills, qualities of empathy, self-reliance, initiative, adaptability and flexibility.
6. Identify and plan individual strategies for learning;
7. Work increasingly autonomously, manifesting self-direction, self-discipline and time management;
8. Communicate effectively using a range of skills appropriate for a variety of audiences and purposes;
9. Have a critical understanding of work-based learning;
10. Apply a range of key skills and literacies including ICT, digital literacy and information literacy appropriate to both lifelong learning and employment in communication related contexts.

#### Year 3 / FHEQ L6

**For the award of Ordinary Degree you will have demonstrated the following learning outcomes:**

#### Children, Young People & Families

1. Demonstrate a proficient understanding of the underlying values and principles relevant to the field of children, young people and families and a developing personal stance which draws on their increasing knowledge of the field.
2. Critically analyse complex concepts, theories and issues of policy that impact upon the lives of children, young people and families in a systematic way.
3. Apply their value system to the area of children, young people and families and reflect on their own value system. Show proficiency in combining the theories and principles regarding children, young people and families in the analysis and solution of complex problems.
4. Demonstrate proficiency in evaluating the appropriateness of research strategies associated with children, young people and families.
5. Proficiently use and communicate approaches to the evaluation of qualitative and quantitative data relevant to the study of children, young people and families.
6. Acquire, organise and communicate information, ideas and arguments, showing an understanding of the significance and limitations of knowledge in the field of children, young people and families.
7. Demonstrate theoretical understanding to help sustain an argument and proficiently apply learned theory and principles from the area of children, young people and families.

#### British Sign Language (BSL)

1. Display high competence in one language and ability to use it for the purposes of understanding, expression and communication as described on the CEFR at a higher standard than the Level 3 entry point;
2. Demonstrate explicit language knowledge at the appropriate competence level;
3. Critically evaluate aspects of the cultures, communities and societies where the language is used and opportunities for using the language(s) in social and work environments;
4. Demonstrate a critical awareness of interdisciplinary connections;

5. Display autonomy and self-management as a learner, identifying plans and achieving individual strategies for learning;
6. Engage in research activity independently;
7. Access electronic resources and use information and communication technologies appropriately;
8. Communicate effectively using a range of skills appropriate for a variety of audiences and purposes;
9. Confidently apply a range of key skills and literacies including academic writing skills, ICT, digital literacy and information literacy appropriate to both lifelong learning and employment in communication related contexts.

**For the award of Honours Degree you will have demonstrated the following learning outcomes:**

Children, Young People & Families

1. Demonstrate a complex understanding of the underlying values and principles relevant to children, young people and families and a developing personal stance which draws on their increasing knowledge.
2. Critically evaluate complex concepts, theories and issues of policy that impact upon the lives of children, young people and families in a systematic way.
3. Critically reflect on the application of their own value system to their work.
4. Demonstrate an understanding of the relationship between theoretical and empirical knowledge at the forefront of ideas regarding children, young people and families.
5. Devise and sustain critical commentary on advanced studies in the field of children, young people and families.
6. Manage and reflect critically upon own learning.
7. Demonstrate an appreciation of the uncertainty and ambiguity of much knowledge in the area of children, young people and families.
8. Apply skills, concepts, theoretical and empirical knowledge, and methods appropriate to the study of children, young people and families to initiate, design, plan and execute research.
9. Demonstrate an ability to reach reasoned judgements about arguments and evidence based upon sound critical analysis and an understanding of different value positions.
10. Exercise initiative and personal responsibility in a range of decision-making contexts related to their studies.

British Sign Language (BSL)

1. Display high competence in one language and ability to use it for the purposes of understanding, expression and communication as described on the CEFR at a higher standard than the Level 3 entry point;
2. Demonstrate explicit language knowledge at the appropriate competence level;
3. Critically evaluate aspects of the cultures, communities and societies where the language is used and opportunities for using the language(s) in social and work environments;
4. Demonstrate a critical awareness of interdisciplinary connections;
5. Display autonomy and self-management as a learner, identifying plans and achieving individual strategies for learning;
6. Engage in research activity independently;
7. Access electronic resources and use information and communication technologies appropriately;
8. Communicate effectively using a range of skills appropriate for a variety of audiences and purposes;
9. Confidently apply a range of key skills and literacies including academic writing skills, ICT, digital literacy and information literacy appropriate to both lifelong learning and employment in communication related contexts.

## Programme Structure

The BA (Hons) Children, Young People & Families with BSL programme is based on 360 credits. You will take 120 credits at each level, with a 40 credit Special Study module in Year 3. The modules will be taught on a semester basis with 3 modules running in each semester. Part-time students normally take 60 credits each year.

As a student on a 'with' programme you will study 2 Children, Young People & Families modules and 1 BSL module per semester, plus there is also the opportunity to study 'The Sociolinguistics of BSL' in the second year.

### YearOne

In Semester 2, students have the opportunity to undertake 1CY204 Nature & Role of the Family or 1CY205 Counselling & Communication or a Modern Foreign Language (MFL) module.

### YearTwo

2CY201 Learning in Practice requires you to undertake a work placement (15 days minimum) in a setting related to children, young people and families.

### Year Three

Students must pass 3CY206 Special Study to receive the full BA (Hons) award.

### Modules for the Programme

Code	Level	Semester	Title	Credits	Status of Module*
1CY201	4	1	Children's & Young People's Development	20	C
1CY203	4	1	Study for Success	20	C
1LBS01	4	1	BSL Beginners	20	C <sup>1</sup>
1LBS03	4	1	BSL Intermediate 1	20	C <sup>1</sup>
1CY204	4	2	Nature & Role of the Family	20	O <sup>1</sup>
1CY205	4	2	Counselling & Communication	20	O <sup>1</sup>
XXXXX	4	2	A modern foreign language modules	20	O <sup>1</sup>
1CY206	4	2	Social Policy in Action	20	C
1LBS02	4	2	BSL Continuation	20	C <sup>1</sup>
1LBS04	4	1	BSL Intermediate 2	20	C <sup>1</sup>
2CY201	5	1	Learning in Practice	20	C
2CY202	5	1	Risk, Trust & Safeguarding	20	O
2CY203	5	1	Special Needs & Inclusion	20	O
2CY204	5	1	Mental Health	20	O
2LLBS3	5	1	BSL Intermediate 1	20	C <sup>1</sup>
2LLBS5	5	1	BSL Intermediate 3	20	C <sup>1</sup>
2LBS09	5	1	The Sociolinguistics of BSL	20	O
2CY205	5	2	Transitions: Key Moments of Change	20	O
2CY206	5	2	Researching Children, Young People & Families	20	C
2CY207	5	2	Virtual Realities	20	O
2CY208	5	2	Bereavement & Loss	20	O
2LLBS4	5	2	BSL Intermediate 2	20	C <sup>1</sup>
2LLBS6	5	2	BSL Advanced 1	20	C <sup>1</sup>
3CY201	6	1	Crime, Deviance & Youth Justice	20	O
3CY202	6	1	Global Perspectives	20	O
3CY207	6	1	Community Development	20	O

3LLBS5	6	1	BSL Intermediate 3	20	C <sup>1</sup>
3LLBS7	6	2	BSL Advanced 2	20	C <sup>1</sup>
3CY203	6	2	Gender & Sexualisation	20	O
3CY204	6	2	Vision & Change	20	O
3CY205	6	2	Whose Values? Whose Voice?	20	O
3CY208	6	2	State Intervention & Family Life	20	O
3CY206	6	1 & 2	Special Study	40	CA
3LLBS6	6	2	BSL Advanced 1	20	C <sup>1</sup>
3LLBS8	6	2	BSL Advanced 3	20	C <sup>1</sup>

\***C**: Compulsory, **CP**: Compulsory for progression to the next level, **CA**: Compulsory for award, **O**: option or **E**: elective.

**O<sup>1</sup>** only one of these modules can be studied

**C<sup>1</sup>** only one of these modules can be studied per semester – this will be dependent on the BSL study prior to entry to the programme.

Should a student have a post-beginner level of BSL on entering the Programme (e.g. a BSL Signature Level 1 qualification obtained elsewhere), they might start with a more advanced BSL module (e.g. BSL Intermediate 1). In that case, they would take the following compulsory modules:

- Year 1: 1LBS03 BSL Intermediate 1 and 1LBS04 BSL Intermediate 2;
- Year 2: 2LBS05 BSL Intermediate 3 and 2LBS06 BSL Advanced 1;
- Year 3: 3LBS07 BSL Advanced 2 and 3LBS08 BSL Advanced 3.

### Teaching, Learning and Assessment

To maximise the full potential of all students studying on BA (Hons) Children, Young People & Families with BSL, the programme will focus on:

- The process of transition to ensure that you are able to benefit from a full and rewarding undergraduate experience.
- The development of lifelong learning skills, particularly in relation to developing your ability to be able to reflect upon your own learning.
- The development of skills that will help to effectively involve you in critical reflection and analysis of research, policy and practice.
- Prioritising teaching that will support learning experiences that are stimulating, appropriate and effective.
- Fostering partnerships which will help to ensure inclusive and appropriate assessment, learning & teaching practices.

Our intention is to provide a secure foundation upon which you can build, explore and conceptualise the broader implications of the discipline, thus challenging you to develop your critical thinking skills and engagement in analytical discussion. We aim to foster a strong and supportive relationship with our students in remaining aware of each individual's learning needs across the programme. Beyond the classroom environment, we will provide you with individual academic support both via electronic communication and in face-to-face tutorials.

Learning and teaching methods are designed to enable you to attain and demonstrate achievement of the outcomes contained in the module specifications. The BA (Hons) Children, Young People & Families with BSL programme uses a diverse range of teaching and learning strategies, which will focus on equipping you with the skills and knowledge required to be effective and successful students. Children, Young People & Families with BSL is designed so that there is a progressive shift in the overall balance of time you spend in independent compared to tutor-supported learning. Year 1 has increased contact time to ensure that you

have a sound grounding in the subject area, which is then gradually reduced through Years 2 and 3 in order to develop autonomy and independence, whilst still providing a supportive environment.

The teaching and learning approaches includes lectures, seminars, case studies, group work, VLE (Moodle) tasks, skills workshops, and aims to be accessible to a mixture of learning styles. A series of key lectures for each module will provide you with an introduction to the main themes, theoretical concepts and debates. Seminars aim to provide you with the opportunity to debate and discuss the themes raised by lectures and self-directed study. This will provide you with opportunities to have a deeper understanding of the issues covered in the modules and encourages an environment in which you can communicate and discuss the subject matter with other students.

You will also be encouraged to take the initiative and work towards a self-directed approach under the negotiation, facilitation and guidance of the Module Director . Guest speakers from appropriate organisations also enhance the lecture sessions.

The following learning, teaching and assessment approaches will provide opportunities for engagement, development and critical enquiry:

- Web-based study materials
- Virtual Learning Environment (Moodle) tasks
- Individual/group tutorials
- Web-based mediated discussion groups
- Learning journals
- Simulation exercises
- Project work (tutor-set and student-initiated)
- Field trips and course visits

Assessment opportunities include:

- Essays and written debates
- Group and individual presentations
- Evaluative and critical incident reports
- Case studies
- Portfolios and reflective writing
- Research proposal and empirical study

There is an appropriate blend of formative and summative assessments across the individual modules. This is emphasised in Year 1 whereby activities are split between both a formative and summative assessment in order to ease the transition into academic study within Higher Education. In this respect, formative feedback will be provided prior to submission of the final summative assessment, which potentially maximises the potential for you to engage in productive dialogue throughout the module. Formal and informal feedback including reviews and discussion will also be used to inform you of your progress and facilitate learning and personal development planning. Assessment criteria are directly related to the specified learning outcomes for the programme of study.

We believe that good feedback practice:

1. Facilitates the development of self-assessment (reflection) in learning.
2. Encourages dialogue around learning.
3. Helps clarify what good performance is (goals, criteria, expected standards).
4. Provides opportunities to close the gap between current and desired performance.
5. Delivers high quality information to students about their learning.
6. Encourages positive motivational beliefs and self-esteem.
7. Provides information to the teaching team that can be used to help shape the delivery and content of the programme.

## Progression and Graduation Requirements

The University's [general regulations for undergraduate awards](#) apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section.

## Internal and External Reference Points

This programme specification was formulated with reference to:

- [University Mission Statement](#) [see page two]
- [Strategic Plan 2015-20](#) [see page four]
- [QAA subject benchmark statement](#)
- [Framework for Higher Education Qualifications](#)

## Further Information

Further information on the programme of study may be obtained from:

- Admissions entry profile (Admissions)
- Programme validation document (Registry – Academic Quality Support)
- Regulations (Registry – Academic Quality Support)
- Student programme handbook (school)
- Module handbooks (school)

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*Date written / revised: 29/02/16, July 2017*

L5 & L6 BSL codes updated to the codes for the new programme validated for 19/20 – QSC  
PASP approved 5 July 2019