

Programme Specification

Award and title: Foundation Year in Education, Language and Counselling

<i>School:</i>	Education, Language and Psychology
<i>Subject area:</i>	Education, Language and Counselling
<i>Entry from academic year:</i>	2026-27
<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 in Education, Language and Counselling
<i>UCAS code / GTTR / other:</i>	
<i>Joint Honours combinations:</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) BSL, Deaf Studies and Linguistics 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) English Language and Linguistics BA (Hons) English Language, Linguistics and TESOL BA (Hons) Japanese, Intercultural Communication and Linguistics BA (Hons) Japanese, TESOL and Linguistics BA (Hons) Korean, Intercultural Communication and Linguistics BA (Hons) Korean, TESOL and Linguistics 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
<i>Excluding a year-long placement/professional experience, are there placement/field trip/work experience(s) totalling 20 days or more?</i>	No

Introduction and special features

The Foundation Year in Education, Language and Counselling has been specifically designed for people who wish to pursue a related undergraduate degree at York St John University but who, for a range of reasons, may not have been able or ready to enter the degree programme directly. It will support you in developing the foundational knowledge and all 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), BA (Hons) Education, SEN and Mental Health for people who want to work with children or families in education or social care settings;
- BA (Hons) Counselling and Mental Health for those interested in counselling;
- BA (Hons) BSL, Deaf Studies and Linguistics; BA (Hons) English Language and Linguistics; BA (Hons) English Language, Linguistics and TESOL; BA (Hons) Japanese, Intercultural Communication and Linguistics; BA (Hons) Japanese, TESOL and Linguistics; BA (Hons) Korean, Intercultural Communication and Linguistics; BA (Hons) Korean, TESOL and Linguistics for those wanting to pursue language study and related work.

All students, regardless of their chosen pathway and degree course, undertake a series of modules and join a community of scholars inspired by York's tradition of social justice. You will learn about the influences of theories of learning on practice and communication, exploring aspects of education, health and mental health and their impact on education and counselling. You will gain an understanding of how language is acquired and utilised across a broad range of social and professional interactions. You will consider inclusive and holistic practices in education, counselling and language learning, incorporating foreign languages and signing. You will also explore how life for people in York has changed over time, learning about people's changing experiences of education and childhood, the family, language, communication and mental health. Exploring these topics will enable you to develop the knowledge, skills, concepts, and attitudes necessary for subsequent study and inspire and prepare you to progress onto our Education, Language and Counselling undergraduate programmes.

As well as benefitting from content that is relevant to the full range of Education, Language, and Counselling programmes you will carry out work experience in a setting aligned to your future development and degree study. You will study how equality, diversity, inclusivity and wellbeing are understood in education, social care, language learning and counselling, enabling you to begin to make links between theory and practice. In addition, you will carry out an independent target-setting project to identify your own areas for development related to your chosen level 4 programme. This ensures that you are prepared to commence your degree study.

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 at the end of the foundation year. There may be some opportunities to adapt or change your initial choices, following consultation with programme leaders. We anticipate that some students might enter with the intention of progressing onto one programme and decide instead to progress to another following taught content or changes in ambitions. We fully support this flexibility and promote informed decision making about progression routes.

Special features

Students benefit from a variety of tutor led lectures, workshops and seminars. The tutor team is made up from across the Primary Education, Language and Linguistics, Counselling, and Children, Young People and Education (CYPE) teams. You will have opportunity to:

- Join a community of scholars informed and inspired by York's tradition of social justice in the fields of education, communication and welfare;
- Engage in innovations such as a creative artefact assessment which focusses on key buildings, people and movements in York;
- Benefit from studying core concepts relevant to our range of Education, Language and Counselling programmes. These include linguistic concepts and issues, education and health practices, and the impact on life chances of language, equality, diversity, inclusivity and wellbeing;
- Focus on an area of interest to you in your work-experience and assessed projects;
- Benefit from a supportive focus on academic and professional literacies, including a focus on the transition to Higher Education, reflective practice, independent target-setting, and the transition to level 4;
- Engage in local field trips to explore the rich history and culture of York relating to your programme, funded by the York St John Student Enrichment Committee;
- Begin a level 4 programme with a sense of belonging, familiar and confident with academic study skills from your 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;
- Benefit from a choice of progression routes, including a compulsory 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 test or an equivalent qualification accepted by the University (see <https://www.yorksj.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.

For those wishing to progress onto BA (Hons) Primary Education (3-7) or BA (Hons) Primary Education (5-11), there will be additional criteria to meet before progression.

Programme aim(s)

By the end of the programme, you will have:

- developed a clear understanding of key concepts of education, linguistics and communication, and health which may impact upon an individuals' life chances. These may include aspects of equality, diversity, inclusivity and wellbeing, and are relevant to a broad range of Education, Language and Counselling degrees;
- a secure grounding in the academic and professional skills necessary to succeed at level 4 and beyond which will be required within your chosen profession;
- secured and completed a placement in a setting relevant to your chosen degree programme and reflected upon key aspects of professional practice;
- demonstrated key attributes required to succeed in the professional field of your choice;
- gained the confidence to continue academic studies into Level 4 through making informed choices regarding next steps.

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 and orally, citing sources appropriately;
- 3.4 Work independently/collaboratively in a professional/academic context;
- 3.5 Reflect on developing 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-compensable (NC) or compensable (X)
ELC3001M	3	1	An Introduction to University Study	20	C	X
ELC3002M	3	1	Language and Communication in Context	20	C	X
ELC3003M	3	1	Historical Contexts of Education, Language and Counselling	20	C	X
ELC3004M	3	2	The Reflective Professional and Work Experience	20	C	X
ELC3005M	3	2	An Introduction to Diversity, Inclusion and Holistic Practice	20	C	X
ELC3006M	3	2	Preparation for Progression: Independent Project	20	C	X
ELC3007M	3	2	Preparation for progression for ITE: (Admissions + Interview)	0	O*	NC

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

Any modules that must be passed for progression or award are indicated in the table above as non-compensable. A non-compensable 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 at Level 3. You are introduced to a range of learning situations and contexts, including formal lectures, workshops, seminars, the workplace and tutorial support. The programme begins with a focus on the transition to Higher Education and university study, including an introduction to academic writing, reading and research as well as working independently. The work-experience module supports you in becoming a reflective professional – a key part of any further study. You will be supported in securing appropriate work experience for your progression route, for example volunteering in schools, charitable groups, or Early Years settings. This will support you in developing early professional skills and attributes in a setting aligned to your future aspirations. Lastly, the independent project will enable you to reflect upon your skills and remaining areas of development, consider goals and targets-setting, and ensure a seamless transition to your next level of study.

You will take three 20-credit modules in each semester. Each 20-credit module normally has up to four hours of contact time per week. This is made up of a combination of 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 progression 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 single two-week block or multiple shorter sessions across a greater number of weeks, and also make use of any settings at which you may currently complete paid work. This placement usually takes place at the mid-point of semester two. For the independent project you will benefit from a mixture of skills sessions and one-to-one or small group support.

Each 20-credit module requires 200-hours of study. You are therefore also required to study independently in addition to contact time. This may include 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. 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, and developing creative artefacts. There are no exams on this programme (although there may be exams as part of the undergraduate programme to which you progress).

There are formative assessment activities within each module to support your success and provide ongoing feedback. These include:

- ELC3001 - formative assessment tutorials in response to a piece of your early writing;
- ELC3002 - working formatively with the tutor to decide on themes and approaches you might use to tailor your poster to a target audience;
- ELC3003 - supported tutorials to prepare their group artefacts;
- ELC3004 - preparation for reflections on practice via in session critical incident analysis;
- ELC3005 - opportunity to critique excerpts from previous assignments and identify next steps;
- ELC3006 - review draft action plans and received feedback.

During your studies 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, obtaining DBS checks, 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 [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-compensable. 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 by the end of the Foundation Year. For example:

- o a satisfactory medical report
- o a satisfactory Enhanced DBS check
- o 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.

Internal and external reference points

This programme specification was formulated with reference to:

- [University Mission, Culture and Values](#)
- [University 2026 Strategy](#)
- [QAA subject benchmark statements](#)
- [Frameworks for Higher Education Qualifications](#)

Date written / revised: February 2026

Programme originally approved: April 2026