

Programme specification

Foundation Degree Development and Education of Children and Young People: Special Educational Needs and Inclusion (SENI)

<i>School:</i>	School of Education		
<i>Entry from:</i>	2017/8	<i>in:</i>	September
<i>Awarding institution:</i>	York St John University		
<i>Teaching institution:</i>	choose an item:		
<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 Development and Education of Children and Young People: Special Educational Needs and Inclusion (SENI)		

UCAS code / GTTR / other:

Joint Honours combinations:

QAA benchmark group(s): Early Childhood Studies (2014)
Youth & Community Work (2017)
Education Studies (2015)
Professional Standards for Teaching Assistants (2016)

Mode/s of study: Full-time for 2 years
Part-time for 4 years

Language of study: English

Study abroad opportunities: No

Introduction and special features

The sector often referred to as the wider children's workforce continues to diversify and expand. It requires skilful, experienced and qualified practitioners who are able to respond to the needs of children and young people living within increasingly complex conditions, locations and family situations. Research shows that children and young people are more likely to reach their full potential if:

- The child is placed at the centre of practice,
- Staff supporting the development and education of children are well qualified and are committed to their own development;
- Service providers work in partnership with other professionals and promote a reflective culture (Callanan et al., 2017)*

The Foundation Degree (FD) Development and Education of Children and Young People: SENI is a relevant contemporary qualification which combines theoretical perspectives with the core features of employer engagement, accessibility, progression and partnership. Areas of study include a variety of disciplinary and ideological perspectives relating to special educational needs, inclusion, child development and education, research informed practice and development of reflective practice.

This FD has been designed to enable you to study alongside existing work commitments. There is a requirement that you will have at least 6 months experience working in the

children's workforce prior to studying and an expectation that you will be working in a paid, or voluntary capacity in an educational or wider children's workforce setting throughout the programme. Employment whether paid or voluntary is important as it will enable you to apply knowledge gained from taught activities and to draw upon experience gained from your practice. Studying this programme, you will have the opportunity to integrate existing knowledge, experience and skills with those acquired through engagement with the wide range of learning, teaching and assessment strategies. The programme is challenging and intellectually stimulating; it will provide you with opportunities to reflect on your professional role and explore the relationship between research and practice. Key values, issues and concepts pertinent to the development and education of children and young people will be debated enabling you to have a better understanding of the complexity of contexts which children, young people and families with Special Educational Needs experience.

This programme is a typical Foundation Degree in that it provides you with a balance of academic study and work based learning; however there are distinct features which make it individual. In particular there are four themes which are embedded throughout the programme; **research and innovative intervention; employability; reflective professional practice and promotion of graduate attributes.**

There are special features relating to teaching and learning which include our inclusive approach to recruitment, assessment, and teaching and learning as well as the ethos of celebrating diversity both within this student group and the children and families you will be working with.

This programme will place you in a strong position to gain employment and to make an impact on the lives of children and young people and their families. It is hoped that successful graduates will progress onto a level 6 Top Up qualification; BA (Hons) Development and Education of Children and Young People: SENI (Top Up).

Admissions criteria

Students seeking to enrol of the Foundation Degree Development and Education of Children and Young People: Special Educational Needs and Inclusion programme will come from diverse backgrounds, and many may be classified as non-traditional students. It is intended that this programme will continue to support applications from this group.

This 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.

You must meet the University's general entry criteria for [undergraduate](#) study. In addition, you must have the following:

Students wishing to enrol on year 1 level 4 should typically have:

- At least six months work experience in Special Educational Needs and Inclusion or the wider children's workforce.
- English Language GCSE at grade C, or equivalent level 2 award
- A relevant level 3 qualification or two A2 levels.
- A letter of support from an employer which confirms that you are employed or volunteering with them and that you have satisfactory DBS clearance.

* DBS stands for [Disclosure and Barring Service Checks](#). This checks someone's criminal record to see whether they are suitable to work with children or vulnerable adults.

Students wishing to enrol on year 2 level 5 should typically have:

- At least six months work experience in Special Educational Needs and Inclusion or the wider children's workforce.

- English Language GCSE at grade C, or equivalent level 2 award
- A relevant level 4 qualification.
- A letter of support from an employer which confirms that you are employed or volunteering with them and that you have satisfactory DBS clearance.

If your first language is not English, you need to take an International English Language Testing System (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 [Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#). We also consider applications for entry with advanced standing. Students who wish to accredit prior experience must be able to demonstrate;

- Appropriate subject knowledge or skills where relevant;
- Intellectual capacity
- Ability in written and oral communication
- Match between your skills and experience with the skills profile and desirable characteristics of the programme.

Programme aims

1. To enable practitioners to engage in critical reflection about their workplace role and practices and develop knowledge, skills and competencies appropriate for the workforce.
2. To enable practitioners to evaluate current research and developments in the sector and consider how these might inform best practice, partnership working, social innovation and decision making.
3. To develop knowledge of the challenges that confront practitioners engaged in intervention working with and providing support for children and young people with SEN, locally, nationally and at a global level.
4. To explore relationships between academic theory and policy frameworks, drawing on philosophical, historical, psychological, sociological and international perspectives and ethical issues and considering how these underpin work and evidenced-based practices.
5. To develop academic and research skills and autonomy as independent lifelong learners.

Programme learning outcomes

Level 4 / Framework for Higher Education Qualifications (FHEQ) L4

1. Outline and demonstrate a sound knowledge a range of key concepts and principles that are relevant to working with children and young people and families, including those with Special Educational Needs.
2. Analyse and evaluate basic concepts, issues of policy, practice and social innovation that impact upon the lives of children, young people and families in a systematic way.
3. Appropriately apply perspectives, skills and knowledge towards an understanding of child development, mental health, wellbeing and developing a person centred approach when working with children, young people and families and those with Special Educational Needs.
4. Demonstrate knowledge of a range of theoretical perspectives associated with studying children, young people and families and develop an argument in accordance with such theories.
5. Demonstrate knowledge of the needs and rights of children, young people and families and evaluate approaches to resolving issues.

6. Present, interpret and evaluate different forms of information, research evidence, data, artefacts and performances appropriate to the study of children, young people and families with Special Educational Needs
7. Demonstrate effective skills in written and oral communication, utilising, where appropriate, standard academic conventions.
8. Demonstrate knowledge of professional values and ethics.
9. Demonstrate a range of digital capabilities.

Level 5 / FHEQ L5

1. Demonstrate and apply a secure knowledge and critical understanding of a wider range of key concepts and principles within the area of supporting Special Educational Needs and when working with children, young people and families, and a developing personal stance towards the subject which draws on your increasing knowledge.
2. Critically analyse and evaluate a variety of theories related to working with children, young people and families with Special Educational Needs in the light of reading, research and experience.
3. Critically analyse and evaluate a variety of local, national and global perspectives related to policy, regulatory frameworks, practice, social innovation and organisational structures when working with children and young people and specifically those with Special Educational Needs.
4. Apply research, observation and enquiry skills in work contexts and demonstrate an awareness of research strategies and approaches.
5. Apply and evaluate knowledge of a range of assumptions, ideologies and values relevant to specific work contexts and how the limits of your own knowledge influence your understanding.
6. Reflect on and critically evaluate approaches to problem solving in relation to children and young people's education and development in the light of reading, research and experience.
7. Communicate effectively when writing academically and through oral discussion and presentation, using a range of communication techniques and conventions with growing accuracy suitable for specialist and non-specialist audiences.
8. Use a widening range of digital capabilities and reflect on your employability, decision making, transferable and key skills.

Programme Structure

Level 4- Full Time

Code	Level	Semester	Title	Credits	Status of Module*
1YP010	4	1	Scholarly and professional development.	20	C
1YP020	4	1	Child and adolescent development	20	C
1YP050	4	1	What is inclusive learning?	20	C
1YP090	4	2	Rights, risk and safeguarding in schools	20	C
1YP130	4	2	Mental health and wellbeing; a person centred approach when supporting special educational needs and inclusion	20	C
Choose one from the following options**					
1YP160	4	2	Understanding special educational needs	20	O
1YP170	4	2	Investigating play	20	O

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

**Availability of optional modules depends on there being a viable number of students.

Level 5- Full time

Code	Level	Semester	Title	Credits	Status of Module*
2YP010	5	1	Research skills	20	C
2YP020	5	1	Equality, inclusion and diversity	20	C
2YP050	5	1	Critical perspectives of Special Educational Needs	20	C
2YP090	5	2	Social policy relating to special educational needs and inclusion	20	C
2YP130	5	2	Organisational structures in education	20	C
Choose one from the following options**					
2YP150	5	2	Managing behaviour	20	O
2YP160	5	2	State intervention in childhood	20	O
2YP170	5	2	Community work	20	O
2YP180	5	2	Intervention: assessment, implementation and evaluation.	20	O

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

**Availability of optional modules depends on there being a viable number of students.

Learning, teaching and assessment

This Foundation Degree is part of a range of provision looking at different areas within the children's workforce and, as such, you will learn alongside others which will enhance your learning experience as you share practice and ideas. Each level has 120 credits. Each module is 20 credits and you take 120 credits per year on the full time route and 60 credits per year part time. At each level, five of the modules are compulsory and one is an option. Over the two/ four years half of the programme content is specific and unique to each specialism, these modules are made up of one specialist compulsory module per level and two compulsory modules which have a specialist focus. All compulsory module programme outcomes have been mapped to the programme learning outcomes to ensure that these are adequately covered throughout the programmes.

Teaching, learning and assessment have been embedded to support Foundation Degree students by firstly recognising the issue of time constraints which these students typically struggle with. It is planned that the teaching and learning will take place on an evening and over several Saturdays per semester so that you are able to continue to work full time if required. There will be a combination of taught sessions and seminars, facilitation of discussions and debates (about key ideas and concepts), with empowering, exploratory activities where you can take control of your own development. You will benefit from being taught by experienced lecturers, many of whom have relevant sector and academic expertise in addition to some visiting lecturers who represent a range of professionals from the wider children's workforce. A wide range of assessments have been designed to allow for a degree of negotiability and are constructively aligned to allow you to clearly recognise the intended learning outcomes being assessed. Assessment methods include a digital portfolio, essays, case study, literature review, presentation, time-lines, a wiki and an evaluative report. In designing these programmes a range of innovative formative and summative assessment opportunities have been identified. Formative assessment is a process whereby following an activity, feedback is used as instruction for further learning; summative assessment is the assessment undertaken at the conclusion of a programme (typically in the form of a graded piece of work). The FD includes strategies which scaffold the development of digital capability, academic writing, research skills and confidence. When appropriate mid-point summative assessment will support your development and add to your confidence as you approach the end of level assessment. It is also intended to provide opportunity for self and peer-assessment throughout the programme. In addition assessment strategies have been designed to provide you with a vehicle for reflecting upon your practice, to enable you to design tools and approaches for your workplace and to allow for practitioner research and evaluation of its impact.

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](#)

References:

Callanan, M., Anderson, M., Haywood, S., Hudson, R., Speight, S- NatCen Social Research.
(2017) Study of early Education and development: good Practice in early education.
Research Report. DFE.

Date written / revised: 13/06/17