

## Programme Specification

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

<i>School:</i>	Education, Language and Psychology
<i>Subject area:</i>	Children and Youth Studies Education 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>	N/A
<i>Exit awards:</i>	Certificate of Higher Education Children, Young People and Families and Education Studies  Diploma of Higher Education Children, Young People and Families and Education Studies  BA (Ord) Children, Young People and Families and Education Studies
<i>UCAS code / GTTR / other:</i>	LXM3
<i>Joint Honours combinations:</i>	
<i>QAA subject benchmark statement(s):</i>	Education Studies (2015); Early Childhood Studies (2014) Youth & Community Work (2009)
<i>Mode/s of study:</i>	<a href="#">Undergraduate periods of study</a> for full time and part time
<i>Language of study:</i>	English
<i>Paired with Foundation Year</i>	Yes
<i>Study abroad opportunities:</i>	Yes
<i>Opt-in YSJU Placement Year opportunity:</i>	Yes

---

## Introduction and special features

Joint Honours programmes give students the opportunity to combine two subjects from a range of areas in a structured way. The selected pairings are designed to complement one another and allow you to have a significant amount of choice and flexibility in relation to your learning experience. In addition, Joint Honours will engage you in a range of learning and teaching experiences and assessment opportunities.

## Children, Young People and Families

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.

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

## **Education Studies**

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. You will have opportunities to develop your critical capabilities through the selection, analysis and synthesis of relevant perspectives, and be able to justify different positions on educational matters. You will engage in a critique of current policies and practice and challenge assumptions. Education Studies provides the knowledge, understanding and critical analysis to inform current and future professionals.

Education Studies 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 you to deal with change; it allows you to question why things are as they are, who is driving change, and to engage with your own responses to this. Creativity allows you to look at the 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 yourself 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 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 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.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 structure

Code	Level	Semester	Title	Credits	Module status	
					compulsory or optional to take <b>C or O</b>	non-compensatable or compensatable <b>NC or X</b>
EDU4001M	4	1	Key Changes in Modern Schooling	20	C	X
CYP4001M	4	1	Children's and Young People's Development	20	C	X
EDU4004M	4	2	Questioning the Purpose of Education: Philosophical Perspectives	20	C	X
CYP4006M	4	2	Social Policy in Action	20	C	X
<b><sup>1</sup>You must choose one option module from either EDU4005M or CYP4004M:</b>						
EDU4005M	4	2	Global Development and Education	20	O <sup>1</sup>	X
CYP4004M	4	2	Nature and Role of the Family	20	O <sup>1</sup>	X
<b>You must choose ONE option module from the following:</b>						
EDU4002M	4	1	Learning as a Student	20	O	X
CYP4003M	4	1	Study for Success	20	O	X
CYP5002M	5	1	Risk, Trust and Safeguarding	20	C	X
EDU5006M	5	1	Knowledge and the Curriculum	20	C	X
CYP5005M	5	2	Transitions - Key Moments of Change	20	C	X
<b>You must choose either the following 40 credits:</b>						
CYP5001M	5	1	Learning in Practice	20	O	X
EDU5001M	5	2	Learning as a Researcher	20	O	X
<b>Or the following 40 credits:</b>						
EDU5007M	5	2	Reflecting on Learning	20	O	X
CYP5006M	5	2	Researching Children, Young People & Families	20	O	X
<b>Your remaining 20 credits can be chosen from the following, ensuring you have taken 60 credits in total in each semester:</b>						
EDU5002M	5	1	Education and Social Justice	20	O	X
EDU5003M	5	1	Life Chances and Education	20	O	X
EDU5004M	5	1	Media and Dis/ability	20	O	X
EDU5005M	5	1	The Globalisation of Education Policy	20	O	X
CYP5003M	5	1	Special Needs and Inclusion	20	O	X
CYP5004M	5	1	Mental Health	20	O	X
CYP5007M	5	2	Virtual Realities	20	O	X
CYP5008M	5	2	Bereavement and Loss	20	O	X
<b><sup>2</sup>You must choose ONE 40 credit module from either EDU6001M or CYP6006M:</b>						
EDU6001M	6	Y	Researching in an Educational Context	40	C <sup>2</sup>	NC

CYP6006M	6	Y	Special Study	40	C <sup>2</sup>	NC
<b><sup>3</sup>You must choose ONE of the following optional modules:</b>						
EDU6002M	6	1	Investigating Learning	20	O <sup>3</sup>	X
EDU6003M	6	1	Education and Contemporary Ethical Issues	20	O <sup>3</sup>	X
EDU6004M	6	1	Digital Learning - the Future of Education?	20	O <sup>3</sup>	X
EDU6005M	6	1	Critical Perspectives in Special Educational Needs and Inclusion	20	O <sup>3</sup>	X
<b><sup>4</sup>You must choose ONE of the following optional modules:</b>						
CYP6001M	6	1	Crime, Deviance and Youth Justice	20	O <sup>4</sup>	X
CYP6002M	6	1	Global Perspectives	20	O <sup>4</sup>	X
CYP6007M	6	1	Community Development	20	O <sup>4</sup>	X
<b><sup>5</sup>You must choose ONE of the following optional modules:</b>						
EDU6006M	6	2	Education, Health and Wellbeing	20	O <sup>5</sup>	X
EDU6007M	6	2	Autobiography and Narrative – Writing Educational Journeys	20	O <sup>5</sup>	X
EDU6008M	6	2	Education and the Environment	20	O <sup>5</sup>	X
EDU6009M	6	2	Teaching and the Role of the Teacher	20	O <sup>5</sup>	X
<b><sup>6</sup>You must choose ONE of the following optional modules:</b>						
CYP6003M	6	2	Gender and Sexualisation	20	O <sup>6</sup>	X
CYP6004M	6	2	Vision and Change	20	O <sup>6</sup>	X
CYP6005M	6	2	Whose Values? Whose Voice?	20	O <sup>6</sup>	X
CYP6008M	6	2	State Intervention and Family Life	20	O <sup>6</sup>	X

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

Any modules that must be passed for progression or award are indicated in the table above as non-compensatable. A non-compensatable module is one that must be passed at the relevant level (with a mark of 40) in order to progress.

## **Children, Young People and Families**

### **Programme aim(s)**

The programme aims 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 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

### **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 the broad field of children, young people and families.
- 4.2 Analyse basic concepts, theories and issues of policy that impact upon the lives of children, young people and families 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 studying children, young people and families.
- 4.5 Appropriately apply perspectives, skills and knowledge towards an understanding of children, young people and families.
- 4.6 Present, evaluate and interpret different forms of information, evidence, data, artefacts and performances appropriate to the study of children, young people and families.
- 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 in the area of children, young people and families.

#### **Level 5**

- 5.1 Demonstrate an understanding of the underlying values and principles relevant to the study of children, young people and families and a developing personal stance towards the subject which draws on their increasing knowledge.
- 5.2 Critically analyse more complex concepts, theories and issues of policy that impact upon the lives of children, young people and families 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 the field of children, young people and families, including those associated with work-based settings.
- 5.5 Demonstrate a critical awareness of research strategies particular to the area of children, young people and families.
- 5.6 Critically analyse data and information relevant to the study of children, young people and families.
- 5.7 Communicate subject-relevant information, ideas and arguments effectively to specialist and non-specialist audiences.
- 5.8 Demonstrate an ability to apply knowledge and skills effectively in decision-making in the context of growing maturity as an independent learner.

## **Level 6**

- 6.1 Demonstrate a proficient understanding of the underlying values and principles relevant to the field of children, young people and families and a developing personal stance which draws on their increasing knowledge of the field.
- 6.2 Critically analyse complex concepts, theories and issues of policy that impact upon the lives of children, young people and families in a systematic way.
- 6.3 Apply their value system to the area of children, young people and families and reflect on their own value system. Show proficiency in combining the theories and principles regarding children, young people and families in the analysis and solution of complex problems.
- 6.4 Demonstrate proficiency in evaluating the appropriateness of research strategies associated with children, young people and families.
- 6.5 Proficiently use and communicate approaches to the evaluation of qualitative and quantitative data relevant to the study of children, young people and families.
- 6.6 Acquire, organise and communicate information, ideas and arguments, showing an understanding of the significance and limitations of knowledge in the field of children, young people and families.
- 6.7 Demonstrate theoretical understanding to help sustain an argument and proficiently apply learned theory and principles from the area of children, young people and families.
- 6.8 Demonstrate a complex understanding of the underlying values and principles relevant to children, young people and families and a developing personal stance which draws on their increasing knowledge.
- 6.9 Critically evaluate complex concepts, theories and issues of policy that impact upon the lives of children, young people and families in a systematic way.
- 6.10 Critically reflect on the application of their own value system to their work.
- 6.11 Demonstrate an understanding of the relationship between theoretical and empirical knowledge at the forefront of ideas regarding children, young people and families.
- 6.12 Devise and sustain critical commentary on advanced studies in the field of children, young people and families.
- 6.13 Manage and reflect critically upon own learning.
- 6.14 Demonstrate an appreciation of the uncertainty and ambiguity of much knowledge in the area of children, young people and families.
- 6.15 Apply skills, concepts, theoretical and empirical knowledge, and methods appropriate to the study of children, young people and families to initiate, design, plan and execute research.
- 6.16 Demonstrate an ability to reach reasoned judgements about arguments and evidence based upon sound critical analysis and an understanding of different value positions.
- 6.17 Exercise initiative and personal responsibility in a range of decision-making contexts related to their studies.

## Learning, teaching and assessment

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 programme learning outcomes. Children, Young People & Families 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. 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.

## **Education Studies**

### **Programme aim(s)**

The programme aims to:

1. 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.
2. Provide students with a broad and balanced knowledge and understanding of the principal features of education in a wide range of contexts.
3. Encourage students to engage with fundamental questions concerning the aims and values of education and its relationship to society.
4. Provide opportunities for students to appreciate the problematic nature of educational theory, policy and practice.
5. Encourage the interrogation of educational processes in a wide variety of contexts.
6. Develop in students the ability to construct and sustain a reasoned argument about educational 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**

- 4.9 Demonstrate a broad-based knowledge and understanding of a range of underlying concepts, content, and theoretical perspective associated with Education Studies.
- 4.10 Appropriately apply perspectives, skills and knowledge gained across Education Studies.
- 4.11 Present, evaluate and interpret different forms of information, evidence, data, artefacts and performances, appropriate to Education Studies.
- 4.12 Communicate effectively using a range of basic skills appropriate for the audience and purpose.
- 4.13 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**

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

## **Level 6**

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

## **Learning, teaching and assessment**

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 programme learning outcomes. Education Studies 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. 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 5 and 6 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.

The following learning and teaching strategies will provide opportunities for engagement, development and critical enquiry:

- Web-based study materials
- Virtual Learning Environment 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

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 6 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.

### **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 and values](#)
- [University 2026 Strategy](#)
- [QAA subject benchmark statements](#)
- [Frameworks for Higher Education Qualifications](#)

---

*Date written / revised:*

*Programme originally approved:*