

Programme specification

BA (Hons) Children, Young People & Families and Education Studies

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YORK
ST JOHN
UNIVERSITY

<i>School:</i>	Education		
<i>Entry in:</i>	2019	<i>In:</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>			
<i>Exit Awards:</i>	Certificate of Higher Education Children, Young People & Families and Education Studies Diploma of Higher Education Children, Young People & Families and Education Studies BA (Ord) Children, Young People & Families and Education Studies		
<i>UCAS Code / GTTR / Other:</i>	LXM3		
<i>QAA Benchmark Group(s):</i>	Early Childhood Studies and Education Studies		
<i>Mode/s of Study:</i>	Full-time for 3 years Part-time for 6 years		
<i>Language of Study:</i>	English		

Introduction and Special Features

This is a joint honours programme.

Children, Young People and Families is an exciting and innovative programme designed to offer a strong theoretical approach to this area of study based on a wide variety of disciplinary and ideological perspectives, presented in such a way as to be relevant to practice. The degree is designed to be challenging and intellectually stimulating as well as provoking students into critical reflection on their own understandings of childhood, youth and the family. It is through encouraging students to reflect on their own and other's values, beliefs and perceptions that will enable them to have a much better understanding of wider societal issues that affect children, young people and families, thus contributing to their personal transformation not only as learners, but as future forward-thinking and autonomous professionals.

The programme responds to the needs of those students who have an interest in this particular field of enquiry and a desire to work in the area, but who do not necessarily have a clear career direction in mind. The content is therefore geared towards providing a sound academic base for progression into a diverse mixture of related careers, higher degrees, research and further postgraduate qualifications. This will allow students to explore a range of options and goals as the degree progresses rather than being purely orientated towards one employment pathway or subject-specific further study.

Education Studies is concerned with understanding how people develop and learn throughout their lives, and the nature of knowledge and critical engagement with ways of knowing and understanding. It offers intellectually rigorous analysis of educational processes, systems and approaches, and their cultural, societal, political, historical, and economic contexts.

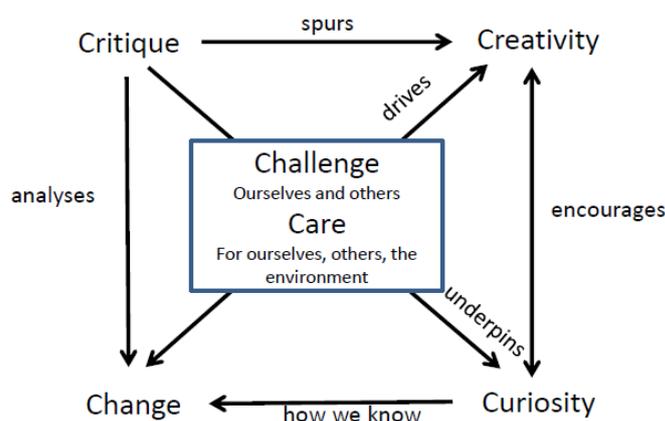
Graduates are able to participate in and contest changing discourses exemplified by reference to debate about values, personal and social engagement, and how these relate to communities and societies. Students have opportunities to develop their critical capabilities through the

selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters. They will engage in a critique of current policies and practice and challenge assumptions. A Children, Young People & Families and Education Studies programme provides the knowledge, understanding and critical analysis to inform current and future professionals.

Transferable skills:

Children, Young People & Families and Education Studies graduates will be able to;

- Construct and communicate oral and written arguments
- Use information and communication technology (ICT), including word processing, databases, internet communication, information retrieval and online searches
- Interpret and present relevant numerical information
- Work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team
- Improve their own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage learning, and to reflect on their own learning
- Analyse, synthesise, evaluate, and identify problems and solutions



The Children, Young People & Families and Education Studies programme is built around a number of key dispositions that the team wishes to develop with our students. Change is a constant, in that all students need to be prepared for change, and that change will happen no matter what. The important thing is to be able to understand this. Critique enables students to deal with change; it allows them to question why things are as they are, who is driving change, and to engage with their own responses to this. Creativity allows students to look at their world in a number of ways, not just accepting it as it is, and also looking for different ways to respond to it. Curiosity is about wanting to find out more, and to understand themselves and others, and to know how to find out in a coherent and ethical manner. Through change, critique, creativity and curiosity, it is hoped that Children, Young People & Families and Education Studies students will care about themselves, others and the environment, and to challenge both themselves and others in their ongoing quest to understand themselves and the world as it is, as it could be, and as it should be.

Admissions Criteria

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

Programme Aims

The aim of the Joint Honours Framework is:

To provide a set of principles for the design and delivery of distinctive, high quality and marketable joint subject combinations which will enable the University to increase and widen participation in its undergraduate provision.

Objectives ensure Joint Awards at York St John University:

- Can be readily understood by potential applicants.
- Maximise opportunities for various study modes and patterns.
- Do not erect unnecessary barriers to the widest participation.
- Offer opportunities for student choice within, as well as between, subjects.
- Embed the acquisition of key transferable skills.
- Reflect the Framework for Higher Education Qualifications.
- Are properly quality assured and managed.
- Are engaged with and responsive to external influences and markets.
- Reflect the University Mission.

The aims of the BA (Hons) Children, Young People and Families degree are to:

- Reflect upon a range of philosophical, historical, psychological, sociological and health perspectives and consider how these underpin different understandings of children, young people and families;
- Apply multiple perspectives to issues associated with children, young people and families, recognising that this area involves a range of research methods, theories, evidence and applications;
- Demonstrate the ability to evaluate competing positions in relation to the construction of children and young people by different subject disciplines, societal agents and time, place and culture;
- Demonstrate the ability to constructively critique theories and research in the area of children's and young people's development;
- Demonstrate the knowledge and awareness of the skills needed for different pedagogical 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;
- 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;
- Demonstrate an understanding of working effectively in teams with parents, carers and other professionals;
- 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;
- Demonstrate knowledge of safeguarding practices and the legal context of working with children, young people and families;
- Demonstrate the ability to engage in critical arguments regarding multi-professional practices for children, young people and families;
- Reflect upon the ethics of studying children and young people;

- Analyse data relating to children, young people and families;
- Present and evaluate research findings in the area of children, young people and families and related fields;
- Demonstrate the ability to recognise and challenge inequalities in society, and to embrace an anti-bias curriculum;
- Demonstrate a critical understanding of the links between ethics, politics, culture and ideology in the lives of children, young people and their families.

(The programme aims have been adapted from Quality Assurance Agency for Higher Education Subject benchmarks for Early Childhood Studies 2007 since this degree does not have its own subject benchmarks.)

The aims of the BA (Hons) Education Studies degree are to:

- Draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education and the contexts within which it takes place;
- Provide students with a broad and balanced knowledge and understanding of the principal features of education in a wide range of contexts;
- Encourage students to engage with fundamental questions concerning the aims and values of education and its relationship to society;
- Provide opportunities for students to appreciate the problematic nature of educational theory, policy and practice;
- Encourage the interrogation of educational processes in a wide variety of contexts;
- Develop in students the ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner;
- Promote a range of qualities in students including intellectual independence and critical engagement with evidence*.

*QAA Subject Benchmark Statement –Education Studies 2015

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-education-studies-15.pdf>

Programme Learning Outcomes

Level 4 / FHEQ L4

Level 4 Programme Outcomes

Students who gain the award specified will have demonstrated the following learning outcomes:

Level 4 Certificate of Higher Education

Joint Honours students:

- Demonstrate a broad-based knowledge and understanding of a range of underlying concepts, content, and theoretical perspective associated with Children, Young People & Families and Education Studies
- Appropriately apply perspectives, skills and knowledge gained across Children, Young People & Families and Education Studies
- Present, evaluate and interpret different forms of information, evidence, data, artefacts and performances, appropriate to Children, Young People & Families and Education Studies
- Communicate effectively using a range of basic skills appropriate for the audience and purpose
- Demonstrate a range of basic key transferable skills (including those for lifelong learning) appropriate for further study and future employment in the subjects studied

Level 5 / FHEQ L5

Level 5 Programme Outcomes

Students who gain the award specified will have demonstrated the following learning outcomes:

Level 5 Diploma of Higher Education

Joint Honours students:

- Apply theoretical perspectives and concepts to a range of situations and issues relevant to Children, Young People & Families and Education Studies, including those associated with work-based settings
- Demonstrate critical awareness of research strategies particular to Children, Young People & Families and Education Studies
- Critically analyse data and information relevant to study in Children, Young People & Families and Education Studies
- Communicate subject-relevant information, ideas and arguments effectively to specialist and non-specialist audiences
- Demonstrate an ability to apply knowledge and skills effectively in decision-making in the context of growing maturity as an independent learner

Level 6 / FHEQ L6

Level 6 Programme Outcomes

Students who gain the award specified will have demonstrated the following learning outcomes:

Level 6 Honours Degree

Joint Honours students:

- Demonstrate an understanding of the relationship between theoretical and empirical knowledge at the forefront of Children, Young People & Families and Education Studies
- Devise and sustain critical commentary on advanced studies in Children, Young People & Families and Education Studies
- Manage and reflect critically upon own learning
- Demonstrate an appreciation of the uncertainty and ambiguity of much knowledge in Children, Young People & Families and Education Studies
- Apply skills, concepts, theoretical and empirical knowledge, and methods appropriate to Children, Young People & Families and Education Studies to initiate, design, plan and execute research
- Demonstrate an ability to reach reasoned judgments about arguments and evidence based upon sound critical analysis and an understanding of different value positions
- Exercise initiative and personal responsibility in a range of decision-making contexts related to their studies

Programme Structure

Children, Young People & Families and Education Studies is concerned with understanding how people develop and learn throughout their lives, and the nature of knowledge and critical engagement with ways of knowing and understanding. It offers intellectually rigorous analysis of social and educational processes, systems and approaches, and their cultural, societal, political, historical and economic contexts.

The BA Children, Young People & Families and Education Studies Programme is based on 360 credits. Students will take six 20 credit modules at each level, with a 20 or 40 credit Special Study module at Level 6. The modules will be taught on a semester basis with three modules each semester. Part time students will normally take 60 credits each year.

Joint Honours students will have the usual structure of one module from each subject plus a third from either subject per semester.

Within the programme the demands placed upon the students increases as they move from level to level.

Level 4 lays the foundations for the study of children, young people and families and education. Students will have 48 hours taught time per module. Students will have a variety of assessment types, and as students make the transition to University, there will be greater formative support, with scaffolding provided and assignments of 3,000 words.

Level 5 gives the students more choice and also has the placement module in it which will prepare students on the programme for career pathways and develop critical, analytical, reflective and professional skills in the light of their study on the programme thus far. Each module will have 42 hours taught time. Scaffolding will be reduced and assignments of 4,000 words.

At Level 6 the students plan, research and produce a Special Study of 40 credits on an aspect of children, young people and families and/or education that has particularly interested them. Students then select optional modules which further develop their critical, analytical and reflective engagement with the strand specific themes, up to a total of 120 credits (including the dissertation element). There will be very limited scaffolding provided, and each module will have 36 hours taught time. Assignments will be 5,000 words, and it is expected that students will take a greater responsibility for the organisation of their learning.

Level 4

Students have the opportunity to undertake the option module 1ED204 Global development and education, 1CY204 Nature & role of the family or a Modern foreign language (MFL) module.

Level 5

The placement modules 2ED206 Reflecting on learning and 2CY201 Learning in Practice require you to undertake a work placement (15 days minimum) in an educational setting. You must choose one of these modules and a research module from your other subject.

Level 6

Students must undertake 3ED200 Researching in an educational context or 3CY206 Special Study in CYPF (40 credits) to receive the full award.

Modules for the Programme

Code	Level	Semester	Title	Credits	Status of Module*
1ED200	4	1	Key changes in modern schooling	20	C

1ED201	4	1	Learning as a student	20	O
1CY203	4	1	Study for Success	20	O
1CY201	4	1	Childhood & Young People's Development	20	C
1ED203	4	2	Questioning the purpose of education: philosophical perspectives	20	C
1ED204	4	2	Global development and education	20	O
1CY204	4	2	Nature & Role of the Family	20	O
1CY206	4	2	Social Policy in Action	20	C
2CY202	5	1	Risk, Trust & Safeguarding	20	C
2ED205	5	1	Knowledge and the Curriculum	20	C
2CY205	5	2	Transitions: Key Moments of Change	20	C
You must choose the following two modules					
2ED200	5	2	Learning as a researcher	20	O
2CY201	5	1	Learning in Practice	20	O
Or the following two modules					
2ED206	5	2	Reflecting on Learning	20	O
2CY206	5	2	Researching Children, Young People and Families	20	O
Your remaining 20 credits can then be chosen from the following modules, ensuring you have taken 60 credits in total in each semester					
2ED201	5	1	Education and social justice	20	O
2ED202	5	1	Life chances and education	20	O
2ED203	5	1	Media and dis/ability	20	O
2ED204	5	1	The globalisation of education policy	20	O
2CY203	5	1	Special Needs & Inclusion	20	O
2CY204	5	1	Mental Health	20	O
2CY207	5	2	Virtual Realities	20	O
2CY208	5	2	Bereavement & Loss	20	O
40 credits from					
3ED200	6	Y	Researching in an educational context	40	CA
3CY206	6	Y	Special Study in CYPF (40 credits)	40	CA
20 credits from					
3ED201	6	1	Investigating learning	20	O
3ED202	6	1	Education and contemporary ethical issues	20	O
3ED203	6	1	Digital learning – The future of education?	20	O
3ED204	6	1	Critical perspectives in SEN and inclusion	20	O
20 credits from					
3CY201	6	1	Crime, Deviance & Youth Justice	20	O
3CY202	6	1	Global Perspectives	20	O
3CY207	6	1	Community Development	20	O

20 credits from					
3ED205	6	2	Education, health and well-being	20	O
3ED206	6	2	Autobiography and narrative – writing educational journeys	20	O
3ED207	6	2	Education and the environment	20	O
3ED208	6	2	Teaching and the role of the teacher	20	O
20 credits from					
3CY203	6	2	Gender & Sexualisation	20	O
3CY204	6	2	Vision & Change	20	O
3CY205	6	2	Whose Values? Whose Voice?	20	O
3CY208	6	2	State Intervention & Family Life	20	O

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

All optional modules are subject to staffing and timetable availability each year.

Teaching, Learning and Assessment

To maximise the full potential of all students studying on BA (Hons) Children, Young People & Families and Education Studies, 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 and 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 email and in face-to-face tutorials.

Teaching and learning strategies will be tailored towards the context of each module. Learning and teaching methods are designed to enable you to attain and demonstrate achievement of the specified outcomes contained in the module specifications. The BA (Hons) Children, Young People & Families and Education Studies programme will use 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 and Education Studies is designed so that there is a progressive shift in the overall balance of time you spend in independent compared to tutor-supported learning. Level 4 has increased contact time to ensure that you have a

sound grounding in the subject area, which is then gradually reduced through Levels 2 and 3 in order to develop student autonomy, whilst still providing a supportive environment.

The teaching and learning strategy includes lectures, seminars, case studies, group work, report writing and aims to be accessible to a mixture of learning styles and interactive activities. 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 observation of the module leader. Guest speakers from appropriate organisations also enhance the lecture sessions.

Each module will also provide a range of teaching, learning and assessment strategies from the following:

Teaching	Assignments
<ul style="list-style-type: none"> • Lectures • Seminars • Web-based mediated discussion groups • Group discussions • Project work (tutor-set and student initiated) • Individual/group tutorials • VLE tasks • Web-based study materials • Simulation exercises • Field trips and course visits 	<ul style="list-style-type: none"> • Essays • Group presentations • Individual presentations • Learning journals • Research/project file • Portfolio Portfolios and reflective writing • Formative tasks • Peer assessed essay • Case study • Evaluative and critical incident reports • Research proposal and empirical study

There is an appropriate blend of formative feedback and summative assessments across the individual modules. This is emphasised at Level 4 whereby the word count of 3,000 per module is for the summative assessment, but in order to ease the transition into academic study within Higher Education there will also be formative feedback, which may be written or verbal. This will be particularly apparent in semester 1, as the modules support each other in developing the skills you need to succeed in Higher Education. In this respect, formative feedback will be provided prior to submission of the final summative assessment, which 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. Academic Tutorials will also support the feedback process, as your academic tutor discusses your feedback with you and suggests support as necessary.

We believe that self-motivation has a crucial role to play in learning. What motivates us and how other people can influence our self-motivation is a very complex area, but one in which our understanding is growing. We now know that success itself does not necessarily motivate. It

depends to a great extent on why we think we have been successful in our learning. Even the performance of very able students can plateau or even diminish if they believe that they have reached what they consider to be the limits of their intelligence i.e. that their level of intelligence is fixed and they are powerless to increase their capacity to learn.

Ultimately, being wrong, making mistakes and struggling to understand or to do something is a necessary and formative part of learning. Formative tasks are also an integral part of the Level 5 and 3 modules so that you can receive informal feedback on both your academic work and the development of critical thinking around the subjects under discussion. Here, feedback is seen as a key tool that can support you in refining your understandings and/or knowledge as well as enabling you to build more powerful ideas and capabilities.

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.

Nicol, D. J. and MacFarlane-Dick, D. (2005) *Formative assessment and self-regulated learning: A model and seven principles of good feedback practice* online
<http://www.psy.gla.ac.uk/~steve/rap/docs/nicol.dmd.pdf>

Progression and Graduation Requirements

The University's [general regulations for awards](#) apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section.

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

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](#)

Further Information

Further information on the programme of study may be obtained from:

- Admissions entry profile (Admissions)
- Programme validation document (Registry – Academic Quality Support)
- Regulations (Registry – Academic Quality Support)
- Student programme handbook (school)
- Module handbooks (school)

Date written / revised: 24.02.16, updated Aug 2017