

Programme Specification

BA (Hons) Development and Education of Children and Young People: Special Educational Needs and Inclusion (SENI)

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| <i>School:</i> | Education, Language and Psychology |
| <i>Subject area:</i> | Education Studies |
| <i>Entry from academic year:</i> | 2021-22 |
| <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> | BA (Ord) Development and Education of Children and Young People: Special Educational Needs and Inclusion |
| <i>UCAS code / GTTR / other:</i> | |
| <i>Joint Honours combinations:</i> | Not applicable |
| <i>QAA subject benchmark statement(s):</i> | Early Childhood Studies (2014) Youth & Community Work (2017) Education Studies (2015) Professional Standards for Teaching Assistants (2016) |
| <i>Mode/s of study:</i> | Non-standard period of study as follows: <ul style="list-style-type: none">• Full-time for 1 year (top-up)• Part-time for 2 years (top-up) |
| <i>Language of study:</i> | English |
| <i>Paired with foundation year</i> | No |
| <i>Study abroad opportunities:</i> | No |
| <i>Placement year opportunity:</i> | 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 BA (Hons) (Top Up) Development and Education of Children and Young People: Special Educational Needs and Inclusion (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 SENI and child development and education, research informed practice and development of reflective practice.

This Level 6 BA (Hons) Top Up has been designed to enable students 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 there is an expectation that students will be working either paid or as a volunteer 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 experience. There will be a special focus on Special Educational Needs and Inclusion within some modules.

This programme 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, learning and assessment which include our inclusive approach to recruitment, assessment, and teaching and learning as well as the ethos of celebrating diversity both within your student group and across the children, young people and families you will be working with.

This programme will place you in a strong position to gain graduate employment and to make an impact on the lives of children and young people and their families. Successful graduates will have the opportunity to progress onto the MA Education or Post Graduate Certificate Education (PGCE).

Admissions criteria

Students seeking to enrol on the BA (Hons) (Top Up) Development and Education of Children and Young People programme will typically be progressing from the Foundation Degree Development and Education of Children and Young People: Special Educational Needs and Inclusion or a similar qualification.

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, students wishing to enrol should typically have:

- At least six months work experience in the wider children's workforce.
- English Language GCSE at grade C, or equivalent level 2 award.
- A relevant level 5 qualification.
- A letter of support from an employer which confirms that they are employed or volunteering with them and 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.

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.

Programme aim(s)

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 reflect on current research and developments in the sector and how these might inform best practice, partnership working, social innovation and decision making.
3. To develop a critical understanding of the challenges that confront practitioners engaged in intervention working with and providing support for children and young people, locally, nationally and at a global level.
4. To explore relationships between academic theory, policy frameworks, philosophical, historical, psychological, sociological and international perspectives and ethical issues and consider how these underpin work and evidenced-based practices.
5. To develop academic and research skills and autonomy as independent lifelong learners.

Programme learning outcomes

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

Level 6

- 6.1 Demonstrate a proficient knowledge of a wider range of key concepts and principles relating to Special Educational Needs and Inclusion and the area of children, young people and families and a developing personal stance towards the subject which draws on your increasing knowledge.
- 6.2 Critically analyse and evaluate a variety of theories related to working with children, young people and families in the light of reading, research and experience.
- 6.3 Critically analyse and evaluate a variety of local, national and global perspectives related to Special Needs and Inclusion policy, regulatory frameworks, practice, social innovation and organisational structures.
- 6.4 Apply research, observation and enquiry skills in work contexts and demonstrate an awareness of research strategies and approaches.
- 6.5 Critically apply and evaluate knowledge of a range of assumptions, ideologies and values relevant to specific work contexts.
- 6.6 Critically reflect on and analyse more complex situations concerning learning, decision making and development in your own professional context in the light of reading, research and experience.
- 6.7 Communicate proficiently when writing academically and through oral discussion and presentation, confidently using a range of communication techniques and conventions with accuracy.
- 6.8 Critically reflect on and use a widening range of digital capabilities, employability, transferable and key skills.
- 6.9 Critically apply research, observation and enquiry skills in work contexts and demonstrate knowledge and skills of research strategies and approaches.

Programme structure

| Code | Level | Semester | Title | Credits | Module status |
|---|-------|----------|---|---------|---|
| | | | | | compulsory or optional to take C or O |
| 3YP010 | 6 | 1 | Participation and Voice | 20 | C |
| 3YP040 | 6 | 1&2 | Dissertation: Special Educational Needs and Inclusion | 40 | C |
| 3YP080 | 6 | 2 | Global Perspectives Relating to Special Educational Needs and Inclusion | 20 | C |
| 3YP120 | 6 | 1 | Ethical Issues Relating to Special Educational Needs and Inclusion | 20 | C |
| Choose one from the following options** | | | | | |
| 3YP140 | 6 | 2 | Understanding Care | 20 | O |
| 3YP150 | 6 | 2 | Counselling, Coaching and Mentoring Skills | 20 | O |
| 3YP160 | 6 | 2 | Promoting Social Justice | 20 | O |
| 3YP170 | 6 | 2 | Leading and Managing in the Workforce | 20 | O |

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

Learning, teaching and assessment

This BA (Hons) (Top Up) 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 module is 20 credits with the exception of the 40 credit dissertation and you will take 120 credits per year on the full time route and 60 credits per year part time. There are four compulsory modules and one optional; the dissertation is compulsory and unique to each specialism and there are two further compulsory 20 credit modules which have a specialist focus. One 20 credit module is compulsory and you can choose one additional 20 credit module from four options.

Teaching, learning and assessment have been embedded to support Top Up 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. 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 may include a creative artefact, essays, case study report, literature review, presentation, and a dissertation 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 BA includes strategies which scaffold the development of digital capability, academic writing, research skills and confidence. When appropriate mid-point summative assessment will support you and add to your confidence as you approach the end of level assessment. In addition assessment strategies have been designed to provide you with a vehicle for reflecting upon your own 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](#)

Date written / revised: 13/06/17

Programme originally approved: