

Programme Specification

BA (Hons) Children, Young People and Families with Special Educational Needs and Inclusion

<i>School:</i>	Education, Language and Psychology
<i>Subject area:</i>	Childhood and Youth Studies
<i>Entry from academic year:</i>	2020-21
<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 St John University
<i>Programme/s accredited by:</i>	Not applicable
<i>Exit awards:</i>	Certificate of Higher Education Children, Young People and Families with Special Educational Needs and Inclusion Diploma of Higher Education Children, Young People and Families with Special Educational Needs and Inclusion BA (Ord) Children, Young People and Families with Special Educational Needs and Inclusion
<i>UCAS code / GTTR / other:</i>	JX88
<i>Joint Honours combinations:</i>	Not applicable
<i>QAA subject benchmark statement(s):</i>	Early Childhood Studies (2014) Education Studies (2015)
<i>Mode/s of study:</i>	Undergraduate periods of study ¹ for full time / part time
<i>Language of study:</i>	English
<i>Paired with foundation year</i>	No
<i>Study abroad opportunities:</i>	Yes
<i>Placement year opportunity:</i>	Yes

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 children, young people and adults in a diverse variety of situations and surroundings. The 'with' combination enables students to engage in debates about the contestability of

¹ The standard period of study will apply unless otherwise stated

Special Educational Needs and Inclusion, both conceptually and in practice, alongside gaining a secure foundation in the broad spectrum of issues and barriers that people can face on a daily basis.

In this respect, BA (Hons) Children, Young People and Families with Special Educational Needs & Inclusion (SENI) 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. The integral SENI elements of this programme recognises that many graduates are likely to follow career pathways that will involve working with a range of people with differing educational and social needs; hence a strong knowledge of SENI can be seen as a distinct advantage by employers. This is particularly important in an increasingly diverse labour market.

The BA (Hons) Children, Young People & Families with SENI 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, thus contributing to your personal transformation not only as a learner, but as a future forward-thinking professional who 'thinks' rather than just 'does'.

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 employment 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 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 improve quality services for children, young people and families. Consequently, as a student on BA (Hons) Children, Young People & Families with SENI, 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' in Year 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 apply your skills and knowledge 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 SENI 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 and disability co-ordinators. 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 SENI 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

You must meet the University's general entry criteria for [undergraduate](#) study.

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 aim(s)

The Programme Aims for BA (Hons) Children, Young People & Families have been adapted from the Quality Assurance Agency (QAA) for Higher Education Subject benchmarks for Early Childhood Studies 2014 since this degree does not have its own specific subject benchmarks due to the diverse nature of the content. 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 primary 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 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 and Families degree are to:

1. Reflect upon a range of theoretical, philosophical, historical, psychological, sociological and international perspectives and consider how these underpin different understandings of children, young people and families
2. Apply multiple perspectives to issues associated with children, young people and families, recognising that this area involves a range of research methods, theories, evidence, contexts and applications
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 and time, place and culture
4. Demonstrate the ability to constructively critique theories and research in the area of children's and young people's development
5. Demonstrate the knowledge and awareness of the skills needed for different approaches, including:
 - a. The formation and promotion of mutually respectful relationships with families, colleagues and other professionals
 - b. The necessary depth and strength of relationships with individual children and young people, and the facilitation of the building of relationships with and between children and young people in groups
6. Demonstrate the ability to critically explore, examine and evaluate the significance of the cultural and historical features of various agencies and institutions in regard to children, young people and families
7. Demonstrate an understanding of working effectively with parents, carers and other professionals
8. Demonstrate an understanding of how to promote children's, young people's and families' health, welfare and safety needs and the conditions that enable them to flourish
9. Demonstrate knowledge of safeguarding practices and the legal context of working with children, young people and families
10. Demonstrate the ability to engage in critical arguments regarding multi-professional practices for children, young people and families
11. Reflect upon the ethics of studying children and young people
12. Analyse data relating to children, young people and families
13. Present and evaluate research findings in the area of children, young people and families and related fields
14. Demonstrate the ability to recognise and challenge inequalities in society
15. Demonstrate a critical understanding of the links between theory, ethics, politics, culture and ideology in the lives of children, young people and their families

The following aims for Special Educational Needs & Inclusion (SENI) have been adapted from the Quality Assurance Agency for Higher Education Subject benchmarks for Education Studies 2015:

1. Draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education and special educational needs and inclusion and the contexts within which it takes place
2. Provide students with a broad and balanced knowledge and understanding of the principal features of education and special educational needs and inclusion in a wide range of contexts
3. Encourage students to engage with fundamental questions concerning the aims and values of education and special educational needs and inclusion and its relationship to society

4. Provide opportunities for students to appreciate the problematic nature of educational and special educational needs and inclusion theory, policy and practice
5. Encourage the interrogation of educational and special educational needs and inclusion processes in a wide variety of contexts
6. Develop in students the ability to construct and sustain a reasoned argument about educational and special educational needs and inclusion issues in a clear, lucid and coherent manner
7. Promote a range of qualities in students including intellectual independence and critical engagement with evidence

Programme learning outcomes

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

Level 4

- 4.1 Demonstrate an understanding of the underlying values and principles relevant to Children, Young People & Families with Special Educational Needs & Inclusion
- 4.2 Analyse basic concepts, theories and issues of policy in a systematic way
- 4.3 Apply, at a basic level, their developing value system to their work
- 4.4 Demonstrate a broad-based knowledge and understanding of a range of underlying concepts, content and theoretical perspectives associated with Children, Young People & Families with Special Educational Needs & Inclusion
- 4.5 Appropriately apply perspectives, skills and knowledge gained across Children, Young People & Families with Special Educational Needs & Inclusion
- 4.6 Present, evaluate and interpret different forms of information, evidence, data, artefacts and performances appropriate to Children, Young People & Families with Special Educational Needs & Inclusion
- 4.7 Communicate effectively using a range of basic skills appropriate for the audience and purpose
- 4.8 Demonstrate a range of basic key transferable skills (including those for lifelong learning) appropriate for further study and future employment

Level 5

- 5.1 Demonstrate an understanding of the underlying values and principles relevant to the study of Children, Young People & Families with Special Educational Needs & Inclusion and a developing personal stance which draws on their increasing knowledge
- 5.2 Critically analyse more complex concepts, theories and issues of policy in a systematic way
- 5.3 Apply a more developed value system to their work and reflect on their own value system at a basic level
- 5.4 Apply theoretical perspectives and concepts to a range of situations and issues relevant to Children, Young People & Families with Special Educational Needs & Inclusion, including those associated with work-based settings
- 5.5 Demonstrate a critical awareness of research strategies particular to Children, Young People & Families with Special Educational Needs & Inclusion
- 5.6 Communicate subject-relevant information, ideas and arguments effectively to specialist and non-specialist audiences
- 5.7 Demonstrate an ability to apply knowledge and skills effectively in decision-making in the context of growing maturity as an independent learner

Level 6

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

- 6.1 Demonstrate a proficient understanding of the underlying values and principles relevant to Children, Young People & Families with Special Educational Needs & Inclusion and a developing personal stance which draws on their increasing knowledge
- 6.2 Critically analyse complex concepts, theories and issues of policy in a systematic way
- 6.3 Apply and reflect upon their value system in relation to their work
- 6.4 Show proficiency in combining theories and principles in the analysis and solution of complex problems
- 6.5 Demonstrate proficiency in evaluating the appropriateness of research strategies associated with Children, Young People & Families with Special Educational Needs & Inclusion
- 6.6 Proficiently use and communicate approaches to the evaluation of qualitative and quantitative data relevant to Children, Young People & Families with Special Educational Needs & Inclusion
- 6.7 Acquire, organise and communicate information, ideas and arguments, showing an understanding of the significance and limitations of knowledge in Children, Young People & Families with Special Educational Needs & Inclusion
- 6.8 Demonstrate theoretical understanding to help sustain an argument and proficiently apply learned theory and principles

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

- 6.9 Demonstrate a complex understanding of the underlying values and principles relevant to Children, Young People & Families with Special Educational Needs & Inclusion and a developing personal stance which draws on their increasing knowledge
- 6.10 Critically evaluate complex concepts, theories and issues of policy in a systematic way
- 6.11 Critically reflect on the application of their own value system to their work
- 6.12 Demonstrate an understanding of the relationship between theoretical and empirical knowledge at the forefront of Children, Young People & Families with Special Educational Needs & Inclusion
- 6.13 Devise and sustain critical commentary on advanced studies in Children, Young People & Families with Special Educational Needs & Inclusion
- 6.14 Manage and reflect critically upon own learning
- 6.15 Demonstrate an appreciation of the uncertainty and ambiguity of much knowledge in Children, Young People & Families with Special Educational Needs & Inclusion
- 6.16 Apply skills, concepts, theoretical and empirical knowledge, and methods appropriate to Children, Young People & Families with Special Educational Needs & Inclusion to initiate, design, plan and execute research
- 6.17 Demonstrate an ability to reach reasoned judgements about arguments and evidence based upon sound critical analysis and an understanding of different value positions
- 6.18 Exercise initiative and personal responsibility in a range of decision-making contexts related to their studies

Programme structure

Code	Level	Semester	Title	Credits	Module status	
					compulsory or optional to take C or O	non-compensatable or compensatable NC or X
CYP4001M	4	1	Children's and Young People's Development	20	C	X
CYP4003M	4	1	Study for Success	20	C	X
EDU4008M	4	1	Understanding Special Educational Needs	20	C	X
CYP4006M	4	2	Social Policy in Action	20	C	X
EDU4006M	4	2	What is Inclusive Learning?	20	C	X
* One of the following level 4 option modules must be taken:						
CYP4004M	4	2	Nature and Role of the Family	20	O*	X
CYP4005M	4	2	Counselling and Communication	20	O*	X
CYP5001M	5	1	Learning in Practice	20	C	X
EDU5004M	5	1	Media and Dis/ability	20	C	X
CYP5006M	5	2	Researching Children, Young People and Families	20	C	X
EDU5011M	5	2	Exploring Neurodiversity and Learning	20	C	X
CYP5002M	5	1	Risk, Trust and Safeguarding	20	O	X
CYP5004M	5	1	Mental Health	20	O	X
CYP5005M	5	2	Transitions - Key Moments of Change	20	O	X
CYP5007M	5	2	Virtual Realities	20	O	X
CYP5008M	5	2	Bereavement and Loss	20	O	X
CYP6006M	6	2	Special Study	40	C	NC
EDU6005M	6	1	Critical Perspectives in Special Educational Needs and Inclusion	20	C	X
EDU6010M	6	2	Evaluating Interventions and Therapies	20	C	X
CYP6001M	6	1	Crime, Deviance and Youth Justice	20	O	X
CYP6002M	6	1	Global Perspectives	20	O	X
CYP6007M	6	1	Community Development	20	O	X
CYP6003M	6	2	Gender and Sexualisation	20	O	X
CYP6004M	6	2	Vision and Change	20	O	X
CYP6005M	6	2	Whose Values? Whose Voice?	20	O	X
CYP6008M	6	2	State Intervention and Family Life	20	O	X

The BA (Hons) Children, Young People & Families with SENI 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 two Children, Young People & Families modules and one SENI module per semester.

Year 2

CYP5001M *Learning in Practice* requires you to undertake a work placement (15 days minimum) in a setting related to children, young people and families.

Learning, teaching and assessment

To maximise the full potential of all students studying on BA (Hons) Children, Young People & Families with SENI, 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 SENI 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 SENI 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 include 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 the 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 as non-compensatable.

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](#)

Date written / revised: 08/03/16, July 2017
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