

## Programme Specification

### Foundation Year Education, Children and Counselling

<i>School:</i>	Education, Language and Psychology
<i>Subject area:</i>	Education, Children and Counselling
<i>Entry from academic year:</i>	2025-26
<i>in the month(s) of</i>	September
<i>Awarding institution:</i>	York St John University
<i>Teaching institution:</i>	York St John University
<i>Delivery location:</i>	York
<i>Programme/s accredited by:</i>	N/A
<i>Exit awards:</i>	Foundation Certificate Education, Children and Counselling
<i>UCAS code / GTTR / other:</i>	
<i>QAA subject benchmark statement(s):</i>	
<i>Mode/s of study:</i>	Full time for 1 year
<i>Language of study:</i>	English
<i>Paired with</i>	BA (Hons) Children, Young People and Society BA (Hons) Counselling and Mental Health BA (Hons) Early Years Education and Care (with Graduate Practitioner Competencies) BA (Hons) Education, SEN and Mental Health BA (Hons) Primary Education (3-7) BA (Hons) Primary Education (5-11)
<i>Study abroad opportunities:</i>	No
<i>Opt-in YSJU Placement Year opportunity:</i>	No

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### Introduction and special features

The Foundation Year in Education, Children and Counselling is designed for people who want to pursue a related undergraduate degree at York St John University. It will support you in developing the academic skills necessary to succeed on one of the following programmes: BA (Hons) Primary Education (3-7) and BA (Hons) Primary Education (5-11), which lead to Qualified Teacher Status; BA (Hons) Children, Young People and Society, BA (Hons) Early Years Education and Care (with Graduate Practitioner Competencies) and BA (Hons) Education, SEN and Mental Health, for people who want to work with children or families in education or social care settings; and BA (Hons) Counselling and Mental Health.

Students on this programme join a community of scholars inspired by York's tradition of social justice. You will learn about the influence of policy and politics on practice, exploring education, health and mental health policies and their impact on education and counselling practitioners. You will consider inclusive and holistic practices in education and counselling. And you will explore how life for people in York has changed over time, learning about people's experiences of education, childhood, family and mental health, and considering, for example, the influence of Joseph Rowntree. This focus on local and historical contexts will inform and inspire you as you progress onto our Education, Children and Counselling undergraduate programmes.

The programme benefits from both content that is relevant to a range of Education, Children and Counselling programmes and also the opportunity to focus on the area of interest to you. You will carry out work experience in a setting aligned to your future development. You will study how equality, diversity, inclusivity and wellbeing are understood in education, social care and counselling, enabling you to begin to make links between theory and practice. And you will carry out an independent project related to your chosen level 4 programme.

This programme is ideal if you are looking to develop the academic skills necessary to progress onto one of our Education, Children or Counselling programmes. The programme is designed to support progression into any of the possible routes (subject to route specific conditions outlined in the Progression and Graduate Requirements section below). This allows you to make an informed decision about the direction you would like to take your undergraduate study in at the end of the foundation year. We anticipate that some students might enter with the intention of progressing onto one programme and decide instead to progress to another.

Special features:

- Join a community of scholars informed and inspired by York's tradition of social justice in education and welfare.
- Engage in innovations such as a creative artefact assessment which focusses on key buildings, people and movements in York and a buddying system between level 3 and level 4 students in the independent project module.
- Benefit from studying core concepts relevant to a range of Education, Children and Counselling programmes such as education and health policy and politics, and the impact on life chances of equality, diversity, inclusivity and wellbeing.
- Focus on an area of interest to you in your work-experience and independent project.
- Benefit from a supportive focus on academic and professional literacies, including a focus on the transition to Higher Education, independent study, reflective practice, and the transition to level 4.
- Engage in local field trips to explore the rich history and culture of York.
- Begin a L4 programme with a sense of belonging, familiar with academics from the chosen area of study.
- Explore prioritised reading lists online which extend beyond textbooks and journal articles to include voices which are marginalised in the traditional academic literature: novels, memoirs, documentaries, open access books and theses from the Global South.
- Benefit from a choice of progression routes, including a guaranteed interview for our BA (Hons) Primary Education (3-7) and Primary Education (5-11) programmes.

## **Admissions criteria**

You must meet the minimum entry requirements which are published on the programme specific webpage.

If your first language is not English, you need to take an IELTS (The International English Language Test) 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 [Recognition of prior learning \(RPL\)](#). We also consider applications for entry with advanced standing.

## Programme aim(s)

By the end of the programme, you will have knowledge of education and health policy and politics and the impact on life chances of equality, diversity, inclusivity and wellbeing that are relevant to a broad range of Education, Children and Counselling degrees. You will have academic and professional skills ready to succeed at level 4 and beyond.

## Programme learning outcomes

Upon successful completion of the programme students will be able to:

### Level 3

- 3.1 Demonstrate knowledge and understanding of political, social or historical contexts
- 3.2 Recognise the influence of values on practice
- 3.3 Communicate effectively, in writing or orally, citing sources appropriately
- 3.4 Work independently/collaboratively in a professional/academic context
- 3.5 Reflect on and develop skills and knowledge relevant to your chosen level 4 programme

## Programme structure

Code	Level	Semester	Title	Credits	Module status	
					Compulsory (C) or optional (O)	non-compensatable (NC) or compensatable (X)
ECC3001M	3	1	Introduction to university study	20	C	X
ECC3002M	3	1	The influence of policy and politics on practice	20	C	X
ECC3003M	3	1	Historical contexts of education, childhood and counselling	20	C	X
ECC3004M	3	2	The reflective, professional practitioner: work experience	20	C	X
ECC3005M	3	2	Inclusive and holistic practices	20	C	X
ECC3006M	3	2	Preparation for progression: independent project	20	C	X
ECC3007M	3	2	Conditions for progression to ITE	0	O*	NC

\*Compulsory for students intending to progress to the BA (Hons) Primary Education (3-7) or BA (Hons) Primary Education (5-11).

Any modules that must be passed for progression or award are indicated in the table above as non-compensatable. A non-compensatable module is one that must be passed at the relevant level (with a mark of 40) in order to progress.

## Learning, teaching and assessment

Academic and professional literacies are embedded in the programme design. The programme starts with a focus on the transition to Higher Education, including an introduction to academic writing, reading and research as well as working independently. The work-experience module supports you in becoming a reflective practitioner – a key part of any further study in education, social care or counselling. You will be supported in securing appropriate work experience for your progression route, for example volunteering in a local primary school, charitable group, or Early Years setting. This will support you in developing early professional skills and attributes in a setting aligned to your future development. Lastly, the independent project will enable you to reflect upon your skills, develop areas of improvement and ensure a seamless transition to your next level of study.

You take three 20-credit modules each semester. Each 20-credit module normally has up to three hours a week of contact time. This is made up of a combination of larger-group lectures and smaller-group seminars or workshops, depending on the module. In addition, you will have opportunities for one-to-one or small group tutorials to provide you with feedback and advice. The work-experience and independent project modules follow a different delivery pattern. For the former, you will carry out 20-60 hours of work experience supported by a smaller number of taught hours. The flexibility within the work experience hours is to accommodate the specific needs of placement settings, for example, a two week block or weekly shorter sessions. For the latter you will benefit from a mixture of skills sessions and one-to-one or small group tutorial support.

Each 20-credit module requires around 200-hours of study. In addition to the contact time, you therefore also study independently. This includes weekly reading, and we provide all students with prioritised reading lists through Moodle, our virtual learning platform. Readings are usually available as ebooks or online chapters. We have resources which extend beyond textbooks and journal articles to include voices which are marginalised in the traditional academic literature: novels, memoirs, documentaries, open access books and theses from the Global South. Your independent study also includes preparation for taught sessions, either individually or in groups, following materials and activities that are provided on Moodle. Lastly, you will prepare for assessments. Assessment types vary across modules and may include essays, individual and/or group presentations, reflection, portfolios and creative artefacts. There are no exams on this programme.

While on the programme you will have access to multiple sources of support. As well as the tutorial time described above, support is offered by central services on study skills such as finding resources, referencing, critical thinking, critical writing, time management, planning assignments, proofreading and presentation skills. Central services also offer support in wellbeing, careers and digital training. In addition, you will be assigned a member of academic staff as your academic tutor to support you through your 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 as non-compensatable.

In addition, the following programme-specific regulations apply in respect of progression and graduation:

Students on BA (Hons) Primary Education (3-7) with Foundation Year and BA (Hons) Primary Education (3-7) with Foundation Year will need to meet the criteria outlined under 'entry criteria' in the ITT Criteria and Supporting Advice (<https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice#entry-criteria>) by the end of the Foundation Year. For example:

- a satisfactory medical report
- a satisfactory Enhanced DBS check
- 5 GCSEs at grade C/4/Level 4 or above (or equivalent) including English, Mathematics, Science

These criteria must be met to progress to level 4. Students wishing to progress to either the BA (Hons) Primary Education (3-7) or BA (Hons) Primary Education (5-11) will need to have passed ECC3007M. No re-sit attempts are available for this module.

The timeline for this process is as follows:

September	Begin the Foundation Year
March	For those students progressing to Primary Education, attend interview day.
May	Complete DBS and medical checks

August	Confirm any outstanding GCSE grades necessary for progress
*If conditions are not met (including a successful interview) then an alternative progression route will be offered.	

### **Internal and external reference points**

This programme specification was formulated with reference to:

- [University mission and values](#)
- [University 2026 Strategy](#)
- [QAA subject benchmark statements](#)
- [Frameworks for Higher Education Qualifications](#)

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*Date written / revised:*

*Programme originally approved:*